CHAPTER IV
RESULT AND DISCUSSION

A. Research Findings

In this chapter, the researcher describes the findings of the data analysis. This study was conducted to analyze the difficulties of non-English students' in answering the TOEFL test in the reading section. The participants selected in this study consisted of students of the Islamic Education Department at Sultan Maulana Hasanuddin Banten the State Islamic University who had taken the TOEFL test in the academic years 2021/2022. The research findings were obtained from interviews and document analysis (student worksheet). The data was obtained from the TOEFL which was taken from the Language Development Center.

Having obtained the data, then the data were analyzed and interpreted simultaneously to answer the research question respectively. Of the many participants who took the TOEFL test, the researcher sorted the answers and focused on involving 30 students from the Islamic religious education department who took the TOEFL test.

The data from TOEFL then scored and ranked from the upper group to the lower group. Moreover, to analyze the level of difficulty, the researcher took 27% from the upper and lower group.

After obtaining student worksheets, the researcher then analyzed the level of difficulty of each item on the TOEFL, especially in the reading section. Steps to analyze the level of difficulty can be described as follows:

$$\frac{RU + RL}{N}$$

RU is right answer from the upper group

RL is right answer from lower group, and

N is the numbers of test takers

a. The Result of Data Test

From the results of tests that have been carried out by students, researcher get data on TOEFL results in the reading section through the Language Development Center (PBB) UIN SMH Banten. The researcher took 30 students of the Islamic Education Department who had taken a series of tests as many as 3 sections on 23-24 February 2022. The following table is the tabulation of student score.

Table 4.1

Test Results of Reading Section

Students' number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
#1	0	1	1	0	0	0	1	1	1	0	1	0	0	1	0	0	1	0	0	0	1	1	0	0	1	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	1	0	0	1	0	0	19
#2	1	0	1	0	1	1	0	0	0	0	0	0	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	1	0	0	1	0	1	0	0	1	0	20
#3	0	0	0	0	0	0	1	1	1	0	0	1	0	1	0	1	1	0	0	0	0	0	0	1	0	0	1	1	1	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	16
#4	1	1	1	1	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	0	0	12
#5	1	1	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	0	1	1	1	0	1	0	1	0	0	1	0	0	0	1	1	18
#6	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	11
#7	1	0	0	1	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	1	1	0	1	1	0	0	0	1	0	0	1	15
#8	1	1	0	0	0	1	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	9
#9	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	0	0	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	33
#10	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	38
#11	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	1	1	0	0	1	0	0	0	0	1	0	1	0	0	1	1	1	1	1	0	0	1	1	0	0	0	0	0	0	0	1	22
#12	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	0	0	0	38
#13	0	0	0	0	0	0	1	1	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	0	0	14
#14	1	1	0	0	0	0	0	0	0	1	1	0	1	0	1	1	0	0	0	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	1	0	15
#15	0	0	1	1	0	0	0	1	1	0	1	0	0	1	0	0	1	1	0	0	0	1	0	0	1	1	1	1	0	0	1	1	0	1	0	0	1	1	0	0	0	0	0	1	0	1	0	1	1	0	22
#16	0	0	1	0	0	0	0	0	1	0	1	1	0	1	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	1	0	0	1	1	0	1	0	0	0	0	0	0	1	0	0	1	0	1	1	20
#17	0	0	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	1	0	1	0	0	0	1	0	1	1	1	1	23
#18	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	1	0	1	1	0	1	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	15
#19	1	0	1	1	1	0	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	0	0	1	0	1	0	1	0	1	1	1	1	1	36
#20	1	1	0	0	1	0	1	1	1	1	1	0	0	0	0	1	0	0	0	0	1	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	17
#21	0	0	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	1	36
#22	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	30
#23	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	0	1	0	1	0	0	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	36
#24	0	0	1	0	0	0	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	0	1	1	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	0	0	22
#25	0	0	0	0	1	1	0	1	0	0	1	0	1	0	0	1	0	1	1	0	0	1	0	0	0	1	0	0	0	0	1	1	1	0	0	1	0	0	0	1	1	1	0	0	1	0	1	0	0	1	21
#26	0	0	0	1	0	1	0	0	1	1	1	0	0	0	1	0	0	1	1	1	0	0	0	1	1	1	1	0	0	0	0	0	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	19
#27	0	0	1	0	0	0	1	1	0	1	1	0	1	0	1	0	1	0	0	0	0	1	0	1	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	0	1	0	0	0	1	1	0	0	1	1	25
#28	0	0	0	0	0	0	1	1	0	0	1	1	0	1	0	0	1	0	0	0	1	0	0	0	0	1	1	0	0	1	0	1	0	1	1	0	1	0	0	0	1	0	0	1	0	0	0	1	0	0	16
#29	1	0	0	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	0	1	0	0	0	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	1	0	32
#30	0	0	0	1	0	1	0	1	0	0	0	1	0	1	1	1	0	0	0	0	1	1	1	0	1	0	1	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	20

