

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

There are two statements of problem that have to be answered in this research. The first problem is what are the difficulties that the fifth semester students encountered in comprehending TOEFL Reading text. The second problem is what are the factors that influence the difficulties in comprehending TOEFL Reading text. The researcher used two instruments to collect the data: TOEFL Reading test and interview. The subject of this research are 23 students from fifth semester of English Department of UIN Antasari Banjarmasin academic year 2018/2019.

To make the readers understand the timeline of the research, below was the date of test and interview.

**Table 4.1. TOEFL Reading Test and Interview date**

No.	Test Date	Class	Interview Date	Class
1.	Monday, November 26th 2018	A	Friday, December 7th 2018	B
2.	Tuesday, November 27th 2018	C	Tuesday, December 11th 2018	D
3.	Wednesday, November 28th 2018	D	Wednesday, December 12th 2018	A
4.	Thursday, November 29th 2018	B E	Thursday, December 13th 2018	C E

## **1. Description about The Fifth Semester Students' Difficulties in Comprehending TOEFL Reading Text at English Department of UIN Antasari Banjarmasin**

To identify the difficulties in comprehending TOEFL Reading text, the researcher conducted the test once for each class which was on November 26<sup>th</sup> 2018 until November 29<sup>th</sup> 2018 at English Department classes of UIN Antasari Banjarmasin academic year 2018/2019.

Based on the research that was conducted, it will be shown which is the most difficult aspect of TOEFL Reading text. The fifth semester students who have been completed their Intensive Reading courses should have a good mastery in all materials of reading text. The total number of fifth semester students were 153, the researcher only took 15% of the population to be tested; 23 students from five classes.

The researcher used Barron's practice test for TOEFL as instrument of the test. The Reading Comprehension section consisted of 50 questions of multiple choice. Each text have 10 questions to be answered. So, the total of the texts were 5 and need to be answered in 55 minutes. The themes of the texts were science, business, biography, and art. The most wrong answers from the students were used as an indicator whether the students find the difficulties or not. The test has six aspects of reading comprehension: determining main idea, stated detail information, unstated detail information, inference, reference, and vocabulary in context.

The test result of the fifth semester students of English Department UIN Antasari Banjarmasin academic year 2018/2019 can be seen in the table below.

**Table 4.2. TOEFL Reading Comprehension result of 23 students**

<b>Aspect of Reading</b>	<b>Item Number</b>	<b>The students who got wrong answer</b>
Determining Main Idea	22	10
	32	14
	41	10
Reference	4	11
	16	10
	38	11
Inference	17	15
	40	11
	48	12
Ustated Detail Information	10	10
	21	16
	28	11
	33	11
	46	12
Stated Detail Information	7	13
	9	14
	13	12
	19	12
	31	11
	49	13
Vocabulary in Context	2	13
	20	13
	23	12
	30	10
	35	10
	37	12
	39	12
	47	12

From the table above, in aspect of determining main idea, the most wrong answer was in number 32. 14 of 23 students have answered this question wrong. This question was about the main concerned of the passage related Amelia Earhart (see Appendix 2).

In aspect of reference, the most wrong answer were in number 4 and 38. 11 of 23 students have answered these questions wrong. These questions were about “which” in line 10 (plant migration text) and “it” in line 20 (achievement of pioneering aviatrix text). See Appendix 2 for further information.

In aspect of inference, the most wrong answer was in number 17. 15 of 23 students have answered this question wrong. This question was about the Hawthorne study (see Appendix 2).

In aspect of unstated detail information, the most wrong answer was in number 21. 16 of 23 students have answered this question wrong. This question was about false fact of Hawthorne study (see Appendix 2).

In aspect of stated detail information, the most wrong answer was in number 9. 14 of 23 students have answered this question wrong. This question was about the movement of individual species of plants (see Appendix 2).

In aspect of vocabulary in context, the most wrong answer were in number 2 and 20. 13 of 23 students have answered these questions wrong. These questions were about “radically” in line 2 (plant migration text) and “multifaceted” in line 25 (pioneering study text). See Appendix 2 for further information.

Based on the result of TOEFL Reading Text Test that have been conducted, the fifth semester students difficulties in comprehending TOEFL Reading text at English Department of UIN Antasari Banjarmasin academic year 2018/2019, it showed that they have difficulties in all aspects of reading: determining main idea, reference, inference, unstated detail information, stated detail information, vocabulary in context. While the most difficult aspect in comprehending TOEFL Reading text was vocabulary in context.

