

**STUDENTS' PERCEPTION OF DIFFICULTIES IN TAKING
THE ENGLISH PROFICIENCY TEST**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as the Requirement for Writing an Undergraduate Thesis**

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Declare that the tests I have compiled with title "**Students' Perception of Difficulties in Taking The English Proficiency Test**" is truly my own work and it is not plagiarism of someone else's thesis. I'm fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references work done by other people are institution have been properly cited.

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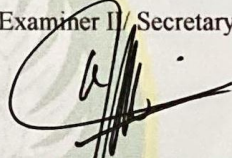
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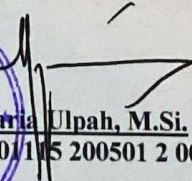
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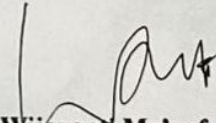
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Wassalamu'alaikum Wr.Wb.

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STUDENTS' PERCEPTION OF DIFFICULTIES IN TAKING THE ENGLISH PROFICIENCY TEST

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ABSTRACT

The purpose of this research was to identify the students' perception of difficulties in taking the English Proficiency Test by freshmen English students at UIN Prof. K.H Saifuddin Zuhri. EPTUS (English Proficiency Test of UIN SAIZU) was employed for graduation requirement. This research used mixed method that comprises of quantitative and qualitative to compile the data. Quantitative method was measured using Likert scale and calculated using the formula of RII (Relative Importance Index). Qualitative method was conducted using triangulation. The instruments of this research were questionnaire, interview, and documentations. The questionnaire was distributed to 46 freshmen English students in English Developing Class that become the population in this research. There were 16 statements in total that consist of 3 indicators namely Listening Comprehension, Structure and Written Expression and Reading Comprehension. The result indicated that listening comprehension and reading comprehension were classified into high difficulty. Structure and written expression was identified as low difficulty. The difficulty in the listening got (70%), structure and written expression had (63%) and reading received (63%). Recognize every single word in the spoken text, understand and avoid redundancy of the text, interlingual errors, insufficient grammar was considered as the most difficult aspects on each skill faced by the English students in taking the EPTUS.

Keywords: *Difficulty, English Proficiency Test, Perception*

MOTTO

“If you fail to prepare, you prepare to fail.”

-Mark Spitz-

“Barangsiapa yang mengerjakan kebaikan sekecil apapun, niscaya dia akan melihat (balasan)nya”

-Q.S Al-Zalzalah: 7-



DEDICATION

Alhamdulillahirobbil'alamin

With great gratitude this thesis is dedicated to:

My self who can finish this until the end

My precious parents, Budi Saefudin and Romliyah

My grandmothers, Jaemah and Alm. Rusilah

My grandfathers, Alm. Daenuri and Alm. Achmad Choiron

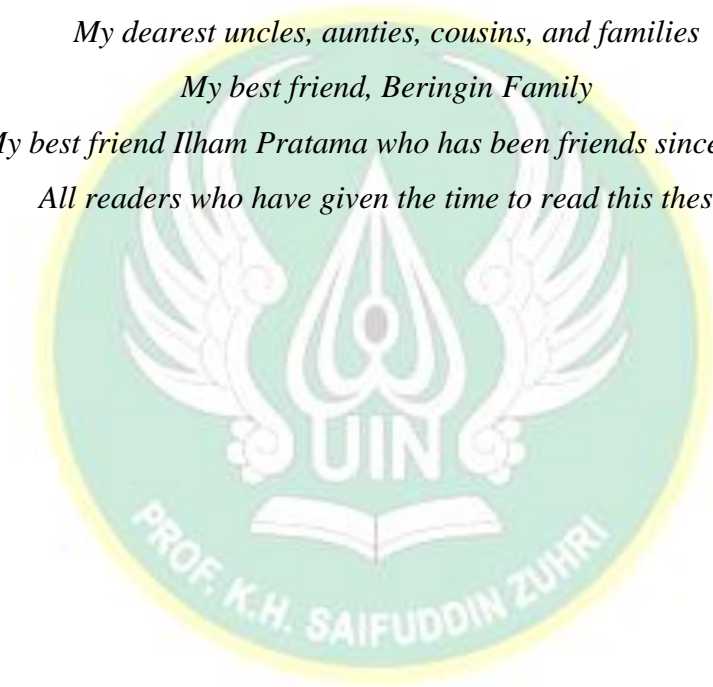
My beloved brother and sister, Abdul Aziiz Ar Roofi and Aliyya Nur Khasanah

