

Chapter Four

Findings and Discussion

In this chapter, the researcher reports the findings based on data analysis and the discussion of the finding. There are two major findings reported in this research based on the research questions. First, the researcher reports the problems faced by English Education Department of Universitas Muhammadiyah Yogyakarta students in doing TOEFL test. Second, the researcher reports how the English Education Department of Universitas Muhammadiyah Yogyakarta students solve the problems in doing TOEFL test. In addition, the researcher used pseudonyms in reporting the results in order to protect the identity of the respondents. The names of the pseudonyms were Sina, Cosa, Tania, and Ritma.

The problems faced by English Education Department of Universitas Muhammadiyah Yogyakarta students in doing TOEFL test

The researcher had gathered the data from the participants by conducting the interview to the participants. The four students of EED of UMY felt difficult to do the TOEFL test and it indicated that they had problems in doing TOEFL test. The participants in this research encountered some internal and external problems.

Internal problems. The internal problems come from the test takers, it means that the test takers condition itself makes them difficult to take the test. The participants in this research encountered four problems. The internal problems were categorized into four major categories namely students' linguistic problems, students' anxiety, students' lack of concentration, and students' lack of

motivation. The following point discussed about those four major categories related to the second research question.

Finding 1: Students' linguistic problems. Linguistic knowledge was found as the most problem faced by the participants in this research. Most of participants in this research faced these linguistic problems; it might be because of the lack of students' understanding toward grammar, and also of the lack vocabulary mastery. This finding was in line with Pineteh (2014), who indicated the major weaknesses in student English test such as lack of a mastery of grammar, ability to research and relate knowledge across singular context and poor English skills. The statements below are the detailed explanation about the problems of the participants in this research regarding students' linguistic problems.

Students' grammatical errors. All of the participants argued that grammar is the big internal problems of the students. Most of the students had the same problem in doing TOEFL test which is grammatical. Participant one up to participant four said that the internal problems come from the grammatical errors. Participant one said that she felt hard to find the subject and verb in one sentence. Similarly, the participant two also stated that is hard to determine the subject, verb, and conjunction. Participant three said that she had problems with her grammar; sometimes she did not know the meaning of vocab, the antonym, and synonym. The last participant said that sometimes it was not easy to determine the tenses. Participant first stated, "it is very hard to find the subject, the verb, and the conjunction" (Sina, 2017). Participant two stated that, "the problems for the structure are look for the subject, verb, and conjunction" (Cosa, 2017). Participant three said that, "for the reading section, the difficult thing is to find the

vocabularies. For example the antonym words, synonym words, and the meaning of the words” (Tania, 2017). Participant four stated that, “for the structure, I like confuse to determine the subject and the verb, between place information and time, then I like confuse to determine that is simple past tense or simple present tense” (Ritma, 2017).

To sum up, all of the participants experienced the grammatical confusion. This finding is supported by Antoni (2014), the problems of TOEFL are they have no good strategies in completing the questions; they get difficulties in determining the subject and the verb of sentences. Then, they are also problematic on written expression test.

Students' lack of vocabularies. One of the participant mentioned that the lack of vocabulary or word is a serious problem for the students. According to Antoni (2014) who said that the problem of TOEFL happened because they have limited of vocabularies and some phrases. Vocabulary is the important thing in TOEFL test. Thus, when the students have insufficient vocabulary, they will face the problems in TOEFL test. Based on the data obtained, some of the participants faced problems in vocabulary. Participant four had difficulty in vocabulary when she did the reading section of the TOEFL test. She felt that she just stuck in some vocabulary when she did the TOEFL test. It happened because her vocabulary mastery was low at that time. Participant four stated that, “I think is vocab. Because, In reading comprehension there are synonym and antonym questions. Then, I was hard to find the topic sentence, sometimes the topic sentence can be found on the first or last paragraph. Sometimes I like confuse to find the topic sentence, because the minimum vocabularies that I have” (Ritma, 2017).

