

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher tries to give clear description of the finding and discussion. Findings explains how to way get the data and answer the research questions. Discussion explain about comparing the result and theory.

A. Findings

The researcher has conducted the research through the techniques of collecting data as stated in the research method. The data collected were dedicated to answer the research questions. In this section, the researcher would like to work out on the students efforts in reaching the minimum Toefl score in English Department of Faculty of Tarbiyah and Teacher Training at UIN Antasari Banjarmasin. The researcher used questionnaire to get information about student's difficulties in the TOEFL test. There were 23 questions for the questionnaire. The questions are divided into three sections. Eight questions were for listening, nine questions are also for structure and written expression, and 6 questions are for reading. Then, researcher gave 19 questions to know the potential strategies of students to get a higher score or to increase them. Subject of this research were ten students of English Department, the researcher wanted to analyse some of the students got difficulty to get a higher or minimum score of English Department in UIN Antasari Banjarmasin.

1. The Difficulties Faced by Students to Reaching The Minimum TOEFL Score in English Students Department of Tarbiyah Teachers Training Faculty of UIN Antasari Banjarmasin

The first question of this research which is about the difficulties faced by students to reaching the minimum TOEFL score in English Students Department of Tarbiyah Teachers Training Faculty of UIN Antasari Banjarmasin. There were 23 questions for the questionnaire.

Table 4.1 Students' Difficulties on Listening

No	Questions of the difficulties	Frequency	
		Yes	No
A	Listening		
1.	I find difficulty to recognize the main point of the speaker	4	6
2.	I find difficulty in guessing unknown word phrase and clause	4	6
3.	I find difficulty to clustering/grouping phrase and clause	4	6
4.	I find difficulty to understand idiom and phrasal verb in the dialogue	5	5
5.	I understand when the speaker speaks too fast	4	6
6.	I understand the kinds of repetition, rephrase, elaboration and insertation	9	1
7.	I understand about reduce Form	9	1
8.	I know the strategy in answering listening section	9	1

Based on the table 4.1, Basically most of the students found difficulties on listening. There were eight questions in the questionnaire. They answered mostly “yes” for the statement number 6, 7, and 8. While they answered “no”

for the statement number 1, 2, 3, 4, and 5. So, the researcher concluded that difficulties in listening section the most dominant result listening was not understanding when the speaker speaks too fast..

Table 4.2 Answer of Question for Structure and Written

No	Questions of the difficulties	Frequency	
		Yes	No
B	Structure and written		
1.	I don't know the equivalent and the connection of word in the test.	0	10
2.	I can't understand and avoid redundancy word in the test.	1	9
3.	I am not careful enough, so sometimes I am misanalysis	8	2
4.	I find more than one mistake/answer in written expression	8	2
5.	I find difficulty because transfer error or friends or teacher teach me the wrong structure	1	9
6.	I find difficulty to answer the question because I do not know the exceptional rules in structure	2	8
7.	I find difficulty to answer the question because I do not know all the rules in structure	1	9
8.	I understand/know how to simplify along sentence to be a short one	9	1
9.	I find difficulty to answer questions because I forget the rules	3	7

Based on the table 4.2, Basically most of the students found difficulties on structure and written. There were nine questions in the questionnaire. They answered mostly “ yes” for the statement number 3, 4, and 8. While they answered “no” for statement no 1, 2, 5, 6, and 7. So, the researcher concluded that difficulties in structure and written section the most dominant result

structure and written were not careful enough, so sometimes misanalysis and find more than one mistake/answer in written expression.