Based on the table above, the researcher presents the results of student tests, including the number of students who answered correctly from 50 questions in reading section. The results obtained are classified into the "upper group" which is green for 27% of students with the highest test scores (starting with the highest score), and the "lower group" which is luxurious in color for 27% of students with the lowest score (starting with the lowest score). Then the resulting 8 students in the upper group and 8 students in the lower group. From the results of

the 8 upper and 8 lower groups, an analysis of the items was then performed.

In each item, the number of students who chose each item was counted for students with the upper and lower groups. The calculation for each item from the upper group and lower group students is intended to calculate the index of difficulty/ease of each item by determining the proportion of students who answered correctly, with the formula for calculating the correct answer from the upper group plus the correct answer from the lower group then divided by the number of test students. Then the resulting tabulation is as below.

Tabel 4.2

Index of Difficulty

No of Items	RU	RL	N	LD	Remarks
1	5	4	16	0.57	Fair
2	2	3	16	0.31	Fair
3	5	2	16	0.44	Fair
4	6	2	16	0.5	Fair
5	7	1	16	0.5	Fair
6	3	2	16	0.31	Fair

7	7	0	16	0.44	Fair
8	8	3	16	0.69	Fair
9	7	6	16	0.81	Easy
10	4	0	16	0.25	Difficult
11	4	5	16	0.56	Fair
12	7	2	16	0.56	Fair
13	6	1	16	0.44	Fair
14	8	4	16	0.75	Easy
15	7	1	16	0.5	Fair
16	6	4	16	0.62	Fair
17	4	4	16	0.5	Fair
18	7	3	16	0.62	Fair
19	8	2	16	0.62	Fair
20	6	1	16	0.44	Fair
21	5	2	16	0.44	Fair
22	5	2	16	0.44	Fair
23	7	0	16	0.44	Fair
24	6	1	16	0.44	Fair
25	5	1	16	0.37	Fair

26	5	2	16	0.44	Fair
27	6	2	16	0.5	Fair
28	8	3	16	0.69	Fair
29	4	5	16	0.56	Fair
30	6	1	16	0.44	Fair
31	5	0	16	0.31	Fair
32	6	1	16	0.44	Fair
33	6	1	16	0.44	Fair
34	7	1	16	0.5	Fair
35	2	3	16	0.31	Fair
36	8	3	16	0.69	Fair
37	4	3	16	0.44	Fair
38	6	0	16	0.37	Fair
39	7	2	16	0.56	Fair
40	4	1	16	0.31	Fair
41	7	1	16	0.5	Fair
42	3	4	16	0.44	Fair
43	7	2	16	0.56	Fair
44	4	3	16	0.44	Fair

45	5	1	16	0.37	Fair
46	4	2	16	0.37	Fair
47	3	3	16	0.37	Fair
48	5	2	16	0.44	Fair
49	7	2	16	0.56	Fair
50	5	2	16	0.44	Fair

Based on the calculation results above, the results of the questions are interpreted and determined into three categories, namely easy, fair, and difficult. To interpret and determine each item, it can be interpreted as follows:

Table 4.3

Criteria of Interpreting Difficulty Index

Difficulty Index	Interpretation of Test Item
$K < 0.30$	Difficult
$0.30 < K < 0.70$	Fair
$K > 0.70$	Easy

For items with a difficult level to determine through the index above with a result range of less than 0.30. So it can be seen in Table

4.2 that the results of items that have a value of less than 0.30 are found in item number 10 with a value of 0.25 which means that it can be categorized as a difficult item.