My dearest uncles, aunties, cousins, and families

My best friend, Beringin Family

My best friend Ilham Pratama who has been friends since 2017

All readers who have given the time to read this thesis



PREFACE

First, the researcher would like to say in the name of Allah, the most graceful, the most. Praise be to Allah, for giving the blessing with his mercy and guidance to finish this thesis entitled *“Students’ Perception of Difficulties in Taking The English Proficiency Test”* could be completed. This thesis is presented as partial fulfillment of the requirement for obtaining the undergraduate degree (S.Pd) of English Education Study Program at State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto. Secondly, may peace and salutation always be given to our prophet Muhammad SAW, who has brought brightness to this world with syiar Islam.

The researcher realizes that without the guidance and motivation from many people, this thesis would never complete. Therefore, in this occasion researcher would like to express the deep gratitude and appreciation to:

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18. Everyone that I could not mentioned one by one who has contributed and supported the researcher to finish the study

Purwokerto, 9th December 2024
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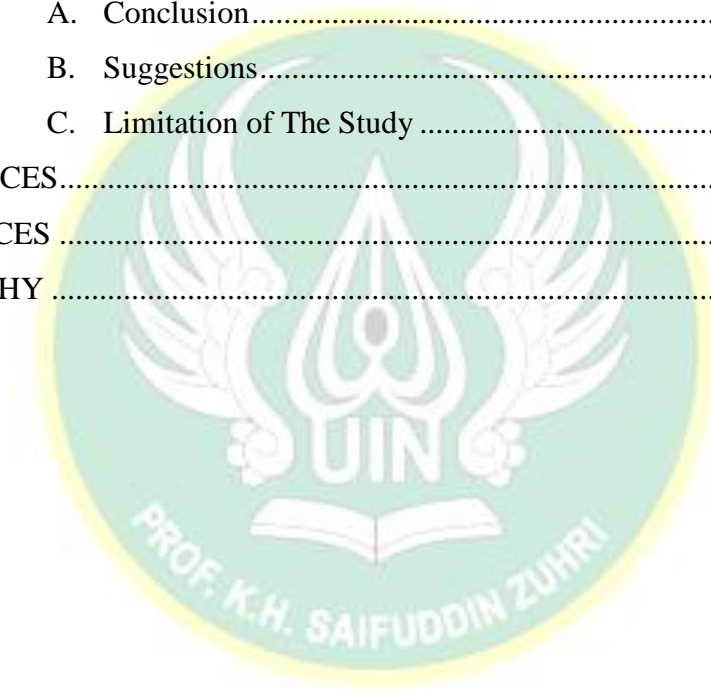


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CHAPTER I

INTRODUCTION

This chapter presents general explanations of what the researcher will discuss in this research. The introductory part consists of several subheadings such as the background of the study, conceptual definition, research questions, objective and significance of the study, and structure of the study.

A. Background of The Study

Nowadays, mastering English language is crucial since its use widely by many countries. The use of English has classified as a first language, a second language, and a foreign language (Rohmah, 2005). According to Kachru as cited in Agririga, the use of English is divided into three usages namely inner, outer, and expanding circles. Inner circle refers to those countries such as U.K, USA, Australia where English has spoken as their first language. Outer circle is where some countries like India, Nigeria, Singapore, Malaysia are using ESL (English as second language) where English is not spoken natively but still maintained as an important language for communication. Then, expanding circles indicates the use of EFL (English as Foreign Language) which describes as study of English by non-native speakers who live in a country where English is not the official language such as China, Russia, Thailand, and Indonesia (Agiriga et al., 2014). Thus, as a global language the usage of English has spread into several circle broadly, therefore to be proficient in English is required.