Table 4.3 Answer of Question for Reading

No	Questions of the difficulties	Frequency	
		Yes	No
C	Reading		
1.	I find difficulty to understand the passage because lack of vocabulary	7	3
2.	I understand about intent of the passage even though it is stated or unstated	7	3
3.	I do not know the strategies of reading comprehension	4	6
4.	I find difficulty to determine main idea in the Passage	5	5
5.	I understand and can answer the detail information the Passage	7	3
6.	I find it difficult to locate preference which is asked in the passage	2	8

Based on the table 4.3, Basically most of the students found difficulties on reading. There were six questions in the questionnaire. They answered mostly “yes” for the statement number 1, 2, and 5. While they answered “no” for the statement number 3, 4, and 6. So, the researcher concluded that the most dominant result reading was difficulty to understand the passage because lack of vocabulary.

table 4.4 Recapitulation all the answer

No	Questions of the difficulties	Frequency
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A	Listening	Yes	No
1.	I find difficulty to recognize the main point of the speaker	4	6
2.	I find difficulty in guessing unknown word phrase and clause	4	6
3.	I find difficulty to clustering/grouping phrase and clause	4	6
4.	I find difficulty to understand idiom and phrasal verb in the dialogue	5	5
5.	I understand when the speaker speaks too fast	4	6
6.	I understand the kinds of repetition, rephrase, elaboration and insertation	9	1
7.	I understand about reduce Form	9	1
8.	I know the strategy in answering listening section	9	1
No	Questions of the difficulties	Frequency	
B	Structure and written	Yes	No
1.	I don't know the equivalent and the connection of word in the test.	0	10
2.	I can't understand and avoid redundancy word in the test.	1	9
3.	I am not careful enough, so sometimes I am misanalysis	8	2
4.	I find more than one mistake/answer in written expression	8	2
5.	I find difficulty because transfer error or friends or teacher teach me the wrong structure	1	9
6.	I find difficulty to answer the question because I do not know the exceptional rules in structure	2	8
7.	I find difficulty to answer the question because I do not know all the rules in structure	1	9
8.	I understand/know how to simplify along sentence to be a short one	9	1
9.	I find difficulty to answer questions because I forget the rules	3	7
No	Questions of the difficulties	Frequency	

C	Reading	Yes	No
1.	I find difficulty to understand the passage because lack of vocabulary	7	3
2.	I understand about intent of the passage even though it is stated or unstated	7	3
3.	I do not know the strategies of reading comprehension	4	6
4.	I find difficulty to determine main idea in the Passage	5	5
5.	I understand and can answer the detail information the Passage	7	3
6.	I find it difficult to locate preference which is asked in the passage	2	8

Based on the result above the researcher concluded that every student has the difficulties faced to reach the minimum TOEFL score in English students Department of Tarbiyah teachers training Faculty of UIN Antasari Banjarmasin. In listening difficulties there are eight questions for the questionnaire, the most dominant result listening was not understanding when the speaker speaks too fast. In structure and written difficulties there are nine questions for questionnaire, the most dominant result structure and written were not careful enough, so sometimes misanalysis and find more than one mistake/answer in written expression. Reading difficulties there are six questions for questionnaire, the most dominant result reading was difficulty to understand the passage because lack of vocabulary.

2. Students Efforts for Reaching The Minimum TOEFL Score in English Department of Tarbiyah Teachers Training Faculty of UIN Antasari Banjarmasin

The questions that used by researcher in interview are about students efforts to reach the minimum TOEFL score in English Department of Tarbiyah Teachers Training Faculty of UIN Antasari Banjarmasin. The researcher gave 19 questions to know the potential strategies of students to get a higher score or to increase their. The researcher used three students who got the minimum score and two students who did not get the minimum score.

Based on as cited from Harrel and Bradly (2009, p.7), interview are discussions, usually one on one between an interviewer and individual, meant to gather information on a specific set of topic This interview aims to get the more information toward EFL students difficulty during their TOEFL test by asking question to one by one of them and getting more specific information to suffice the research data. This is question of interview :

- 1) What is your last TOEFL score?
- 2) How many times do you take a TOEFL test?
- 3) How many hours do you spend to study every day/week to prepare your test?
- 4) What is your difficulty in answering Listening Section test?
- 5) What is your strategy to answer Listening Section test?
- 6) What is your strategy to answer the question if you do not get the point of what speaker said?
- 7) What is your strategy to answer idiom question?
- 8) What is your strategies to answer reduce form?
- 9) What is your strategies to answer unknown words, phrase and clause?

