

**A THESIS**

**STUDENTS ERRORS ANALYSIS IN COMPLETING READING  
SECTION OF TOEFL TEST AT IAIN PAREPARE**



**BY**

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**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2023**

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of Requirement for Degree of Sarjana Pendidikan (S.Pd)

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**Thesis**

**As Pratial Fulfillment of the Requirement for the Attainment of the Degree  
Sarjana Pendidikan (S.Pd)**

**English Education Program**

**Submitted by**

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**ENGLISH EDUCATION PROGRAM  
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Stated that thesis is his own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed

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## ABSTRACT

**Wahyu Pradana .T.** *Students Error Analysis in Completing Reading Section of TOEFL Test at IAIN Parepare* (Supervised by Ismail Latief and Humaeroah)

TOEFL is one of the evaluations require good quality of the question so that they can reflect the English abilities of the test takers. TOEFL test need the test taker to study the four basic skills in learning English so the test taker will take the test more confident because, the test taker has already have the basic skill to completing the test.

The method of this research was a qualitative descriptive method. The subject of this research are 28 students at the seventh semester students of English Education Department. This research used random sampling technique. The instrument of this research was Reading section TOEFL and interview guide, consisted of 50 questions. There were some steps in collecting data, they were socialization, submitting, and analyzing.

The result in this research indicated, the errors that made by the students on their Reading Section of the TOEFL Test are errors in answering main idea question (62,14%), error in finding definition from structural clues (58,93%), error in determine the tone, purpose, and course (65,00%), error in answering implied detail question (67,86%), error in answering transition question (66,43%), error in answering stated detail question (63,57%), error in answering unstated detail question (69,64%), error in finding pronoun refrents (65,48%).

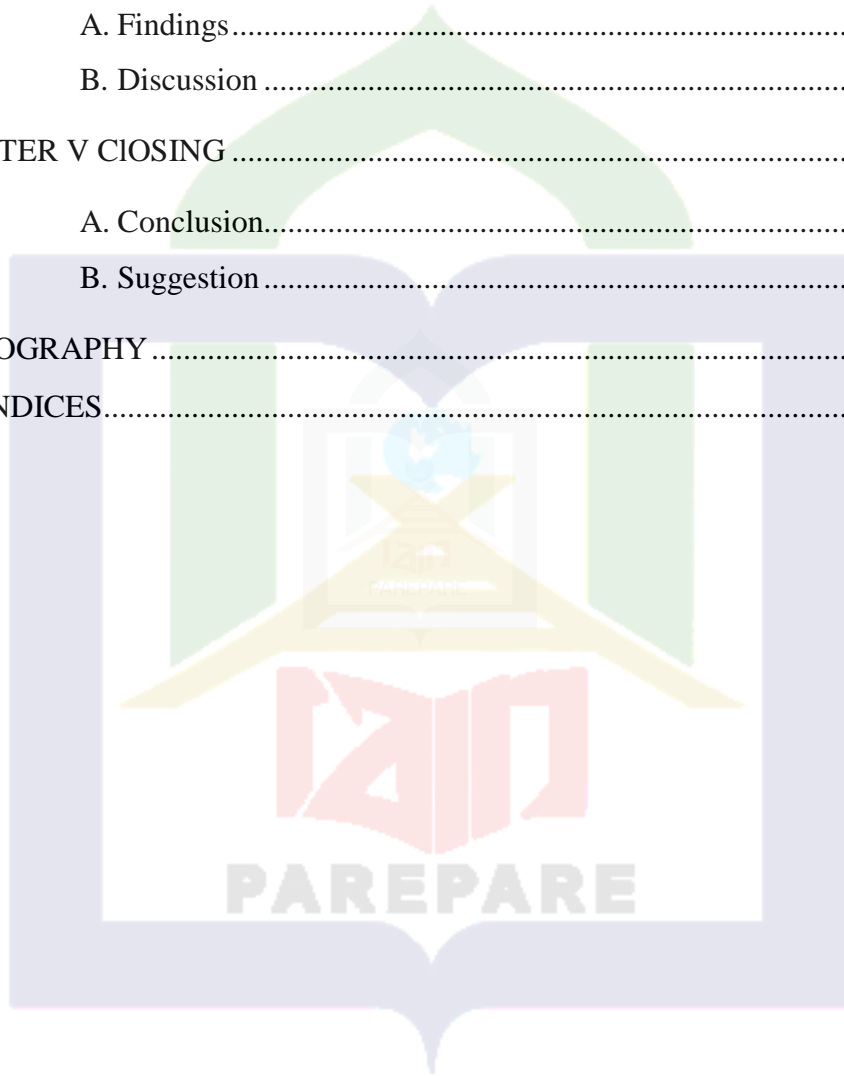
Factors that influence the students errors on their Reading Section of the TOEFL Test are time management, unfamiliar vocabulary, and reading passage too long.

**Keywords :** *Reading Section of TOEFL Test, analysis errors,and factors that influence the students' errors*

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# CHAPTER I

## INTRODUCTION

### A. Background

Language has been become one of human part in this life, that has been existed long time ago human use language to express themselves and to communicate each other. Human need to communicate each other to gain information and tell information, and language is the method of human to communicate either spoken or written, they use language in shape of word in structural and conventional way to make other people can understand the language more easily, so misunderstanding won't happen when they communicate each other.

The language that more often has been using in many country is English, so English became one of the major language in the world. In Indonesia, English became one of the language that has been thought from middle school until university. Learning a new language must involves the four basic skills that will make the learning more easily to understand the language especially for the non-native speaker, we need to know how to spoken and writing the language, learning English in not only knowing the meaning of the words and the structure, we also should know how to write the word correctly.

The four basic skill that we should know is writing, speaking, reading, listening, because if we want mastery the language, our knowledge must be measured, even though we can pronounce the word correctly, but if we can't write the word that have been pronounce, there is no use of it. We need to know both of them and the others to mastery the language.

In this digital era many platforms in the internet or application that created by using English that offer English learning services to non-native speaker in Indonesia.

Even though the student had been teach English since they are in middle school until college, there must be some part of the lesson that the non-native speaker not understand. Here is the part of the program that offered an English Learning Services to help the non-native speaker more understand to the language.

One of the English program that the application has offered is TOEFL (*Test of English as a Foreign Language*), TOEFL is one of the evaluations require good quality of the question so that they can reflect the English abilities of the test takers<sup>1</sup>. TOEFL test need the test taker to study the four basic skills in learning English so the test taker will take the test more confident because, the test taker has already have the basic skill to completing the test. Like was said before,

learning English is not only know the meaning of the word student have to knowing the four basic skill to completing the TOEFL test. The standard of the TOEFL test has been internationally admitted, and in Indonesia we can officially get TOEFL test in the college as the part of the graduation requirement.

There are few of Non officially services outside the university environment that offering an experience how to do the TOEFL test, even though the application offered the experience as well there are some people that prefer to choose the application, however it depends on the person which one they want to use.

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<sup>1</sup>Lala septem Riza, Faisal Syaiful Anwar, Eka Fitrijaya Rahman, CepUbad Abdullah, Shah Nazir. *Natural Language Processing and Levenshtein Distance For Generating Error Identification Typed Question on TOEFL*, Vol 1 No. 1 June 2020 pp, 1-23. Page. 1.



TOEFL test taking a part of somebody job and study. Many company that give a English language proficiency requirements for every job applicant who want to register or the student want to continue the study abroad outside in other country. If student want register. For the university TOEFL scores need as requirements for graduate program.

Beside the require for the company and university there still a lot of benefit that we can obtain when our TOEFL score is high, one of them is to get a scholarship to find more proper job because the TOEFL score will proves the student ability in mastering English language.

In Indonesia some of the university need to their student to obtain a high scores for their graduation requirement, like was said before. Unfortunately to gain a high scores in TOEFL test is not that easy, even though the student gain help from the application that provides an experience to completing the TOEFL test but the reality is there are still many student who fail to get a high or good results in TOEFL test, things does not always work like you think, there must be some kind of error or mistake that test taker do while they working on the test.

Especially in each section, in TOEFL test there few section that test taker must be completing. In each section need a different knowledge to complete the test, that is why in the very beginning of this explanation tell that, the student or test taker need to knowing all the four basic skills in learning English. When working on something especially a test it is need us to know the trick, so that we can clear it completely, that such as the method, study making notes, mastery a lot of vocabulary and keep practice, because the only way we can get used to something by keep practice, a lot of practice can make someone get better at something.

The TOEFL as one form of international language test, become the dominant type worldwide, it is slightly different from test in the classroom<sup>2</sup>. However each student must have they very own ways to overcome the problem in completing the test, but still the problem still there.

Not just TOEFL test in many test specially a multiple choice test there will be always the trap answer to make the student confused to determined which answer will they take. If the student lack of the knowledge this must be frustrated because this kind of question, and the TOEFL test it self is a multiple choice and the TOEFL test have the twice amount of question than a regular multiple choice.

There are three type of TOEFL test that are, TOEFL PBT (Paper Based Test), TOEFL CBT (Computer Based Test) and TOEFL IBT (Internet Based Test). In TOEFL PBT, The test will measuring three skill that will determined if students can completing the test using the the three skill, the skill are placed in a different section the first is Listening Comprehension, the second is Structure and Written Expression, and the third is Reading Comprehension. In this study the researcher only focuses on the Reading Comprehension only.

Each of the test section that have been mention above we can find it the TOEFL test, each of the section have purpose to measuring the students ability in completing the test. So the students must to master all the needed knowledge to gain good result after the test is over, because the result will needd by the students to proceed the graduation process in the univesities.

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<sup>2</sup>ZHUANG Xin. *Practice on Asseing Grammar and Vocabulary : The Case of the TOEFL.* (College of Foreign Languages, Zheiang Gongshang University, Hangzhou Zhejiang 310018, China), Volume 5, No.7, Jul 2008. Page. 46.

Based on the information gotten by short interviewing the students of English education program at IAIN Parepare, the researcher found that student had some difficulties working on Reading Section of the TOEFL test for example, the amount of TOEFL test questions that twice much a lot than a regular multiple choice test, this what make the student take time more than usual to solve a one question, so if the student lack of knowledge that needed for completing the test, student have to be careful to answer one question to avoid chose the wrong answer.

There is sometimes student might misread the question and chose the wrong answer, also sometimes students may facing a long reading passage that make they concentration is down so student might miss the detail that they need to answer the question and because the amount of the question or student may think unconsciously about completing the test as soon as possible because they don't want to run out of the time while working on the test those problem might cause students failure to gain a high scores on the TOEFL test. The explanation above is one of the many problem that student may facing while they working on test.

Considering to those problem that related to the TOEFL test, the researcher is interested to analyze the student errors in their reading TOEFL section and the factors that influence the error that may make them getting failure to gain high scores in test, so hopefully this research can help student to lower the chance of their making error in TOEFL reading comprehension. The researcher set a title for the research is *Students Error Analysis in Completing Reading Section of the TOEFL Test (A study at the Tenth Semester Student of English Department of Tarbiah IAIN Parepare.*

## **B. Research Questions**

1. What errors do the students make on completing their reading section of TOEFL test of IAIN Parepare?
2. What factors may influence the students errors on completing reading section of TOEFL test of IAIN Parepare?

## **C. Objective of the research**

1. The errors do the student on completing their reading section TOEFL test that is made by student of English Department of IAIN Parepare.
2. The factors that may influence the students' error on completing their reading section TOEFL test at English Department of IAIN Parepare.

## **D. Significant of the Research**

The result of this research has two purpose. The first purpose is, this research expected to improve trough the quality of English learning especially in reading comprehension trough the Students Error Analysis In Completing Reading Section of the TOEFL Test. The second purpose. This research expected to give contribution for student and lecturer.