After producing the difficult questions contained in item number 10, the researchers analyzed each item in the TOEFL reading session by making mapping of reading skills and to see what item number 10 was included in the skill number in the 13 aspects of the TOEFL reading skill. Questions were obtained directly from the language development center.

Table 4.4

Mapping of Reading Skills

No	Reading Skills	Items
1	Answer main idea questions correctly	34
2	Recognize the organization of ideas	41
3	Answer stated detail questions correctly	31,31,36,41,44,45,47,48
4	Find unstead details	39,46
5	Find pronoun referents	

6	Answer implied detail questions correctly	33,35,37,38,40,45,50
7	Answer transition questions correctly	
8	Find definitions from structural clues	1,2,8,26,27
9	Determine menaings from word parts	4,18,20
10	Use context to determine meanings of difficult words	3,7,9,12,13,14,16,17,19,22,23,24,25, 28
11	Use context to determine meanings of simple words	5,6,10,11,15,21,29,30
12	Determine where specific information is found	
13	Determine the tone, purpose, or course	49

The results of the mapping of reading skills to each item above is an analysis that the researcher did by looking at and classifying each type of question-based on aspects that were divided into several skills contained in the reading section.

The results of the mapping show that not all skills in the reading section are contained in the TOEFL questions, including skills 5, 7, and 12. So the researchers focused only on the skills contained in the TOEFL questions. As shown in Table 4.2, students with the upper and lower groups made a lot of mistakes in item number 10 with a difficult level of 0.25 so it can be said that the difficult questions are in item number 10, and it can be seen in Table 4.4 item number 10 is in column number 11 which means the question is included in skill 11 regarding "use context to determine meanings of simple words".

In the context of the TOEFL in skill 11, students are asked to determine the meaning of a simple word in reading, a word that is usually seen and familiar in English. However, in this type of question, it is not allowed to give the normal meaning of words or words that are commonly encountered in everyday life; instead, the secondary meaning of the word is being tested, so it must determine the meaning of the word in this situation. By determining the answer to the word

that is less familiar so that non-English students, especially students of Islamic education department, it is difficult to determine the correct answer, especially if the vocabulary they have is limited.

b. The Result of Interview

The researcher want to know what causes non-English students' difficulties on the TOEFL test, especially in the reading section. Then conducted interviews with students of the Department of Islamic Education who have taken the test. The researcher chose 2 students from the upper group and the lower group. The researcher gave five questions related to learning English and students' difficulties in answering the TOEFL, especially in the reading section according to the data from the analysis document.

Based on data from #DA_10, shows that students in the upper and lower groups often make mistakes in answering questions about using context to determine the meaning of simple words. That way, #DA_10 is a reading skill number 11 is a difficulty for students of Islamic religious education. In the researcher's interview with two students of Islamic religious education, IR and VB, they expressed their feelings about reading skill number 11.