- 10) What is your difficulty in answering Structure and Written expression?
- 11) What is your strategy to answer Structure and Written expression?
- 12) What is your strategies if you do not know the structure of that question?
- 13) What is your strategies if you do not know the vocabulary?
- 14) What is your difficulty in answering Reading comprehension?
- 15) What is your strategy to answer Reading Comprehension?
- 16) What is your strategy if you do not know the intent of the question?
- 17) What is your strategy to answer main idea?
- 18) What is your strategy to answer detail information in the test?
- 19) What is your strategy to answer reference question?

The result of interview explained that every student have variety effort to improve their Toefl score like below:

Subject M has 469 score, he did TOEFL test 5 times and spent time 2 hours to study every day. In listening section, the student felt difficulty to recognize the main point of the speaker and did not understand when the speaker spoke too fast. But he has technique to face this problem with answering the questions by repeating the audio, if he did not get the point of what speaker said, he tried to answer that have the same meaning, strategy to answer idiom question was more read the book and comprehension the meaning, strategies to answer reduce form was he must learn more, strategies to answer unknown words, phrase and clause he guessed the meaning before and after unknown word.

Difficulty in answering structure and written expression because he forgot the rules, strategy to answer Structure and written expression he must learn more, strategies if you do not know the structure of that question he tried to answer the best, strategies if you do not know the vocabulary he guessed the meaning.

Difficulty in answering reading comprehension felt difficult to understand the passage because of lack vocabulary, strategy to answer reading comprehension did not read whole the text, he read the question before and then he is looking for the answer in the text, strategy if you do not know the intent of the question he tried to answer the best, strategy to answer main idea he read the first paragraph or the last paragraph, strategy to answer detail information in the test read whole the text if you wanted to get detail information, strategy to answer reference question read the text and analysis references for example, he read a book, it is good, it references book.

Subject S has 473 score, she did TOEFL test 3 times and spent time 1 hour to study every day. Difficulty in answering listening section the audio was not good, strategy to answer listening section focusing more on the second speaker, strategy to answer the question if you do not get the point of what speaker said just passed it and tried to be more focus on the next question, strategy to answer idiom question understood the context of the conversation, strategies to answer reduce form was enrich the knowledge about it, strategies to answer unknown words, phrase and clause were reading it carefully.

Difficulty in answering structure and written expression were similar structure and expressions to use, strategy to answer structure and written expression knew the right structure and written expressions to use, strategies if you do not know the structure of that question was random answering, strategies if you do not know the vocabulary read the whole sentence sometimes helped you to understand a vocabulary in that sentence.

Difficulty in answering reading comprehension lots of writing to read, and it was really boring, strategy to answer reading comprehension reading the question before, then looking for the answer in paragraph, strategy if you do not know the intent of the question was random answering, strategy to answer main idea was looking for the main idea, strategy to answer detail information in the test chose the detail answer, strategy to answer reference question was read the references before answered.

Subject N has 476 score, she did TOEFL test 3 times and spent time 1 hour to study every day, Difficulty in answering listening section the suggestion, strategy to answer listening section she must know the meaning at the conversation first, strategy to answer the question if you do not get the point of what speaker said she heard the second native speaker, strategy to answer idiom question she must know relating the native speaker said and the meaning, strategies to answer reduce form was thinking about the meaning, strategies to answer unknown words, phrase and clause were known the meaning after the words that she did not know.

Difficulty in answering structure and written expression were she thought about grammar, strategy to answer structure and written expression she remembered that she learnt from internet or book, strategies if you do not know the structure of that question was past that question and thought seriously, strategies if you do not know the vocabulary she can read and read till some vocabulary she got.

Difficulty in answering reading comprehension she thought the conclusion, strategy to answer reading comprehension reading she must know the main idea first, strategy if you do not know the intent of the question she can learn more in internet, strategy to answer main idea was the main idea there were the first paragraph or second or the last paragraph, so she just to know the important thought that story, strategy to answer detail information in the test she thought from the main idea and conclusion, strategy to answer reference question was like my reason before she just learn from internet.