The researcher expects that this research can help the students at English Department of IAIN Parepare to know their weakness in answering the Reading Section of the TOEFL Test, so they can improve their ability about reading section of TOEFL test and the researcher hopes that this research can help the lecturer also to improve reading material which appropriate with the needs of students on reading section TOEFL.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Finding

There some of previous research about TOEFL analysis that found by researcher. The research was stated by Nurbaeti Basri ( 2018: 59 ), who conducted a research about student error analysis in answering TOEFL Reading Comprehension, stated that the errors that the student made in answering TOEFL reading comprehension test are, answering main idea question (54,37%), error in answering stated detail question (66,96%), error in finding unstated details (67,5%), error in finding pronoun reference (17,5%), errors in answering transition question (76,25%), error in finding definitions from structural clues (65,69%), and error in determining where specific information is found (62,5%). Factors that influence the students error on their Reading TOEFL Prediction are unfamiliar vocabulary, time management and laziness or lack motivation.<sup>3</sup>

Tira Nur Fitria (2022: 121 ) several factors influence the difficulty of doing the TOEFL reading test first, internal factors include motivation, attitudes, interest in reading, reading habits, emotional condition and readers health, second, external factors include environment and time, technical, and text/reading. Of the various factors above, the factors that the most influence readings are those external factors often oneself (internal).<sup>4</sup>

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<sup>3</sup>NurbaetiBasri. *Student Error Analysis On Their Reading TOEFL Prediction Test (A Descriptive Study at the Seventh Semester Student of English Education Department of Makassar Muhammadiyah University)*. English Education Department Faculty Of Teacher Training And Education, 2018. Page. 46.

<sup>4</sup>. Tira Nur Fitria. *AN ANALYSIS OF THE STUDENTS DIFFICULTY IN READING THE TOEFL PREDICTION TEST*, *Jurnal Pendidika Bahasa, Sastra, dan Seni*, Vol. 23, No. 2, 2022 , P.121

## **B. Some Pertinent Ideas**

### **1. Definition of Analysis**

Analysis is a process of searching data through the research fields, organized the data that researcher obtain through the field, and represent the data systematically so the reader can understand all the data that researcher obtain from the field, also analysis will help the researcher to deeply understand about the research. From the statement above we conclude that data analysis is the process of understanding and organized the data that researcher gain through the research field.

Ahmad Rijali (2018: ) states that analysis is process to find the data as field process with various pre-field preparations, arranging them in systematic order that gain from the field, searching for the meaning and presented the findings in the field.

### **2. Definition of TOEFL**

TOEFL become popular in early of 1960. Since that the test has had by more than 25 million test takers worldwide, and it has test centers in 165 countries. TOEFL test has centers that in 165 country in the world. The TOEFL test is administrated by the ETS (Educational Testing Service)<sup>5</sup>.

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<sup>5</sup>Daniel Moglen . *The Re-placement Test : Using TOEFL for purposes of Placement. University of California, Davis. The CATESOL Journal 27.1. 2015. Page. 3-4.*

The TOEFL test have purpose to measure the knowledge or the understand of student's ability about English at university level and evaluate how student will uses the basic skill of the English that will be needed to be achieve the academic purpose.

This type of TOEFL English test commonly required for entry requirements at almost all universities in the United States and Canada for undergraduate (S-1) and graduate (S-2 or S-3)program.

The TOEFL test result are also used by the students who want to apply in the univesities of another country especially in the big and famous university around the world like in Europe, Australia or America as a consideration for them to apply their target universities. The universities in Indonesia itself need they students to take this step for measuring their English proficiency to determined how high a person English language mastery of the students.<sup>6</sup>

TOEFL stand for *Test of English as a Foreign Language*, that measure the abilities of English language. In some universities TOEFL test need to be taken by the student for graduation requirement.<sup>7</sup>

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<sup>6</sup>Nurul Alifiah Hatim. *A Thesis Preparation Of English Student Toward The TOEFL Exam At IAIN Parepare, English Education Program Tarbiyah Faculty State Islamic Religion Institute Parepare*. 2021. Page. 6

<sup>7</sup>Nurbaeti Basri. *Student Error Analysis On Their Reading TOEFL Prediction Test (A Descriptive Study at the Seventh Semester Student of English Education Department of Makassar Muhammadiyah University)*. *English Education Department Faculty Of Teacher Training And Education*, 2018. Page 22

It's most commonly taken by international student or the non-native speaker who want to enter a foreign university like US university, and it can also be taken to measure the English language ability of the employee of a company. The TOEFL test is administrated by the ETS (Educational Testing Service).

In some university TOEFL test has been used by Scholarship commit of government. In university it has been used for a standard measure of their candidate ability in English mastery.

By all the statement above, it can be conclude that TOEFL is a standardized English language test to measure the English language ability for non-native speaker, and student than want to study abroad in foreign country or in foreign university.

### **3. Kinds of TOEFL**

#### **a. TOEFL PBT**

TOEFL PBT (Paper Based Test) is one of the types of the TOEFL test which is familiar be run in every institute, course, specialized language institutes, etc.<sup>8</sup> Like the meaning this test uses an answer sheet in form of paper, taking this type of test is like as you take a normal test that usually take by present at the test place and working it on printed question sheet and the form of the question is multiple choices.

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<sup>8</sup>Nurul Fathia Sahma. *ALMOST EVERYTHING ABOUT TOEFL PBT, ENGLISH EDUCATION DEPARMENT FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF LANCANG KUNING. MAY 2018/2019. Page. 2.*



Time that needed to working this test usually has been set for 3 hours, this type of TOEFL test give scores range about 310-667.

b. TOEFL CBT

One kind of TOEFL test is CBT (Computer Based Test), these administration include a computer-based linear on-the-fly test of reading and computer adaptive multiple-choice test of listening and structure (multiple-choice test of grammar and sentence-structure) and writing<sup>9</sup>. Like the title, this type of test using computer as media to working the test.

In TOEFL test both of question and answer sheet are include in the computer so student don't have to using different sheet to working on the test. This test has been held since 1998. The test instrument includes listening, structure, reading and, writing, the test scored between 0-300 and time for working this test between 2-2.5 hours

c. TOEFL IBT

IBT refers to (Internet Based Test), includes a speaking section that aims to access a test taker's ability to communicate orally in academic English environment. The test include six items, which are all delivered by computer<sup>10</sup>.

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<sup>9</sup>HUNTER BRELAND, YONG-WON LEE, *Educational Testing Service*. ELJI MURAKI, *Tohoku University*. *COMPARABILITY OF TOEFL CBT ESSAY PROMPTS : RESPONSE-MODE ANALYSIS*. Vol. 65 No. 4 August 2005. Page. 577

<sup>10</sup>. Gary J. Ockey, *Educational Testing Service, USA*. Dennis Koyama, *Purdue University*. Eric Setoguchi, *University of California, Los Angeles, USA*. Angela Sun, *Stanford University*. *The extent to which TOEFL IBT speaking scores are associated with performance on oral language task and oral ability components for Japanese universty student*. February 20, 2016. Page. 2.

That means to taking this require an internet connection and also working the test through the internet also. This type of test instrument include the four basic language skill which is (Listening, Speaking, reading and Writing).

#### 4. Kinds of TOEFL Section

##### a. Listening Comprehension

Listening Comprehension is one of the TOEFL section where the participant or non native speaker working on the test by hearing a dialog from native speaker trough the loudspeaker.<sup>11</sup>This section of TOEFL test has been placed as the first section of the test. This test measured the knowledge of the student about spoken English that may be heard in a classroom or in a public place.

Like have been said before this test has a purpose to know if student recognize the English word that spoken by native or non-native speaker by using a record tape, usually this test held in a laboratory. Each student will be heard the speaker trough an earphone that has been provided.

The speaker on the record tape usually speak three different conversation group, part A (short dialog), part B (longer dialog), and part C (longer mini talk), each having separate direction.

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<sup>11</sup>HeriKuswoyo. *The Effectiveness of Soeng Technique in Teaching Paper Based TOEFL (PBT)'S Listening Comprehension Section. Higher School of Foreign Language Tektorat, Lampung, Indonesia. July 2013. Page. 49.*

b. Structure and Written Expression

Theoretically, structure and written expression is one of the section in the TOEFL test which focuses on English written form<sup>12</sup>. This section of TOEFL test comes in second in the test. This section more focusing to measured student knowledge about writing English word. It has two part the student must working on the first part is, part A (sentence completion) that contain a simple sentence, and complex sentence, the last part is, part B (error identification) student must recognize the error sentence that have been placed on purpose.

c. Reading Comprehension

The third section measures the ability to read and understand short passages that are similar in topic and style to those that students are likely to encounter in North America colleagues and universities<sup>13</sup>. It focusing on measured the students reading ability to find an information or a detail in sentence.

**5. Reading TOEFL (Section 3)**

Reading TOEFL section have a reading passages that followed by questions based on the reading passages. This section measures the understanding of the test taker about the reading passages.

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<sup>12</sup>FitriHandayani. *Jurusan Pendidikan BahasaInggris. Structure and Written Expression Section on Paper-Based TOEFL :Percived Dofficulties by Nursing Student of Pol tekesSolok, West Sumatra. Universitas Mabaputra Muhammad Yamin. Vol. 4 No. 2, juli-Desember 2019. Page. 137.*

<sup>13</sup>Anggia Putra. *An Analysis On English Student Difficulties In TOEFL Test Of Structure And Written Expression Section At IAIAN Padangsimpuan. English Educational Department, TarbiyahAnd Teacher Training Faculty State Institute For Islamic Studies Padangsimpuan, 2020. Page. 23.*

The section contains 50 questions and it has 55 minutes for the test taker to complete it. The test itself uses a multiple choices form with four possible choices for each question.

Reading TOEFL also measures the student ability to understand new information that student reading trough the text, make inferences based on new information because there is a lot of information contained in the reading passage.<sup>14</sup>

a. Understand new information

This is measured in TOEFL Reading Section like, asking about the information on the passage is true or not. Also the TOEFL measure the ability of test taker to understand new information in the beginning and in the end of the paragraph. It asked to identify the meaning of words and sentences. It also needs to identify what the meaning or the purpose of the whole reading passages, such as lectures and the conversations.

b. Make inference based on new information

Inference stands for, how to understand the deeper meaning of the language that not stated in the reading passage. Usually this can be find in the reading section that includes question that contain the word like inferred.

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<sup>14</sup>NurbaetiBasri. *Student Error Analysis On Their Reading TOEFL Prediction Test (A Descriptive Study at the Seventh Semester Student of English Education Department of Makassar Muhammadiyah University)*. English Education Department Faculty Of Teacher Training And Education, 2018. Page. 24.

Based on the explanation above, it needs to identify the unstated information in the reading passage that might be true. This section measured the ability to understand the speaker opinion or identify disagreement a lecturer has with reading.

c. Add new information to existing information

In this task, it adds more sentences to a reading and summarise a reading in an outline. The integrated tasks in listening, writing, and speaking section are also measured this ability. In the other sentence, it will asked to make a new connection between separate reading and recording.

Usually the reading section of the TOEFL test contain a lot of different type of question that require different ability to get te answer right, this also measure student ability how student can get the right answer using the ability, the ability are:<sup>15</sup>

1) Answering Main Idea Questions

Almost in every reading passage on the TOEFL test reading section must have question about the main idea of the passage. Such like a PAREPARE that may be written in variety ways. For example, it may asked to find topic, subject, title, main idea, or the primary idea.

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<sup>15</sup>Nurbaeti Basri. *Student Error Analysis On Their Reading TOEFL Prediction Test (A Descriptive Study at the Seventh Semester Student of English Education Department of Makassar Muhammadiyah University)*. English Education Department Faculty Of Teacher Training And Education, 2018. Page. 25

## 2) Recognizing the Organization of the Ideas

In the reading section of the TOEFL test, sometimes there are questions about the organization of the ideas in the passage. In this kind of question asked, how to determine the ideas in one paragraph connect to the other paragraph.

## 3) Answering Stated Detail Question

In the reading section of TOEFL test require answers that are directly stated in the passage. In other words it should be able to find an answer in the reading passage without taking a conclusion about the reading passage. A stated detail question asks about one particular information in the passage, or the whole passage as one information.

The answer of this type question usually placed in order to the passage, and the correct answer more often shaped in restatement of the passage. Therefore, to choose the correct answer, it has to understand the content of the passage because the correct answer more often has the same idea written in the passage but, with different words or the that totally not same.

## 4) Finding the Unstated Details.

In reading section of the TOEFL test, sometimes the question asked to find the answer that are not stated or mentioned in the passage.

This type of question if it's has four answer to choose, then one answer must be the wrong answer because it's not stated or mentioned in the passage, while the three answer are stated or mentioned in the passage.

Therefore, to find the correct answer it has to find the three answer that mentioned in the passage and choose the answer that is not correct because the answer that is not correct was the right answer to choose as correct answer.

#### 5) Finding Pronoun Referents

In reading section of the TOEFL test, there are some question that asked to determine which noun a pronoun refers to in the passage, because some of them is replaced as pronoun in the middle of the passage. It is important to remember that a noun is commonly used in first in the passage, and the pronoun refers come after a while.