Knowing that Indonesia is contributing EFL instead of ESL, the use of English in Indonesia especially in education field has been regulated from the primary school level until the university level. The students are commanded to learn English language as the compulsory subject in their academic because it has been one of the subjects they should pass in their examination. In teaching and learning English, it requires assessment, test or exam to know the students' ability in mastering English language. As a result, to be proficient in English Language is compulsory needed in Indonesia (Suryanto & Sari, 2021)

In academic system, assessment or test are required purposively to identify students' ability in understanding. In the process of learning English itself, one of the assessments used is EPT (English Proficiency Test). EPT (English Proficiency Test) refers to a test to assess a person's ability in a language. In other hand, it is defined operationally as the test to measure English language competence. There are several types of English Language Proficiency namely TOEFL (Test of English as Foreign Language), IELTS (International English Language Testing System), PTE-A (Pearson Test of English Academic), CELA (Cambridge English Language Assessment), and so on (Djamereng & Yusuf, 2021). Furthermore, those tests used as benchmark of their outcomes in mastering English language.

The EPT that is commonly used in Indonesia is TOEFL. The TOEFL is conducted by the official testing center which has a credible educational license and permits accredited by the Ministry of Education and Culture of the Republic of Indonesia. Since it was established in 1964, TOEFL as the first language proficiency test provider has contributed to reflect test-takers English Language competency specifically for English non-native speakers, institutions, and the provider itself (Manan et al., 2020). According to (Phillips, 2001), TOEFL (Test of English as a Foreign Language) is a standardized academic English test taken by Non-Native Speakers to measure their English proficiency level. Taking TOEFL test perceived to give some benefits; TOEFL could be used as entrance recruitment, admission, or graduation recruitment from university, getting a scholarship for students that continue the study abroad, also functioned to apply job vacancy and etc.

State Islamic University Prof. K.H Saifuddin Zuhri is one of universities that implements EPT as its requirements tests for the students. However, the EPT used in this university is not the real TOEFL because it has its own proficiency test named as EPTUS. EPTUS stands for (English Proficiency Test of UIN SAIZU). EPTUS is a part of English Language program organized by Unit Pelaksanaan Teknis Pengembangan Bahasa (UPTP Bahasa) and used as standardize English test. The EPTUS test is classified

into TOEFL Like since this test is done within university itself. The EPTUS is compulsory for the freshmen students before graduation. Subsequently, students who do not pass the test will be placed in some classes in order to learn English more as additional subject so they can pass the upcoming test. Besides that, the students must pass this test since they are supposed to have EPT certificate attached before submitting their final thesis. In other hand, this test is not performed internationally like TOEFL IBT and it is used for internal purposes.

There are three sections tested in EPTUS namely Listening Comprehension, Structure & Written Expression, Reading Comprehension. For the first section is listening comprehension. Listening section examines how each individual interprets what is heard and it necessarily regard constant attention. Then, Structure & Written expression come next. This section assesses the ability of comprehending formal written English since many things that are acceptable in spoken English may not be accepted formally in English. The last section is Reading Comprehension. The reading section assesses individual ability to comprehend, identify, and analyze various reading passages.

The minimum score of EPTUS that must be reached by the students is 450. However, according to information provided by UPT BAHASA at UIN Prof. K.H Saifuddin Zuhri for the last five years, the students who can pass the test is only 70% from the total of freshmen taking this test. This data is still considered low since the stakeholders' heed that at least there are 90 % of students could possibly pass this test. According to the problem aforementioned, this study must be conducted to investigate the students who don't pass the test. This study will focus on one of departement considered to be best in this test, namely English Department. Based on the preliminary observation and interviews, there were some of the freshman English students who did not pass the test where they are supposed to be able to pass the test. They explained that the test is considered difficult in some sections because of some factors. Regarding to the inability to pass the test, the study takes

consideration to find the perception about difficulties or obstacles faced by the freshman English students from English education department. Therefore, the researcher is interested to analyze the problem. The researcher will conduct research entitled “Students’ Perception of Difficulties in Taking The English Proficiency Test”.

B. Clarification of Key Terms

1. Students’ Perception

According to the Oxford English Dictionary, the word perception is derived from the Latin words perceptio and percipio, which mean "receiving". Perception is the interpretation of our senses. Our perception of the environment distinguishes us from animals and other humans. Individual perceptions differ based on their interpretation of the situation. In the academic settings, perception related to the students can be defined as student perception. Students’ perception is how students interpret, comprehend, and make sense of their learning environment, experiences, and interactions. It includes their perspectives about educational experience such as the methods of teaching, classroom dynamics, interactions with peers and educators.

