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An Analysis of the Students' Difficulty in Reading the TOEFL Prediction Test

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Abstract

The objective of this study is to know the students' difficulty with the TOEFL prediction test reading skills. This study uses qualitative research. The findings show some difficulties faced by the students in reading TOEFL. In external factors, they are: 1) Using the reading technique of skimming to find the main idea or point of the reading as a whole. 2) Using techniques of scanning to find more specific information from a long reading in the reading. 3) Reading the questions first then reading the reading on the TOEFL reading. 4) Feeling the topic of the TOEFL reading passages is less or unfamiliar. 5) Feeling the reading passages on the TOEFL reading is too long or too much. 6) Feeling lots of unfamiliar vocabulary in the TOEFL reading. 7) Feeling the number of TOEFL reading questions is too much. 8) Feeling the amount of time to do the TOEFL reading questions is short because of only about 55-60 minutes. While, in internal factors, the students: 1) Having limited memory when reading the TOEFL's passages. 2) Tending to choose easy questions first than difficult questions. 3) Having a lack of concentration in doing the TOEFL reading test. 4) Having previous experience taking the TOEFL reading test before. 5) Having a lack of practice in reading TOEFL passages. 6) Having boredom when doing TOEFL reading questions. 7) Feeling easily distracted by other things when reading TOEFL reading questions. 8) Being busy interpreting each word/sentence while reading the TOEFL passages.

Keywords: TOEFL, TOEFL prediction, reading section, reading

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui tes prediksi TOEFL kesulitan siswa pada keterampilan membaca pemahaman. Penelitian ini menggunakan penelitian kualitatif. Hasil penelitian menunjukkan bahwa terdapat beberapa kesulitan yang dihadapi siswa dalam membaca TOEFL baik faktor eksternal maupun internal. Faktor eksternal yaitu: 1) Menggunakan teknik membaca skimming untuk menemukan ide pokok atau pokok bacaan secara keseluruhan. 2) Menggunakan teknik pemindaian untuk menemukan informasi yang

lebih spesifik dari bacaan panjang dalam bacaan. 3) Bacalah soal-soal terlebih dahulu kemudian bacalah bacaan pada bacaan TOEFL. 4) Merasa topik bacaan TOEFL kurang atau asing. 5) Merasa bacaan bacaan TOEFL terlalu panjang atau terlalu banyak. 6) Merasa banyak kosakata asing dalam membaca TOEFL. 7) Merasa jumlah soal bacaan TOEFL (50 soal) terlalu banyak. 8) Merasa jumlah waktu mengerjakan soal bacaan TOEFL tergolong singkat karena hanya berkisar 55-60 menit. Sedangkan pada faktor internal siswa: 1) Memiliki daya ingat yang terbatas saat membaca bacaan TOEFL. 2) Cenderung memilih pertanyaan mudah terlebih dahulu daripada pertanyaan sulit. 3) Kurang konsentrasi dalam mengerjakan tes membaca TOEFL. 4) Memiliki pengalaman mengikuti tes membaca TOEFL sebelumnya. 5) Kurang berlatih membaca bacaan TOEFL. 6) Kebosanan saat mengerjakan soal bacaan TOEFL. 7) Merasa mudah teralihkan oleh hal-hal lain saat membaca soal bacaan TOEFL. 8) Sibuk menafsirkan setiap kata / kalimat saat membaca bacaan TOEFL.

Kata kunci: *TOEFL, prediksi TOEFL, sesi membaca, membaca*

Introduction

Test of English as a Foreign Language (TOEFL) is an acronym for Test of English as a Foreign Language. The TOEFL is not an accomplishment exam, which is a test whose scope of testing is confined to the subject covered in an English class (Fitria, 2021b). TOEFL is a test that assesses language skills in academic and professional settings. These fields are separated into pieces and bundled. The TOEFL comes in a variety of forms, and the answer isn't as straightforward as we may believe. (Wisuri, 2015). The TOEFL exam is normally divided into three portions, each with 140 questions. (1) Listening Comprehension, (2) Structure and Written Expression, and (3) Reading Comprehension are the three components of the TOEFL. The TOEFL test usually begins with Listening Comprehension (Parts A, B, and C), then Structure and Written Expression (Parts A and B), and Reading Comprehension (Parts A and B). It is often assumed that to earn a good TOEFL score, students must be able to answer all questions in these three areas (Samad et al., 2017).

