

THE ANALISYS OF STUDENTS' DIFFICULTIES IN ACCOMPLISHING TOEFL MINIMUM SCORE AS THE FINAL REQUIREMENT

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ABSTRACT The article aimed to find out the difficulties encountered by the students in answering the TOEFL, and to find out the strategies that can be applied in order to help students overcome their difficulties in TOEFL. This research applied descriptive research with qualitative approach as the data were analyzed qualitatively. This research was conducted in English Education Department in Tarbiyah and Teaching Training Faculty of UIN Alauddin Makassar with 40 subjects of the sixth to eight semester students of English Education Department by using purposive sampling. The data were collected by using opened-questionnaire. the researchers found that there were three kinds of difficulties encountered by students in answering the TOEFL test namely, (1) fewer basic skills in answering the TOEFL test, (2) the students' less practice, and (3) the students' lack of motivation in studying the skills of TOEFL test. In addition, there were some strategies that the students used when they encountered difficult question in answering the TOEFL test such as: (1) skipping the difficult items and focusing on the easier items, (2) thinking hard and usually spending so much time in one question, (3) thinking hard and effort to spend short time in one question, and (4) guessing. Therefore, through this research, it is suggested to the institution to conduct TOEFL preparation course and well-manageable TOEFL administration.

Keywords: Students' difficulties, TOEFL, Final requirement

A. INTRODUCTION

English has been widely known as the universal language for every people from around the world to communicate with each other. The importance of learning the English language is not only crucial in education side, but also in public environment where people are interacting. The usage of English is in great sector, and it is used to be studied as a foreign language or as a second language in some of countries (Erdem-Keklik, 2011; Sindkhedkar, 2012). Sindkhedkar (2012) stated that English "occupies the position of associate official language" and widely used as "a link language in offices and among the educated people". It is further stated that English is "not only a compulsory subject at school, college and university but is also the medium of instruction to the large extent".

There is one important aspect in language-teaching process. It is the language testing. Some studies from several countries have examined the importance of language testing. Pan (2009) examined the roles of test as an exit requirement in China and Fahim, Bagherkazemi, and Alemi (2010) explored the test takers' ability in reading test of the TOEFL (Test of English as Foreign Language) in relation to critical thinking. Another study by Zareva (2005) examined the new format for the TOEFL test. Arabsarhangi and Noorozi (2014) studied reading comprehension test types in relation to self-awareness and learners' performance. All the studies above showed the central use of a language testing as an instrument to measure students' English ability, and that makes it the reason why teacher should create reliable testing for language proficiency of students for the sake of the evaluation of students' achievement. The most commonly used language testing is TOEFL (Test of English as a Foreign Language). This test is highly recognized as a standard language testing in English language and had been "internationally recognized and respected" (Warfield, Laribee, & Geyer, 2013). The grade of the TOEFL is mostly used as indicator of a person's English proficiency around the world. For example, when students want to continue their study in foreign countries, the university asks the applicants to submit their TOEFL grade as indicator of their English proficiency. Studying in foreign countries definitely demands high English proficiency level that can be seen from the TOEFL grade requirement. Generally, a large number of universities around the world arrange placement test for ESL international students and use systematized-test such as TOEFL and IELTS (Kokhan & Lin, 2014). Kokhan and Lin (2014) stated that over 20 universities that had been reviewed, they specifically proclaim that people who are going to enroll are required to have TOEFL Internet-based Test score. Meanwhile, in Indonesia especially in Makassar, the eighth semester students of English Education Department in UIN Alauddin are obligated to achieve 500 as their TOEFL score as their minimum standard. English Education Department is not the only department that stated a term about TOEFL score. In Islamic Education Department, students are also committed to have TOEFL score but in this case the department board did not establish minimum score. Students are only required to show that they already take a TOEFL test to measure their English skill.