2. Students’ Difficulty

Students are a number of people who are actively involve in the process of learning at any institutions which aimed to acquire knowledge or skills. To achieve the goals of learning, students might face difficulties. According to (Brown, 2007) difficulty is “mistakes, mis-judgments, miscalculations, and error from crucial aspect to acquire information in the learning process. Something hard or challenging to accomplish or understand, something that causes disruptions or confusion to be solved is defined as difficulty. As a result, students’ difficulty is mistakes or error made by students caused them unable to learn well during the learning process.

3. English Proficiency Test

According to (Yusmalinda, 2020) English Proficiency Test is defined a test that is used to measure as a person's ability to use English at a specific level of comprehension or production. It is evaluated how well someone read, write, and speak the with a certain level of fluency and mastery. The level of English proficiency can be variative from beginner to native speaker, and it is determined by tests, evaluations, or self-assessment. Thus, English proficiency test described to know how well a person can understand and use the English language for various context.

C. Research Questions

Based on the research background above, the research question in this research is “What are the Students’ Perception of Difficulties in Taking The English Proficiency Test at UIN Prof. K.H Saifuddin Zuhri Purwokerto?”

D. Aims and Significant of The Study

1. The aims of this study
 - a. To identify the Students’ Perception of Difficulties in Taking The English Proficiency Test at UIN Prof. K.H Saifuddin Zuhri Purwokerto.
2. The Significant of this study
 - a. Theoretical Benefit
 - 1) This research is expected as a reference for English students who will take the English Proficiency Test to minimize their difficulties.
 - 2) This research is expected to enhance the knowledge and information about the strategies for exceeding the score for English students in taking English Proficiency Test.
 - b. Practical Benefit
 - 1) For researchers, this research can be used as guidelines for the future study related to the students’ difficulties in taking English Proficiency Test.

- 2) For students, this research is expected to make the students know the difficulties of taking the English Proficiency Test and give useful strategies to succeed the test.
- 3) For Institution, this research can support the institution to improve the learning system to enhance students score of English Proficiency Test.

E. Organization of the Paper

In order to create this research systematically, the organization of the paper are necessary. The organization of this research is explained as follows:

Chapter I presents an Introduction. This chapter discusses the problem's background, research questions, objectives and significances, conceptual definition, review of relevant studies, research method, and structure of the research.

Chapter II presents the theoretical review. This chapter consist of each explanation about students' perceptions, students' difficulties, English proficiency test, English proficiency test difficulties, and also the review of relevant studies.

Chapter III presents about the research method used in this research. This chapter discusses with the research design, research site, population and sample, technique of collecting data, and technique of analyzing data.

Chapter IV presents the discussion about the data results of the research that has been carried out by researchers, which consists of a general description of the students' perception of difficulties in taking the English proficiency test at UIN Prof. K.H Saifuddin Zuhri Purwokerto.

Chapter V contains conclusions and suggestions of the research. In this chapter, the researcher concludes the research data and provides suggestions related to the focus of the research.

CHAPTER II

LITERATURE REVIEW

This chapter presents about some theories related to the research. It is about the students' perceptions, students' difficulties, English proficiency test, Skills in English proficiency test, difficulties in English proficiency test, and also the review of previous studies.

A. Theoretical Framework

1. Students' Perception

According to the Oxford English Dictionary, the word perception is derived from the Latin words *perceptio* and *percipio*, which mean "receiving". Perception is the interpretation of our senses. Our perception of the environment distinguishes us from animals and other humans. Individual perceptions differ based on their interpretation of the situation. (Slameto, 2010) defines perception as the influence of external factors on object interpretation as the first step in structured cognitive activity. Various factors can impact perception. Perception is started from the sense of organ. This is related to how the human brain accepts messages or information. The process of perception is from an individual's interaction with his or her surroundings using all five senses. These include vision, hearing, taste, smell, and touch. In the academic settings, perception related to the students can be defined as student perception. Students' perception describes how students interpret, understand, and derive meaning from their learning environment, experiences, and interactions. This encompasses their views on various aspects of education, such as teaching methods, classroom dynamics, and relationships with peers and teachers. As a result, student perception can be formed as the interpretation or perspective about information they received through their senses, influenced by personal experiences, cognitive processes, and engagement within the academic setting.