In the reading section, we will meet some reading texts followed by some questions that will test our level of understanding when encountering English texts. In reading comprehension section examines our ability to understand various types of scientific reading related to topics, main ideas, reading content, meanings of words or groups of words, as well as detailed information related to the reading earlier. Because the level of vocabulary and difficulty of the text used in reading is quite high, we must use the right strategy in working on this section.

The reading section measures the ability to understand academic written English. It contains passages and questions about each passage (Gear & Gear, 2002, p. 285). There are two formats for the Reading Section. In the short format, we will read three passages. In the long format, we will read four

passages (Sharpe, 2020). These questions include both vocabulary and reading comprehension questions. All the information needed to answer the comprehension questions is stated or implied in the passages.

The material that we will get is how we can understand a reading by providing the text, which is then followed by questions based on the text. Reading is designed to test your ability to understand university-level academic texts and passages (Sarikas, 2017). The quality of the language or level is quite different or equivalent to those of decent language users (Fitria, 2021a). The reading material is often about education, culture, film, economics, politics, novels, fiction, technology, and so on. Therefore, we must add to our reading resources about the world.

In the reading comprehension section of the TOEFL, we usually will find 5 types of questions. The first is questions about main ideas (main topic), the second is questions about details mentioned in the reading text, the third is questions about details not mentioned in the text, the fourth is about details that are implied, and those that are the fifth is about vocabulary related to reading texts. The type of questions in the reading section provided is multiple-choice, with four choices for each question. How to answer reading comprehension questions simply by choosing one correct answer from the four answers given. Ang-zie (2020, p. 52) states that the material tested in the reading test has certain patterns and supports. We are asked to know the theme of the reading, determine main ideas, know the meaning of certain vocabulary words, know certain information, make inferences, identify exceptions, and know references to certain pronouns.

Liu (2018) states that Reading can be a tricky skill for English-language learners to master, and TOEFL reading passages can be especially challenging. This requires a great understanding of complex grammatical structures and knowing a lot of high-level vocabulary words. many TOEFL test takers feel intimidated by the Reading section. Perhaps, one aspect that is an obstacle is the Reading section, because there are 4 to 6 texts with 7 to 14 questions. However, TOEFL Reading is one of the more straightforward sections of the TOEFL test. Each section can pose different problems for test-takers (Ross, 2018).

Reading also is an integral part of the TOEFL, basically because it is at the heart of good academic skill preparation (Shanks, 2004, p. 19). Being successful on the TOEFL test, and in any college or university also depends heavily on the student's ability to read well. Many students maybe feel the reading comprehension of the TOEFL is extremely difficult. To make matters worse, the reading section comes at the end of the exam. It requires full concentration and focuses. The best way to prepare for this section, and academic studies in general, is to do a lot of reading in English.

According to Tuncay (2018), reading comprehension is the most time-consuming part exam takers should take. There is a set of times the exam takers have to follow. Takers can't finish reading all the passages given and answer the

questions following the instructions. The time allocated for each passage is several minutes and about 50-60 minutes in total. Some factors that also can affect a person's reading comprehension can occur from internal and external sources. Internal factors can be in the form of motivation, enthusiasm, abilities, and others, while external factors can be in the form of teachers, learning models, learning approaches and techniques, media, suggestions, and so on.

Some previous studies related to the problems in doing the TOEFL reading test. The first research was written by Samad et al. (2017). This research explores the challenges of undergraduate students and their methods for completing the comprehension test for TOEFL reading. The findings reveal five challenging elements of reading experienced by the students. The techniques for completing the TOEFL test's reading comprehension section are also found. The second research was written by Febriani et al. (2019). This research aims to investigate the difficulties of learners in performing the TOEFL test reading section. The students are presented with five challenging skills. The main idea, implied detail question, unstated detail, specified detail question, and the question of vocabulary are found. The third research was written by Asrida & Fitrawati (2019). This analysis is to discover the difficult abilities of the students in reacting to the TOEFL reading portion. There were five most difficult items; key concept questions, detailed questions asked, questions of transformation, context to determine the meaning of simple terms, and determine the tone of the passage. The fourth research was written by Zarnis (2020). This study is to examine the difficulties faced by EED students in reading the TOEFL comprehension test. The obstacles faced by EED learners are the difficulty of guessing the meaning of terms without opening the dictionary. It requires meaning, structural hints, and word sections that are difficult to use, difficult to overview the topics in the texts, and relates the concept from one paragraph to another. The fifth research was written by Maizarah (2019). This study aimed to understand the common difficulties of students in the TOEFL Reading Comprehension of the English Study Program at Indragiri Tembilahan Islamic University. The test result showed that in TOEFL reading, the skills that are considered to be the most difficult are recognizing specified detailed questions, finding pronoun references, answering the transition question, using context to provide meaning to difficult words, and correctly answering key idea questions.