Considering the importance of language testing especially TOEFL test, it is necessary to conduct it to the students of English Education Department, but some difficulties may encounter by them in doing the test. As stated in the study of Mahmud (2014) about the EFL students' problems in Answering the Test of English as a Foreign Language (TOEFL), difficulties that students may encounter in taking TOEFL are such as: (a) Fewer Basic Skills, (b) Less Practice, (c) Less Motivation, and (d) Students' Individual Differences. Therefore, the

researchers are curious to find out the students' difficulties in doing TOEFL test of English education Department at UIN Alauddin Makassar in order to determine the appropriate strategies to solve those difficulties.

In addition, the TOEFL score is for the requirement of conducting a Munaqasyah Examination (thesis hearing). The above-average English proficiency students may achieve the minimum standard easily. But there are so many students in English education department who are still in low level. The requirement of that TOEFL score has been going on around 3 years, yet the problems like students' delayed graduation date because they have not achieved the minimum score is still happening until now. That is why the researchers decided to choose this topic.

Based on those considerations, this research was conducted to reveal the difficulties that encountered by the students in answering the TOEFL, and the strategies that can be applied in order to help students overcome their difficulties in TOEFL. Furthermore, this research gave the benefit to the students, lecturers, and university administrators as the source of information about the students' difficulties that they have when taking TOEFL test, and how to overcome those difficulties.

Therefore, this research was about investigating the eighth semester students' difficulties in accomplishing TOEFL minimum standard score as final exam requirement in UIN Alauddin Makassar. In this case, this research focused on the phenomena of the repeated test takers that face difficulties in reaching the required score for their final exam. Some students who have taken the TOEFL test before were asked to fill the open questionnaire that researchers have been formulated. Above all, the important issues dealing with the theme of this research were note.

B. REVIEW OF LITERATURE

Wu, Chen and Stone (2017) investigated how test-takers change their strategies to handle increased test difficulty. An adult sample reported their test-taking strategies immediately after completing the tasks in a reading test. Data were analyzed using structural equation modeling specifying a measurement-invariant, ability moderated, latent transition analysis in Mplus (Muthen & Asparouhov, 2011). It was found that almost half of the test-takers (47%) changed their strategies when encountering increased task-difficulty. The changes were characterized by augmenting comprehending-meaning strategies with score-maximizing and test wiseness strategies. Moreover, test-takers' ability was the driving influence that facilitated and/or

buffered the changes. The test outcomes, when reviewed in light of adjusted test-taking strategies, demonstrated a form of process-based validity evidence.

Hikmahyanti (2017) conducted a research to analyze the result of the students' TOEFL score and the difficulty of every section tested in the test. 150 students were chosen to take the TOEFL ITP at Universitas Bina Darma. The result of overall performances described using Common European Framework of Reference (CEFR) in Language proficiency level. Thus, the obtained data were analyzed in every section (Listening, Structure and Written Expression and Reading) to see the most difficult section in the test. The result shows that all of the students were on the A2 level. This means that their English proficiency in the target language used exceedingly limited and basic. Furthermore, the data shows the students' difficulty in every section on the test was mostly in Structure and Written expression. Samad, Jannah and Fitriani (2017) conducted a quantitative study in the undergraduate students' difficulties and their strategies in completing TOEFL reading comprehension test. The data was obtained by collecting students' worksheets of the TOEFL test and distributing questionnaires related to test taking strategies used by the students. Thirty students of English Education Department of Syiah Kuala University were involved as participants. The results indicate five difficult reading aspects encountered by the students. In addition, their strategies to complete the reading comprehension section of the TOEFL test are also found. These findings are further discussed in this paper. Loukina, Yoon, Sakano, Wei and Sheehan (2016) explored to what extent the difficulty of listening items in an English language proficiency test can be predicted by the textual properties of the item text. Researchers show that a system based on multiple text complexity features can predict item difficulty for several different item types and for some items achieves higher accuracy than human estimates of item difficulty. Mayuasti (2015) identified and analyzed the strength, weakness, and causes of weaknesses in every variable of TOEFL, especially in Structure subtest. This research's purpose is to give contribution specifically for advanced grammar class who are thought the grammar in TOEFL item test. The result showed that their strongest ability is in agreement variable (81.37% right answer), while the biggest weaknesses that the participants faced is in auxiliary verb variable (37.76% right answer). It is found that false-concept hypothesized is the main cause of the participants' weaknesses in TOEFL grammar.