## **2. Description about the factors that influence the difficulty in comprehending TOEFL Reading text.**

To find out the factors that influence the difficulty in comprehending TOEFL Reading text, the researcher conducted interviews on December 7<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>, 13<sup>th</sup> 2018 at English Department classes of UIN Antasari Banjarmasin.

Based on the interview that was conducted, it will be shown what are the factors that influence the difficulty in comprehending TOEFL Reading text. The total number of fifth semester students that have been interviewed were 23 people from five classes.

The interview was a structure interview which meant that the questions have been prepared before the interview conducted. There were 10 questions asked in the interview (see Appendix). The interview questions were formulated according to Neff & et al, Shoebottom, Nurbiana, Tampubolon, Ebel and the previous study from Frikaputri Imasei. From the interview that has been done, there were 11 factors influencing the difficulty in

comprehending TOEFL Reading text: students' interest in English, students' opinion in English, students' motivation in reading English text, students' likeness in reading English text, students' interest on the TOEFL text themes, duration to read each text, students frequency of reading English text, students' knowledge about the vocabulary, students' illegibility in reading English text, complexity of the sentences, and the environment when reading English text.

The result of interview showed in the table below.

**Table 4.3. Factors that influence the difficulty in comprehending TOEFL Reading text**

No	Factor	Indicator	
		Like	Dislikes
1	Students' interest in English	22	1
2	Students' opinion in English	Important	Not really important
		22	1
3	Students' motivation in reading English text	Assignment	Hobby
		15	8
4	Students' likeness in reading English text	Like	Dislike
		10	13
5	Students' interest on the TOEFL Reading text themes	Interesting	Not interesting
		9	14
6	Duration to read each text	3-5 minutes	More than 5 min.
		15	8
7	Students frequency of reading English text	Often	Seldom
		17	6
8	Students' knowledge about the vocabulary	Almost all unfamiliar	Some are familiar
		10	13

9	Students' illegibility in reading English text	Legible clearly	Some are blur
		18	5
10	Complexity of the sentences	Very difficult	Difficult enough
		17	6
11	The environment when reading English text	Conductive	Less conductive
		10	13

When the researcher interviewed the students one by one, most of them have similar answers. For the first factor was the students' interest in English, 22 people were agree that they like English in general. AB said, "*Saya menyukai Bahasa Inggris. Bahasa Inggris itu unique dan sangat menarik. Selain itu, ketika seseorang dapat berbicara atau menggunakan Bahasa Inggris, ia terlihat memiliki 'nilai' lebih dibandingkan orang lain dan tentu saja hal itu terlihat keren.*" She said that English is unique and interesting. Moreover, if someone can speak English, the person looks cool and has skills compare to someone who cannot speak English.

The second factor was students' opinions in English. 22 people agree that English is important. Like RI stated "*Bahasa Inggris sangat penting, karena ia merupakan lingua franca. Dimana pun kita berada, hampir bisa dipastikan kita bisa berkomunikasi di sana. Apalagi di zaman seperti sekarang sudah ada MEA (Masyarakat Ekonomi Asean), dimana kita dituntut untuk bisa berbahasa Inggris demi kelancaran komunikasi antar negara.*" She strongly emphasized that

English is really important for Indonesian. She thought that English is very important for global communication.

The third factor was students' motivation in reading English text. 15 people agree that their motivation to read English text because of their assignments. AR said *"Saya tidak terlalu suka membaca, jadi saya jarang sekali membaca teks bacaan Bahasa Indonesia, apalagi Bahasa Inggris waktu dulu. Namun dikarenakan tuntutan pendidikan, apalagi di semester 5 ini sudah banyak tugas-tugas kuliah, otomatis saya lebih sering membaca akhir-akhir ini. Setiap hari saya pasti membaca jurnal penelitian."* This statement implied that her motivation due to her education responsibility.

The fourth factor was students' likeness in reading English text. 13 people agree that they dislike reading English text. Their statements contradict with the first factor that 90% of the informants said they like English in general. MA said *"Saya kurang suka membaca teks berbahasa Inggris. Saya lebih suka menonton film yang berbahasa Inggris, dibandingkan membaca teks Bahasa Inggris."* From this statement, she likes watching and listening to movies rather than reading.

