CHAPTER I

INTRODUCTION

This chapter is consist of background of the study, formulation of research question, purpose of the study, significances of the research, scope and limitation of the study, and definition of key terms.

A. Background of Study

The development of science, technology, and communication is getting rapid. The development can become a global world challenge to answer, one of which is by preparing human resources who are able to communicate in the international world. One of the competencies which are needed in this case is English competence. In Indonesia, an English test which is considered to be standardized is Test of English Proficiency (TOEP). (Retnawati et. al, 2015)

Test of English Proficiency (TOEP) is an Online English proficiency test conducted by Pusat Layanan Tes Indonesia (PLTI) (Swondo, 2017). Test of English Proficiency (TOEP) has been calibrated and proved to be able to predict the English Language Testing System (IELTS) or Test of English as a Foreign Language (TOEFL) (Madya, 2020). TOEP is widely used by educational institutions in Indonesia where current students cannot graduate and get a degree if they have not passed the TOEP or equivalent test, for example at UIN SATU Tulungagung. Therefore, students are required to take TOEP in order to obtain information about the level of their mastery of English, especially before they attain the thesis examination. The result of the TOEP will be a requirement to apply for the thesis examination. (Najmustsaakib, 2021)

TOEP can be followed by anyone who wants to know their level of English proficiency. English proficiency in this test is a proficiency that manifests in successfully answering a number of questions about meaning expressed through listening and reading texts for receptive proficiency and successfully expressing meaning in both English speaking and writing for productive proficiency (Teflin, 2013).

In Indonesia, the TOEFL test is originally conducted by English Language System (ELS), a specific institution for TOEFL Test, known as Institutional TOEFL. The university may also administer a TOEFL-like or a TOEFL-equivalent test, or a

TOEFL prediction, such as by the center of language studies or by the language laboratory within the university. This kind of TOEFL test is locally administered by the university, and only used for internal usages in order to examine the students' English proficiency. (Mahmud, 2014)

At Islamic State University of Sayyid Ali Rahmatullah Tulungagung has a TOEP (Test of English Proficiency) test used to measure students' proficiency in English. TOEP is organized by Pusat Pengembangan Bahasa (P2B), which has the main task of developing and exploring the English skills of all UIN Sayyid Ali Rahmatullah Tulungagung students. The TOEP organized by P2B is expected to perform the test correctly. The TOEP exam is carried out for students in the 5th semester and above S1 as a condition for their graduation.

The type of test in TOEP that is commonly used is PBT (Paper Based Test). In this test, students are required to master three main important skills in English, Listening, Grammar and Reading Comprehension. In 2020, P2B Islamic State University of Sayyid Ali Rahmatullah Tulungagung used CBT (Computer Based Test) considering the situation is still in a state of the Covid-19 pandemic.

Al-Rawashdeh (2010) concluded that there are real difficulties face graduate students during their preparation for the TOEFL test, and the most important of it was that related to students themselves as course and test tuition fees. The researcher recommends that each university should work with the High Ministry of Education to overcome these difficulties so that they do not hindrance students' preparation for the TOEFL test.

According to research from Andika (2022), the website of P2B removes the minimum score to pass. Previously, English students had to get a score of 400 this is in accordance with the guidelines issued by P2B, but now it is abolished. However, it can be seen from the data obtained from the score results released in the website of P2B (ppb.iain-tulungagung.ac.id). The total of 120 English students from 257 students who took the TOEP, got low scores or under 400. It can be said that as many as 47% of English students faced the difficulty to did this TOEP test. Where's they have passed advanced grammar courses, reading comprehension and listening comprehension. This

means that they face difficulties in doing the TOEP Test which is marked by 120 English students who scored under 400.

TOEFL problems may also deal with study habits during students' study. One of ways to improve achievement is by having good study habits. Crede and Kuncel (2008) agree with this. They state that study habit and skill should be regarded as the third pillar of academic success (Crede, 2008). Therefore, the successful of taking TOEFL test is affected by students' study habit. Having good time management, self discipline, concentration, memorization are few of many skills of study habits which will help students in being successful in study, including in facing TOEFL test.

Several previous studies that discussed similar things were research by Andika (2022). This paper focus on exploring the factors of linguistic and non-linguistic difficulties in doing the Test of English Proficiency (TOEP) and also to find out how students cope with their difficulties in doing the TOEP test. This study using qualitative approach based on documentation and semi-structured interview. The subjects of this study were English students of 2018 year at UIN SATU Tulungagung. The findings showed that the students' problems were difficulty understanding vocabulary, difficulty with native speakers speaking in the listening section, poor preparation, and technical problems.

The second research was conducted by Mahmud (2014). The focus of this paper is to explore the problems of postgraduate students in answering the TOEFL as a condition for completing their studies. This study is a descriptive study based on in-depth semi-structured interviews and classroom observations. The subjects of this study were postgraduate students at one of the state universities in Makassar, Indonesia. The findings show that the main problems of students in answering the TOEFL test are caused by several conflicting reasons, such as lack of basic skills, lack of practice, lack of motivation, and individual differences of students such as age and social status.

