## Chapter One

## Introduction

This chapter talks about some points. The first point is the background of the research which talks about the reason why the researcher is interested in conducting the study. The second point is identification and limitation of the problem, which focuses on problems of the study. The third point is the research questions. In this part, the researcher provides questions of the research.The fourth point is the objectives of the research. The last point is the significance of the research, it will describe the advantages of the research study toward particular people.

**Background of the Research**

Nowadays, English language becomes the global and international language that can replace other languages. This is supported by Morozova (2013) who said that "in this era, the existence of English language will replace other languages as a means for communication of people in the worldwide" (p.2). English becomes important subjects either in schools or university in every country. English becomes communication language in some fields, such as in education, technology, communication, and tourism. For example in educational context, some of schools provide English lesson. It  is because English becomes foreign language that students should know and learn.

English also plays an important role because English is useful for students to get their future job. According to the Kyung-Suk (2010), most universities provide English lesson to help their students to be well prepared students for their career. In education, particularly English education students should learn English

in order to support their education, future career, and job. English can help the students to face the international world.

English institutions provide some tests that can examine the student" s English ability. One of the significant tests that can examine the student" s English ability is TOEFL (Test of English Foreign Language) test. TOEFL is one of the tests to predict and measure the English skills of the students. By TOEFL test, the students will know their English proficiency, whether it is good or bad. By taking the TOEFL test, the students will know the highest score of certain skills. In the TOEFL test, there are three skills that can make the students learn more about English. There are listening comprehension, structure and written expression, and the reading comprehension. These three skills are important and significant for the students who learn English Language.

In this era, TOEFL test becomes one of the important English tests for the students to get the job or to get the scholarship. When students want to continue their higher educational level, they should pass TOEFL test in advance. Based on Forster and Karn (1998), TOEFL is used by universities in North America to screen their requirements for graduation and foreign student" s applications.TOEFL test is used to get scholarship and usually used as school requirements. Further, in some workplaces, the staff or the employees are obligated to speak English. So, TOEFL is being the significants test to support the future jobs. At Universitas Muhammadiyah Yogyakarta, TOEFL test is used by the students as requirements for the degree of *Sarjana Pendidikan*. Every major has their own standard for the scoring system. Especially, EnglishLanguage Education Department UMY (ELED of UMY), in semester six there is a subject

International Language Testing about TOEFL and every student must enroll this subject.

According to the researcher observation, most of students of English Education Department UMY find TOEFL test a big problem for them. They feel scared and horrified of TOEFL test. According to the personal observation of 5 students, 3 of 5 students were worried about TOEFL test. They thought TOEFL is complicated. The students feel nervous, panic and afraid of TOEFL test. Moreover, students who have taken TOEFL test but they did not get good score, will still have anxiety to take another test since they think that it is difficult to achieve high score of TOEFL test. Hence, the researcher is interested in researching "what are the problems faced by EED UMY students in doing TOEFL test" and "what are the strategies done by EED UMY students in solving problems in doing TOEFL test".

The researcher chooses this title because there is a reason. The reason is, because of the personal experience of the researcher. The researcher thinks that TOEFL test is like national examination that makes the researcher and some students feel scared and anxious. This is one of the researcher isproblems before taking the TOEFL test. The first time the researcher did the TOEFL test was terrible because of insufficient preparation. This problem, therefore, makes the researcher interested in researching the student" s problems in doing TOEFL test and the strategies to overcome the problems in TOEFL test by EED UMY.

**Identification of the Problem**

In the research study, the researcher tries to find the problems when the students of English Education Department of UMY did the TOEFL test. The problems occur within internal and external factors. Based on the researcher" s experience, the internal factor comes from the low motivation of students. When the students do the TOEFL test, they do not have enthusiasm and lazy to do the test in every section. The low motivation of the students may contribute students" focus when doing the TOEFL test. The students will not focus on the TOEFL test, and may impact on the score test. Sometimes, the students also feel bored when doing TOEFL test. TOEFL test usually takes long time to answer.

The external factor comes from the TOEFL test itself. TOEFL test always provides the different challenges in every sections. Based on Anthony (2014), the difficulties found by some test takers during the listening section of the TOEFL test are lack of understanding of the spoken language, strategies to answer, and the materials of the test. It makes the students feel difficult to learn it, especially for the listening. The listening section has problems in the earphone and the speakers" speed. Sometimes, the earphone does not work properly or have bad quality in producing sounds, so it makes the students not focus. The speaker becomes one of the problems for the students when doing TOEFL test. Students cannot listen to the conversation clearly because of the sound quality.

Reading section also has challenges for students. The students should read too long paragraph to answer one question. According to Antoni (2014) argued in reading section, students get problems to understand the meaning of written English and students has limited vocabulary and phrases. The students consider

that they do not have good strategies in completing the questions. Additionally, a research by Mahmud (2014) revealed that most of the students found difficulties in reading the TOEFL test. Another difficulty of reading sections is vocabularies; sometimes the vocabularies are not familiar to the students. Some of students cannot translate one word or vocabulary, so the students will not understand the context.

The students feel nervous and not focus with the test because of the score limitation and the students will get bad scores. This is the biggest problem for students to find the tips or strategies to minimize the problem in TOEFL testing. Based on the background of the study it can be found that the problems of this research are the problems when taking TOEFL test (include listening comprehension, structure and written expression, and reading comprehension). Sometimes, the students failed the test and did not reach the passing grade. So, the researcher will explore more information about the problems and the strategies of the students English Education Department of UMY in TOEFL test.

**Limitation of the Problem**

Referring to the problem identification on the previous section, this research focuses on the problem that occurs within internal factors. The internal factors come from the students itself. This research also focuses on qualitative study only and uses individual interviews as the data collection.

**Research Questions**

According to the statement of the problem, the research questions are:

1. What are the problems faced by EED UMY students in doing TOEFL test?

2. What are the strategies done by EED UMY students in solving problems in doing TOEFL test?

**The Objectives of the Research**

The objectives of the research study are:

1. To find the problems faced by EED UMY students in doing TOEFL test

2. To identify strategies done by EED UMY students in solving problems in doing TOEFL test

**The Significances of the Research**

The result of this research study is expected to be beneficial for people who read this research study, especially for the students, teachers, and other researchers.

**Students.** Students can get benefits from this research because this research provides the problems that might be faced and strategies in solving problems in doing TOEFL test. By knowing these points studens can be better in preparing the next TOEFL test.

**Teachers.** Teachers can obtain the benefits from this study because this research will offer the findings of the problems faced by students in taking TOEFL test, strategies to solve them. Knowing these points, the teacher can help students prepare the TOEFL test well and try to solve potential problems with strategies provided.

**Other researchers.** Other researchers can use this research as the reference for their further studies that are related to TOEFL test. The other researchers may use this research finding as a guide to conduct similar research.

**Outline of the research**

This research study is divided into five chapters. Chapter one is the introduction which contains the background of the research, identification and limitation of the problem, research questions, the objectives of the research, significances of the research and outline of the research. Chapter two, this chapter discusses theories related to the topic of the research. There are several contents which must be discussed in the literature, including definition of test of English as a foreign language (TOEFL), types of TOEFL test, student" s problems in TOEFL, strategies to solve the problem of TOEFL, review of related study and, also the conceptual framework. Chapter three presents the methodology that is employed in this research. There are five sections namely research design, research setting, research participants, data collection method, and data analysis. The fourth chapter describes research findings gathered by the researcher as well as its discussion. The last chapter presents the conclusion of the research and the recommendation. Several theories are also included in chapter three which aim to support the research methodology.