2. Students' Difficulty

The notion of difficulty can be variative depending on the situations and each individual perceptions or ability. It is because the concept of difficulty from person to person is not the same. When a person considers something uneasy can be considered easy for the others. However, in general difficulty describes about the level of challenge or effort needed for filling a task, attain a goal, or acquire a knowledge or concept. According to (Brown, 2007) difficulty is “mistakes, mis-judgments, miscalculations, and error of the paramount aspect to acquire information in the learning process. Meanwhile (Djamarah, 2011) defined difficulty as a condition when the students are unable to learn well because of being distracted by some obstacles or threats during the learning session. In line with that (Septia et al., 2022) asserted difficulty is something hard or challenging to accomplish or understand, something that causes disruptions or confusion and calls for skill and persistence. Thus, difficulty can be concluded as the feeling of not being easy in completing the challenge in a particular situation or task that can be seen from the mistakes or error made by students during the learning process. It can refer to being unable to overcome obstacles or achieve goals.

3. English Proficiency Test

According to (Brown, 2004) a test is a method that aims to measure a person's ability or knowledge in a given area. In line with that (As Sabiq, 2018) defined a test as a set of questions and exercises that is functioned as measurement tool of individual achievement or capability. Test is important because it is used to measure the understanding of material learned. It is conducted with specific type of assessment in order to develop learning and motivate students or test takers by assigning a set of tasks that are performed practically, orally, and written. In short, based on the explanation above it can be inferred that a test is defined as a systematic process, procedure or a method used to gain information about

individual knowledge, performance, or skill in order to evaluate the test takers' ability.

There are some kinds of test that can be used to measure a person's skills. However, in the area of English language testing, English proficiency test (EPT) is used to know level a person's ability. The EPT is established to know individual's communication skills and competencies in using English language. According to (Yusmalinda, 2020) EPT is defined as a person's ability to use English at a specific level of comprehension and production. It evaluates how well someone can read, write, and speak the with a certain level of fluency and mastery. The level of English proficiency can be variative from beginner to native speaker, and it is determined by tests, evaluations, or self-assessment. As a result, English proficiency test described to know how well a person can understand and use the English language for various context.

The English proficiency test that generally used is TOEFL. TOEFL is an abbreviation of "Test of English as a Foreign Language". Besides the TOEFL, there are several other types of tests that are almost the same, namely IELTS (International English Language Testing System), PTE-A (Pearson Test of English Academic), CELA (Cambridge English Language Assessment), and so on (Djamereng & Yusuf, 2021). TOEFL was established by ETS (Educational Testing Service) based in New Jersey, USA and was first introduced in 1963. Currently there are 3 kinds of TOEFL tests issued by ETS, namely PBT (Paper Based Test) TOEFL, CBT (Computer Based Test) TOEFL and iBT (Internet Based Test) TOEFL. Thus, EPT comes in several form and TOEFL is the most commonly employed.

English Proficiency Test is useful for many fields such as personal, academic, or professional settings. In academic settings, particularly in university, this test is generally used for admission requirements and graduation prerequired. The certificate of the EPT's result can be utilized for students who want to apply for a job and scholarship abroad.

Furthermore, it is beneficial to take the EPT which aims to show their performance in understanding English Language and applicable for several purposes.

In UIN Prof. K.H. Saifuddin Zuhri, EPT has been conducted for several years since it is compulsory used as graduation recruitment. This test is conducted for students at the beginning of the lecturing process. However, there are some students who still do not pass this test and they must retake this test. When they failed at the first test, they will be provided an English developing class (Kelas Pengembangan Bahasa) for one semester which aims to help them knowing English material that enables them to pass the next test. Thus, taking this test required taken for completion studies.

The EPT in UIN Prof. K.H Saifuddin Zuhri is called as EPTUS. EPTUS stands for English Proficiency Test of UINSAIZU. This test is based on one of the TOEFL types namely TOEFL Like and it has some differences with the real TOEFL. TOEFL Like is run by general administrators such as universities, English institutions, agencies and so on meanwhile the real TOEFL such as iBT, PBT and CBT are administered by ETS. The sections tested in TOEFL like only has 3 part which are listening, structure and written expression, also reading. Subsequently, the format in the real TOEFL consist of three sections aforementioned above with additional two sections which are TWE (Test of Written English) and TSE (Test of Speaking English) usually tested separately (Sulistyo, 2009). Other differences between those tests are the questions given in the real TOEFL is always different in every test. Meanwhile, TOEFL Like Test are generally based on International TOEFL test or real TOEFL, which has been tested in recent years and usually modified by the team where they conducted the EPT. In addition, this university applied their own EPT modified based on TOEFL Like.