#### 6) Answering Implied Detail Question

In reading section of the TOEFL test, some of the question asks for an answer that are not mentioned or stated in the passage. Therefore to answering this type of question it needs to draw or taking conclusion from specific detail or information in the reading passage.

This type of question contain word *implied, likely or probably*, to choose the correct answer, it is important to remember that some of the information in the passage give the detail about the correct answer, so it is need to understand the information on the passage because the answer is not directly put in the passage.

#### 7) Answering Transition Question

In reading section of the TOEFL test, some of the question asks to draw a conclusion. Like this type of question that ask to determine what probably may comes before or after proceeding a paragraph.

it is not stated directly on the paragraph This type of question needs to understand a paragraph quite well because some paragraphs may relate each other, for example, a paragraphs may begin with the main idea of the previous paragraph it may linking or connecting the main idea of both paragraphs.

#### 8) Finding Definitions from Structural Clues

In reading section of TOEFL test, there also a vocabulary question. This type of question mostly common ask to find the meaning of vocabulary that have been used in the reading passage.



Of course if you know the meaning of the word it will be very helpful but, it is not always necessary to know the meaning of the word, because there are some certain ways that will make it easier to find the meaning. One of the types is to find the definition from structural clues.

Usually this type of question will take a word from the passage to become a question, and the word also usually will be placed in a sentence that has been written in a structural way. It is very possible that the reading passage will provide information about certain clues to find the definition of the vocabulary word.

#### 9) Determining Meaning From Word Parts

In the reading section of the TOEFL test, some of the questions asked to determine a long word that you do not know in the TOEFL section test. Sometimes it is possible to find the meaning of the word by studying the word part one by one.

#### 10) Determine Meaning Difficult Words

In the reading section of the TOEFL test, some questions may be asked to determine the meaning of some difficult word, a word that it's rare to use or not expected to know it but, this type of question may provide the passage that contains some clues or information of what the word's meaning.

11) Determine Meaning simple Words

In reading section of TOEFL test, some question may ask to determine the meaning of a simple word, a word that commonly used everyday in English. In this type of question instead giving the everyday meaning as an answer, it should give the other meaning or the secondary meaning of the word that have become question .

12) Determine Where Specific Information is Found

In reading section of the TOEFL test, some of the question asked about a piece of information is found in the reading passage. Usually the question line may ask where the information found such like in which line or which paragraph is the information is found.

13) Determine the Tone, Purpose, or Course

This type of question asks about the tone of the passage, the author's purpose in writing the passage and the course on which in passage might be used, but it just occurs occasionally.

## 6. Definition of Errors

### a. Error

Error may be commonly known as condition when someone doing something in unacceptable form, in language one of the error defined as state when someone miss writing some word or sentence in grammatical ways which is very important to language learner or no native speaker. In the other word, error more generally known as condition when someone was wrong.

From the opinion above it can be concluded that error is a unacceptable forms of the grammar or grammar mistake on the target language of the second language learner.

### b. Error in reading section of TOEFL test

Reading Comprehension is a complex process, mastery of this skill is considered which is difficult to master, often cause the toefl score to be not optimal. Still many students experience difficulty of implementation toefl on campus is not in the question, but to paragdim of students about the importance of the test. Student assume that the test is only conducted for the purpose commercial.

### c. Sources of error

Occurrence of errors could be traced back in two main source, that are linguistic and non linguistic factors. Linguistic factros mostly cause by the first or target language that being learned by the students.

The non linguistic factors came from outside than the language itself. Like for example from the students, teachers, materials, and context of the learning that non native speaker receive from the teacher.<sup>16</sup>

Based on the expert classification about what causes errors researchers take a conclusion that error have a two main sources, it's linguistic and Non linguistic factors. Linguistic factors influence by the first language or mother language and for the Non linguistic factors comes from other than language material, for example : the students, teachers, material, context of learning, etc.

d. Types of students errors

Here is the type of error that students might do during their TOEFL test :

1) Not understanding the test format

This type of error that student might be doing in the beginning of the test, it is important for students to understand how the test structured, like how much the time are given to working the test and try analyze the types of the question, by doing this it might be help the students to manage the time and strategy more better.

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<sup>16</sup>RolisdaYoshinta, Sukma Shinta Yunianti, Boris Ramadhanika. *Structure And Written Expression Of The TOEFL Linguistic And Non-Linguistic Constrain*. UIN Sunan Ampe lSurabaya.Vol. 12 No. 1, April 2021. Page. 74.

2) Lack of exercise

This type of question students might be doing before the test day come, not doing enough practice is a common mistake. Taking the TOEFL test means students will need specific English skill, like speed reading, careful listening and well structured writing, by taking a regular enough amount of practice test should help the students to overcome the problem while doing TOEFL test

3) Not reading the instruction carefully

Before doing the TOEFL test students usually will ask to read the instruction about the test, but sometimes some students directly rushing into the question not even bothered to reading the instructions that lead them confused how to working the test. This type of error also is a common mistake that students might do before working on the test.

4) Too much time is spent on one problem

This type of error student might be doing while their working on the test, sometime when the student facing difficult question they might be trying to finish it unconsciously, but this will lead them end up spent more time to working on one question if this happen they might be don't have enough time to working the another question.

## 7. Factors that Influence the Error in Reading TOEFL Section

### a. Time Management

People usually have different time management how much time to spend to reading a passage. some people might have 20 minutes that barely enough to finish the test and maybe check the answer but, for some people 15 minutes is enough too. There are also people that bad at time management for finishing the test should do a lot of practice right before the test day come.

Finishing a section in the right amount of the time that have been set is a learned skill after spend a lot of time trying to practice reading a passage in short time like 16-17 minutes each passage and, after that straight to answer the question and go back to check the answer when it near to finish the test.

In the end time management is the key to answer the question and finishing the test without a rush but, it also depend on the student itself, if they have been practice to answer question in certain amount of time that will be a great help for them in the test day and student must study enough to anticipate what question may be out in the test.

### b. Missing Keys

Missing key when reading the question is one of the factors that sometimes people do in the test like, overlooks the word 'not' or 'except and answer it as positive factual question when the question actually is afactual negative question.

Sometimes people might overlook the transition word that may be related to the correct answer of a sentence insertion and purpose question. Students must be really careful when reading the question before they answer and, if it is needed, students must reread the question again before answering the question.

This problem happens a lot usually when students work on the test in a rush, because students must be afraid that they will run out of time when they face a difficult question. When facing a difficult question, students may try to understand the question's purpose and when students do that, they may have missed the key of the question because they read it in a rush.

c. Unfamiliar Vocabulary

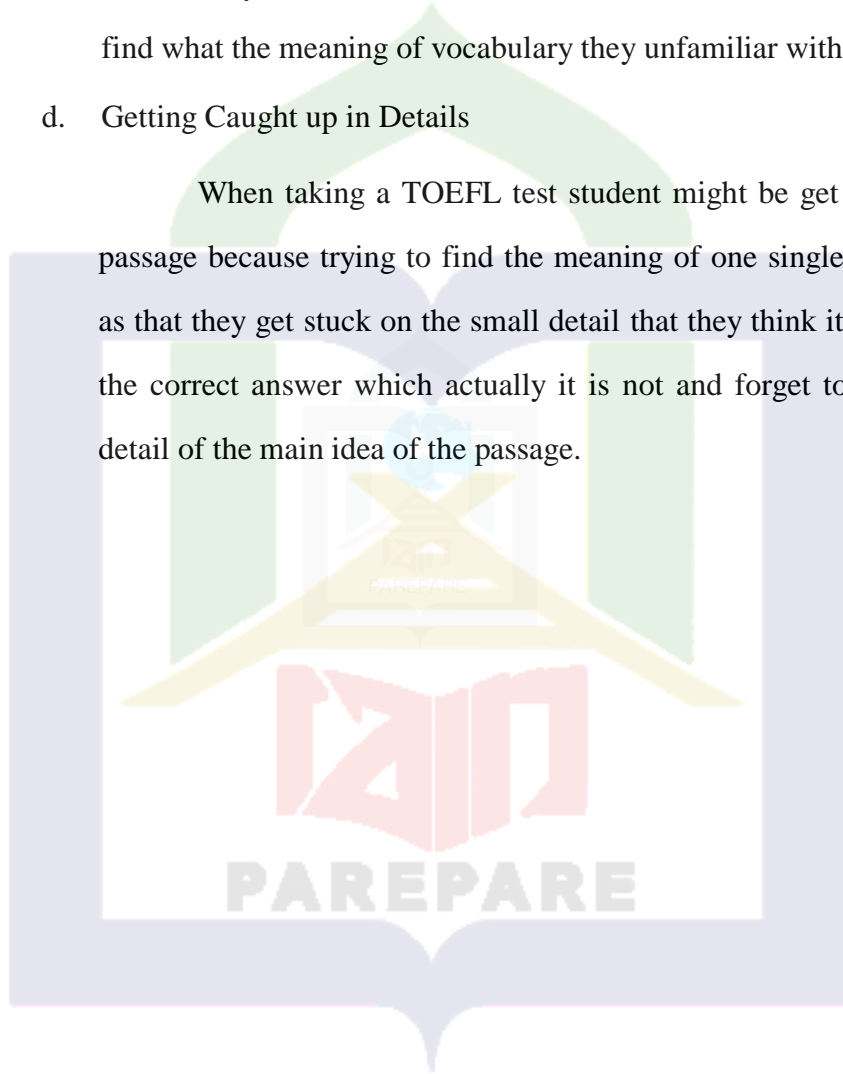
Generally when students take a test especially TOEFL, they might face a passage or a question with a vocabulary that they are not familiar with and it is commonly found in the reading section that students must read a passage to find an answer. The problem is how students will find an answer if there is a vocabulary that they do not know what it is.

In some cases, this problem might be solved by reading the sentence if it can make a reasonable guess. Finding unfamiliar vocabulary is common in TOEFL tests.

Sometimes student do not have to focused on the vocabulary instead, student must trying to reading the passage carefully to know the connection between the vocabulary and the sentence, after that student may draw conclusion from the information on the sentence to find what the meaning of vocabulary they unfamiliar with.

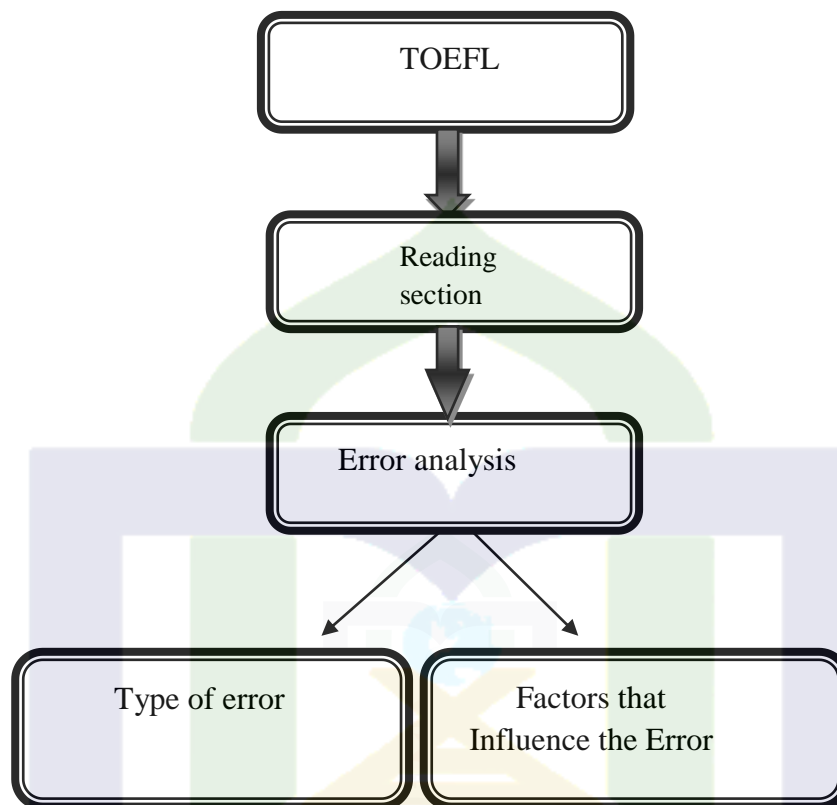
d. Getting Caught up in Details

When taking a TOEFL test student might be get stuck in the passage because trying to find the meaning of one single word, same as that they get stuck on the small detail that they think it is related to the correct answer which actually it is not and forget to focused on detail of the main idea of the passage.