One of the participants experienced the problems regarding is the lack of vocabulary. The student encountered this problem because of her insufficient vocabulary mastery. So, the student cannot focus their mind to do the TOEFL test because of insufficient vocabulary. Vocabularies are extremely useful for the student's English skill because when students have sufficient Vocabulary, they could state their ideas freely and accurately. Also, it could give ease for the students to find the synonym and antonym in reading section of TOEFL test.

Finding 2: Students' anxiety. Two participants argued that one of internal problems is anxiety. Half of participants in this research faced these problems; it might be because of the lack of the confidence, lack of motivation, and lack of preparation before the TOEFL test. This finding was in line with Santrock (2003), the researcher found some expert references or reliable sources about student's problems toward TOEFL test, and the result, some of resources mention that the big students' problem is anxiety. Students' anxiety can be categorized into two problems; they are nervous, and students' lack of confidence.

Students' nervousness. Feeling nervous was found as one of the problems that faced by students in English Education Department of UMY when they do the TOEFL test. Three of four participants mentioned that nervous becomes their internal problems. Participant one said that, "then the third internal factor is nervous. In my department, the score minimal for graduation is 500. I ever got the score is 493, it was failed, it made me disappointed. Because of anxiety, so it made me nervous, and negative thinking, so it made me not concentrate" (Sina, 2017).

In addition, participant two also stated that she has trouble in her feeling when do the TOEFL test. Participant two said that, "sometimes, I feel nervous and

not confidence when do the TOEFL test. I always uncertain when fill the questions of TOEFL test”(Cosa, 2017).

In line with participant one and two, the fourth participant also stated that she like to be nervous when doing the TOEFL test. Participant four stated that, “for the first, I felt nervous. I felt nervous because the time is limited, so I felt nervous” (Ritma, 2017).

To sum up, most of the participants experience felt nervous when do the TOEFL test. These findings in line with Ansari (2015), who said that nervous, worried, fearful, and heart beats became symptoms of anxious students of English test. It could be inferred that nervous was one the characteristic of students who suffered of doing TOEFL test.

Lack of confidence. One of four participants mentioned that lack of confidence will offend the TOEFL. It happened because the student felt unsure with herself to do TOEFL test. Participant two stated that, “I did a lot exercise for the TOEFL test. Sometimes, I was uncertain when do the TOEFL test. I am felling nervous and not confidence” (Cosa, 2017).

From that statement, actually the student tried to answer the TOEFL test. However, the student unsure with her answer, it put the students in confuse and not confidence with her test. She do not believe with her test itself, although she always more practice with the TOEFL test. It can make the students nervous and not confidence with their self. This line was supported by Alonso and Junio (2012) who showed that most of the students aware of the importance of acquiring English test but they show their lack of confidence of their self. So, lack of confidence is considered as a problem in doing TOEFL test.

Feeling under pressure. One of four participants agreed that the students may feel under pressure, it becomes the one of the internal problems in TOEFL test. The participant two mentioned that she was burdened with the title English Education Departments when doing the TOEFL test. The burden indirectly force her to get high score. Participant three stated that, “for me the problem is burden. Because I study at English Education of Department, so it can be a burden for me if I get less than 500 of my TOEFL test” (Tania, 2017).

The participant” felt under pressure as it is stated above is in line with Safina (2017) who stated that feeling stressed when testing can make the students anxious or even cause the bad result for the final outcome of testing process. So, the student who feel stressed, afraid, and burdened is one of the internal problems for the students when doing the TOEFL test.

Finding 3. Lack of concentration. Lack of concentration becomes an internal problem for the students who take the TOFL test. Almost all of the participants agree with this statement, that the concentration is offended during the test process. Participant one stated that, “because of anxiety, so it made nervous, and negative thinking, so it makes me hardtoconcentrate” (Sina, 2017).

Meanwhile, other participants thought that the low concentration during the listening comprehension resulted to low TOEFL scores. Participant two said that, “moreover for the listening, because we should be concentrate. Sometimes, the time for listening comprehension faster than other comprehension. Before we get the answer, usually the audio will continue to the next number” (Cosa, 2017).