Brown (2017) examined the relationship between TOEFL (iBT) scores and international student academic achievement in post-secondary education, measured by grade point average (GPA). The academic records and admissions data were collected for 389 students from China, Japan, and South Korea. The international students were all students attending the largest four-

year public institution in Hawaii, and included undergraduate and graduate students, along with students in certificate programs where a TOEFL score was included with the admission package, and a GPA was recorded. A multiple linear regression analysis was calculated for three groups determined by student classification status, with three levels, determined by nationality, and two subgroups determined by gender, along with age and TOEFL score. The results of the linear regression indicated the independent variables for student status, and TOEFL (iBT) score showed statistical significance. Sung, Lin and Hung (2015) proposed a framework of cognitive factors related to English listening comprehension tests. Data used were derived from the After School Alternative Program (ASAP) English test item pool. A total of 150 items were analyzed, and item difficulty was concurrently calibrated according to three-parameter-logistic item response theory from the responses of 1,459 fifth- to seventh-grade participants. Components affecting item difficulty were proposed and discussed with regard to the cognitive perspective. The 53.5% of variance in item difficulty of listening comprehension can be explained by the cognitive predicting model. This result is expected to make the task constructing procedure more organized and to ensure the task is of the desired difficulty, thus enabling the intended ability to be effectively measured. In addition, the ASAP English test aims to assist low-achieving students in remedial instruction; the cognitive factors and study results provide a reference for developing teaching materials of English LC remedial instruction and for constructing LC test items.

Ananda (2016) designed research to investigate two crucial problems. The first problem is the difficulties faced by EFL university students with section two of the ITP, and the second is whether part A or part B was more difficult for them and why. A number of 26 students from two different universities, Syiah Kuala University and the State Islamic University Ar-Raniry were the samples for the test. The data was obtained from a multiple-choice questionnaire test consisting of 46 questions, each with 4 answers to choose from. The results showed that inversions (12%), subject-verb agreements (10%), adverb clause connectors (7%), passives (6%), reduced adjective clauses (5%), parallel structures (5%) and use of verbs (5%) were the most difficult questions for the students. Furthermore, they felt that part B was more difficult than part A, as finding an error in a sentence was harder than completing a sentence from a multiple choice. Furthermore, the length of questions in part A did not affect the amount of time the students spent to complete part A and did not cause them to panic. Also, unfamiliar words in part A were not regarded as a problem by the students. Hence, TOEFL teachers and trainers are highly encouraged to pay more attention to doing study exercises for the seven topics with the highest percentages above in part A and also to more practice for part B.

Mahmud (2014) conducted a research that focus on exploring the students' problems in answering the TOEFL (Test of English as a Foreign Language). This research is a descriptive study based on in-depth semi-structured interview and classroom observation. The subject of this research was the students of Graduate Program at one state university in Makassar, Indonesia. The researcher took three classes as sample, namely one from English education department, one from Social Science, and one from Natural Science. To gain data, the three classes were observed and twelve representatives of the three classes were interviewed. Findings showed that the main problems of the students in answering the TOEFL test were due to several conflicting reasons, such as fewer basic skills, less practice, less motivation, and students' individual differences such as age and social status.