The third research is by Halim and Ardiningtyas (2018). The focus of this study is to finding out the difficulties faced by the students in answering TOEFL test questions. This study is a study applied a focused description as the method of collecting the data and was located within a qualitative research paradigm. The population of the research was the seventh-semester students of English Department of

STKIP YPUP who have undertaken TOEFL test for any purposes, and the sample of this research was chosen by using homogenous sampling. The sample consisted of 30 students. The data is collected using an open-ended questionnaire. The order of data collecting was listing the target population, selecting the sample subject, distributing a questionnaire and collecting the questionnaire. The findings of this research was the difficulties faced by the students in answering the TOEFL test questions, they were, fewer basic skills, less practice, less motivation, and students' individual differences.

The fourth research is by Putri (2016). The focus of this study is the relationship between the level of anxiety facing TOEP and the results of TOEP, knowing the level of anxiety level facing TOEP, knowing the level of TOEP results and also the role or effective contribution of the level of anxiety facing TOEP with TOEP results in students of the Faculty of Psychology Class of 2015 UMS. The results of the analysis that were successfully collected by the writer on the anxiety level of students of the Faculty of Psychology Class of 2015 UMS obtained an empirical average (RE) of 63.07 and a hypothetical average (RH) of 67.5 which means that the level of anxiety is included in the moderate category. Based on the results of the anxiety level scale category, it is known that from 212 students, there are 3% (7 people) who have very low levels of anxiety, 33% (70 people) who have low levels of anxiety, 52% (111 people) who are classified as moderate anxiety levels, 11% (24 people) who are classified as high levels of anxiety, and 0% (0 people) who are classified as very high levels of anxiety. The results of calculation using product moment, it was obtained the score of the coefficient of correlation (rxy) as much as -0,533 significance = 0,000; (p < 0,01), that meant that there was negatively significant correlation between anxiety level with the results of TOEP. The effective contribution of anxiety level on the results of TOEP as much as 28,4%. From the results of this research, it was also known that anxiety moderate level and the results of TOEP of Physchology students grade of 2015 were categorized as more basic abilities.

From this, the researcher concludes that there are still many students in the English department at UIN Sayyid Ali Rahmatullah Tulungagung who have problems answering Test of English Proficiency and their solution of it.

Based on this background, the researcher wanted to know what the problems of students fifth semester experienced when doing TOEP in 2022. In this study, researcher will explore such as students' learning problem, anxiety (test anxiety and learning anxiety), lack of motivation, being unable to manage time, and much more. And students' solutions do they do when facing those problems during TOEP. The aim is to provide a more comprehensive picture of the difficulties of English department students when they are working on the TOEP. For these reasons, the researcher took the title *"The Students' Problems in Taking Test of English Proficiency at Islamic State University of Sayyid Ali Rahmatullah Tulungagung"*.

B. Formulation of Research Questions

Based on the background of the study above, the researcher formulated the problems of the study in to the following questions:

1. What problems do students majoring in English face when taking Test of English Proficiency at Islamic State University of Sayyid Ali Rahmatullah Tulungagung?

2. How do the students' solutions to the problem of students majoring in English in taking the Test of English Proficiency?

C. Purpose of the Study

Based on the problem of the research, the objectives of the research are presented as below:

1. To analyze the problems points those students' experiences when they taking Test of English Proficiency at Islamic State University of Sayyid Ali Rahmatullah Tulungagung.

2. To find out the effective methods to help them solve English department students' problems in taking Test of English Proficiency at Islamic State University of Sayyid Ali Rahmatullah Tulungagung.

D. Significances of the Research

The significance of this study is aimed to the teachers, students, and other researcher. Those are:

1. For the Lecturers

The results of this study can provide some information for English Department lecturers on how far the students' ability in answering the TOEP is so that students can find out the difficulties they face when implementing the TOEP.

2. For Students

This research study can be used for students majoring in English who will carry out the TOEP as a reference to minimize difficulties in working on the questions on the TOEP. In addition, this research is expected to enable students to make strategies to improve their TOEP scores. Because this is the era of globalization that is growing rapidly, therefore TOEP is the most important in the world of education and work.

3. For Other Researchers

This research may help add additional information to other researchers who have the same title or related research.

E. Scope and Limitation of the Study

This research only focuses on the problems of students taking the TOEP and tests to be conducted in 2022 using the CBT (Computer Based Test). This research also focuses on the problems of academic and non-academic students. This research was conducted at UIN Sayyid Ali Rahmatullah Tulungagung. So that the results of this study can be applied at Sayyid Ali Rahmatullah Tulungagung State Islamic University, especially for students majoring in English who are the subject of this study.

F. Definition of Key Terms

1. Students' Problems

There are many problems experienced by students, such as social anxiety, general anxiety, test anxiety, or panic attacks. The student problem that I will discuss can be called students' anxiety when doing the Test. students' difficulties in doing TOEP.

2. Students' Solution

According from WMO "Guidelines for Trainers", learning solutions is a term that use to describe the modes of training delivery available to us (e.g.,

online learning or classroom) and the environments create that provide opportunities to learn (e.g., a course, self-directed study, on-the-job mentoring or coaching). Choosing a learning solution requires that consider logistical constraints, pedagogical needs, and audience requirements.

3. Test of English Proficiency (TOEP)

TOEP is widely used by educational institutions in Indonesia where currently students cannot graduate and get a degree if they have not passed the TOEP or equivalent test. TOEP is divided into three sections; Listening Comprehension Structure and Written Expression, and Reading Comprehension.

The TOEP test package consists of two parts: Listening (50 questions) and Reading (50 questions). The Listening section of the test lasts 45-50 minutes and the Reading section lasts 60 minutes. So the overall test time ranged from 105-110 minutes. There is no break or pause between the two parts of the test.