### C. Conceptual Framework



**Figure 2.1 Conceptual Framework**

In this research, the students concern about the reading test of TOEFL test especially for the section, reading comprehension. The student answer the reading question in order to analyze the student' error answer, include the type of errors and factors that influence the error of the student.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this research, the researcher use descriptive research method. The data collect is mainly in the form of words, sentences or pictures that have meaning and are able to stimulate the emergence of a more real understanding than just number of frequency. Researchers emphasize notes with descriptions, detailed, complete, in-depth sentence that describe the actual situation. This research aimed to know what kind of error student make in their TOEFL reading section and what causes it, at seventh semester of English program at IAIN Parepare.

#### **B. Location and time of Research**

The location of this research in UPT faculty BAHASA IAIN PAREPARE and focus on the student of English program education TOEFL documentation at UPT BAHASA IAIN Parepere. It is located on Jl.AmalBakti, Soreang. Duration of the research is 30 days.

#### **C. Population and Sample**

The population for this research was the ninth semester and below students of English education department of Islamic Religion Institute of Parepare. The reason for researcher for choosing the population was because, most of the student in the ninth semester being started to taking the TOEFL test, for graduation requirement. The researcher use the random sampling method for taking samples all of the student in English education department. This research consisted take the subject of the research about 28 student from the population.

#### **D. Procedures of collecting Data.**

The researcher collected data by used the test documentation of the TOEFL reading comprehension and Interview guide .The TOEFL test documentation will be checked if the documentation have not completed or there is a blank answer on the documentation, and the interview guide will be answered by participant about question that relate to the problem, after the checking the data it will be analyzed.

#### **E. Research Instrument**

Research instrument that is used in this study, they are, documentation of TOEFL test reading comprehension, and interview guide. The documentation has purpose to find students error in their Reading Comprehension and determined the errors that made by student of English education department, and for the questionnaire has purpose to get the answer that needed by researcher from the participant, about what factors may causes students getting error in completing TOEFL test reading section.

#### **F. Technique of Data Analysis**

##### **1. Data Reduction**

Reducing the data means summarize, choose the main points, and focusing on the thing that important. The researcher need to collecting the data of what kind of error that student make in their reading comprehension test. The data that have done reduced will give the researcher a clear picture and collecting data will be more easier.<sup>17</sup>

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<sup>17</sup>Dr. H. Zuchri Abdussamad, S.I.K., M.Si. *Metode Penelitian Kualitatif*. Syakir Media Press, Desember 2021. Page. 161.

## 2. Data Display

Gradually transform a seemingly disorganized raw data into a recognizable conceptual scheme<sup>18</sup>. The data will be transform and organized the raw data from the field in percentage form so the data will be easier to recognize.

## 3. Draw Conclusion and Verification

It is likely that throughout the whole process of analysis the researcher is drawing conclusions about what things mean, the different patterns, regularities and explanation. This step should be after the data collection is over<sup>19</sup>. The data conducted or verified based on evidence of the validation in the field, This research will display the data into narrative description.

To answer the first problem of the research “What kind of student error in completing reading section of TOEFL test of IAIN Parepare?”, this research analyzed and described by quantitative data analysis of percentage by using table of percentage, the researcher will be used the following formula.

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<sup>18</sup> Esubalew Aman Mezmir. *Qualitative Data Analysis :Overiiew of Data Reduction, Data Display and Interpretation*, Wolkitie Universitiy, Department of Sociology, Vol 10 No. 21, 2020. Page. 20.

<sup>19</sup> . Keith A Meadows. *So you want to do research?. An introduction to qualitative methods*, St Bertholomew School of Nursing and Midwifery, city University, london, 2003. Page. 467.

**Table 3.1: Aspect in Reading TOEFL Section<sup>20</sup>**

No	Type of Error	Item Number	Number of Error
1	Answering Main idea Question	1, 11, 20, 31, 39	5
2	Answering Stated Detail Question	12, 18, 29, 35, 47	5
3	Finding Unstated Detail	15, 49	2
4	Finding Pronounce Refrence	23, 34, 48	3
5	Answering Implied Detail Question	5, 17	2
6	Answering Transition Question	6, 7, 9, 10, 24, 25, 27, 40, 45, 50	10
7	Finding Definition From Structural Clues	2, 4, 8, 13, 14, 16, 21, 22, 26, 30, 32, 33, 36, 37, 41, 42, 44, 46	18
8	Determined the tone, purpose, or course	3, 19, 28, 38, 43	5

$$P = \frac{F}{N} \times 100$$

Note : P = Percentage  
 F = Frequency of wrong answer  
 N = Number of sample

<sup>20</sup>NurbaetiBasri. *Student Error Analysis On Their Reading TOEFL Prediction Test (A Descriptive Study at the Seventh Semester Student of English Education Department of Makassar Muhammadiyah University). English Education Department Faculty Of Teacher Training And Education, 2018.*

**CHAPTER IV**  
**FINDING AND DISSCUSSION**

**A. Findings**

**1. The Students Errors on Their Reading Section of TOEFL Test**

The objective of this research is to find what kinds of error that students make and what factors may cause students error during their TOEFL test of seventh semester and below of English Department in IAIN Parepare. According to the data analysis researcher found that some student make error on their reading section of TOEFL test. After spreading an open interview some of the students claimed that their having some difficulties, working on the reading section of TOEFL test, because of their lack of knowledge and limited vocabulary mastery etc.

**Table 4.1: Frequency of Students Errors on their reading Section of TOEFL Test**

<b>NO.</b>	<b>Type of Errors</b>	<b>Percentage</b>
1	Answering Main Idea Question	62,14%
2	Finding Definfition From Structural Clues	58,93%
3	Determine the, tone,purpose, and Course	65,00%
4	Answering Implied Detailed Question	67.86%

NO.	Type of Errors	Percentage
5	Answering Transition Question	66,43%
6	Answering Stated detailed Question	63,57%
7	Answering Unstated Detailed Question	69,64%
8	Finding Pronoun References	65,48%

Table 4.1 shows that there 8 errors made by students on their reading section of TOEFL test, those are errors in, Answering Main Idea Question with the frequency of errors is 87 and the percentage is 62,14%, errors in Finding Definition From Structural Clues with the frequency of errors is 297 and the percentage is 58,93%, errors in Determine the, tone, purpose, and Course with the frequency of errors is 91 and the percentage is 65,00%, errors in Answering Implied Detailed Question with the frequency of errors is 38 and the percentage is 67.86%,

Moving on errors in Answering Transition Question with the frequency of errors is 186 and the percentage is 66,43%, errors in Answering Stated detailed Question with the frequency of errors is 89 and the percentage is 63,57%, errors in Answering Unstated Detailed Question with the frequency of errors is 39 and the percentage is 69,64%, and errors in Finding Pronoun References with the frequency of errors is 55 and the percentage is 65,48%. Then the descriptive count of each type of errors can be seen in the following.

**Table 4.2: Frequency of Error in Answering Main Idea Question**

Item Number	Frequency	Percentage
1	22	78,6%
11	16	57,1%
20	18	64%
31	12	42,9%
39	19	67,9%
<b>Total</b>		<b>62,14%</b>

Table 4.2 shows the type of error exists on number 1, 11, 20, 31, 39 and total number is 5 item number. 22 students make error on number 1 question and the percentage of error is 78,6%. On number 11 , there are 16 students making error on this question and the percentage of the error is 57,1%, on question number 20 there are 18 students make error and the percentage of the error is 64%,

On number 31 there are 12 student make error on this question, and the percentage of the error is 42,9%. The last number is number 39, there are 19 students make error on this question with the percentage of error is 67,9% .Overall the average describe that 62,14% of 28 student made error in Answering Main Idea Question.



**Table 4.3: Frequency of Finding Definition From Structural Clues**

Item Number	Frequency	Percentage
2	12	43%
4	22	79%
8	17	60%
13	16	57,1%
14	16	57%
16	8	29%
21	18	64,3%
22	11	39%
26	13	46%
30	15	53%
32	22	79%
33	22	78,6%
36	14	50%
37	14	50,0%

Item Number	Frequency	Percentage
41	14	50,0%
42	25	89%
44	14	50%
46	24	86%
<b>Total</b>		58,93%

Table 4.3: shows the type of error exists on number 2, 4, 8, 13, 14, 16, 21, 22, 26, 30, 32, 33, 36, 37, 41, 42, 44, 46, and the total number is 18 item number. 12 students make error on number 2, with percentage of error is 43%, 22 students make error on number 4, with percentage of error is 79%, 17 students make error on number 8, with percentage of error is 60%, 16 students make error on number 13, with percentage of error is 57,1%, 16 students make error on number 14, with the percentage of error is 57%, 8 students make error on number 16, with the percentage of error is 29%, 18 students make error on number 21, with the percentage of error is 64,3%, 11 students make error on number 22, with the percentage of error is 39%.

Furthermore, 13 students make error on question number 26, with the percentage of error is 46%, 15 students make error question on question number 30, with the percentage of error is 54%, 22 students make error on question number 32, with the percentage of error is 79%, 22 students make error on question number 33, with the percentage of error is 78,6%.

14 students make error on question number 36, with the percentage of error is 50%, 14 students make error on question number 37, with the percentage of error is 50,0%. 14 students make error on number 41, with the percentage of error is 50,0%, 25 students make error on number 42, with the percentage of error is 89%, 14 students make error on number 44, with the percentage of error is 50%, and for the last, 24 students make error on question number 46, with the percentage of error is, 86%. Overall the average describe that 58,93% of 28 student made error in Finding Definition From Structural Clues.

**Table 4.4: Frequency of Error in Determine the Tone, Purpose, and Cause**

Item Number	Frequency	Percentage
3	10	35,7%
19	20	71,4%
28	23	82%
38	15	54%
43	23	82,1%
<b>Total</b>		65,00%

Table 4.4 shows the type of error exist on number 3, 19, 28, 38, and 43, the total number is 5 item number 10 students make error on question number 3 and the percentage of the error is 35,7%, 20 students make error on question number 19 and the percentage of the error is 71,4%.

23 students make error on question number 28, and the percentage of the error is 82%, 15 students make error on question number 38, and the percentage of the error is 54%, and the for the last number, 23 students make error on question number 43, and the percentage of the error is 82,1%. The average describe that 65,00% of 28 students made error in Determine the , Tone, Purpose and Cause.

**Table 4.5: Frequency of Error in Answering Implied Detail Question**

Item Number	Frequency	Percentage
5	20	71,4%
17	18	64,3%
<b>Total</b>		<b>67,86%</b>

Table 4.5 shows the type of the error exist on number 5 and 17, the total number is 2 item number. 20 students make error on question number 5, and the percentage of the error is 71,4%, and for the item number, 18 students make error on question number 17, and the percentage of the error is 64,3%. The average describe that 67,86% of 28 students made error in Answering Implied Detail Question.

**Table 4.6: Frequency of Error in Answering Transition Question**

Item Number	Frequency	Percentage
6	15	54%
7	24	85,7%
9	12	42,9%
10	15	54%
24	22	79%
25	26	92,9%
27	12	42,9%
40	17	61%
45	21	75,0%
50	22	79%
<b>Total</b>		66,43%

Table 4.6 shows the type of error exist on number 6, 7, 9, 10, 24, 25, 27, 40, 45, 50, and the total number is 10 item number. 15 students make error on question number 6, with the percentage of error is 54%, 24 students make error on question number 7, with the percentage of error is 85,7%, 12 students make error on number 9, with the percentage of error is 42,9%, 15 students make error on question number 10, with the percentage of error is 54%, 22 students make error on question number 24, with the percentage of error is 79%.

Moreover, 26 students make error on question number 25, with the percentage of error is 92,9%, 12 students make error on question number 27, with the percentage of error is 42,9%, 17 students make error on question number 40, with the percentage of error is 61%, 21 students make error on question number 45, with the percentage of error is 75,0%, and for the last item number, 22 students make error on question number 50, with the percentage of error is 79%. Overall the average describe that 66,43% of 28 students made errors in Answering Transition Question.