4. Skills in English Proficiency Test

a. Listening Comprehension

The first section in this test is listening comprehension. Listening itself is a receptive skill. Listening comprehension is designed to assess the ability of test takers in understanding spoken English. According to (Brown, 2004) listening comprehension is a person's ability to understand what they heard from native speakers. In this section, the students as test takers are expected to know the meaning obtained through contextual information based on the knowledge they learned. Test takers must listen to several types of recorded passages and answer multiple choice questions on them (Phillips, 2011). Listening carefully is important because the recording is only played once and the material is not stated in the test book.

The listening sections comprises 3 different parts when the test takers must answer 50 questions in 30-40 minutes. The first is Part A consists of 30 questions which test takers will hear a short conversation between 2 speakers that ends with a question. The next is Part B listening to long conversations up to two minutes by the speakers with 8 number of questions. The last is Part C with 12 questions contain the lectures or talks which include factual topic conveyed by the speaker with long durations. Phillips (2011) determined the listening comprehension section into several parts, they are:

1) Restatement

The test taker will be asked to identify the main idea from the conversation. The best answer or correct answers that include a restatement of the ideas from the second line of the conversation.

2) Synonyms

In this section, you will listen the conversations from the speakers and test takers must pay attention to choose the correct answer that involves words with similar meaning but different

sounds. You must focus on the last line as the keyword to recognize the synonym in particular answers.

3) Avoid Similar Sound

The similar sound even the same sound but different meaning will be listened by the test taker and they must focus to the context of the audio. For example, the similar sounds that test taker should avoid are: Heat, hit, hut, height, and hatred. The test takers are required to choose the different one.

4) Conclusion about who what and where

In type of questions, the answers are not stated, therefore the test taker must conclude the answers based on the clue given in the dialogue. The test taker must recognize who is speaking, where the conversation takes place, and what the speakers probably do next.

5) Passive and Active

It can be difficult to recognize who is speaking and what the man or woman is doing on the audio. In this part, the test takers are required to determine whether the audio is active or passive. The answer will generally be active if the audio is passive.

6) Negative

In the listening sections, the Negative expressions are often employed. the four types of negatives are in the section A and they are negative expression, double negative expression, almost negative expressions, also negative with comparatives. The answers of all the negatives will always be positive which contain a word with opposite meaning.

7) Agreement

Listening often includes expressions of agreement. Test takers must be familiar with them. This agreement expression could be in positive statements and negative statements. The phrases such as “so do I”, “me too”, “I will say” “isn’t it?” and “you can say that again” are the example of the expression of agreements in positive

statement. Then “neither do I”, I don’t either” are the example of negative statement in the agreement expression. Test takers must be able to answer questions directly without listening to audio.

8) Uncertainty and Suggestion

In the part of uncertainty and suggestion, some utterances can assist the test taker in identifying them for example the utterance Why not...?, let’s go... are suggestion expression meanwhile the utterance ...isn’t it?, as far as I know, and as far as I can tell. Test takers need to be familiar with them

9) Emphatic Expression of surprise

When the speakers use the emphatic expression of surprise, it indicates that the speaker did not expect something to be true. To identify the emphatic phrase, the test taker must know the emphatic form and verb, and before.

10) Wish and Untrue Condition

The most important idea to identify the untrue condition and wish is that if both are positive, the answer will be negative. For example, I wish I have a car, the fact is I don’t have a car.

11) Idioms and Phrasal Verbal

Idioms and phrasal verb could be seen in the expression that appears where those are not actual meaning and the test takers must be familiar with them. for example, “Give a hand”. These phrase does not describe literally give a hand, but it means “give a help.” Another example like the words “called off” that do not describe about phone but it tells about something being “canceled.”

b. Structure and Written Expression

Structure & Written expression come next. This section assesses the ability of comprehending formal written English since many things that are acceptable in spoken English may not be accepted formally in English. It aims to evaluate the test takers’ ability in recognizing English sentences with grammatically correct. They must

identify the grammatical error in sentences also choose the correct answers to complete sentences.

