

**AN ANALYSIS OF THE THIRD YEAR STUDENT'S ABILITY TO ANSWER
COMPREHENSION QUESTIONS IN TOEFL AT THE ENGLISH
DEPARTMENT OF BUNG HATTA UNIVERSITY**

THESIS



**BY
NAME: HARNIKEN FARENSYA
NPM: 1910013121013**

**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
PADANG
2023**

**AN ANALYSIS OF THE THIRD YEAR STUDENT'S ABILITY TO ANSWER
COMPREHENSION QUESTIONS IN TOEFL AT THE ENGLISH
DEPARTMENT OF BUNG HATTA UNIVERSITY**

THESIS

*Submitted to fulfill a Partial Requirement for Getting S-I Degree at the English
Department of the Faculty of Teacher Training and Education at Bung Hatta
University*



BY :
HARNIKEN FARENSYA
1910013121013

ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY

PADANG

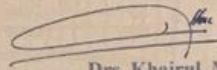
2023

HALAMAN PERSETUJUAN SKRIPSI

Nama : Harniken Farensya
Npm : 1910013121013
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : An Analysis of Third Year Student's Ability to Answer
Comprehension Questions in TOEFL at English Department of
Bung Hatta University

Padang, 04 Agustus 2023

Pembimbing,



Drs. Khairul, M.Sc.

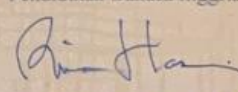
Diketahui Oleh:

Dekan Fakultas Keguruan
dan Ilmu Pendidikan



Dr. Yetty Morelent, M. Hum.

Ketua Program Studi
Pendidikan Bahasa Inggris



Fitriana Harmaini, S.S., M.A.

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Nama : Harniken Farensya
Npm : 1910013121013
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : An Analysis of Third Year Student's Ability to Answer
Comprehension Questions in TOEFL at English Department of
Bung Hatta University

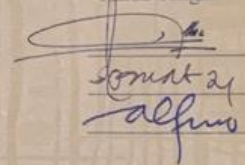
Dinyatakan LULUS setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris Fakultas
Keguruan dan Ilmu Pendidikan Universitas Bung Hatta pada hari Kamis, 04 Agustus
2023.

Tim Penguji

Nama

1. Drs. Khairul, M.Sc.
2. Dr.H. Welya Roza, M.Pd.
3. Dr. Joni Alfino, S.Pd. M, Pd.

Tanda Tangan



The image shows two handwritten signatures in black ink. The first signature is written over a horizontal line and appears to be 'Joni Alfino'. The second signature is written below the first and appears to be 'Welya Roza'.

ACKNOWLEDGMENT

Alhamdulillahirabbil'alamin. First of all, the researcher would like to express her deepest gratitude to the Almighty God – Allah SWT, who has given blessing, strength, health, inspiration, opportunity, and patience to finish writing this thesis, and she also would like to send *Sholawat* and *Salam* to Prophet Muhammad SAW. Finally, the researcher could finish her thesis, entitled “**An Analysis of the Third Year Student’s Ability to Answer Comprehension Questions in TOEFL at the English Department of Bung Hatta University**”. The primary aim of this thesis is to fulfill a partial requirement for getting strata one (S1) degree from the English Department, the Faculty of Teacher Training and Education, Bung Hatta University.

There are a lot of people who have helped and given motivation, advice, and support to the researcher in writing this thesis. Therefore, the researcher would like to express her gratitude to her advisor: Drs. Khairul, M.Sc. who had given her guidance, time, inputs and expertise so that the researcher could finish writing this thesis.

Next, the researcher would like to present her sincere appreciation to Dr. Yetty Morelent, M.Hum. as the Dean of the Faculty of Teacher Training and Education, Dra. Zulfa Amrina, M.Pd. as the Vice Dean, Fitriana Harmaini, S.S., M.A. as the Head of the English Department, and all lecturers who taught and guided the researcher during studying at the English Department of Bung Hatta University.