Subject NH has 400 score, she did TOEFL test once and spent time 1 hour to study every day, Difficulty in answering listening section was long Conversations, strategy to answer listening section he will translate what 1st Speaker said then he will focus on the 2nd speaker, strategy to answer the question if you do not get the point of what speaker said he has to avoid similar sounds, strategy to answer idiom question tried to translate what the speakers said and avoided similar sounds, strategies to answer reduce form he has to remember that types of clauses that can reduce are adjective clauses and adverb

clauses, then he has to know what adjective clauses and adverb clauses are. If it does not work, he tried to mean the sentence, strategies to answer unknown words, phrase and clause he will guess the answer and hope the answer was true

. Difficulty in answering structure and written expression were grammar, strategy to answer structure and written expression he has to remember grammar that I studied in book and internet, strategies if you do not know the structure of that question if he has many times, he will pass the question. If he does not have many times, he will guess the answer and hope the answer is true, strategies if you do not know the vocabulary he tried to translate words before/after the unknown word or guess the answer and hope the answer is true.

Difficulty in answering reading comprehension indirectly answered questions, strategy to answer reading comprehension he has to know the main idea, strategy if you do not know the intent of the question he will pass the question to answer other questions, then he will comeback to answer the question. Read the question and the multiple-choice until he knew what the intent of the question, strategy to answer main idea he will look for the main idea in first pharagraph, if he does not find it, he will look for it in other pharagraph, strategy to answer detail information in the test read the the multiple-choice and read the passage that relate with the multiple-choise, strategy to answer reference question was like my answer before, read the the multiple-choice and read the passage that relate with the multiple-choice.

Subject NHS has 430 score, she did TOEFL test twice and spent time 3 hour to study every day, Difficulty in answering listening section the audio wasn't good, strategy to answer listening section focus on the second speaker, strategy to answer the question if you do not get the point of what speaker said just passed it and trying to be more focus on the next question, strategy to answer idiom question understanding the context of the conversation, strategies to answer reduce form enrich the knowledge about it, strategies to answer unknown words, phrase and clause understanding the sentence.

. Difficulty in answering structure and written expression were a similar structure and expressions to use, strategy to answer structure and written expression knowing the right structure and written expressions to use, strategies if you do not know the structure of that question just feel the right answer, strategies if you do not know the vocabulary reading the whole sentence sometimes helps you to understand a vocabulary in that sentence.

Difficulty in answering reading comprehension lots of paragraphs to read, strategy to answer reading comprehension reading the question before, then looking for the answer in paragraph, strategy if you do not know the intent of the question random answering, strategy to answer main idea looking for the main idea, strategy to answer detail information in the test choosing the detail answer, strategy to answer reference question was reading the reference before answering.

Based on the result of interview above the researcher concluded that there are so many kinds of strategy students do to reach the minimum TOEFL score. The first student does to increase the TOEFL score.

a. Students' efforts for good listening

Every student has effort to improve at listening section those are: repeating the audio, read the book, having the same meaning, focusing more on the second speaker, understood the context of the conversation, reading it carefully, known the meaning at the conversation first, listening the second native speaker, known the meaning after the words if we did not know, avoiding similar sounds, and trying to translate what the speakers said.

b. Students' efforts for good structure and written

Every student has effort to improve at structure and written section those are: learn more, guessed the meaning if you do not know the vocabulary, read the whole sentence sometimes helped you to understand a vocabulary in that sentence, learnt from internet or book, and trying to translate words before/after the unknown word or guess the answer and hope the answer is true.

c. Students' efforts for good reading

Every student has effort to improve at reading section those are: not reading whole the text and read the question before then helooking for the answer in the text, found main idea read the first paragraph or

the last paragraph, read whole the text if you wanted to get detail information, read the text and analysis references for example, he read a book, it is good, it references book, read the references before answered, reading comprehension must know the main idea first, learn more in internet, thought from the main idea and conclusion if we wanted to get detail information, if you do not know the intent of the question he will pass the question to answer other questions, and random answering.