This section comprises of two parts which are (A): Structure and (B): Written expression with the total of 40 questions where the takers have 25 minutes to answer them. Part A is structure contains that has 15 multiple-choice questions with A, B, C, and D probable choices for sentence completion, whereas Part B contains 25 questions. In the second phase, test takers will experience type of error-analysis questions in each sentence. Phillips (2011) determined the structure and written expression section into several parts, they are:

1) Subject -Verb agreement

Subject and verb must exist in a sentence because it is a structure of how a sentence can stand. Those have to agree on numbering order, meaning that both of them must be singular or plural. The test-takers are requested to identify the errors of those agreements.

2) Verb-Tense Agreement

In this section, verb-tense agreement denotes to keeping tenses consistent in sentences. Tenses should not be changed unless necessary due to time constraints or other factors. The test-takers are asked to figure out any inconsistent tenses in a clause or sentence.

3) Words Form

Word forms refer to the forms of nouns, verbs, pronouns, adjectives, and adverbs. Test-takers are given an incorrect form of a word and are questioned to choose the correct one.

4) Reduced Clauses

Reduced clauses are the abbreviated form of a relative clause that changes the subject of a sentence. Reduced relative clauses can modify the subject but not the object in both active and passive voice phrases.

5) Connectors

Connectors are words linking two words, phrases, clauses, or sentences together. Connectors can be classified into four types such as preposition, conjunction, and transition. The test are asked to identify the right usage of connectors in words, phrases, clauses, and sentences.

6) Gerunds and Infinitives

Gerunds and infinitives are known as verb complements. A gerund is a verb that becomes a noun by adding (ing), while an infinitive is the (to) form of a verb. Gerunds can be objects of prepositions, although infinitives cannot. For example, reading is my hobby.

7) Comparison

A comparison expresses the degree of contrast by using adjectives and adverbs. It is also known as comparative and superlative. The test takers are asked to identify the correct comparison to represent the similarity of two things in a sentence.

8) Clause-Formation

Clause-formation examines the format of dependent or independent clauses, including nouns, adjectives, adverbs, and negations and so on. Test takers are demanded to identify incorrect clauses in sentences.

9) Parallel Structure

Parallel structure refers to the application of the same grammatical structures for related concepts of equal importance. Conjunctions like and, but, and or are commonly used to connect related concepts of equal importance. The test takers are questioned to figure out parallel structure errors.

10) Redundancy

Redundancy is defined as the use of multiple words to convey the same meaning. The test-takers are asked to identify the different words with similar meaning.

c. Reading Comprehension

The last section is reading comprehension. According to (Aida, 2021) reading is a method of gaining knowledge and information through a text by reading it. Along with that, (Nuttal 2002) stated that reading involves the interaction between the writer's and reader's minds. This is how readers interpret the writer's intended meaning to know the message. It can be concluded that reading is a process of deriving meaning from text to obtain information or message depends on the writer's purpose.

Fjelstad as cited in (Samad et al., 2017) stated that reading is crucial in education since the knowledge could be gained through this skills. Reading comprehension has a deeper meaning to elaborate because it is designed to assesses individual ability to comprehend, identify, and analyze various reading passages. Reading comprehension is important because it evaluates the ability of test takers in understanding written English passages. In this section, they must answer multiple choice questions about the ideas and the meaning of words in reading passage. There are several aspects and skills to comprehend the reading text according to (Phillips, 2011):

1) Answering Main Idea Questions Correctly

The main idea questions appear in almost every reading passage test. It asks the passage's main point. Finding the main idea in the passage is easy. Commonly, the main idea is presented at the beginning of each paragraph, but some test takers still had issues identifying it since they had to infer the main idea from each paragraph to determine the passage's main idea.

2) Recognizing the Organization of Ideas

The idea's organization refers to the passage's informational structure. Identifying the words that demonstrate relationship in the main idea of each paragraph of the passage is important in order to answer this section. Test takers will be asked about how the information is organized in each paragraph or passages.

3) Finding Stated and Unstated Detail Question

Stated and unstated detail question asked about information in the passage. The test takers must match the passage with the correct answers. If question is stated, the answer will be mention in the passage or true, but if the question is unstated, the answer will not be in the passage or not true.