Similar with the Cosa” s statement, participant three also had the concentration problem in listening comprehension. Participant three stated that,

“for the listening, sometimes I did not get the point. I had a course about listening section, then I should focus to second person, but sometimes my concentration is lost, I cannot focus, and I confuse sometimes” (Tania, 2017).

To sum up, almost all the participants in this research believe that concentration is an important thing when the students take the TOEFL test. If the students lack in concentration, they will not focus during the TOEFL test process. This finding corresponds to Khajloo's (2013) finding that students do not concentrate in English test; otherwise, they will do their best and get good scores. So, if the students cannot focus with the test, it can disturb their concentration.

Finding 4. Lack of motivation. Two of four participants mentioned that lack of motivation is the big internal problem of the students. Participant two said about her laziness when doing the reading comprehension. Similar with participant two, participant three also said about her lack of motivation on reading comprehension. The students sometimes feel so lazy to do their TOEFL test, especially in reading comprehension. It happened because they are demotivated. Participant two stated that, “for the reading comprehension, it was laziness, because reading comprehension in the last part of test, so the energy and mind were used up, otherwise for the reading comprehension, we need extra energy” (Cosa, 2017).

Similarly, the participant three experienced the problems in motivation when doing reading comprehension in TOEFL test. Participant three said that,

“sometimes, for the reading comprehension, it has too long questions, and my brain was tired, I was lazy to think again, so I answered the questions based on the haphazard” (Tania, 2017).

To sum up the findings, two of four participants agree that students’ lack of motivation is one of the big internal problems for some students. Almost all of students feel lazy when doing the TOEFL test especially for the reading comprehension section. It is because the long the questions of reading comprehension form. It is supported by Gunarsa & Gunarsa Ninawati (2002) said, “The problem faced by the learners in taking TOEFL test is because students low motivation”. So, the students’ lack of motivation is one of the internal problems for the students who take the TOEFL test.

Regarding to those finding, the researcher conclude that internal problem encountered four problems. The internal problems were categorized into four major categories namely students’ linguistic problems, students’ anxiety, students’ lack of concentration, and students’ lack of motivation. These problems may happen because the students are still lack in TOEFL test. Thus, in TOEFL test the students need to understand TOEFL test so, they can avoid the internal problems in doing TOEFL test.

External Problems. The external problems come from the TOEFL test itself. It means that, the TOEFL test itself become the problems for the students who take TOEFL test. Based on Limandra (2013) for external factor occurred by the outside of the students’ situation and conditions. From that statement, the external problems occur from the outside of students’ control. The

external problems were categorized into two major categories namely audio" s listening problems, and time limitation.

Finding 1. Audio listening problems. Based on the data gathered, the researcher found that two from four participants reported audio listening caused the problem. Two of four participants explained more explicitly that they did not understand with the vocabularies or word. Participant ne stated that, “the difficulties come from the listening comprehension, usually the problem is the audio, sometimes the audio is clear, but sometimes the audio is unclear. Sometimes the audio produced the noisy sounds. Then, if in the listening section, I cannot think quickly. Because, I should focus to listen what the speaker said, but also I should understand it, I should know what is the question, so it is complicated” (Sina, 2017).

In addition, participant four also stated that she has trouble in audio listening. Participant fur said that, “then for the listening comprehension, pronunciation of the speaker is less clear, so it made me confuse. There is a conversation, for example in the conversation it said “department”, but I heard “apartment” instead. So, it drove an incorrect interpretation, I did not understand when the speaker said”(Ritma, 2017).

Based on the interview, it showed that audio listening can cause the problem for the participants. Those participants mentioned that the audio produced unclearly conversation, so it led the confusion of participants. The problem in audio" listening came from the audio speaker which produced unclear or noisy audio. A number of students claimed that they cannot concentrate on listening test due to the recording material (Hamouda, 2013). The second problem

of audio listening is accent of the speaker. This finding supported by Yagang (1994), who explained that accent of TOEFL is difficult like IELTS test.