The researcher would also thank her beloved parents, Syahrrial and Leni Hartati for their fully support, motivation, and prayer for the researcher in writing this thesis. She would also thank her brother, Rehzan Alifpansya and her sister, Aneira Abila Clarissya for giving support and caring.

The researcher also expresses her deepest gratitude to all students in the third year of English Education at Bung Hatta University who have given their time and energy to become subjects in this research.

The researcher also wants to express her greatest gratitude to her beloved friends named Virginia, Icha Meitalia, Ayu Sartika, and also Yollanda Angelina who helped a lot in this research process.

Last but not least, I wanna thank me, I wanna thank me for believing in me. I wanna thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for never quitting. I wanna thank me for always being a giver and trying to give more than I receive. I wanna thank me for trying to do more right than wrong. I wanna thank me for just being me all time.

Finally, the researcher hopes that this research can be useful and can add insight to the readers. The researcher realizes that this thesis is not perfect yet, so the researcher welcomes suggestion and criticism from the readers.

Padang, August 2023
Researcher,

Harniken Farensya
NPM: 1910013121013

ABSTRACT

Farensya, H. 2023. *An Analysis of the Third Year Student's Ability to Answer Comprehension Questions in TOEFL Text at the English Department of Bung Hatta University*

Advisor: Drs. Khairul, M. Sc.

The purpose of this research is to describe the third year student's ability to answer comprehension questions in TOEFL text at English Department of Bung Hatta University. The research design was descriptive research. The population of this research was the third year students at the English Department of Bung Hatta University who registered in the academic year 2022/2023. She used total sampling technique to select the sample, and the number of sample was 29 students. To collect the data, TOEFL reading test was used.

Based of the result of data analysis, it was found that the students had low ability to answer comprehension questions in TOEFL text. It was supported by the fact that 22 students (75,9%) had low ability to answer comprehension questions. In detail, 17 students (58,6%) had low ability to answer comprehension questions requiring them to classify comprehension text, 20 students (69%) had low ability to answer comprehension questions requiring them to compare comprehension text, and 24 students (82,8) had low ability to answer comprehension questions requiring them to explain comprehension text.

In accordance with the findings of this study, it can be concluded that the students had low ability to answer comprehension questions in TOEFL text. Relating to such conclusion, the researcher gives some suggestions to lecturers, students, and the future researchers. The lecturers are suggested to explain reading comprehension and other types of questions and give more exercises. The students should do more exercises of comprehension questions in TOEFL reading comprehension text. The future researchers are suggested to do research that studies other types of reading questions.

TABLE OF CONTENTS

ACKNOWLEDGEMENT.....	i
ABSTRACT.....	iii
TABLE OF CONTENTS.....	iv
LIST OF TABLES.....	vii
LIST OF APPENDICES.....	viii
CHAPTER I INTRODUCTION.....	1
1.1 The Background of the Problem.....	1
1.2.The Identification of Problem.....	3
1.3.The Limitation of the Problem.....	5
1.4.The Formulation of the Problem.....	5
1.5.The Research Questions.....	5
1.6.The Purposes of the Research.....	5
1.7.The Significances of the Research.....	6
1.8.The Definitions of Key Terms.....	7
CHAPTER II REVIEW OF RELATED LITERATURE.....	8
2.1.The Nature of Reading.....	8
2.1.1 The Description of Reading.....	8
2.1.2 The Components of Reading.....	10
2.1.3 The Purposes of Reading.....	12
2.1.4 The Stages of Reading.....	14
2.1.5 The Strategies of Reading Comprehension.....	15
2.1.6 The Models of Reading.....	16
2.2.The Nature of TOEFL.....	18
2.2.1 The Definition of TOEFL.....	18
2.2.2 The Kinds of TOEFL.....	18
2.2.3 The Components of TOEFL.....	21
2.2.4 TOEFL Reading Comprehension.....	22
2.3.The Nature of Question.....	23
2.3.1 The Definition of Question.....	23