**Table 4.7: Frequency of Error in Answerng Stated Detail Question**

Item Number	Frequency	Percentage
12	18	64%
18	19	68%
29	14	50,0%
35	17	60,7%
47	21	75,0%
<b>Total</b>		63,57%

Table 4.7 shows the type of error exist on number 12, 18, 29, 35, 47, and the total number is 5 item number. 18 students make error on question number 12, and the percentage of error is 64%, 19 students make error on question number 18, and the percentage of error is 68%, 14 students make error on question number 29, and the percentage of the error is 50,0%.

17 students make error on question number 35, and the percentage of the error is 60,7%, and for the last item number, 21 students make error on question number 47, and the percentage of the error is 75,0%. The average describe that 63,57% of 28 students made error in Answering Stated Detail Question.

**Table 4.8: Frequency of Error in Answering Unstated Detail Question**

Item Number	Frequency	Percentage
15	16	57,1%
49	23	82,1%
<b>Total</b>		69,64%

Table 4.8 shows the type of error exists on number 15 and 49, and the total number is 2 item numbers. 16 students make error on question number 15, and the percentage of error is 57,1%, and for the last item number, 23 students make error in question number 49, and the percentage of error is 82,1%. The average describe that 69,64% of 28 students made errors in Answering Unstarted Detail Question.

**Table 4.9: Frequency of Error in Finding Pronoun Reference**

Item Number	Frequency	Percentage
23	17	60,7%
34	18	64%
48	20	71%
<b>Total</b>		65,48%

Table 4.9 shows the type of error exist on number 23, 34, 48, and the total number is 3 item number. 17 make error on question number 23, with the percentage of error is 60,7%, 18 students make error on question number 34, with the percentage of error 64%, 20 students make error on question number 48, with the percentage of error 71%. Overall the average describe that 65,48% of 28 students made errors in finding pronoun references.

## 2. Factors that Influence the students Errors on Their TOEFL Test

The reasearcher found some factors that influence students error on their reading section of TOEFL test, after analyzing the data that resercher obtain from the interview that responden had answer before, the first is time management. Most of the the student don't have enough time to answer the TOEFL test because, they spend a little longer time on reading the text, usually when the student reading the text carefully trying to understand the text, that endup spend a bit longer time reading it. Most of the student spend time about 5 to 10 minutes to reading each passage and answering it, can be more longer than the average time they spend depend on the text itself because, not all the reading passage are same.

The second factors that researcher found is the reading passage is to long, each reading passage are not same sometimes the can be to long or can be short either and reading passage usually form of several pragraf.



This factors can make the student choose the wrong answer because, if the text to long student sometime only read one pragraf carefully find the answer for the question and for answer all the question they have to back reading the text to find more answer which is, this make them spend more time reading the text and they could lost the concentration because the text is to long, this could been worse because there was time limit on working the test that uncounciously became pressure for the student.

The third factor is unfamiliar vocabulary. Most of the student said they facing this problem while working on the test, they found some word on the reading passage or on the question that they do not know the meaning is, and some times the reading passage often taken from various themes and especially high vocabulary that rarely used in normal situation in daily life or somewhere else.

## **B. Discussions**

### **1. The students's Errors on their Reading Section of TOEFL Test**

This research have purpose to analyzed the errors made by students' on their Reading section of TOEFL Test. It can be determined from the result that researcher obtain trough the data that, there quite lot of errors that students made on their Reading Section of TOEFL Test. All aspects of the Reading Section of TOEFL Test have errors on it. From the statement above we can conclude that every question of the test has errors. It means while working on the test, students may facing some difficulties that made them error in answering the question because, TOEFL test it self is a multiple choiches so students maybe having trouble working on the test.

The findings of this research also contains some components of reading skill such as, Answering Main Idea Question, Answering Implied Detail Question, Answering Stated Detail Question, a answering Unstated Detail Question and lack of Vocabulary Mastery. It is similar findings by Lodya Sesriyani (2019: 13). The skill that have been mention before is the most difficult skill to master by students, it proves that just some of the students can answer the question correct.<sup>21</sup>

The significant of the errors themselves, foreign language teachers universities in this case English pedagogues, have to realize that the error made by the students in TOEFL test need to be analyzed correctly, so the teacher will be able to build a right strategy in order to make the process of learning language run effectively. It is Very important to discuss the error analysis in order to know what is the connection between such an analysis can influence the teaching process of a English language for the students.

The English lectures should know how to do error analysis, since the error analysis had become as the key to understand the process of foreign language acquisition. The lectures should know how the students learn and acquired the target language, and what strategy the lectures should use on the students, so the students can find their way to understand and master the target language.

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<sup>21</sup> Lodya Sesriyani. *Kesulitan Yang Dihadapi Mahasiswa Pendidikan Ekonomi Dalam Menyelesaikan Reading Section Pada TOEFL*, *Journal Systems UNPAM (Universitas Pamulang)*. Vol. , No. 2, 2019, p. 13

Furthermore, if the lectures can analyze the students error on learning target language, especially for English language, the lectures can improve the students ability in learning their target language, if the lecturer can not identify the error that made by the students, they can failure on the TOEFL test so.

The following is the further explanation about the type of error of reading section of TOEFL test baesd n Philips theory (2001, 368-435)

a. Error In Answering Main Idea Question

Here one of the example of Main Idea Question of the TOEFL test

The passage :

In the Philosophy of John Dewey, a sharp distinction is made between intelligence and reasoning. According to Dewey, intelligence is the only absolute way to achieve a balance between realism and idealism, between practicality and wisdom of life. Intelligence involves "interacting with other things and knowing them," while reasoning is merely the act of an observer, "...a mind that beholds or grasps objects outside the world of things..." With reasoning, a level of mental certainty can be achieved, but it is through intelligence that control is taken.

The question :

What is the *topic* of this passage?

- A. The intelligence of John Dewey
- B. Distinction made by John Dewey
- C. Dewey's ideas on the ability to reason
- D. How Intelligence differs from reasoning in Dewey's works.

Answer (A) only mention about intelligence, so it is not the topic. Answer (B) only mention distinction that John Dewey made, but it does not say specifically what type of distinction. Answer (C) only mention reasoning, so the answer is incomplete. The best answer for this question is Answer (D) the idea *how intelligence differs from reasoning* comes from the first sentence of the passage.

**b. Error in Finding Definition From Structural Clues**

Here is one example of Finding Definition From Structural Clues Question on Reading Section of TOEFL test and how to answer the question..

The passage :

One of the leading schools of psychological thought in the twentieth century is **behaviorism**—the belief that the role of the psychologist is to study behavior, which is observable.

Rather than conscious or unconscious thought, which is not, probably the best-known proponent of behaviorism is B.F. Skinner, who is famous for his research on how positive and negative reinforcement influence behavior. He came to believe that positive reinforcement such as praise, food, or money were more effective in promoting good behavior than negative reinforcement, or punishment.

The question:

In “**behaviorism**” in line 2, a psychologist is concerned with?

- A. Conscious thought patterns
- B. Unconscious thought patterns
- C. Observable actions
- D. Unobservable actions

This question asks about the meaning of the word behaviorism. To answer this question, students must look at the part of the passage following the word *behaviorism*. The dash punctuation on the passage indicates that a definition or further information about behaviorism is going to follow. In the information following the dash, students must see that the behaviorist is interested in *behavior, which is observable*, so to find the right answer for this question is (C).

- c. Error in Determine the Tone, Purpose and Course

Here is one example of Determine the Tone, Purpose, and Course question on Reading Section of TOEFL test and how to answer the question.

The passage :

Military awards have long been considered symbolic of royalty, and thus when the United States was young nation just finished with revolution and eager to distance itself from anything tasting of monarchy, there was strong sentiment against military decoration. For a century, from the end of the Revolutionary war until the Civil War, the United States awarded no military military honors. The institution of the Medal of Honor in 1861 was a source of great discussion and concern. From the Civil

War until World War I, the Medal of Honor was the only military award given by the United States government, and today it is awarded only in the most extreme cases of heroism. Although the United States is still somewhat wary of granting military awards, several awards have been instituted since World War I.

The question :

The **tone** of this passage is ?

- A. angered
- B. humorous
- C. outraged
- D. informational

This question asks about the tone of the passage, to determine the tone of the passage, students must look for any indications of emotion on the part of the author. In this passage, the author uses historical facts, using time expressions such as *for century*, *in 1861*, and *since world war I*, to make a point about America's sentiment against military awards, the author does not make any kind of emotional plea. The best answer to this question is the answer (D), an *Informational* tone. There is nothing in the passage to indicate anger (A), or Humor (B), or Outrage (C), on the part of the author.

d. Error in Answering Implied Detail Question

Here is the example of Implied Detail Question on Reading Section of the TOEFL test and how to answer it

The passage :

The Hawaiian language is a melodious language in which all words are derived from an alphabet of only twelve letters, the five vowels *a, e, i, o, u*, and the seven consonants *h, k, l, m, n, p, w*.

Each syllable in the language ends in a vowel, and two consonants never appear together, so vowels have a much higher frequency in the Hawaiian language than they do in English. This musical-sounding language can be heard regularly by visitors to the island. Most Hawaiian speak English, but it is quite common to hear English that is liberally spiced with words and expressions from the traditional language of the culture.

A visitors may be greeted with the expression aloha and may be referred to as a *malihini* because he is a newcomer to the island. The visitors may attend an outside *luau* where everyone eats too much and be invited afterward to dance the *hula*.

Which of the following is **probably NOT** a Hawaiian word?

- A. *mahalo*
- B. *mahimahi*
- C. *meklea*
- D. *moana*

This question asks students to determined which word is probably NOT a Hawaiian word. To answer this type of question, students must refer to the part of the passage where it states that in the Hawaiian language *two consonants never appear together*, based on this statement, Students can draw a conclusion that answer (C), *Meklea*, is probably not a Hawaiian word because the consonant *k* and *l* appear together, so answer (C) is the answer for this question.

**e. Error in Answering Transition Question.**

Here is the example of Transition Question on Reading Section of the TOEFL Test and how to answer the question.

The passage :

Another myth of the oceans concerns Davy Jones, who in folklore is a mean-spirited sovereign of the ocean's depths.



The name “Jones” is thought by some etymologists to have been derived from the name “Jonah” the Hebrew prophet who spent three days in a whale’s belly.

According to tradition, any object that goes overboard and sinks to the bottom of the ocean is said to have gone to Davy Jones’s locker, the ocean-sized, mythical receptacle for anything that falls into the water. Needless to say, any sailors on the seas is not soo eager to take a tour of Davy Jones’s locker, although it might be a rather interesting trip considering all the treasure located there

The question :

The paragraph *preceeding* this passage most probably discusses?

- A. The youth of Davy Jones
- B. Davy Jones’s career as a sailor
- C. A different traditional story from the sea
- D. Preparing to travel on the ocean

This question asks about the topic of the preceding paragraph, so students must look at the beginning of the passage and draw a conclusion about what probably came before. Since the passage begins with the expression *another myth of the oceans*.

Students must understand that the new passage is going to present a *second* myth of the oceans and the previous passage probably presented the first myth of the oceans. A myth is traditional story, so the best answer to this question is answer ©, which discusses *a different traditional story from the sea*.

f. Error in Answering Stated Detail Question

Here is one of the example of Stated Detail Question on Reading

Section of TOEFL Test and how to Answer it.

The passage :

Williamsburg is a historic city in Virginia that was settled by English colonists in 1633, twenty-six years after the first permanent English colony in America was settled at Jamestown. In the beginning, the colony at Williamsburg was named Middle Plantation because of its location in the middle of a peninsula between two rivers, the York and the James. The site for Williamsburg had been selected by the colonists because the soil drainage was better there than at the Jamestown location, and there were fewer mosquitoes.

The question :

The passage *indicates* that Jamestown

- A. Was settled in 1633
- B. Was settled twenty-six years after Williamsburg
- C. Was the first permanent English colony in America
- D. Was originally named Middle Plantation

This question asks about what the passage *indicates* about *Jamestown*, so the students will know that the answer to this question will be directly stated in the reading passage. Students should searching trough the reading passage to find the part of the passage that directly discusses *Jamestown*. The answer to this question is found in the statement that *Williamsburg was settled by English colonist in 1633, twenty-six years after the first permanent English colony in America was settled at Jamestown*. Answer (B) is incorrect because Jamestown was settled *before* rather than *after* Williamsburg. Answer (D) is incorrect because the name *Middle Planation* referred to Williamsburg. The best answer to this question is answer (C). because the reading passage directly states that *Jamestown was the first permanent English colony in America*.

g. Error in Answering Unstated Detail Question

Here one of the example of Unstated Detail Question on Reading Section of the TOEFL Test and how to answer the question.