The fifth factor was students' interest on the TOEFL Reading text themes. 14 out of 23 people said the themes in TOEFL Reading section was not interesting. AA said *"Saya kurang menyukai tema-tema tersebut, karena kurang familiar gitu."* HA also said *"Kurang suka, karena bahasanya baku jadi tidak menarik."* Most of the students did not like the standard language and unfamiliar words.



The sixth factor was duration to read each text. 15 people have reading speed around 3 up to 5 minutes to read +-300-400 words (one text). They most likely do skimming and scanning to the text. When being interviewed, MR said that she usually read a text in 3 minutes or more. When reading the TOEFL Reading text, they only have 55 minutes to read and answer the questions. Eventhough they read fast, most of the students have difficulty to comprehend the texts. They also needed to repeat reading the texts more than once.

The seventh factor was students frequency of reading English text. 17 people said that they often read English text in a week. Like LS said "*Hampir setiap hari saya membaca teks berbahasa Inggris.*"

The eighth factor was students' knowledge about the vocabulary. 13 out of 23 students said that some of the words in the TOEFL Reading text are familiar. While 10 out of 23 students said that almost all of the words were unfamiliar.

The ninth factor was students' illegibility in reading English text. 18 people agree that the paper test that have been done was legible enough to read and did not break their concentration. 5 people said the paper of the test has some blur words.

The tenth factor was complexity of the sentences. 17 of them said that it was really difficult to comprehend the TOEFL Reading test, because all of the text was using complex sentences.

The eleventh factor was the environment when reading TOEFL Reading text. 10 people said that the environment when reading the test was conducive and 13 people said it was not conducive.

From the interview result, even though the informants showed positive responses toward reading, almost all of the informants emphasized these factors which influence the difficulty in comprehending TOEFL Reading text: students' interest on the TOEFL Reading text themes, duration to read each text, students' limited knowledge about the vocabulary, and complexity of the sentences.

## **B. Discussion**

As explain before in chapter II, comprehension means that, when reading, the readers unconsciously try to understand the meaning of the text and they also deal with understanding the aim of the text, the readers may be able to make their own inferences about the text after reading (Brown: 2001). Nuttal (1982) has stated, there are five aspects of reading comprehension: determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of the words. In TOEFL Reading section, the PBT type is always consist of 50 questions in form of multiple choice. In TOEFL Reading section, many questions always concerning the vocabulary in context and stated detail information. Therefore, there is always unbalanced in aspects of reading. As ETS stated before, TOEFL is designed to measure English language skills of non-native speakers. It tests skills that are bigger than just speaking or reading English, such as the

ability to understand new information or to infer the information. To understand new information, students should have a good mastery in vocabularies. Without understanding the meaning of the vocabularies/phrases, the students would face difficulty when they tried to understand the context.

There were five texts in TOEFL Reading section, each text has about 300-400 words. For the main idea aspect, of course the total of question would be only 5. Then in specific information aspect, in TOEFL Reading section, it is divided into stated detail information and unstated detail information. In this research, the total of stated detail information was 11 questions. Then, the total of unstated detail question was 7 questions. The total of inference question was 7, the reference was 6, and vocabulary in context was 14.

Then, the researcher would like to discuss about the difficulty in each aspect. First, determining the main idea. The most wrong answer was in number 32. This question was about the main concern of the passage related to Amelia Earhart. The right answer was *the achievements of a pioneering aviatrix*. On the other hand, most of the students' answers were *the tragic death of the queen of air*. This passage relatively could be answered by looking for the main idea (first sentence) in each paragraph. This is in line with Vener's statement that in determining the main idea, it is usually the first sentence of each paragraph. The students were only emphasized the last paragraph which talked about the death of the aviatrix.

From the interview, the students said that the complex syntax/sentences made them difficult to comprehend the main idea. This statement is in line

with Shoebottom who states complex syntax is one of the factors of language difficulty. The factor of reading speed/duration and repetition of the text is also became the factor which influence the difficulty in finding the main idea. In addition, the students' likeness in TOEFL Reading text themes became the main factor in the difficulty to comprehend TOEFL Reading text. TOEFL Reading text themes/topic always related to Science, Politics, History, Economy, and Literature. When being interviewed, most of them only read Science and Literature books/journals due to their responsibilities for study (assignments). On their free time, they like to read novels and articles.