There are similarities and differences between the five previous studies. Those research all focus on TOEFL reading comprehension and related challenges. However, there are contrasts between those past research and the purpose of this investigation. The previous research focused on reading comprehension question elements such as the topic/title, major concept, reference, detailed and undetailed information, and vocabulary. It only manifests itself in the external element. While the focus of this study is on the difficulty of taking the TOEFL reading exam due to internal and external variables. The researcher is interested in researching the TOEFL Prediction Test of Reading

Comprehension based on the given description. Finally, the goal of this study, according to the researcher, is to find out how challenging the TOEFL prediction exam of reading comprehension is for students.

Methods

This study uses qualitative research. Qualitative research is designed to understand a phenomenon that results in descriptive rather than showing numbers, words, and sometimes pictures (Merriam & Grenier, 2019, p. 6). It is usually to convey what the researcher has learned or analyzed about the topic of the study. A qualitative researcher might utilize numbers to describe some of the significant qualitative themes that participants and respondents have developed (Hesse-Biber, 2016). As a result, the researcher will explain or convey student perceptions/responses throughout the process of studying English courses factually and objectively.

The method of collecting data in this study uses a questionnaire/survey. Thomas et al., (2011, p. 273) state that a questionnaire is one of the essential methods of questioning. Questionnaires are usually answered in writing. The designing questionnaire is a surprisingly complex procedure that involves many considerations (McBurney & White, 2009, p. 246). In this research, the researcher shares the questionnaires by using Google Forms. Google form is incredibly valuable for collecting information from users or respondents (Sandifer, 2013). The respondents here are 264 students of fifth semester ITB AAS Indonesia. The researcher employed a data analysis approach in this study, which consists of three steps: data reduction, data display, and conclusion drawing/verification. The findings of data processing from questionnaires are frequently provided in a descriptive format.

Results and Discussion

Findings

The goal of this study is to find out how difficult the TOEFL prediction test of reading comprehension abilities is for students. Both external and internal factors contribute to the student's difficulties in TOEFL reading. The following are the research's findings:

Table 1. External Factor (Reading Technique)

STATEMENT	Indicator		
	Yes	Sometimes	No
1. Using the reading technique of skimming to find the main idea or point of the reading as a whole.	169 (64 %)	91 (34.5 %)	4 (1.5 %)
2. Using techniques of scanning to find more specific information from a long reading in the reading.	167 (63.3 %)	91 (34.5 %)	6 (2.3 %)
3. Choosing to do the easy questions first and then difficult questions in TOEFL reading	8 (3 %)	128 (48.5 %)	128 (48.5 %)
4. Reading the passages first then reading the	175 (66.3 %)	75 (28.4 %)	14 (5.3 %)

questions in reading questions.

The table above shows external factors related to the reading technique. This first statement is about using the reading technique of skimming to find the main idea or point of the reading as a whole. In this question, there are 169 students, or 64 % answered “yes”, 91 students, or 34 % said “sometimes”, and only 4 students or 1.4 % said “no”. It shows that most students use the technique of skimming in TOEFL reading passages. This second statement is about using techniques of scanning to find more specific information from a long reading in reading. In this question, there are 167 students, 63.3 % answered “yes”, 91 students, or 34 % said “sometimes”, and only 6 students, or 2.3 % said “no”. It shows that most students also use the technique of scanning in TOEFL reading passages. In doing TOEFL reading questions, we also need to master the skimming and scanning reading techniques. Skimming is a technique to quickly read the first sentence or the last sentence of a paragraph to find out and understand the main topic and idea of the reading. Meanwhile, scanning is a technique to read certain sentences carefully to find out the meaning or meaning of the sentence. We need to master the combination of these two techniques.