The passages :

In English, there are many different kinds of expressions that people use to give a name to anything whose name is unknown or momentarily forgotten. The word *gadget* is one such word. It was first used by British sailors in the 1850s and probably came from the French word *gachette*, which was a small hook.

In everyday use, the word has a more general meaning. Other words are also used to give a name to something unnamed or unknown, and these words tend to be somewhat imaginative. Some of the more commonly used expressions are *awhat-d'ye-call-it*, *a wahtsis*, *a thingamabob*, *a thingamjig*, *a doodad*, or *a doohickey*.

Which of the following is **NOT true** about the word gadget?

- A. It is used to name something when the name is not known
- B. It was used at the beginning of the nineteenth century
- C. It most likely came from a word in the French language.
- D. Its first known use was by British sailors.

This question asks for the answer that is *not true* about the word "gadget" so three of the answers are true and the one answer is *not*. Students must look for the word *gadget* in the reading passage and find information that is untrue. Answer (A), (C), and (D) are all true according to statement that stated in the reading passage, so these answers are not correct. Answer (B) is the correct answer that is *not true*, in the reading passage states that *the word gadhet.....was first used by British sailors in the 1850s*, which is in the middle of the nineteenth century, so answer (B) is the best answer to this question.

#### **h.** Error in Finding Pronoun Refrents

Here is one of the example of Finding Pronoun References Question on Reading Section of the TOEFL Test and how to answer it.

The passages :

Carnivorous plants, such as the sundew and the Venus-flytrap, are generally found in humid areas where there is an inadequate supply of nitrogen in the soil. In order to survive, these plants have developed mechanisms to trap insect within their foliage. **They** have digestive fluids to obtain the necessary nitrogen from the insects. These plants trap the insects in a variety of ways.

The sundew has sicky hairs on its leaves; when an insect lands on these leaves, it gets caught up in the sticky hairs, and the leaf wraps itself around the insect. The leaves of the Venus-flytrap fincion more like a trap snapping suddenly and forcefully shut around an insect.

The question :

The pronoun **They** in line 5 *refers* to?

- A. Humid areas
- B. These plants
- C. Insects
- D. Digestive fluids

This question asks about the *refrent* for the pronoun *they*. To answer this question, students must look before the pronoun *they* for plural nouns that the pronoun could refer to. *Humid areas, Insects and These plants* come before the pronoun, so they are possible answers.

*Digestive fluids* come after the pronoun so it is probably not the correct answer. Then Students must try the three possible answers in the sentence in place of the pronoun. Students must understand from the context that *these plants* have *digestive fluids* to obtain the necessary nitrogen from the insects, so the best answer to this question is answer (B).<sup>22</sup>

### 3. Factors that Influence the Students' Errors on Their Reading Section of The TOEFL Test

Learning a target language is different when someone is trying to learn mother's tongue when learner of the second language make an error on the process, the learners are demonstrating a natural process when someone trying learning something to the learners especially in the process of learning a target language. During this process it is possible for the learner to make an error in the process.

The aim of this research is to find what factors that may influence students make error on their reading section of the TOEFL Test, and the finding of this research found the factors that may influence the students errors on their reading section of the TOEFL test are, unfamiliar vocabulary, time management, the reading passage is too long and lack of vocabulary mastery.

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<sup>22</sup>. Deborah Philips, Longman COMPLETE COURSE FOR THE TOEFL TEST, PREPARATION FOR THE COMPUTER AND PAPER TESTS, Pearson Education, 10 Bank Street, White Plains, New York, 2001. P 368-435

It is quite similar finding that Lodya Sesriyani found on her research that state, Student do not have enough vocabulary in English. It is cause the students have trouble to understand the reading text ideas and what kind of information contain in it.<sup>23</sup>

Furthermore, Lollo Rosa, Aprida Irmayana, Nina Nurbaidah (2019:383), state on their research that one of the factors that students faced in completing the TOEFL test is, the lack of students ability in time management. In other word Students can not answer the TOEFL test completely with the time thad had been given. 35% of them complaining that the time had been given is less that it should be.<sup>24</sup>

Tira Nur Fitria (2022:117) states reading is a process in which readers seek for and utilize messages that the writer wishes to convey trough written language. A person obtains information and knowledge from textual reading material during the reading process. This segment of the TOEFL reading Comrehension exam will measure the participants reading comprehension.<sup>25</sup>

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<sup>23</sup> Lodya Sesriyani. *Kesulitan Yang Dihadapi Mahasiswa Pendidikan Ekonomi Dalam Menyelesaikan Reading Section Pada TOEFL*, *Journal Systems UNPAM (Universitas Pamulang)*.Vol. , No. 2, 2019, p. 13

<sup>24</sup>. Lollo Rosa Lubis, Aprida Irmayana, Nina Nurbaidah. *ANALISIS FAKTOR KESULITAN MAHASISWA IPTS DALAM MENYELESAIKAN SOAL-SOAL TOEFL*, *Universitas Asahan* 2019. P.383.

<sup>25</sup>. Tira Nur Fitria. *AN ANALYSIS OF THE STUDENTS DIFFICULTY IN READING THE TOEFL PREDICTION TEST*, *Jurnal Pendidika Bahasa, Sastra, dan Seni*, Vol. 23, No. 2, 2022. P.117.

Students needed to read the passage that contain in reading section of the TOEFL test, after that the students ask to answer the question about the reading passage that have been read before. This section of the TOEFL test measure the ability of the students to read and gain information to answer the question trough the reading passage, that the student given multiple choices of four possible answer, then choosing the right answer to answer the question.

Trying to understand a lot of the passage in reading section of TOEFL test is not easy, especially for student who study about foreign language, for example English language because, the students may think that it was difficult along with complicated long text, it is shows that students mindset about reading a English based text is the most difficult skill to understand and they must have good reading ability because, it has a lot of long passage and lot of academic words that usually rarely found the to used in daily life, so it makes them having trouble to understand the meaning or the idea of the reading passage.

That is why the students think that they need more time practicing to read a long passage because, each passage usually consist of five to six more question, so the students sometime can forget about the meaning of the passage that they already been read before after read the next question in reading TOEFL section. This problem forced the students to read the passage from beginning that will make them using more time to read the passage from beginning.



There are some ways to minimize the the fequency of the error that made the students on their Reading Section of TOEFL Test, for example the lecturer must be using different type of strategy, method, and approaches in the learning process. Giving long text and some question about the reading passage on TOEFL at least once a week is good enough to practice the ability of student to working on the TOEFL Test, so after the students given long text and a question about reading passage hopely student can get used to reading a long text and answer the question about the reading passage at the same time.

After the the method above are applied hopely the students can mastery a lot of vocabulary. Skimming and scanning method also useful method that make the students be able to read the passage quickly and also answer the question correctly without much time to spend on.

Desta Gloria Siahah and Marnala Pangaribuan(2022 : 31) states using skimming and scanning inreading comprehension are having some benefits to do while getting the information quickly without wasting the time and having an efficient and effective time to be proven,<sup>26</sup>.

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<sup>26</sup>.Desta Gloria Siahah, Marnala Pangaribuan. *THE EFFECT OF USING SKIMMING AND SCANNING ON THE STUDENTS ABILITY IN READING COMPREHENSION AT GRADE X IN SMA KAMPUS NOMMENSEN*, *English Education journal* Vol. 8, No. 1 April 2022. P.31.

There is also another way student can overcome this problem by join in English course. English course can give a lot of experience for the students, so they can improve their knowledge about reading comprehension because the tutor of the course can explain deeply about the material and give them a detail explanation until they under stand the material trough practice.

In reading comprehension there are some trick or strategies that should be helpful if used by the student during their TOEFL test, the strategy such as be read the question firstly before read the passage so student don't have to spend extra time to read the whole passage. While to solve the problem like unfamiliar or limited vecabulary, it can be minimized the errors by read the sentence carefully to check if it can be make as a reasonable guess.

The most important thing to whlie working on the TOEFL test is, trying to do not leave a blank answer on the answer sheet. Furthermore, the benefit that student can get by joining an English course is, the students will motivated to learning English, the vibes of learning English in class and in the Course is different because, in the course the students more comfotable and enjoying the leaning process, so they can ask where there is something they do not understand about English without shy to the others.

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher would take conclusions as follows:

1. Errors that made by the students on their Reading Section of the TOEFL Test are errors in answering main idea question (62,14%), error in finding definition from structural clues (58,93%), error in determine the tone, purpose, and course (65,00%), error in answering implied detail question (67,86%), error in answering transition question (66,43%), error in answering stated detail question (63,57%), error in answering unstated detail question (69,64%), error in finding pronoun refrents (65,48%).
2. Factors that influence the students errors on their Reading Section of the TOEFL Test are time management, unfamiliar vocabulary, and reading passage too long.

## B. Sugestion

Based on the conclusion, the researcher gave some suggestion as follow :

1. For the lecturer, this reserch analyze about the TOEFL Reading Section especially in reading comprehension skill. Therefore, the lecturer should help the students to improve their reading skill in the learning process so the students can getting better answer the Reading Section of the TOEFL Test, by keeping they practice reading text every week so they can get used to reading a long text or give them some strategies that will help them answer some reading test quickly. The lecturer also should use different method in teaching reading in order to keep students motivation and intrrest to learning English
2. The students should be practice read and answering Reading Section of the TOEFL Test often, in order to make students get used to working on TOEFL test, and the students also should pay more attention to the error, so the student can improve the part that they not understand.
3. This thesis can be a reference for others researcher to conduct the next research.

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# APPENDICES



**Appendix 1 : The Frequency of Errors of All Item Number**

No.	Type of Error	Item Number	Frequency	Percentage
1	Answering Main Idea Question	1	22	78,6%
2	Finding Definition From Structural Clues	2	12	43%
3	Dtermine the Tone, Purpose, and Course	3	10	35,7%
4	Finding Definition From Structural Clues	4	22	79%
5	Answering Implied Detail Question	5	20	71,4%
6	Answering Transition Question	6	15	54%
7	Answering Transition Question	7	24	85,7%
8	Finding Definition From Structural Clues	8	17	61%
9	Answering Transition Question	9	12	42,9%
10	Answering Transition Question	10	15	54%
11	Answering Main Idea Question	11	16	57,1%
12	Answering Stated Detail Question	12	18	64%
13	Finding Definition From Structural Clues	13	16	57,1%
14	Finding Definition From Structural Clues	14	16	57%
15	Answering Unstated Detail Question	15	16	57,1%
16	Finding Definition From Structural Clues	16	8	29%
17	Answering Implied Detail Question	17	18	64,,3%
18	Answering Stated Detail Question	18	19	68%

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No.	Type of Error	Item Number	Frequency	Percentage
19	Determine the Tone, Purpose, and Course	19	20	71,40%
20	Answering Main Idea Question	20	18	64%
21	Finding Definition From Structural Clues	21	18	64,30%
22	Finding Definition From Structural Clues	22	11	39%
23	Finding Pronoun Reference	23	17	60,70%
24	Answering Transition Question	24	22	79%
25	Answering Transition Question	25	26	92,90%
26	Finding Definition From Structural Clues	26	13	46%
27	Answering Transition Question	27	12	42,90%
28	Determine the Tone, Purpose, and Course	28	23	82%
29	Answering Stated Detail Question	29	14	50,00%
30	Finding Definition From Structural Clues	30	15	54%
31	Answering Main Idea Question	31	12	42,90%
32	Finding Definition From Structural Clues	32	22	79%
33	Finding Definition From Structural Clues	33	22	78,60%
34	Finding Pronoun Reference	34	18	64%
35	Answering Stated Detail Question	35	17	60,70%

**Continue to the next page**

No.	Type of Error	Item Number	Frequency	Percentage
36	Finding Definition From Structural Clues	36	14	50%
37	Finding Definition From Structural Clues	37	14	50,00%
38	Dtermine the Tone, Purpose, and Course	38	15	54%
39	Answering Main Idea Question	39	19	67,90%
40	Answering Transition Question	40	17	61%
41	Finding Definition From Structural Clues	41	14	50,00%
42	Finding Definition From Structural Clues	42	25	89%
43	Dtermine the Tone, Purpose, and Course	43	23	82,10%
44	Finding Definition From Structural Clues	44	14	50%
45	Answering Transition Question	45	21	75,00%
46	Finding Definition From Structural Clues	46	24	86%
47	Answering Stated Detail Question	47	21	75,00%
48	Finding Pronoun Reference	48	20	71%
49	Answering Unstated Detail Question	49	23	82,10%
50	Answering Transition Question	50	22	79%

Appendix 2 : The students TOEFL Answer Sheets

**LANGUAGE LABORATORY OF  
IAIN PAREPARE**

NAME  
S R I A Z H A R I A N N A S

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REGISTER NUMBER NIM 2120203020202020	TEST NUMBER Test Number Semester 1/2019
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NUMBER	STUDY PROGRAM
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Answer Fill in the oval corresponding to the answer you choose!