2.3.2 Levels of Question.....	24
2.3.3 Levels of Thinking.....	26
2.3.4 Analysis of Key Words of Comprehension Question.....	28
2.3.5 The Forms of Question.....	29
2.4.Review of Previous Related Studies.....	31
2.5.Conceptual Framework.....	35
CHAPTER III RESEARCH METHOD.....	37
3.1.Research Design.....	37
3.2.Population and Sample.....	37
3.3.Instrumentation.....	38
3.4.Techniques of Collecting Data.....	40
3.5.Techniques of Analyzing Data.....	41
CHAPTER IV FINDINGS AND DISCUSSIONS.....	43
4.1 Findings.....	43
4.1.1 Students' Ability to Answer Comprehension Questions in TOEFL Text.....	43
4.1.2 Students' Ability to Answer Comprehension Questions in TOEFL Text Which Requires Them to Classify.....	44
4.1.3 Students' Ability to Answer Comprehension Questions In TOEFL Text Which Requires them to Compare.....	45
4.1.4 Students' Ability to Answer Comprehension Questions In TOEFL Text Which Requires them to Explain.....	46
4.2 Discussions.....	47
4.2.1 Students' Ability to Answer Comprehension Questions In TOEFL Text.....	47
4.2.2 Students' Ability to Answer Comprehension Questions in TOEFL Text Which Require them to Classify.....	48
4.2.3 Students' Ability to Answer Comprehension Questions in TOEFL Text Which Require them to Compare.....	48
4.2.4 Students' Ability to Answer Comprehension Questions in TOEFL Text Which Require them to Explain.....	49

CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	50
5.1 Conclusions.....	50
5.2 Suggestions.....	51
REFERENCES.....	52
APPENDICES.....	57

LIST OF TABLES

Table 3.1 Scoring Criteria in Bung Hatta University.....	41
Table 4.1 Students' Ability to Answer Comprehension Questions in TOEFL Text.....	44
Tabel 4.2 Students' Ability to Answer Comprehension Questions in TOEFL Text Which Requires them to Classify comprehension text.....	43
Tabel 4.3 Students' Ability to Answer Comprehension Questions in TOEFL Text Which Requires them to Compare comprehension text.....	46
Tabel 4.4 Students' Ability to Answer Comprehension Questions in TOEFL Text Which Requires them to Explain comprehension text.....	47

LIST OF APPENDICES

Appendix 1.. : TOEFL Reading Comprehension Test.....	57
Appendix 2 . : Answer keys.....	65
Appendix 3 . : the Total of Students' Scores to Answer Comprehension Questions in TOEFL Text.....	66
Appendix 4 : Students' Converted Scores to Answer Comprehension Questions in TOEFL Text.....	68
Appendix 5 : Students' Percentage to Answer Comprehension Questions in TOEFL Text.....	70
Appendix 6 : Data Analysis of Students' Score on Questions Requiring them to Classify Comprehension Text.....	71
Appendix 7 : Students' Converted Scores to Answer Comprehension Questions in TOEFL Text Which Requires them to Classify Comprehension Text.....	72
Appendix 8 : Students' Percentage to Answer Comprehension Questions in TOEFL Text Which Requires them to Classify Comprehension Text.....	74
Appendix 9 : Data Analysis of Students' Score on Questions Requiring them to Compare Comprehension Text.....	75
Appendix 10 : Students' Converted Scores to Answer Comprehension Questions in TOEFL Text Which Requires them to Compare Comprehension Text.....	76
Appendix 11 : Students' Percentage to Answer Comprehension Question in TOEFL Text which Requires them to Compare Comprehension Text.....	78
Appendix 12 : Data Analysis of Students' Score on Questions Requiring them to Explain Comprehension Text.....	79
Appendix 13 : Students' Converted Scores to Answer Comprehension Questions in TOEFL Text Which Requires them to Explain Comprehension Text.....	80

Appendix 14 : Students' Percentage to Answer Comprehension Questions in TOEFL Text Which Requires them to Explain Comprehension Text.....	82
---	----

CHAPTER I

INTRODUCTION

This chapter presents the background of problem, the identification of problem, the limitation of problem, the formulation of problem, the research questions, the purposes of research, the significance of research, and the definition of key terms.