This third statement is about reading the questions first and then reading the questions in reading passages. In this question, there are 175 students, or 66.3 % answered “yes”, 75 students or 28.4 % said “sometimes”, and 14 students, or 5.3 % said “no”. It shows that most students read the questions first and then read the TOEFL reading passages. This fourth statement is about choosing the easy questions first and then the difficult question in TOEFL reading. In this question, there are only 8 students or 3 % who answer “yes”, 128 students or 48.5 % said “sometimes”, and 128 students, or 48.5 % said “no”. It shows that most students do not choose to do the easy questions first then the difficult question in TOEFL reading, half of the students choose to do the easy questions first, and the other half of students do not choose to do the easy question first. This fifth statement is about reading the passages first and then reading the questions in reading. In this question, there are 175 students, or 66.3 % answered “yes”, 75 students or 28.4 % said “sometimes”, and only 14 students, or 5.3 % said “no”. It shows that most students read the passages first and then read the reading questions.

Table 2. External Factor (Reading Passage)

STATEMENT	Indicator	
	Yes	No
1. Feeling the topic/theme of the TOEFL reading is less / unfamiliar.	231 (87.5 %)	33 (12.5 %)
2. Feeling the reading passages on the TOEFL reading is too long / too much.	236 (89.4 %)	28 (10.6 %)
3. Feeling lots of foreign/unfamiliar vocabulary in the TOEFL reading passage.	256 (97 %)	8 (3 %)
4. Feeling the number of TOEFL reading questions is too much (50 questions).	105 (39.7 %)	159 (60.2 %)
5. Feeling the amount of time to do the TOEFL reading	143 (54.2 %)	121 (45.9 %)

questions is short because it is only about 55-60 minutes

The table above shows other external factors related to the reading passage itself. In this first statement about feeling the topic/theme of the TOEFL reading is less or unfamiliar. In this question, there are 231 students, or 87.5 % said 'yes', while 33 students, or 12.5 % said 'no'. It shows that most students feel that the topic/theme of the TOEFL reading is less or unfamiliar to them. In this second statement about feeling the reading passages on the TOEFL, reading is too long / too much. In this question, there are 236 or 89.4 % said 'yes', while 28 students or 10.6 % said 'no'. It shows that most students feel that the reading passages on the TOEFL reading are too long or too much for them. In this third statement about lots of foreign or unfamiliar vocabulary in the TOEFL reading. In this question, there are 256 or 97 % said 'yes', while only 8 students 3 % said 'no'. It shows that most students feel that reading TOEFL passages contains a lot of unfamiliar vocabulary. In this fourth statement about feeling the number of TOEFL reading questions is too much (50 questions reading). In this question, there are 105 or 39.7 % said 'yes', while 159 students or 60.2 % said 'no'. It shows that most students feel that 50 reading questions are enough for them. In the fifth statement about feeling the amount of time to do the TOEFL reading questions is short, only about 55-60 minutes. In this question, there are 143, or 54.2 % said 'yes', while 121 students or 45.9 % said 'no'. It shows that most students feel that the amount of time to do the TOEFL reading questions is short because it is about 55-60 minutes for doing the test.

Table 3. Internal Factor (Students' Self)

STATEMENT	Indicator		
	Yes	Sometimes	No
1. Having limited memory when reading the TOEFL passages	118 (44.7 %)	118 (44.7 %)	28 (10.6 %)
2. Tending to neglect difficult questions than easy questions	174 (65.9 %)	80 (30.3 %)	10 (3.8 %)
3. Having a lack of concentration in working on TOEFL reading questions	91 (34.5 %)	151 (57.2 %)	22 (8.3 %)
4. Having previous experience in taking the TOEFL reading test before	87 (33 %)	0 (0 %)	177 (67 %)
5. Having a lack of practice in reading TOEFL's passages	157 (59.5 %)	97 (36.7 %)	10 (3.8 %)
6. Having boredom when doing TOEFL reading questions	77 (79.2 %)	159 (60.2 %)	28 (10.6 %)
7. Feeling easily distracted by other things when reading the TOEFL reading test	113 (42.8 %)	120 (45.5 %)	31 (11.7 %)
8. Being busy translating each word/sentence while doing/reading the TOEFL test.	111 (42 %)	140 (53 %)	13 (5 %)