**SECTION 1**

1	A B C D	26	A B C D
2	A B C D	27	A B C D
3	A B C D	28	A B C D
4	A B C D	29	A B C D
5	A B C D	30	A B C D
6	A B C D	31	A B C D
7	A B C D	32	A B C D
8	A B C D	33	A B C D
9	A B C D	34	A B C D
10	A B C D	35	A B C D
11	A B C D	36	A B C D
12	A B C D	37	A B C D
13	A B C D	38	A B C D
14	A B C D	39	A B C D
15	A B C D	40	A B C D
16	A B C D	41	A B C D
17	A B C D	42	A B C D
18	A B C D	43	A B C D
19	A B C D	44	A B C D
20	A B C D	45	A B C D
21	A B C D	46	A B C D
22	A B C D	47	A B C D
23	A B C D	48	A B C D
24	A B C D	49	A B C D
25	A B C D	50	A B C D

**SECTION 2**

1	A B C D	21	A B C D
2	A B C D	22	A B C D
3	A B C D	23	A B C D
4	A B C D	24	A B C D
5	A B C D	25	A B C D
6	A B C D	26	A B C D
7	A B C D	27	A B C D
8	A B C D	28	A B C D
9	A B C D	29	A B C D
10	A B C D	30	A B C D
11	A B C D	31	A B C D
12	A B C D	32	A B C D
13	A B C D	33	A B C D
14	A B C D	34	A B C D
15	A B C D	35	A B C D
16	A B C D	36	A B C D
17	A B C D	37	A B C D
18	A B C D	38	A B C D
19	A B C D	39	A B C D
20	A B C D	40	A B C D

**SECTION 3**

1	A B C D	25	A B C D
2	A B C D	27	A B C D
3	A B C D	28	A B C D
4	A B C D	29	A B C D
5	A B C D	30	A B C D
6	A B C D	31	A B C D
7	A B C D	32	A B C D
8	A B C D	33	A B C D
9	A B C D	34	A B C D
10	A B C D	35	A B C D
11	A B C D	36	A B C D
12	A B C D	37	A B C D
13	A B C D	38	A B C D
14	A B C D	39	A B C D
15	A B C D	40	A B C D
16	A B C D	41	A B C D
17	A B C D	42	A B C D
18	A B C D	43	A B C D
19	A B C D	44	A B C D
20	A B C D	45	A B C D
21	A B C D	46	A B C D
22	A B C D	47	A B C D
23	A B C D	48	A B C D
24	A B C D	49	A B C D
25	A B C D	50	A B C D



LANGUAGE LABORATORY OF  
**IAIN PAREPARE**

A  B  C  D TRUE     A  B  C  D FALSE  
 A  B  C  D FALSE     A  B  C  D FALSE

REGISTER NUMBER	TEST NUMBER
NIM	Test Number
2020203808206015	
Semester 6	

NUMBER	STUDY PROGRAM
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MALE	
FEMALE	
SIGN	

NAME									
A	S	M	A	L	U	T	F	I	A
A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S
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U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

Answer: Fill in the oval corresponding to the answer you choose!

**SECTION 1**

1	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	28	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	29	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
5	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	30	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
6	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	31	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
7	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	32	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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10	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	35	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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16	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	41	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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20	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	45	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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3	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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20	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	40	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

**SECTION 3**

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6	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	31	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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25	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	50	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D



NAME																										
S	I	T	A	M	I	L	A	H																		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A  B  C  D TRUE      A  B  C  D FALSE  
 A  B  C  D FALSE      A  B  C  D FALSE

REGISTER NUMBER	TEST NUMBER
NIM	Test Number
20202038802031	
Semester 6	

NUMBER	STUDY PROGRAM
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SIGN	

Answer Fill in the oval corresponding to the answer you choose)

SECTION 1										SECTION 2										SECTION 3									
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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A  B  C  D TRUE     A  B  C  D FALSE  
 A  B  C  D FALSE     A  B  C  D FALSE

REGISTER NUMBER	TEST NUMBER
NIM	Test Number
2120203688103051	
Semester 9	

NAME																									
Y	U	M	I	T	A	P	I	T	R	A	H	N	U	R											
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	

NUMBER	STUDY PROGRAM			
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SIGN	<input type="radio"/> BSA	<input type="radio"/> AS	<input type="radio"/> AkS	<input type="radio"/> PMI
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	<input type="radio"/> PIAUD	<input type="radio"/> PS	<input type="radio"/> MKS	<input type="radio"/> SA
	<input type="radio"/> MPI	<input type="radio"/> ES	<input type="radio"/> ALKS	

Answer Fill in the oval (corresponding to the answer you choose)

SECTION 1										SECTION 2										SECTION 3									
1	A	B	C	D	26	A	B	C	D	1	A	B	C	D	21	A	B	C	D	1	A	B	C	D	26	A	B	C	D
2	A	B	C	D	27	A	B	C	D	2	A	B	C	D	22	A	B	C	D	2	A	B	C	D	27	A	B	C	D
3	A	B	C	D	28	A	B	C	D	3	A	B	C	D	23	A	B	C	D	3	A	B	C	D	28	A	B	C	D
4	A	B	C	D	29	A	B	C	D	4	A	B	C	D	24	A	B	C	D	4	A	B	C	D	29	A	B	C	D
5	A	B	C	D	30	A	B	C	D	5	A	B	C	D	25	A	B	C	D	5	A	B	C	D	30	A	B	C	D
6	A	B	C	D	31	A	B	C	D	6	A	B	C	D	26	A	B	C	D	6	A	B	C	D	31	A	B	C	D
7	A	B	C	D	32	A	B	C	D	7	A	B	C	D	27	A	B	C	D	7	A	B	C	D	32	A	B	C	D
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**Appendix 3 : Students Interview**

Respondent 1	
Researcher :	Apakah anda melakukan persiapan dalam menghadapi ujian TOEFL?
Respondent :	Ya
Researcher :	Kesulitan apa saja yang anda temui dalam mengerjakan ujian TOEFL pada reading Section?
Respondent :	Ketika menemui kata asing dan saya tidak mengetahui artinya
Researcher :	Berapa kira kira waktu yang anda perlukan untuk membaca reading text pada reading section?
Respondent :	30 detik hingga 1 menit
Researcher :	Apakah anda pernah menemukan vocabulary yang baru pertama kali anda dengar atau lihat dalam mengerjakan ujian TOEFL?
Respondent :	Ya
Researcher :	Menurut anda apakah sulit untuk mengatur waktu yang tepat mulai dari membaca text sampai dengan menjawab pertanyaan, pada TOEFL reading section?
Respondent :	ya Dikarenakan jika lupa maka harus membacanya kembali

Respondent 2	
Researcher :	Apakah anda melakukan persiapan dalam menghadapi ujian TOEFL?
Respondent :	Ya, Belajar menjawab soal dengan cepat
Researcher :	Kesulitan apa saja yang anda temui dalam mengerjakan ujian TOEFL pada reading Section?
Respondent :	Kesulitan dalam menemukan kata utama dalam teks yang panjang namun waktu sempit
Researcher :	Berapa kira kira waktu yang anda perlukan untuk membaca reading text pada reading section?
Respondent :	5 menit
Researcher :	Apakah anda pernah menemukan vocabulary yang baru pertama kali anda dengar atau lihat dalam mengerjakan ujian TOEFL?
Respondent :	Ya, pernah
Researcher :	Menurut anda apakah sulit untuk mengatur waktu yang tepat mulai dari membaca text sampai dengan menjawab pertanyaan, pada TOEFL reading section?
Respondent :	Tingkat kesulitannya dilihat dari sebegitu panjang dan rumit dari teksnya

Respondent 3	
Researcher :	Apakah anda melakukan persiapan dalam menghadapi ujian TOEFL?
Respondent :	Iya, saya melakukan persiapan sebelum ujian TOEFL, mengikuti kelas persiapan dan melakukan latihan
Researcher :	Kesulitan apa saja yang anda temui dalam mengerjakan ujian TOEFL pada reading Section?
Respondent :	Pada reading passage yang asing, tidak sedikit bacaan yang di sediakan menggunkan bacaan yang asing mengenai berbagai aspek sebagai contohnya astronomi dll
Researcher :	Berapa kira kira waktu yang anda perlukan untuk membaca reading text pada reading section?
Respondent :	10 menit kurang lebih
Researcher :	Apakah anda pernah menemukan vocabulary yang baru pertama kali anda dengar atau lihat dalam mengerjakan ujian TOEFL?
Respondent :	Sering, vocabulary baru sering menjadi hambatan dalam menjawab pertanyaan synonym kata
Researcher :	Menurut anda apakah sulit untuk mengatur waktu yang tepat mulai dari membaca text sampai dengan menjawab pertanyaan, pada TOEFL reading section?
Respondent :	Lumayan, bergantung pada jenis bacaan yang tersedia

Respondent 4	
Researcher :	Apakah anda melakukan persiapan dalam menghadapi ujian TOEFL?
Respondent :	Ya, sebeum menghadapi ujian TOEFL saya mempersiapkan diri terlebih dahulu dengan mengerjajn beberapa latihan soal
Researcher :	Kesulitan apa saja yang anda temui dalam mengerjakan ujian TOEFL pada reading Section?
Respondent :	Kesulitannya terletak pada bacaan yang cukup panjang, terkadang mendatangkan rasa bosan dan hilang konsentrasi untuk membacanya
Researcher :	Berapa kira kira waktu yang anda perlukan untuk membaca reading text pada reading section?
Respondent :	Kurang lebih 1-2 menit
Researcher :	Apakah anda pernah menemukan vocabulary yang baru pertama kali anda dengar atau lihat dalam mengerjakan ujian TOEFL?
Respondent :	Tentu hal tersebut sering saya dapatkan terlebih dalam kosa kata yang tinggi dan belum pernah didapatkan sebelumnya



Respondent 4	
Researcher :	Menurut anda apakah sulit untuk mengatur waktu yang tepat mulai dari membaca text sampai dengan menjawab pertanyaan, pada TOEFL reading section?
Respondent :	Sangat sulit untuk mengatur waktunya karena text bacaan yang panjang dan juga jika menemukan kosa kata yang sulit maka harus mengulang kembali untuk membaca kalimat sebelumnya agar dapat dipahami maksudnya

Respondent 5	
Researcher :	Apakah anda melakukan persiapan dalam menghadapi ujian TOEFL?
Respondent :	Memperbanyak latihan soal dan menghafal kosakata
Researcher :	Kesulitan apa saja yang anda temui dalam mengerjakan ujian TOEFL pada reading Section?
Respondent :	Banyak kata baru dan idak dimengerti
Researcher :	Berapa kira kira waktu yang anda perlukan untuk membaca reading text pada reading section?
Respondent :	5 menit
Researcher :	Apakah anda pernah menemukan vocabulary yang baru pertama kali anda dengar atau lihat dalam mengerjakan ujian TOEFL?
Respondent :	Pernah karena team dan pembahasan teks yang beragam
Researcher :	Menurut anda apakah sulit untuk mengatur waktu yang tepat mulai dari membaca text sampai dengan menjawab pertanyaan, pada TOEFL reading section?
Respondent :	Dalam bahasa Inggris susah karena, butuh fokus 2 kali lebih banyak daripada bahasa Indonesia

Respondent 6	
Researcher :	Apakah anda melakukan persiapan dalam menghadapi ujian TOEFL?
Respondent :	Yes, sebelum menghadapi ujian TOEFL saya mengikuti kelas pembelajaran
Researcher :	Kesulitan apa saja yang anda temui dalam mengerjakan ujian TOEFL pada reading Section?
Respondent :	Membaca teks soal yang terlalu panjang dan mencari persamaan kata
Researcher :	Berapa kira kira waktu yang anda perlukan untuk membaca reading text pada reading section?
Respondent :	5-10 menit
Researcher :	Apakah anda pernah menemukan vocabulary yang baru pertama kali anda dengar atau lihat dalam mengerjakan ujian TOEFL?
Respondent :	Sering kali, ketika mengerjakan soal TOEFL terdapat kata baru di tiap soalnya
Researcher :	Menurut anda apakah sulit untuk mengatur waktu yang tepat mulai dari membaca text sampai dengan menjawab pertanyaan, pada TOEFL reading section?
Respondent :	Iya sangat sulit, karena menghabiskan waktu dalam membaca teks soal

Respondent 7	
Researcher :	Apakah anda melakukan persiapan dalam menghadapi ujian TOEFL?
Respondent :	Saya melakukan persiapan dengan melihat soal dan mengikuti kelas pembelajaran TOEFL
Researcher :	Kesulitan apa saja yang anda temui dalam mengerjakan ujian TOEFL pada reading Section?
Respondent :	Membaca teks soal yang panjang, persamaan kata dan kata baru yang belum pernah dilihat sebelumnya
Researcher :	Berapa kira kira waktu yang anda perlukan untuk membaca reading text pada reading section?
Respondent :	6 menit
Researcher :	Apakah anda pernah menemukan vocabulary yang baru pertama kali anda dengar atau lihat dalam mengerjakan ujian TOEFL?
Respondent :	Pernah karena penggunaan bahasanya yang tinggi
Researcher :	Menurut anda apakah sulit untuk mengatur waktu yang tepat mulai dari membaca text sampai dengan menjawab pertanyaan, pada TOEFL reading section?