1.1 The Background of Problem

If a language is only formally and learning process learned in a classroom and it is not used in the learners' society where the teaching and learning process takes place, it is regarded as a foreign language. By learning a foreign language, a person can interact with people from other countries in practical ways, express themselves creatively, and participate in everyday activities. Learning a foreign language allows the learners to see things from a different perspective, makes them easier to see connections between different subject areas, and encourages interdisciplinary thinking while fostering intercultural understanding. As a matter of fact, language is the vehicle required for effective human-to-human interactions and yields a better understanding of one's own language and culture (Moeller and Catalano, 2015).

Reading is one of language skills that need to be considered by students. Students can learn all the material taught more effectively when they can read proficiently. Reading plays a significant role in language teaching. It is supposedly significant for teaching speaking, writing, and listening. Moreover, it is one very effective tool for obtaining a wide range of specific information, including science and technology, is reading comprehension. Consequently, reading is a fundamental

requirement of a civilized society. Reading plays a significant role in influencing student performance in education, too.

Reading plays a central role in our educational, working, recreational, and social lives. The ability to read is highly valued and important for social and economic advancement. Reading is the most important skill among the four language skills as it can improve the overall language proficiency (Snow *et.al.*, 2017).

Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text). Unlike listening comprehension, reading comprehension is not something for which our brains have evolved. Whereas oral comprehension seems to develop “naturally” with minimal deliberate intervention, reading comprehension is more challenging and requires deliberate instruction (Kirby, 2008: 75-82).

Test of English as a Foreign Language, or TOEFL, is one of the English language proficiency testing that is used to measure students' English proficiency capabilities (Mahmud, 2014: 2581-2587). This test evaluates the academic ability of an individual in using and understanding the standard of American English at a university level (Mufidah, 2014: 79-86). Furthermore, the ability of test-takers presented by score, the score range 310-420 for elementary level, 420-480 for lower-middle level (low intermediate), 480-520 for upper intermediate level, and 525-677 for advanced (Sharpee, 2007: 20).

Based on the researcher's interview with the head of the English department, Fitriana Harmaini, S.S, MA on May 17, 2023, Bung Hatta University requires its students to take the TOEFL Test, as one of the requirements for graduation, and the students need

to have TOEFL like score at least 425. Based on the researcher's experience, TOEFL test is quite difficult, especially in the reading section because the text is long so it takes more time and sometimes the time given for reading section is not enough. The researcher has also asked some friends about their experience when they took the TOEFL test carried out by Bung Hatta University in the first semester of 2019, and they said that they had difficulties to answering comprehension questions because they were not familiar with the word in reading text so that they can not understand the meaning of the text. There have been 6 publications related to TOEFL written by Agustin (2022), Girsang (2019), Jaelani (2022), Kurniawan (2020), Lisiana (2021) and Mahendra (2020).

Based on the discussion above, the researcher is motivated to investigate the ability of the third year students at the English Department of Bung Hatta University to answer comprehension questions in reading section of TOEFL test.