Finding 2. Time limitation. This study also found out the other problem caused by external problem. That was limited time of TOEFL test. There were two participants reported that time limitation of TOEFL test is a problem. Participant one stated that, “then, the problem is in the second comprehension, written expression. The difficulty is fast timing, because TOEFL need the fast timing to answer the questions” (Sina, 2017).

Similarly, Ritma had difficulty in time management of TOEFL test; she need extra time to understand and answer the questions of TOEFL test. Participant four said that, “for the reading comprehension, I need extra time to understand it, whereas the time is limited. Then, sometimes there are some words that I do not know, so it made me hard to understand” (Ritma, 2017).

From the statements above, the participants indicated that the limitation of time was the students’ problems in TOEFL test. It is supported by Puspawati (2014) who proposed that students perceived that the time limitation in the speaking tasks of iBT TOEFL is not fair. The students claimed that it may be difficult to convey a message in what is not their first language in a limited time because there are aspects like hesitation s, constructing meanings, and so on that take place when they speak English. It happened when the students answer the questions of writing structure and written expression, and reading comprehension of TOEFL test. From the time limitation, the participants cannot understand the questions properly.

In conclusion, there were two problems encountered by the participants in this research. The two problems consist of internal and external problems. The internal problems come from the test takers, it means that the test takers condition itself makes them difficult to be focused during the test. The internal problems were categorized into four major categories namely students' linguistic problems, students' anxiety, students' lack of concentration, and students' lack of motivation.

The external problems come from the TOEFL test itself. It means that, the TOEFL test itself become the problems for the students who take the TOEFL test. The external problems were categorized into two major categories namely audio listening problems, and time limitation.

In conclusion, the researcher got the data that four students of EED of UMY felt difficult to do the TOEFL test and it indicated that they had problems in doing TOEFL test. The participants in this research encountered some internal and external problems. The internal problems were categorized into four major categories namely students' linguistic problems, students' anxiety, students' lack of concentration, and students' lack of motivation. The external problems were categorized into two major categories namely audio listening problems, and time limitation.

The strategies used by English Education Department students of UMY in solving the problems in TOEFL test.

Another aim that the researcher tried to obtain in this research is students' strategies to solve the problems in doing TOEFL test. After the participants explained the problems of TOEFL test, the participants have to overcome those

problems then. The strategies were categorized into nine strategies. The following point will discuss about those nine strategies related to the second research question.

Finding 1. Understanding grammar. This research found that participant two learned more deeply about grammar such as structure identification of sentence to overcome their problem in doing TOEFL test. Participant two stated that, “the strategies for the structure section, just know and understand the subject and verb. Although, I do not know the meaning of the questions, but by knowing the subject, verb, and conjunction, so I can answer the questions“ (Cosa, 2017).

Student tried to identify the structure of a sentence by separating the part of speech of each sentence, so the student can answer the questions of TOEFL test. The strategy was supported by Azar (2007) who claimed that most EFL students setting aside time to focus on grammar that is seemed effective and efficient as well as a good support for students in English language testing. Understanding grammar can solve the students' grammatical error on TOEFL test. By this strategy, the students understand the grammar well.

Finding 2. Doing more practice. Two of four the participants in this research believe that more practice can help them to overcome the students' problems in doing TOEFL test. According to Alonso and Junio (2012), the more practice students do, the better result of test they will obtain. Participant one stated that, “for the written expression, the strategies is using bok, I have books for SMA, like bank of questions for SMA, but there are excercises for the written expression and reading comprehension. So, I do practice more for the second and third comprehension” (Sina, 2017).

Meanwhile, other participants thought that reading a lot can help them to solve the students' problems in doing TOEFL test. Participant three said that, "for the reading comprehension, I should read a lot of books. I also read a lot of reading questions, so I got familiar with reading questions" (Tania, 2017).