Respondent 7	
Respondent :	Iya, karena mencoba mengerti apa yang dimaksud dan apa yang diminta

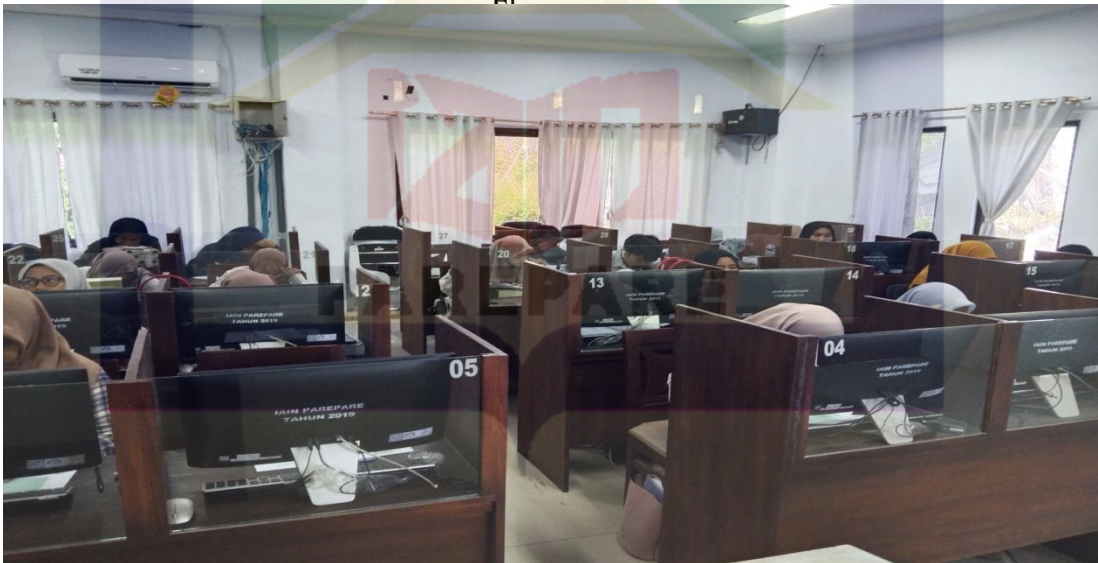
Respondent 8	
Researcher :	Apakah anda melakukan persiapan dalam menghadapi ujian TOEFL?
Respondent :	Ya, saya melakukannya kadang-kadang
Researcher :	Kesulitan apa saja yang anda temui dalam mengerjakan ujian TOEFL pada reading Section?
Respondent :	Saya sering terkendala pada teks yang panjang dan butuh waktunya yang lama untuk memahami apalagi jika menemukan kosakata baru yang tidak sering saya jumpai dan gunakan
Researcher :	Berapa kira kira waktu yang anda perlukan untuk membaca reading text pada reading section?
Respondent :	5-10 menit
Researcher :	Apakah anda pernah menemukan vocabulary yang baru pertama kali anda dengar atau lihat dalam mengerjakan ujian TOEFL?
Respondent :	Iya, saya sangat banyak menemukan dan kadang-kadang saya ambigu dalam menetapkan artinya sehingga saya harus membaca ulang teks keseluruhan kembali
Researcher :	Menurut anda apakah sulit untuk mengatur waktu yang tepat mulai dari membaca text sampai dengan menjawab pertanyaan, pada TOEFL reading section?
Respondent :	Ya, sangat sulit karena setiap teks memiliki pembahasan yang berbeda, sehingga saya sulit istqomah dalam mengatur waktu disetiap teksnya

Respondent 9	
Researcher :	Apakah anda melakukan persiapan dalam menghadapi ujian TOEFL?
Respondent :	Tentu, karena untuk mendapatkan nilai yang memuaskan perlu persiapan yang matang
Researcher :	Kesulitan apa saja yang anda temui dalam mengerjakan ujian TOEFL pada reading Section?
Respondent :	Kesulitan yang saya hadapi adalah menemukan vocabulary yang tidak saya pahami maknanya
Researcher :	Berapa kira kira waktu yang anda perlukan untuk membaca reading text pada reading section?

Respondent 9	
Respondent :	Setidaknya saya membutuhkan waktu sekitar 5 menity untuk setiap teks reading
Researcher :	Apakah anda pernah menemukan vocabulary yang baru pertama kali anda dengar atau lihat dalam mengerjakan ujian TOEFL?
Respondent :	Iya sangat sering, mungkin karna kuranya pebendaharaan vocabulary yang saya miliki
Researcher :	Menurut anda apakah sulit untuk mengatur waktu yang tepat mulai dari membaca text sampai dengan menjawab pertanyaan, pada TOEFL reading section?
Respondent :	Sulit, karena terkadang saya terlalu terfokus pada satu section dan menghabiskan banyak waktu

Respondent 10	
Researcher :	Apakah anda melakukan persiapan dalam menghadapi ujian TOEFL?
Respondent :	Iya saya melakukan persiapan tetapi kadang-kadang saya tidak melakukannya
Researcher :	Kesulitan apa saja yang anda temui dalam mengerjakan ujian TOEFL pada reading Section?
Respondent :	Banyak vocabulary yang tidak dipahami maknanya
Researcher :	Berapa kira kira waktu yang anda perlukan untuk membaca reading text pada reading section?
Respondent :	1 text reading 5 menit
Researcher :	Apakah anda pernah menemukan vocabulary yang baru pertama kali anda dengar atau lihat dalam mengerjakan ujian TOEFL?
Respondent :	Iya banyak kosakata baru yang saya dapatkan yang jarang ditemukan dalam kehidupan sehari-hari
Researcher :	Menurut anda apakah sulit untuk mengatur waktu yang tepat mulai dari membaca text sampai dengan menjawab pertanyaan, pada TOEFL reading section?
Respondent :	Biasanya dalam mengerjakan soal terdapat kata yang harus ditemukan dalam tiap pragraf, saya kesulitan dibagian itu


**Appendix 4 : Documentation**







## Appendix 5 : Research Allowance

  
**KEPUTUSAN  
DEKAN FAKULTAS TARBİYAH  
NOMOR : 3238 TAHUN 2021  
TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

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**DEKAN FAKULTAS TARBİYAH**

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;  
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;  
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;  
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;  
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;  
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;  
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;  
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;  
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

**MEMUTUSKAN**

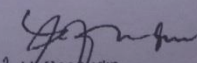
Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**

Kesatu : Menunjuk saudara; 1. Drs. Ismail Latif, M.M  
2. Humaeroah, M.Pd.  
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :  
Nama : Wahyu Pradana T  
NIM : 17.1300.124  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Error Analysis In Completing Reading Section Of Toefl Test'

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare  
Pada Tanggal : 27 Oktober 2021  
Dekan,  
  
Saebudin

## Appendix 6 : Form recommendation research

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
**FAKULTAS TARBIYAH**  
Alamat : Jl. Asial Bakri No. 08 Sorong Parepare 91132 Telp (0421) 21307 Fax.24404  
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

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Nomor : B.1663/In.39/FTAR.01/PP.00.9/04/2023 17 April 2023  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare  
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,  
Kota Parepare

*Assalamu Alaikum Wr. Wb.*  
Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Wahyu Pradana, T  
Tempat/Tgl. Lahir : Benteng, 3 September 1999  
NIM : 17.1300.124  
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris  
Semester : XII (Dua Belas)  
Alamat : Benteng, Kec. Patampanua, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"Students Error Analysis In Completing Reading Setion Of TOEFL Test At IAIN Parepare"**. Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2023.  
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.  
*Wassalamu Alaikum Wr. Wb.*

  
Dit. Zulfahty, M.Pd.  
NIP. 19830420 200801 2 010

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah




SRN IP0000349

**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Jalan Febian Nomor 28 Telp. (0421) 23194 Faksimile (0421) 27719 Kode Pos 91111. Email: [dpmpup@pareparekota.go.id](mailto:dpmpup@pareparekota.go.id)

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**REKOMENDASI PENELITIAN**  
**Nomor : 349/IP/DPM-PTSP/5/2023**

Dasar :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**MENGIZINKAN**

KEPADA  
 NAMA : **WAHYU PRADANA. T**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**  
 Jurusan : **TARBIYAH**

ALAMAT : **BENTENG 1, KEC. PATAMPANUA, KAB. PINRANG**  
 UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **STUDENTS ERROR ANALYSIS IN COMPLETING READING SECTION OF TOEFL TEST AT IAIN PAREPARE**

LOKASI PENELITIAN : **UPT BAHASA INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **09 Mei 2023 s.d 09 Juni 2023**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**  
 Pada Tanggal : **15 Mei 2023**  
**KEPALA DINAS PENANAMAN MODAL  
 DAN PELAYANAN TERPADU SATU PINTU  
 KOTA PAREPARE**



Hj. ST. RAHMAH AMIR, ST, MM  
 Pangkat : Pembina Tk. 1 (IV/b)  
 NIP : 19741013 200604 2 019

**Biaya : Rp. 0.00**

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah dicembangkani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan BPPK
- Dokumen ini dapat dibuktikan keabsahannya dengan terdapat di data base DPMP/PTSP Kota Parepare (scan QRCode)








KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
UNIT PELAKSANA TEKNIS BAHASA



Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

**SURAT KETERANGAN**

Nomor: B-67/In.39.1.2/PP.00.9/06/2023

Yang bertanda tangan dibawah ini,

Nama : Hj. Nurhamdah, M.Pd.  
NIP : 19731116 199803 2 007  
Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa yang bersangkutan sebagai berikut,

Nama : Wahyu Pradana T  
NIM : 17.1300.124  
Program Studi : Tadris Bahasa Inggris

Telah melaksanakan penelitian pada tanggal 23 Mei 2023 sampai 24 Mei 2023 di UPT Bahasa IAIN Parepare dengan Judul Skripsi "Students Error Analysis In Completing Reading Section Of Toefl Test At IAIN Parepare"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 07 Juni 2023  
Kepala,



Hj. Nurhamdah, M.Pd.  
NIP 19731116 199803 2 007

PAREPARE

## CURRICULUM VITAE



**WAHYU PRADANA. T.** The writer was born in Benteng 9<sup>th</sup> September 1999. He is the first child from 3 sibling. From couple of Tamsul Jamaluddin and Dahniar Magga, he have two brothers. He began his study at elementary school at SD negeri 218 Patampanua Kabupaten Pinrang, and graduate at 2011, then continue his study at junior high school at SMP negeri 2 Pinrang and graduated at 2014. He continued in senior high school at SMA negeri 5 Pinrang and graduated at 2017. He continued his education at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah Faculty as his major. Finally, on 2023 he completed his thesis with the title “**STUDENTS ERRORS ANALYSIS IN COMPLETING READING SECTION OF**

**TOEFL TEST AT IAIN PAREPARE ”.**