Considering the previous related studies above, it was clear that there are several problems that students encountered while taking language test, for example TOEFL (Test of English as Foreign Language). According to Mahmud (2014), the difficulties that students face was because they have fewer basic skills, students lack of practice and motivation, and the last is students' individual differences. This research technically shares some similarities with the former research. However, this research will only focus on students' difficulties and designate Mahmud (2014) research as the guidance of difficulties classification. In addition, the subject of this research is only from English education department students of Tarbiyah and teacher training faculty, as the researcher will try to unveil the strange phenomena of eighth semester students that have been studying English as their foreign language for almost 4 years, yet still encountered problems in a preparation TOEFL test that the faculty held for them.

The Usage of TOEFL in Indonesia

TOEFL has been widely used by Indonesian people in a variety of utilization, whether it is for scholarship admission requirement or for measuring English ability. According to Mahmud (2014), the most commonly used TOEFL types in Indonesia is the one that academic institution provides, called Institutional Testing Program (ITP) and originally conducted by English Language System (ELS). Several universities may also construct a language test that similar or equivalent to TOEFL, usually known as TOEFL preparation. The TOEFL preparation is allocated by either the center of language studies or by the language laboratory inside of the university in each faculty. This type of TOEFL is locally administered by the staff of university, and only used for internal circles in order to examine the students' English ability (Mahmud, 2014).

Requirement for Munaqasyah Exam in Tarbiyah and Teaching Training Faculty

Tarbiyah and Teaching Training Faculty in Universitas Islam Negeri Alauddin Makassar has set some requirements for the final exam of the bachelor program (Strata 1). One of the requirements is TOEFL score. Looking back at the first time the board of faculty settle the regulation in 2013, English Education Department demand TOEFL score but did not establish standard of minimum score that students had to achieve. Students were only required to take the preparation-level TOEFL in order for them to get the certificate of their score. In 2014, the board of English Education department come to an agreement to set 500 as the minimum score of TOEFL for students.

Resume

Having the explanations and theories from some expert and references of the previous findings on difficulty on taking test, and factor that influence students' difficulty in TOEFL, researchers simplified that in accomplishing certain score in TOEFL there are several problems that students encounter, for example fewer basic skill, less practice, less motivation, and students' individual differences. Different outcome may be revealed when specifically studying the phenomena of the students of English Language teaching program that have difficulties in accomplishing the 500-standard score of TOEFL.

C. METHOD

Research Design

This design of this research is a qualitative research design. The researcher applied descriptive method. The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data (Gall, Gall, & Borg, 2007).

Descriptive research can be explained as a statement of affairs as they are at present with the researcher having no control over variable. Moreover, 'descriptive studies may be characterized as simply the attempt to determine, describe or identify what is, while analytical research attempts to establish why it is that way or how it came to be' (Ethridge, 2004). Descriptive research is 'aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method' (Fox & Bayat, 2007). Consequently, this research target was to identify students' difficulties in accomplishing TOEFL minimum score as final exam

requirement. As a result, researchers only tried to identify students' difficulties in accomplishing TOEFL minimum score as final exam requirement.

Subject and Informant

The subjects in this research are the eighth semester students of English Education Department in Tarbiyah and Teaching Training Faculty. The researchers applied purposive sampling technique by taking 40 students that already took TOEFL test. They were given the open questionnaire.

Instruments

Data collection instruments refer to devices used to collect data such as questionnaires, tests, structured interview schedules and checklists. Polit and Hungler (1997) define a questionnaire as "a method of gathering information from respondents about attitudes, knowledge, beliefs and feelings". The questionnaire was designed to gather information about the difficulties that students encountered while taking TOEFL. In this case, the kind of questionnaire used was opened-questionnaire consisting 15 question items in order to obtain the data comprehensively.

Data Collection Technique

The researchers used qualitative data collecting technique by spreading open-ended questionnaire for minimizing the time consumption. Researchers understand that it would take a very long time to collect information by individually interview the participants. By applying the questionnaire, researchers could get all the information they need in one take. Researchers spread those questionnaires to 40 students who already took the TOEFL test and instruct them to deliver what they have been through since they first started taking TOEFL test. The questionnaire was divided into 3 parts, which were part A, part B, and part C. Part A question about the factor that affect students' difficulties in TOEFL. Part B question about what happened when they encountered the difficulties, and the last part, which is Part C, the questionnaire question about suggestion on how students would like the TOEFL to be held in order to minimize their difficulties.