B. Discussion

In this section, the researcher presented a discussion based on the findings of the study in the previous session. Then, those findings were related to theories in some sources, this discussion suitable with the research questions mentioned in chapter I. Those are (1) What are the difficulties faced by students to reaching the minimum TOEFL score in English students Department of Tarbiyah Faculty of UIN Antasari Banjarmasin? and (2) What do students do to reach the minimum TOEFL score in English Department of Tarbiyah Faculty of UIN Antasari Banjarmasin?

1. The Difficulties Faced by Students to Reaching The Minimum TOEFL Score in English Students Department of Tarbiyah Teachers Training Faculty of UIN Antasari Banjarmasin

Based on the finding section, the showed the difficulties faced by students to reach the minimum TOEFL score. Every student has problem to increase their Toefl skill, one to ten student have different troubles like listening, structure and written, reading. In theory explained that listening has 8 difficulties of listening those are: clustering, redundancy, reduce forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and Interaction, at listening section students almost have trouble in not understanding when the speaker speaks too fast because it needed training more to understand. For students that have not be usual, it is so difficult. That is why we need improve listening section with practice in order to we did not get difficult in answering listening section, it was the same with the theory because the researcher has explained that listening has 8 difficulties and the researcher took rate of delivery. Rate of delivery is keeping up with the speed of delivery, processing automatically at the speaker continues. Structure and written have inter-lingual errors, and intra-lingual developmental errors, Intra-lingual and development errors is the errors or mistakes are also caused by the difficulty or the problem of language itself. At structure and written section students have problem not careful enough, so sometimes misanalysis and find more than one mistake/answer in written expression because student felt confident with their answer and did not recheck, so that the students were misanalysis. Before answering the question, we checked question and answer. The errors or mistakes caused by the target language itself like false analogy, misanalysis (learners

form a wrong hypothesis), incomplete rule application, exploiting redundancy, overlooking co-occurrence restrictions, hypercorrection or monitor overuse. Reading difficulty was difficulty to understand the passage because lack of vocabulary sometimes reading gave long passage or short passage with new vocabulary even difficult to guess the meaning. So, the students expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning. It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary.

2. Students Efforts for Reaching The Minimum TOEFL Score in English Department of Tarbiyah Teachers Training Faculty of UIN Antasari Banjarmasin

Based on the finding section, the showed the students did some efforts for reaching the minimum TOEFL score in English Department of tarbiyah teachers training Faculty of UIN Antasari Banjarmasin. Every student has effort to improve Toefl skills like listening, structure and written, reading. At listening section students tried to read the book in order to they could know techniques or strategies to answer listening section like focusing more on the second speaker, understood the context of the conversation, reading it carefully, known the meaning at the conversation first, listening the second native speaker, known the meaning after the words if we did not know, avoiding similar sounds, and trying to translate what the speakers said. At structure and written section student tried

to learn more from internet or book because they could get more information not only book but also internet. Today we could obtain sources easily because of internet. We could increase Toefl score and know strategies at structure and written section like guessed the meaning if you do not know the vocabulary, read the whole sentence sometimes helped you to understand a vocabulary in that sentence, and trying to translate words before/after the unknown word or guess the answer and hope the answer is true. At reading students tried to learn more in internet in order to they could know and understand techniques or strategies to answer reading section like not reading whole the text and read the question before then he was looking for the answer in the text, found main idea read the first paragraph or the last paragraph, read whole the text if you wanted to get detail information, read the text and analysis references for example, he read a book, it is good, it references book. This was same with the theory that explained quality of student effort is defined as how much voluntary behaviour or personal investment a student makes for their education and the students have a chance higher level of mastery may be achieved. Learning strategy is the special thought and behavior that individuals use to help them comprehend, learn, or retain new information.