IR said that: *"I find it difficult when answering questions like that because I think questions like this can be misleading so that the answer will be wrong, especially if the vocabulary you have is very low. Because usually, the correct answer is not a word that is commonly encountered every day".* #I_IR1

Unlike IR, VB sometimes can understand the words in the questions but she finds it difficult to determine the meaning of the answers. VB said that:

"I think reading skill number 11 is difficult for me because when I find questions like that I usually understand the meaning of the word in the question but when I see the deed in the answer options I find it difficult to determine which word is correct in the answer choices. Especially if I've never known the meaning of the word before, and it's very complicated for me". #I_VB1

Based on the results of the interview above, it shows that the biggest difficulty in answering questions regarding using context to determine the meanings of simple words is because it is difficult to determine the correct answer options from the words contained in the questions. Even though the students have read the context, it is still difficult due to the lack of vocabulary. Indeed, the lack of vocabulary is

one of the factors that make students find it difficult to take tests, especially in the reading section. Parry also found the same thing in his research (in Yulvia Zarnis, Tri Ilma Septiana, and One Laila Trisanti, 2021). He explained that none of the respondents guessed the meaning of the word from the context successfully. Although they tried to guess the meaning of the word from the context, the answer is often wrong.[1]

The #DA above also shows that almost all the questions in the TOEFL reading section are included in the fair and difficult questions, students have difficulty in reading comprehension because they do not really understand English. As stated in #I_2

IR stated that *"My difficulties in answering the TOEFL in the reading section are the lack of understanding of the questions in the reading section, and the vocabulary I do not know"*. #I_IR2

On the other side, VB also has also has the same difficulty in answering the TOEFL in the reading section, which causes many questions in the reading section to be included in fair questions.

"I have difficulty in answering the TOEFL is due to the lack of vocabulary that I have and the many discussions so that I have to read

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[1] Yulvia Zarnis, Tri Ilma Septiana, and One Laila Trisanti, "Analysis of Students ' Problems on the Reading Section of Toefl" 6 (2021): 139–155.

it over and over again to understand the meaning of the reading so it can take time". #I_VB2

The same case also occurs in a study conducted by Ali, the literature reports that many students have difficulty in reading which is caused by several factors, one of which is the lack of ability to understand certain texts. Likewise, Fitriani, their limited vocabulary, and phrases can make it difficult for them to understand the meaning of the English text.[2] That is what affects the ability of students to have difficulty in answering about reading comprehension on the TOEFL test.

Some of them also think that the reading part of the TOEFL test is the most difficult part of the other parts of the TOEFL. As explained below, according to IR and VB in their interview.

IR said that *"In my opinion, the most difficult part of the TOEFL besides listening is the reading section, in the reading section the difficulty is the discourse themes that I don't understand and unfamiliar topics".* #I_IR3

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[2] Iskandar Abdul Samad, Miftahul Jannah, and Siti Sarah Fitriani, "EFL Students ' Strategies Dealing With Common Difficulties In Toefl Reading Comprehension Section," *International Journal of Language Education* 1 (2013): 29–36. https://doi.org/10.26858/ijole.v1i1.2869

VB also thought that *"The reading part of the TOEFL is the most difficult part, because of my lack of interest in learning English and if we don't know the instructions and don't have preparation in doing the reading part it is very difficult and I think the discussion in the reading part is too long so that they do not understand the meaning of the passage in the reading section".* #I_VB3

It can be concluded that the reading section on the TOEFL is a difficult part because students are not very interested in English so their abilities and skills are very lacking, students also do not understand the theme of the discourse, and the topic is not familiar and the discussion is too long. The same research was also conducted by Nezami, in his research on Saudi EFL students he found that his students had difficulty understanding texts because of their limited knowledge and skills.[3]

However, in dealing with these difficulties, students must have strategies that can be used to answer the TOEFL test, especially in the reading section. Interviews about strategies that can be used with students resulted in the following responses.

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[3] Syed Raihan Ahmed Nezami, "A Critical Study of Comprehension Strategies and General Problems in Reading Skill Faced by Arab EFL Learners With Special Reference to Najran University in Saudi Arabia," *International Journal of Social Science and Education* 2, no. 3 (2012): 306–316.

