

ANALYSIS ON EFL LEARNERS' CAPABILITY IN MASTERING TOEFL TEST ON READING COMPREHENSION

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SUBMISSION TRACK	A B S T R A C T
Submitted : 23 January 2022 Accepted : 10 March 2022 Published : 18 March 2022	This research aimed at knowing learners' capability in mastering TOEFL test on reading comprehension part for EFL Learners. It was a descriptive quantitative research. It was conducted at the fourth semester students of EFL Learners as the sample of research. The class consisted of 3 classes and the sampling used of this research was cluster random sampling by lottery the class. The sample was class A consisted of 25 EFL Learners. In collecting the data, the instrument was given in the form of reading comprehension of TOEFL test and it was consisted of 50 items dealing with mastering main idea, mastering explicit implicit information, mastering reference, mastering meaning of word, and mastering inferences. After collecting the data, it was analyzed descriptive statistics by operating SPSS 26 for windows to know the mean score of students' test. The mean score of the test was 32.3. It was categorized into very low. Therefore, the students of EFL Learners had very low capability in answering TOEFL reading comprehension section. Therefore, it is significantly for the students who have low ability in reading comprehension to mastering the strategies in answering the reading test.
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Introduction

Since English is one of the capability which the most widely used language in the world and has played important roles in various fields of study. The capability to use English is extremely needed. As stated by Robin (2013) Language, a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of social group and participants in its culture, express themselves.

Nowadays, having English capability either spoken or written has become one of the requirements in enrolling university as well as test taker for getting job. To know the person's capability in English test, test of English proficiency are given. Therefore, Proficiency tests were given to know the person's language or it means to what extent the person's capability in testing their skill in English. They can also show if a person is ready for certain kinds of schooling or working. Test of language proficiency can be divided into two board categories. First, English as a second language (ESL) tests measuring communication or language skill. Second, bilingual tests tell us about the person's having more skill in two languages.

These are some proficiency tests in United States and Great Britain. In the United States, the tests are Test of English as a Foreign Language (TOEFL), Michigan Test of Language Proficiency (MTELP), Comprehensive English Language Test (CELT), Ilyin oral interview test (IOI), Basic English skills test (B.E.S.T), Interagency Language Roundtable oral interview (ILR) to mention a

few. While the proficiency tests in Great Britain are English language testing service examination, communicative use of English as foreign languages, test in English (Overseas), Certificate of proficiency in English (CPE), preliminary English test (PET), the Oxford examination in English as foreign language and many others.

In proficiency test, TOEFL test is one of standardized test that measure students' proficiency level in English. Standardized test consists of different types of multiple-choice questions, given to a large number of people at the same time, graded by computer and timed. Besides, TOEFL is used in work as one of employer recruitment mechanism nowadays.

In University, The students' mastery of English is commonly seen from the result of English proficiency test that is test of English as a Foreign Language (TOEFL). It is used to measure the academic success of a person by several institutions (Sneichder&hutt, 2013). In some Universities, TOEFL is a standardization test for the students as a part of graduation's requirement. At *Hamzanwadi* University, all students must pass the TOEFL test with a score between 370 and 450 the minimum. It was as the compulsory for the leaners to conduct the thesis exam. The purposes for taking TOEFL test are first, in order to mesure their capability in English as a native or foreign language. Second, it is the requirement for the students who will graduate. The last reason is the students' graduation can apply for taking master degree or particular jobs abroad and inside of the country (Halim & Ardiningtyas, 2018). Base on the previous research conducted by Rochman (2018), in that study, 44 percent of the subjects were found to be diffluent when reading grade-level appropriate materials that they had previously read silently; the study also showed a significant, positive relationship between oral reading fluency and reading comprehension performance. A comprehensive definition then would seem to relate the centrality of fluency to reading comprehension and the established dimensions of the construct.

Another study conducted by Chawwang (2008) showed some similarities with this current research , namely about the problems students face in answering the TOEFL reading comprehension section, namely identifying difficult words, topics, main ideas, and vocabulary deficiencies. These problems make students unable to guess the meaning and understand a text.

Based on the pre observation result, the present researchers found that the Hamzanwadi students' capability in completing the Reading Section on TOEFL test is low which could be seen from the test result which was conducted by Language Center of *Hamzanwadi* University. Their score, after calculating the total of testing, the EFL Learners' score was less than 360 final score, it was categorized into low score if it is seen from EFL Learners' score in reading test, it is about 35 point.

Dominantly, when they conducted the test they spared their time in reading the texts full without using strategies. Therefore, most of the students could not achieve a good score in TOEFL because of the difficulties of the test it self. Even though, the EFL Learners had studied the strategies when the lecture was given before, it cannot help them to master the reading test in getting high score.

From the statement above, the researchers conducted research to investigate the undergraduate students' capability in completing TOEFL reading comprehension test, entitled "EFL Learners' Capability in Answering TOEFL Test

on Reading Comprehension Section of the English Language Education Study Program of EFL Learners.

Research Method

It was descriptive quantitative research as categorized into non-experimental research. The participants were taken from the EFL Learners who were still in the fourth semester to know their capability in mastering of Reading in testing of TOEFL. The students were ELE students (English Language Education). It was conducted at the fourth semester students of EFL Learners as the sample of research. The class consisted of 3 classes and the sampling used of this research was cluster random sampling by lottery the class. The sample was class A consisted of 25 EFL Learners.