The table above shows that internal factors are related to the students themselves. In this first statement about having limited memory when reading the TOEFL passages. In this question, there are 118 students, or 44.7 % answered

“yes”, 118 students or 44.7 % said “sometimes”, and 28 students, or 10.6 % said “no”. It shows that most students have limited memory when reading the TOEFL passages, and 28 students 10.6 do not have a problem related to limited memory when reading the TOEFL passages. In this second statement about tending to choose easy questions first than difficult questions. In this statement, there are 174 students, or 65.9 % answered “yes”, 80 students or 30.3 % said “sometimes”, and 10 students, or 3.8 % said “no”. It shows that most students tend to choose easy questions first than difficult questions. In this third statement about having a lack of concentration in working on TOEFL reading questions. In this statement, there are 175 students, or 59.5 % answered “yes”, 97 students or 36.7 % said “sometimes”, and 10 students, or 13.8 % said “no”. It shows that most students lack concentration in working on TOEFL reading questions. In this fourth statement about having previous experience taking the TOEFL reading test before. In this statement, there are 87 students, or 33. % answered “yes” and 177 students or 67% said “no”. It shows that most students do not have previous experience in taking the TOEFL reading test before. In this fifth statement about having a lack of practice in reading TOEFL passages. In this statement, there are 157 students, or 59.5 % answered “yes” and 107 students, or 44.7 % said “no”. It shows that most students lack practice in reading TOEFL passages. In this sixth statement about having boredom when doing TOEFL reading questions. In this statement, there are 77 students, or 79.2 % answered “yes”, 159 students, or 60.2 % said “sometimes”, and 28 students or 10.6 % said “no”. It shows that most students are sometimes bored when doing on TOEFL reading test. In this seventh statement about feeling easily distracted by other things when reading TOEFL’s passages. In this statement, there are 113 students 42.8 % said ‘yes’, 120 students 45.5 % said ‘sometimes’ and 31 students or 11.7 % said ‘no’. It shows that most students are distracted by other things when reading TOEFL passages easily. In this eighth statement about being busy interpreting each word/sentence while doing/reading the TOEFL passages. In this statement, there are 111 students 42 % said ‘yes’, 140 students 53 % said ‘sometimes’ and 13 students or 13 % said ‘no’. It shows that most students are busy translating each word/sentence while reading the TOEFL test.

Discussion

Reading is a process in which readers seek for and utilize messages that the writer wishes to convey through written language. A person obtains information and knowledge from textual reading material during the reading process. This segment of the TOEFL reading comprehension exam will measure the participants' reading comprehension. Participants will be required to read the assigned reading and then respond to a series of questions based on the reading. This session seeks to assess people's ability to read and comprehend academic reading material. Multiple-choice questions are presented in the reading phase, with four options for each question. Choosing one accurate answer from the four

options provided is the simplest way to solve reading comprehension problems. These readings have an intellectual feel to them, which means they are about topics that are typically found in college textbooks.

Furthermore, several rhetorical functions, such as cause-and-effect, comparison-resistance, and argumentation, are present in these readings (opinion). The exam takers will be questioned about the primary concept, reading details, conclusions, important information, insertion statement, vocabulary, rhetorical aims, general thoughts, and, most recently, to fill in the blanks or complete the conclusion throughout this session. To make reading comprehension based on broad context simpler, a thorough command of general knowledge is also required. The difficulty of answering TOEFL reading questions is a rather complicated activity, with numerous variables and circumstances influencing it. These elements are interconnected, which means that reading difficulty is impacted by one another.

Two main factors influence the difficulty of doing the TOEFL reading test, namely: 1. Internal factors, meaning factors that come from the reader. Internal factors include motivation, attitudes, interest in reading, reading habits, emotional condition and reader's health, previous knowledge/experience, knowledge of how to read, interest in reading, the benefit to readers, and the level of intelligence of the reader. 2. External factors, meaning factors that arise from outside the reader. External factors include environment and time, technical, and text/reading. Based on the findings shows that there are some difficulties faced by the students in reading TOEFL appear from external and internal factors.