"The strategy I did was to prepare for the test using the TOEFL book, prepare a dictionary, add vocabulary, study harder before taking the test, and read a lot in English. When I had difficulty answering questions in the reading section, my strategy was to repeat reading the text. until I understand it, especially when I have difficulty answering questions about reading skill number 11 I see the word before and after the unknown word after that I guess about what the context is and what is the closest meaning to the unknown word ". #I_IR4

Meanwhile, VB also said that *"To overcome difficulties in answering the reading section on TOEFL I usually try to understand the content of the reading, focus on the questions and find the main points in the reading text and then match them with the questions. If I find a difficult word I try to understand the sentence and answer the most likely correct"*. #I_VB4

So it can be seen from the statement above that the strategies used by students to solve their difficulties in reading comprehension are preparing tests, preparing dictionaries, reading a lot in English in order to increase vocabulary, and trying to understand the reading text. In overcoming these difficulties, there are several reading strategies that are used to understand the information contained in the text according

to Phillip, such as summarizing, understanding questions, scanning, skimming, and others.[4] Any reading strategy can be used to understand the text because it is very important to overcome reading problems.

Previous courses such as English 1 and 2 and reading texts studied by Islamic Education Department students also have an influence on the continuity of answering TOEFL questions in the reading section, such as the responses of 2 students below.

IR thought that *"Previous learning about English is very helpful because those who don't know TOEFL before will know and also understand how and strategies to answer TOEFL questions, especially in the reading section. I can understand a little bit about reading and write in English".* #I_IR5

Likewise, with VB, She said that *"Yes, it is very helpful, especially in understanding the question. However, because the previous courses were only available in the first and second year of lectures, I rarely practiced and studied them again".* #I_VB5

Based on the students' responses above, they said that the previous courses in English 1 and 2 were quite helpful in reading, but because the course was only available at the beginning of the semester,

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[4] Deborah Philips, *Longman Preparation Course For The TOEFL Test* (United States of America: Pearson Longman, 2003), 250.

they rarely studied it again, thus making students not have a good understanding of reading. The course may have to be further improved so that students are able to better understand reading because reading is the most important skill among the four language skills because it can improve overall language proficiency, but at least students already have this ability even though the interpreter is not so perfect.

B. Discussion

After conducting data analysis and interviews with non-English students, namely students of the Department of Islamic Education. The researcher will discuss the results obtained regarding the difficulties of non-English students on the TOEFL Test in the reading section.

In #DA, the researcher obtained data from 30 students who had taken the test, by dividing 27% of the upper group (highest score) and 27% of the lower group (lowest score) to see and determine the items that were difficult to answer correctly. Difficult questions are found in point 10 which is the fourth aspect of the 11th vocabulary and reading comprehension skills question, namely "using context to determine the meaning of simple words".

The difficulty of students of the Department of Islamic Education in answering the TOEFL in the reading section, especially regarding skill 11, is caused by several factors such as those in #I_IR1 and #I_VB1, namely because of the difficulty in determining the intended context and the lack of vocabulary possessed by students and the lack of understanding in the reading section, then the lack of vocabulary is one of the factors that make it difficult for students to take the test, especially in the reading section.

Based on #I_IR2 #I_VB2 and #I_IR3 and #I_VB3 there are also several factors that cause students to experience difficulties in the TOEFL, especially in the reading section. The main factor of this difficulty occurs because many students have not mastered vocabulary, do not understand the meaning of the reading, have unfamiliar topics, and the discussion is too long, which causes them to have difficulty answering reading questions so that their time is wasted. In addition, the most influential factors are the students' lack of interest in English and laziness in learning English. As a result, students do not understand the readings contained in the TOEFL reading section.

But in this case, to encourage their English skills in dealing with difficulties in the reading section, there are several strategies they do, based on #I_IR4 and #I_VB4 such as preparing for exams, preparing dictionaries, increasing vocabulary, reading a lot in English to increase vocabulary. , and try to understand the reading text and focus on the questions.

The previous course also affected students' success in answering the TOEFL in the reading section, because Islamic Education Department students had previously received courses on English 1 and English 2 including reading text, as in #I_IR5 and #I_VB5 the previous course was quite helpful in the test, especially reading section, but because the course is only available at the beginning of the semester, they rarely study it again, thus making students not have good reading comprehension.