To collect the data, the researchers applied test in the form of multiple choice consisted of 50 items refer to finding main idea, finding explicit and implicit information, references, the word meaning based on the context, and inferences. The test was given directly at provided time. After gaining the data, the researchers analyzed the data gained by operating the software namely SPSS 26. a test namely reading comprehension test which was taken from *Penerbit CMEDIA* was given to the students. The gained data were analyzed by using descriptive statistics technique of SPSS 26 software.

In collecting the data, the researchers took data after conducting the test. The test was given to the subject after doing the observation and the result of this research knew the capability of the students in answering TOEFL reading comprehension section.

In analyzing the data gained, Software of SPSS 26 was operated to know the mean score, standard deviation of the test given in reading test. After knowing the score, it degrades with the level of percentage category.

Result and Discussion

On the comprehensive test, the TOEFL comprehension reading section includes several types of questions. In this section, students are tested to understand, interpret, and analyze the text. It also tests the knowledge of English vocabulary. The questions include implied details, 3 main ideas and idea organization, 5 references, 6 concrete information, 15 details, 1 vocabulary, 3 transitions, and 3 learning goals.

Data proved that 11 students (%) answered correctly for implied details, for the rhetorical purposes of 9 students (36%) answered correctly. Then 11 (%). Regarding references, 2 students (8%) answered correctly. Regarding specific information, speaking details and vocabulary, 7 students (28%) answered correctly. Regarding the transition, 13 students (52%) answered correctly. Therefore, the reference question is considered the most difficult question..

Referring to data obtained from Hamzanwadi University Language Center, the student results in answering the TOEFL reading comprehension section are 1 student (%) falls into the low category, and 2 students (96%) fall into the very low category. The average test score is 32.3.

Based on data obtained from the ability of student response in the reading comprehension section after being assessed from very weak to moderate, most students are in the category of very weak. With these results it can be concluded that students of Hamzanwadi University's English Education study program have very low TOEFL reading skills.

The result of the study shows that the EFL Learners in mastering of reading comprehension of the TOEFL test was Low Ability. It implies that the students and the

other testers should master the strategies of mastering main idea, mastering explicit implicit information, mastering reference, mastering meaning of word, and mastering inferences in TOEFL test.

The reading part of the TOEFL test is only a small part of the test. There were actually two other skills tested that contributed to the overall score of the TOEFL score; Listening and structure. However, the focus of this study was on reading the TOEFL test. The text that appears in each reading test cannot be known with certainty, but it can always be predicted because the reading test usually consists of five readings. Each section is followed by a number of reading comprehension questions and vocabulary. Topics vary but are often related to the informational subjects that can be studied at American universities, often including history, literature, art, architecture, geology, geography, and astronomy (Philips, 2003).

(Samad et al., 2017), on the hardest skills in reading toefl comprehension section is answering implied detail questions correctly, answering detailed questions that are stated correctly, using context to give meaning to difficult words, answering the main idea question correctly, and determining the meaning of the word part.

Researchers have found that there are other factors that influence student achievement. First, they have never taken the TOEFL and have never prepared for the TOEFL test, so they have not prepared well. Second, students do not pay much attention to the readings they read because the readings are too long, they only understand the vocabulary displayed in the TOEFL test. However, vocabulary plays an important role. (Halim & Ardiningtyas, 2018) says that without grammar little can be communicated, without vocabulary nothing can be delivered. Third, they do not have good strategies and techniques, and do not have the knowledge taught during the internship. In terms of the most difficult types of questions, references are rated as the most difficult questions.

Moreover, to overcome students' problem, the finding of the study proved that some students agreed that TOEFL completion strategies are essential to succeeding in the exam. The first strategy looks ahead at the question to determine what types of questions to answer. Each type of question is answered in a different way. The second is to find the part of the section that deals with each question. This type of question tells us exactly where to look in that section to find the correct answer. As for the main idea question; See the first line of the paragraph. For detailed questions answered directly and indirectly, select the keyword in the question, and read those keywords (or related ideas) sequentially in that section. Third, skim the reading section to decide the main idea and the overall organization of ideas in the reading. There is no need to understand every word and detail in each section with a view to understanding every detail before trying to answer a question. For vocabulary questions, the question will tell us where the word is located in that section. For the overall review question, the answer is found anywhere in this section. Fourth, read the reading section that contains the answers carefully. The answer will probably be in the same sentence (or one sentence before or after) a keyword or idea. From the research, it can be concluded that students must have the best strategy to master reading test in the TOEFL.

Conclusion

Based on the research finding, it can be inferred that In fact, out of a total of 50 reading problems with 25 students, it was proven that students' ability to answer the reading comprehension section was very low, it was seen that this student's grades were very low, 96%.

Their difficulties were covered into some types of problems those were implied detail, stated detail, vocabulary in context, main idea, and determine meanings.

Indeed, the causes of their problems in answering the subtest were found. It was manifested through the internal factor of students' perception, feeling, thought, and experience in working with the TOEFL such as they were lack of vocabularies, their behavior in reading the text gradually, getting stuck in part of difficult text, and working in hurry that made the students unable to finish on time. And also, they did not have an appropriate strategy.

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