In external factors, they are: 1) Using the reading technique of skimming to find the main idea or point of the reading as a whole. 2) Using techniques of scanning to find more specific information from a long reading in the reading. 3) Reading the questions first then reading the reading on the TOEFL reading. 4) Feeling the topic/theme of the TOEFL reading is less / unfamiliar. 5) Feeling the reading passages on the TOEFL reading are too long / too much. 6) Feeling lots of foreign/unfamiliar vocabulary in the TOEFL reading. 7) Feeling the number of TOEFL reading questions is too much (50 questions). 8) Feeling the amount of time to do the TOEFL reading questions is short, only about 55-60 minutes

While, in internal factors, they are: 1) Having limited memory when reading the TOEFL's passages. 2) Tending to choose easy questions first than difficult questions. 3) Having a lack of concentration in working on TOEFL reading questions. 4) Having previous experience taking the TOEFL reading test before. 5) Having a lack of practice in reading TOEFL passages. 6) Having boredom when doing TOEFL reading questions. 7) Feeling easily distracted by other things when reading TOEFL reading questions. 8) Being busy interpreting each word/sentence while doing/reading the TOEFL passages.

Reading Comprehension is a session that is feared by most people who take the TOEFL test. Because reading questions do require high concentration in the

process. The Reading Comprehension session aims to test the test takers' abilities in understanding, interpreting, and analyzing reading texts from various topics. The material being tested has certain patterns and standards. The big problem is feeling lazy to do reading questions, especially if you see a fairly long reading. Not until work, laziness, and frustration have come. After trying even working, not infrequently students or test takers end up sleepy from doing reading problems. This of course resulted in concentration decreased, making it difficult to understand the contents of the reading.

In doing reading questions for the TOEFL, timing is everything. This means, that if we cannot use the time that has been given to do all the reading questions, chances are that the score we will achieve at the end of the test will not be too high. Therefore, when we study English to prepare for TOEFL reading, try to practice limiting the time to work on the questions. The problem is, unlike listening or speaking whose time has been determined for each question or question, in doing reading questions, we are the ones who determine how long it takes to work on each question. Of course, we need tricks or strategies so that we can answer and fill out TOEFL Reading questions on time. Remember that there is a certain time allotted for us to work on the questions. If the time is up, but we have not finished, we will not be allowed to continue working on the TOEFL reading questions. In answering and reading questions, make sure you are not in a hurry but also too slow. If we are in a hurry, sometimes we have to re-read the questions and this will only waste your time. If we're too slow, we'll end up wasting the time we should have spent answering questions. So, read slowly and understand each question. Therefore, it is very important to have tricks to answer and fill out the TOEFL reading questions.

There are several tips for reading TOEFL. First, use speed reading techniques (Skimming and Scanning). Don't waste time reading the entire text because we will run out of time. Reading questions are usually only 55 minutes for 50 questions. So, we only have about 1 minute to fill out 1 question. Just understand the essence of the reading and pay attention to the answer choices first so that when reading the text we focus only on finding things related to the answers provided (not spending time reading unnecessarily. Second, ignore difficult words. When we find a word in a difficult English sentence, just ignore it and try to understand it according to context, not words. Don't get hung up on difficult questions because when we think for a long time, we may lose the opportunity to fill out 4-5 questions. When the TOEFL test we are chasing each other with time. Don't get carried away reading all the text until it's finished, especially when we fall asleep while working on reading questions. Third, identify the type of TOEFL Reading Question. There are various types of questions in the Reading Section of the TOEFL such as looking for main ideas, looking for synonyms, Inference Questions, True or False, etc. So, the more you know the types of questions that come out, the more we know what strategies we can use when filling out a type of question. Fourth. Know the order of the questions.