Data Analysis

After collecting the data from open-ended questionnaire and interviews, it were analyzed by using a method as supported by Miles and Huberman (1994). There are three steps that consist of data reduction, data display, and conclusion: drawing/ verification. Firstly,

researchers collected the data through open-ended questionnaire. The researchers spread the questionnaire to the eighth semester students of English Education Department of Tarbiyah and Teaching Training Faculty. From the data collected, the researchers will transcribe the data. After that, in step of reduction, the result of data were reduced and organized by coding and discarding irrelevant data. The data were coded and categorized thematic based on the research questions addressed. In this step, the researchers coded the data by processing in Microsoft Excel. The data were classified by giving labels or comment in the left side of computer.

D. FINDINGS AND DISCUSSION

The students' difficulties in answering the TOEFL Test

The difficulties that the students encountered in answering the TOEFL test that were classified based on Mahmud (2014) findings about the EFL students' problems in Answering the Test of English as a Foreign Language (TOEFL) such as: **(1). Fewer Basic Skills** in answering TOEFL became the major students' difficulties in answering TOEFL test as student 1 (S1) stated "my skill low in structure", then supported by student 6 (S6) "I think because my grammar is not good"; the student 8 (S8) added "because I don't understand"; student 11 (S11) also stated "the section is difficult I think because we should choose the incorrect word and I miss in grammatical"; student 14 (S14) added "less of concentration and poor of skills"; student 18 (S18) said "because I need good skills to answer the question of structure and written expression test", and some other students admitted that they got difficulties in answering the TOEFL test especially for section 2 (structure and written expression) due to their low/lack skills of structure or grammar. As the data presented that of 40 students, 21 of them stated that the most difficult section of three sections of TOEFL test was structure and written expression (section 2), then 10 students stated that the most difficult section was listening comprehension section (section 1), while the rest of them, 9 students stated that the most difficult section was reading comprehension (section 3). Therefore, the most students' fewer basic skills were in structure or grammar, then vocabulary. The data presented were in line with Mahmud (2014) that the students' ability in a basic context is the first factor of students' difficulties in accomplishing TOEFL minimum score because the students only learn English because they have to pass the test not to improve their ability in English skills. **(2) Less Practice** made them difficult to understand the words, the native voice and style, and difficult to understand the test direction as well as to adjust with the test time, as student 2 (S2) asserted "there were no time to read all the passages"; student 4 (S4) stated "because there are some words unexpected with the sound"; student 9 (S9) said "the audio is hard to understand"; student 10 (S10) added