Second, stated detail information aspect, the most wrong answer was in number 9. This question was about *the movement of individual species of plants*. The students' answers were *often depends upon the information of lakes*. The right answer was *does not occur in groups*. The answer of this question clearly stated in the text.

The fossil record seems clear; there is little or no evidence that entire groups of plants moved north together. Things that lived together in the past don't live together now, and things that live together now didn't live together in the past.

When interviewed the students, the duration to read each text, and the complexity of the sentences made them could not concentrate fully. The factor of the students' likeness on the topic was also influence heavily when comprehending the text.

Third, unstated detail information aspect. The type of this question was "*Which of the following is not true about.....*". The most wrong answer was in number 21. This question was about Hawthorne study. Most of them answered

*the study changed the focus from economics to a multifaceted approach. The right answer was they found that workers responded not to the level of lighting but to the fact that other work conditions were not favorable. When interviewed the students, this kind of question took time, they should read carefully the information in the text, and determined which was not the fact about the text.*

Fourth, inference aspect, the most wrong answer was in number 17. This question was about the Hawthorne study. The question was “*It can be inferred from this passage that the Hawthorne study...*”. Most of the students answered *led to lighting, temperature, and humidity no longer being considered important when seeking ways to improve production*. On the other hand, the right answer was *led to economic considerations being less important in achieving productivity*. It was the same case to determining main idea. The students have difficulties in the factor of reading speed/duration. Eventhough they could read fast, it did not mean they could comprehend the text fast. They need to repeat again and again the text to answer such question. It made the 55 minutes to answer 50 questions did not enough for them. While according to ETS, 55 minutes is enough to complete all the questions and reading the text. In addition, the students’ knowledge about the vocabulary and the complex syntax/sentences was also adding their difficulty to comprehend the text. This statement is in line with Shoebottom, Neff & et all who state limited knowledge of the vocabulary and complex syntax are factors which influence the difficulty in comprehending a text.

Fifth, reference aspect. The most wrong answer was in number 4 and 38. These questions were about “*which*” in line 10 (plant migration text) and “*it*” in line 20 (achievement of pioneering aviatrix text). Most of the students answered *the development of ecosystems* or *plant life changes* for number 4. While the right answer was *the responses of plants to climate changes*.

The idea is that over time, plants that require particular climate and soil conditions come to live in the same places, and hence are frequently to be found together. Scientists who study the history of plant life are known as paleobotanists, or paleobots for short. They build up a picture of how groups of plants have responded to climate changes and how ecosystems develop. But are these associations, which are real in the present, permanent?

According to the answer key, the right answer was the responses of plants to climate changes. Next is number 38. The question was “*The word “it” in line 20 refers to...*”. Most of the students answered *communication*. The right answer was *the reason*.

No one knows why she left behind important communication and navigation instruments. Perhaps it was to make.....

The first sentence implied with “why” is mostly talked about “the reason”. The students answered *communication* because in the multiple choice, only *communication* was on the context. Again, the factor which influence the difficulty in finding the reference was due to the duration to read each text and the complexity of the sentences. This statement is in line with Shoebottom about factors in reading difficulty: unfamiliar words, complex syntax.

Lastly, vocabulary in context aspect. The most wrong answer were in number 2 and 20. 13 of 23 students have answered these questions wrong. These questions were about “*radically*” in line 2 (plant migration text) and “*multifaceted*” in line 25 (pioneering study text). If the students did not know what the word means, they could guessing the meaning of the word with understanding the context. That is why, the students should have a good mastery in vocabularies.

When interviewed, 13 out of 23 people stated that some of the words are familiar. While, 10 people stated that almost all of the vocabulary unfamiliar. This was due to the fact they only read academic and journals when they have assignments. They do not really like to read heavy passages such as research and books who have difficult vocabulary. The students’ limited knowledge about the vocabulary was heavily the main factor that influence when comprehending TOEFL Reading text.

The researcher has mentioned 11 factors before, eventhough the informants showed positive responses toward reading, the factors that influence the difficulty in comprehending TOEFL Reading text were students’ interest on the TOEFL Reading text themes, duration to read each text, students’ limited knowledge about the vocabulary, and complexity of the sentences.