Answers to the TOEFL Reading questions are usually in order from top to bottom. For example questions no. 1 – 5 on a text containing 3 paragraphs. Answer no.1 is usually found at the beginning of the sentence or paragraph 1 and will not be at the end of the paragraph or paragraph 3. And the answer to question no.5 will not appear in the first sentence or paragraph. Fifth, improve reading comprehension skills. Do not be surprised if we find a lot of vocabulary or foreign vocabulary that we have never encountered before in reading texts. Don't worry, we don't have to be a 'walking dictionary' to understand the reading, even if there are some words we don't know the meaning of. High-level vocabulary is usually deliberately placed in the reading to assess whether apart from our knowledge of certain vocabulary, we can understand the reading even though we don't understand all the vocabulary contained in the reading. Sixth, Learn vocabulary that is quite difficult. We may not be able to predict what vocabulary will appear in reading readings during the TOEFL test, but there's nothing wrong with preparing ourselves by finding out and memorizing some vocabulary that is classified as difficult. We can do this by reading directly to us and taking notes on the meaning of some words, looking up vocabulary from reading material and looking up the meaning in a dictionary, or studying English specifically online for high-end vocabulary that we may not have encountered before. Seventh, avoid stopping at questions that are too difficult. If we encounter a very difficult question and do not find an answer that matches the question, leave the question first. It's better to solve all the questions that you feel are easy before we work on the difficult questions. By managing the time for working on the questions well, we can use the remaining time to work on the difficult questions with a calmer feeling because the other questions have been done.

This TOEFL Reading Question is intended to test your ability to understand and analyze reading texts on various topics. In this section, the test takers will get 50 questions from 5 passages in 55 minutes. Questions contained in each reading that ask about the information contained in the text, both starred and explicit information. This test should be a fairly easy session because all the answers to each question will be found in the reading. The most important thing is that you have to know carefully which is the right answer. If we are the type of person who enjoys reading, we are more likely to get a better score. Besides being fairly easy, this session can also be used as a "source of value" to cover our shortcomings when working on Listening or Structure/Written Expression.

Of the various factors above, the factors that most influence readings are those that grow and originate from oneself (internal). This is related to a person's motivation and interest which determines the ability to read comprehension. If someone has an awareness of the importance of reading, their motivation and interest in reading will be high so that their reading ability will be honed and developed. The more often we read the more a person's reading ability level increases. Besides, the environment and time also affect, for example, people who live in an environment who likes to read, naturally, we are influenced to

read. Likewise, about time, making a regular schedule for reading certainly makes people accustomed and trained to read, he will know when he/she is reading, and when he/she is doing other activities. On the other hand, people who live in an environment that is not fond of reading are naturally influenced not to be motivated to read, but to return to their respective motivations, attitudes, and interests. Many people think that the TOEFL test in this reading session is the easiest part of the test. However, if we are not careful and careful in reading the text contained in the questions presented, so, we need to prepare carefully before doing this TOEFL test and do the test repeatedly.

Conclusion

Several factors influence the difficulty of doing the TOEFL reading test, namely: 1. Internal factors include motivation, attitudes, interest in reading, reading habits, emotional condition and reader's health, previous knowledge/experience, knowledge of how to read, interest in reading, a benefit to readers, and the level of intelligence of the reader. 2. External factors include environment and time, technical, and text/reading. Of the various factors above, the factors that most influence readings are those that grow and originate from oneself (internal). Challenges and struggles from external factors (external) often prevent a person from doing activities, in this case reading. Everything that exists and appears in the middle of a person's life as long as it does not interfere with the activities that are being carried out certainly does not consider a problem, instead, it is a blessing and increases knowledge.

We can do is get used to reading English texts. It would be even better if the articles read had different levels of difficulty, both from the content of the text and the vocabulary. In addition, knowing the form or type of TOEFL reading questions. By knowing the forms of the questions, you don't have to think about the meaning of the question when working on the questions. So that our time can be used to read the text and find the answer. We have to set the time. Even though we have time to do the reading section for 55 minutes, don't waste time focusing on reading just one text. When we only focus on 1 text, we will not realize that we can spend up to minutes working on it. We can practice doing the questions. If we practice doing TOEFL questions, we will know what strategies to do when taking the TOEFL test later. We can start looking for TOEFL practice questions on Google and do the TOEFL test simulation ourselves. If we find a question that is difficult or we don't know the meaning of the vocabulary, we can find the meaning directly with an online translation site. After we already know all the ways to do the TOEFL reading questions, there's nothing wrong with us being able to take the actual TOEFL test. This is intended to let us know how far your learning results have been as well as our best scores.

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