To sum up, two of four the participants in this research believe that intensive and extensive practice, especially for reading strategy can help them in doing TOEFL test. Thus, this finding was supported by Herrero (2007) who investigated reading habit could help test takers achieve English skill, especially on English language testing. Reading a lot can help the students overcoming the problems in reading comprehension of TOEFL test. In addition, by reading a lot also could increase student's vocabulary mastery. In short, reading habit can help the students in many aspects including in doing TOEFL test. So, doing more practice can solve the students' problems of TOEFL test, especially for the structure and written expression, and reading comprehension.

Finding 3. Listening to English song. The researcher found that the participants used to listen to English song as strategy in doing TOEFL test. Two of four participants are agrees with this strategy. The participants stated that listening to English song was helpful them in listening comprehension, specially to improve the understanding of pronunciation. Participant one stated that, "in listening comprehension, the strategy is listening the English songs, which is no subtitle. By listening the English song, I get the new vocabulary" (Sina, 2017). Participant four said that, "for the listening comprehensin, I should listen the daily conversation of tourist, because the majority of TOEFL use daily conversation. We can get from movie, because there is subtitle in movie, so made me easy to

learn it. So, all of them are my strategies to avoid the miss understanding of pronunciation” (Ritma, 2017).

Hence, based on the participants point of view, it could be determined that listen to English songs was helpful for the students in doing TOEFL test, specially in listening comprehension. According to Al-Abri (2008), listening to English songs was helpful strategy to help the students in English language testing on their listening and also vocabulary knowledge and pronunciation, specially to increase the students" VO cabularies.

Finding 4. Asking other students. Other strategy that is used by the students to overcome the difficulties in writing academic essay is asking their friends to help. Three of four participants mention that asking friends can help the students to overcome the problems in doing TOEFL test. The participants are participant one, participant three, and participant four. They prefer to ask her friend to be their strategies. Participant one stated that, “do the discussion with the smarter friends. I ask the difficult questions, then my friend was help me” (Sina, 2017).

Meanwhile, Tania and Ritma tend to ask their friend to help their in order to check their grammar. They did it because they has a problem in structure and writting expression. Participant three said that, “learn with the friends that understand with the grammar, who has the score of TOEFL in structure more bigger than me. So, I learn with my smart friends” (Tania, 2017). Participant fur said that, “for the structure, I try to learn with my friends, that have skill in grammar. I learn how to fill the correct sentence” (Ritma, 2017).

This finding is in line with Oxford (1990) who stated the students can cooperate peers and the more proficient user of the language in order to improve their language skills in test. Thus, the students have to employ this strategy, because it could help them improve the student's skill of grammar and could share knowledge with their friends.

Finding 5. Guessing strategy. The following participant used guessing strategy. This strategy is used by one participants. She said that by guessing her self can help her problems in doing TOEFL test. Participant one stated that, "when doing the TOEFL test, I usually used my guessing, so, I just predict the word to answer the questions of reading comprehension" (Sina, 2017).

The result of investigation showed that guessing strategy used by participant to answer the questions of reading comprehension. Guessing strategy was stated by Milman cited on Li (2016) where it is included into test wiseness strategy. It explains that always guess even if the usual correction or a more severe penalty for guessing the test takers. This strategy can be used if the students do not have any idea about the answer anymore. Then, they can just guess the possible answer. This strategy can solve the students' problems in reading comprehension.

Finding 6. Being More Focused. The next finding that used by participants was more focus. Three of four participants agrees that more focus can help the students to overcome the problems of doing TOEFL test. Participant one stated that, "for the strategies, I should to focus, calm, listen carefully, indeed I should take the breathe to listen well" (Sina, 2017).

Furthermore, Cosa and Tania also tried to be more focused, so they can answer the questions. Participant two said that, “for the part of listening, the strategy is being focus with the second person. And the point for the listening is choosing the different answer, and it is work successfully” (Cosa, 2017). Participant three stated that, “for example for the listening, focus with the second person, so it can help the students” (Tania, 2017).