1.2 The Identification of the Problem

Based on the background of the problem above, there might be some problem to answer comprehension questions in TOEFL text. First, students did not know about level of questions in reading section. According to Anderson (2001) the levels of questions in reading section of TOEFL test consist of recalling, comprehending, applying, analyzing, and evaluating. Recognizing or recalling information from memory is the act of remembering. Understanding is the process of creating meaning from various written or verbal functions or actions like interpreting, classifying, etc. Applying is using a procedure through executing or implementing. Analyzing is breaking materials or concepts into parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Evaluating is making judgments based on

criteria and standards through checking and critiquing. Creating is putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Second, students did not understand that there are some key word that were used in comprehension level in reading text. In the comprehension level, there are several keywords that are used in the TOEFL reading test. Describe is talking or writing about (a topic) in detail, taking into account different issues or ideas. Conclude is arriving at a judgment or opinion by reasoning. Predict is say or estimate that (a specified thing) will happen in the future or will be a consequence of something. Report is give a spoken or written account of something that one has observed, heard, done, or investigated. Interpret is translate orally or into sign language the words of a person speaking a different language. Estimate is a judgement or opinion about something. Paraphrase is a rewording of something written or spoken. Classify is the name of group or label to arrange or organize details from a text into groups with similar traits. Summarizing is telling the most important parts of a text, in your own words, in a much shorter way. And explaining is telling how something can happens depends on the text.

1.3 The Limitation of the Problem

Based on the explanation above, this research focused on the third-year students' ability to answer comprehension questions in TOEFL test that require them to classify, compare, and explain comprehension questions in TOEFL text at the English Department of Bung Hatta University.

1.4 The Formulation of the Problem

In line with the limitation of the problem as previously stated, the formulation of the problem of this research was that “How is the third-year students’ ability to answer comprehension questions in reading section of TOEFL test at the English Department of Bung Hatta University?”.

1.5 The Research Questions

Based on the formulation above, the research questions of this research were as the followings;

- 1) How is the students’ ability to answer comprehension questions in TOEFL text which requires them to classify TOEFL text?
- 2) How is the students’ ability to answer comprehension questions in TOEFL text which requires them to compare TOEFL text?
- 3) How is the students’ ability to answer comprehension questions in TOEFL text which requires them to explain TOEFL text?

1.6 The Purposes of the Research

Generally, the purpose of this research is to describe the third-year students’ ability to answer comprehension questions in reading section of TOEFL test. Specifically, the purposes of this research are as follows;

- 1) to find out the students’ ability to answer comprehension questions in TOEFL text which requires them to classify TOEFL text.
- 2) to find out the students’ ability to answer comprehension questions in TOEFL text which requires them to compare TOEFL text.
- 3) to find out the students’ ability to answer comprehension questions in TOEFL text which requires them to explain TOEFL text.

1.7 The Significances of the Research

The researcher is sure that this study is crucial to carry out because the researcher is confident that its findings would be beneficial to lecturers, students, and other researchers.

a) For lecturers

The findings of this research provide empirical knowledge to the English lecturers regarding the students' comprehension of TOEFL text, particularly in the form of understanding questions. As a result, the findings of this research may also be helpful to lecturers in enhancing their capacity to prepare students for the TOEFL test, particularly for the TOEFL reading comprehension section.

b) For students

The findings of this study enable students to assess their own proficiency in handling TOEFL test questions, particularly those pertaining to reading comprehension.

c) For other researchers

The results of this research can be utilized as a source of information and a reference for future researchers, as well as provide the researcher with expertise for performing research herself.

1.8 The Definition of Key Terms

The researcher employed a few crucial key terms in this study. She offered the following definitions for them in order to prevent misunderstandings:

- 1) TOEFL refers to a standardized test to measure the students' ability to answer comprehension questions.
- 2) Text refers to one that requires students' classification, interpretation, and explanation.
- 3) Level of question is used to identify and categorize various degrees of human intellect. Related to comprehension questions.
- 4) Comprehension question is the question that requires someone to classify, compare and explain a text of TOEFL Reading.
- 5) Classifying is the name of group or label for arranging details from a text into groups with similar traits
- 6) Comparing is the process of identifying the similarities and differences between two things or implies an aim of showing relative values or excellences by bringing out characteristic qualities whether similar or divergent.
- 7) Explaining is telling how something can happen depends on the text in TOEFL Test.