“because the voice from native English speaker was different, sometimes using American and Australian style”, student 13 (S13) said “because I lack of vocabularies, too lazy to read long text and less of knowledge about composition of word”; student 19 (S19) stated “because I lack of concentration, therefore the speed of speech of the native speakers”; and student 20 (S20) said: “*because the questions were too difficult for me. I don't like to learn grammar. I do like listening section rather than the other section. In my everyday life, I don't spend time learning grammar.*” Those difficulties in answering the TOEFL test were encountered by the students because they were less practice. As we know that in order to master TOEFL, students have to practice. They could join a preparatory TOEFL class, learn it with their peer learner, or the least they could do is learning TOEFL by reading TOEFL practice text book. Pan (2009) stated that students need an offer of the preparation class for test or training that related to English test in order for them to have better adaptation with the test and to give them an instruction of all the things they should prepare. **(3) Less Motivation.** Students' lack of motivation is the other factor that made the students difficult in answering the TOEFL test. Due to lack of motivation, the students felt bored and indifferent in answering the TOEFL test. They did not paid attention well to the test that made them felt difficult and did not know why they felt so. As the data showed that student 7 (S7) stated “I don't know, it just difficult for me”; student 12 (S12) added “boring, I can't concentrate. In addition, that is the last test”; and student 39 said “because it is really difficult to read all of the passage”. The data showed that students' lack of motivation affected the students' interest in answering the TOEFL test especially in reading comprehension section (section 3) that took quite long time to analyze the passages and the questions. The students need to have motivation in accomplishing achievements. Dornyei (2001 cited in Murray, Gao, & Lamb, 2011) gave the definition of motivation as ‘the choice of a particular action, the persistence with it, and the effort expended on it’. Some students might feel that this TOEFL requirement is a one-time-only, so why bother studying hard? They do not have any self-driven motivation to start studying about TOEFL. You and Dornyei (2014) stated that ‘the second language learning experience represents situated, ‘executive’ motives related to the immediate learning environment/experience such as the impact of the teacher, the curriculum, the peer group, or the experience of success’ (4). **Students' Individual Differences** of students were the last factor of students' difficulties in TOEFL. According to Mahmud (2014), the study found that students made their age and their social status as an excuse of their problems in studying English. Many respondents with old age stated that they did not fit to add any new knowledge due to their inability to process knowledge like young people do. They tend to give up without even start to learn English and prefer to ‘just pay’ the TOEFL committee. In this

case, the findings showed the different fact with the previous findings. There were no any difficulties that the students encountered in answering the TOEFL test due to their individual differences.

Those findings are in line with some research such as: Hikmahyanti (2017) conducted a research to analyze the result of the students TOEFL score and the difficulty of every section tested in the test. The result shows that all of the students were on the A2 level. This means that their English proficiency in the target language used exceedingly limited and basic. Furthermore, the data shows the students' difficulty in every section on the test was mostly in Structure and Written expression. Samad, Jannah and Fitriani (2017) conducted a quantitative study in the undergraduate students' difficulties and their strategies in completing TOEFL reading comprehension test. The results indicate five difficult reading aspects encountered by the students. In addition, their strategies to complete the reading comprehension section of the TOEFL test are also found. Loukina, Yoon, Sakano, Wei and Sheehan (2016) explored to what extent the difficulty of listening items in an English language proficiency test can be predicted by the textual properties of the item text. Researchers show that a system based on multiple text complexity features can predict item difficulty for several different item types and for some items achieves higher accuracy than human estimates of item difficulty. Mayuasti (2015) identified and analyzed the strength, weakness, and causes of weaknesses in every variable of TOEFL, especially in Structure subtest. This research's purpose is to give contribution specifically for advanced grammar class who are thought the grammar in TOEFL item test. The result showed that their strongest ability is in agreement variable (81.37% right answer), while the biggest weaknesses that the participants faced is in auxiliary verb variable (37.76% right answer). It is found that false-concept hypothesized is the main cause of the participants' weaknesses in TOEFL grammar. In addition, there are several problems that students encountered while taking language test, for example TOEFL (Test of English as Foreign Language). According to Mahmud (2014), the difficulties that students face was because they have fewer basic skills, students lack of practice and motivation, and the last is students' individual differences.

The students' strategies to overcome their difficulties in answering TOEFL test

Based on the above finding about the students' difficulties in answering the TOEFL test, there were some strategies that the students used to overcome their difficulties in answering the TOEFL test such as: (a) *Skipping the difficult items and focusing on the easier items* of forty students, 29 students admitted that when they encountered difficulties in answering the TOEFL test, they

would skip the difficult items and focus on the easier items so that they can answer all the questions on time. (b) *Thinking hard and usually spending so much time in one question* of forty students, 10 students stated that when they found difficulties in answering the TOEFL test, they would think hard and spend so much time in one question, so that they can answer the question correctly. (c) *Thinking hard and effort to spend short time in one question* of forty students, there was one student use the strategy of thinking hard and effort to spend short time in one question as the strategy in answering the difficult item of the TOEFL test. (d) *Guessing* is another strategy used by the student in answering difficult TOEFL test. It became one way to answer the difficult question in TOEFL test because the student thought that there was any deduction on the TOEFL test point, therefore, guessing became easier strategy to answer difficult questions in TOEFL test.