This strategy is defined by Vandergrift (1999) as refocusing strategy. He said that to make test takers understand what they see and listen for and establish the necessary conditions for successful testing, they should pay close attention to understand and refocusing the test. By focus with TOEFL test, the students can overcome the students' lack of concentration.

Finding 7. Having motivation. Sometimes students feel bored when doing the TOEFL test, so that the students will do the procrastination. All the participants in this research prefer to motivate themselves to overcome that problem. Two of four participants agrees with this strategy, they are participant two and three. Participant one stated that, “if there is effort, you will be successful students, just believe, and be optimistic” (Sina, 2017). Participant two said that, “I think is motivation. So, the important thing is motivation, because for the graduate of English Education Department, the minimal score for TOEFL test is 500” (Cosa, 2017). Participant three said that, “with my motivation, my confidence will increase. I will do the best. I will also fight, and pray. So, I will increase my self confidence, and my internal motivation for myself” (Tania, 2017).

This finding is in line with Dewi et al. (2015) who stated that motivation becomes the factor supporting the changing of the TOEFL scores. Students with high motivation would achieve the TOEFL scores more than 500 was their own desire. On the other hand, students with low motivation could not find a reason to achieve the TOEFL scores of 500 or more. This strategy is to avoid the students' lack of motivation. By increasing the motivation, the students can increase the confidence too.

Finding 8. Being prepared. One of four participants mentioned that preparation is one of the strategies to solve the problems of TOEFL test. The participant said that the preparation before doing the TOEFL test is very helpful to the students to decrease the students' anxiety. Participant four stated that, "for the anxiety, the method how to avoid the anxiety before doing the TOEFL test is preparation. I prepared all the things before doing the test, but I never breakfast before doing the test, because when I have breakfast, I will get slight stomachache" (Ritma, 2017).

The participant agreed that preparation can help the student to solve the problems when doing the TOEFL test. This statement was supported by Heffernan (2006), who argued that any successful TOEFL preparation have the effective prepare students for the TOEFL test, with the ultimate goal of increasing any previous score they may have achieved. So, preparation of TOEFL is one of effective strategies to overcome the students' problems in doing TOEFL test.

Finding 9. Having time management. The last finding about the strategies to face the students' problems when doing TOEFL test is managing the time. The time limit for the TOEFL test should be considered by the students. The

important point of the time management is the student should manage the time in every sections of TOEFL test. One participant agreed with this strategies, she is participant four. Participant four stated that, “for the reading comprehension, I learn it by myself. Because for the reading comprehension, the difficult things for me is timing. I should manage the time, should to accelerate the time. Then, I should to memorize the words of synonym or the vocabularies, because the major things of reading comprehension are the synonym vocabularies or the antonym. Then, I should conclude the topic” (Ritma, 2017).

The student should manage the time when answering the questions of TOEFL test. This finding was supported by Zickovic (2014), as cited by Kusmawati (2016), the students must be able to choose the effective arguments so they can manage their time on test efficiently. The most important things was that the time were enough to answer the questions of TOEFL test. Thus, the audiences are easy to do the TOEFL test.

Regarding to those finding, there were several strategies used by the participants in this research. The strategies were categorized into nine major strategies they are understanding grammar, doing more practice, listening to English song, asking other students, guessing strategy, being more focused, having motivation, being prepared, and having time management. Those strategies were used by the participants in this research to overcome the students' problems when doing the TOEFL test.

In conclusion, those finding answer the research questions of this research. They are to know what 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. First, the researcher wanted to find the problems faced by EED UMY students in doing TOEFL test. They were internal and external problems. The internal problems were categorized into four major categories namely students' linguistic problems, students' anxiety, students' lack of concentration, and students' lack of motivation. The external problems were categorized into two major categories namely audio listening problems, and time limitation. Second, the researcher wanted to identify strategies done by EED UMY students in solving problems in doing TOEFL test. They were understanding grammar, doing more practice, listening to English song, asking other students, guessing strategy, being more focused, having motivation, being prepared, and having time management.