Study more and discussing with the friends were the students' ways of coping with their difficulties as the reflection after taking TOEFL test especially when the students encountered difficult item in TOEFL test. The findings showed that when the students found out that they had not meet the standard score after repeatedly taking the test, 23 students admitted that they would study harder for the next couple of days; 11 students stated that they would immediately enroll for the next TOEFL test; 5 students said that they would take a long break; and one student asserted that he/she would take a long break and study for the next test. It is inferred that generally, the TOEFL test gives positive impact to the students to study harder in order to solve their difficulties in answering the TOEFL test because most of them stated that they kept taking the TOEFL test because they had studied harder and thought that they would reach the standard score, while some of students added that they kept taking the TOEFL test because they had repeatedly taken the textbook test; they thought that they would be familiar with the answer choices; some other students asserted that they kept taking the TOEFL test to try their luck on the next test; and one student insisted on keeping taking the TOEFL test because the TOEFL test is one of the pre-required point to pass his/her major.

Wu, Chen and Stone (2017) investigated how test-takers change their strategies to handle increased test difficulty. An adult sample reported their test-taking strategies immediately after completing the tasks in a reading test. Data were analyzed using structural equation modeling specifying a measurement-invariant, ability moderated, latent transition analysis in Mplus (Muthen & Asparouhov, 2011). It was found that almost half of the test-takers (47%) changed their strategies when encountering increased task-difficulty. The changes were characterized by augmenting comprehending-meaning strategies with score-maximizing and test wiseness strategies. Moreover, test-takers' ability was the driving influence that facilitated and/or

buffered the changes. The test outcomes, when reviewed in light of adjusted test-taking strategies, demonstrated a form of process-based validity evidence.

At last, there were some suggestions given by the students related to conducting the TOEFL preparation course as the effective way to overcome the students' difficulties in answering the TOEFL test. From scale 1 to 10, most of students give 8 to 10 about the importance of English Education Department to hold a TOEFL preparation course for the students, the importance of English Education Department to address the issue of some students who needs to take the TOEFL test, the attention the students put on scheduling to take TOEFL test, in the middle of their other schedule, and the possibility to suggest English Education Department's TOEFL test to other people.

The data showed that the students thought that it was very necessary to conduct a TOEFL preparation course for the students before taking the TOEFL test. In addition, it is also necessary to have well-manageable TOEFL test administration like exact schedule in a week, well-informed and clear TOEFL test schedule, and good TOEFL test facilities such as the sound system and the textbooks as the students suggested in the end of the questionnaire.

E. CONCLUSION

Based on the results of the research it was found that there were some kinds of difficulties encountered by students in answering the TOEFL test namely; fewer basic skills in answering the TOEFL test, the students' less practice, and the students' lack of motivation in studying the skills of TOEFL test. There were some strategies that the students used when they encountered difficult question in answering the TOEFL test such as; skipping the difficult items and focusing on the easier items, thinking hard and usually spending so much time in one question, thinking hard and effort to spend short time in one question, and guessing. The suggestions need to be addressed in order to the improvement on this research and related research in the future as follows: Analyzing the students' difficulties in answering the TOEFL test is an interesting issue that needs to be investigated more deeply with more research subject by using focus group discussion. Therefore, the collected data are able to give more information so that the other researchers can develop this research more. The researchers expect that through this research, the institution can conduct good manageable TOEFL test administration as the majority research subject suggested. It is suggested to the reader especially to the English lecturers or teachers to teach English that can facilitate the students to learn TOEFL individually or at least, motivate them to learn TOEFL more.

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