4) Finding Pronoun Referents

Test taker will be asked to determine which a pronoun refers. In pronoun reference questions, it is important to understand that a noun is commonly used first in a passage and the pronoun that refers to it comes after, thus the test taker must look before the pronoun to find out the noun.

5) Answering Implied Detail Questions Correctly

The purpose of the implied detail question is to infer a conclusion from specific details in passage. These kinds of questions use words like implied, inferred, likely, and probably. The test taker should be familiar with those.

6) Answering transition question correctly

Test takers will be asked question about what will probably happen before and after the passage. The transition questions can be identified when there are words such as “preceding” and “following” within the questions. The answer of the preceding question can be found in the first line of the passage and the answer of following questions can be found in the last line.

7) Vocabulary questions

There will be some vocabulary questions tested in this part. It can be difficult for the test takers when they do not know the meaning of the vocabulary stated. However, it is not necessary to know the meaning because there are several ways to help test takers answer this vocabulary question correctly in reading section and they are finding definitions from the structural clues, determining meaning from word parts, and also using context clues to determine meanings.

8) Determining specific information

The last questions usually ask where the specific information is found in the passage. The position of that information will be listed with a line number in the answer choice.

9) Tone, Purpose, and course

A tone question will ask about how the author is showing any emotion in the passage. The tone of the emotion in the passage can be informative, explanatory, factual, humorous, sarcastic or passionate. Then a purpose question will ask about what the author is attempting to do in the passage. The test taker must infer a conclusion according to the main idea and organization of details within the passage. Lastly, A course question will ask the test taker to determine which course might be stated in the passage. test takers must take a line a conclusion from the topic and supporting ideas.

5. Difficulties in English Proficiency Test

a. Difficulties in Listening Comprehension

In the process of learning in the classroom, the students will receive the materials from the teacher and they might face some difficulties. The difficulties can also arise when students take English proficiency test beyond the classroom that involves listening comprehension that required them answers the questions correctly.

This condition happens because the language taught is not their first language that they do not use it in daily communication so it causes a problem for them when they do not study well to achieve the listening comprehension test. As a result, students may struggle to develop adequate listening comprehension skills, leading to challenges in understanding test materials and answering questions accurately during English proficiency tests.

In the listening section, there are some topics asked to the test takers and they must choose the best answer in order to pass the test. Successfully passing the test, represents a good level of proficiency. However, some of the test takers may face some difficulties which lead them fail to pass the test. According Flowerdew and Miller (1994), the challenges in listening are classified into two main categories which are:

- 1) *Internal Factors* are personal challenges that affect listening comprehension, such as a lack of vocabulary, unfamiliarity with grammar, concentration difficulties, anxiety, or limited background knowledge.
- 2) *External Factors*, on the other hand, involve environmental conditions, including the speaker's accent, speed, background noise, poor audio quality, and the complexity or unfamiliarity of the topic being discussed.

Meanwhile Brown (2004) stated the several difficulties that occurred in the listening:

- 1) *Clustering* is focusing on appropriate linguistic "chunks," such as phrases or clause components.
- 2) *Redundancy* is identifying the repetitions' classification, rewording, elaborations, and implied that unrehearsed spoken language that frequently entails. and advancing from that identification.

- 3) *Reduction forms* that may not be covered in English language learning in a class since the students have only been exposed to formal, "textbook" language.
- 4) *Performance variables* is the capacity to "weed out" incorrect starts, pauses, corrections, and hesitation in speech that flows naturally.
- 5) *Understanding Colloquial language* which include slang, idioms, abbreviations, and common cultural knowledge.
- 6) *Rate of delivery* is the speaker's automatic processing proceeds at the same pace as the delivery.
- 7) *Stress, Rhythm and intonation* are Accurately interpreting prosodic components of spoken language is typically far more challenging than comprehending the minor phonological details.
- 8) *Interaction* is Controlling the language's interactive flow from speaking to listening to speaking, etc.

Similarly, (Hardiyanto et al., 2021) examine the problems encountered by the students during listening sections :

- 1) *Message content* is the difficulty which include unfamiliar words, words of incoming speech, and long spoken text.
- 2) *Speakers* is the difficulty that comes from how the speakers say such as visual needed, speed of speech, and variety of accents in the dialogue.
- 3) *Listeners* is the difficulty that faced by the test takers themselves which involves less focus, lack in vocabulary, inability to understand the meaning, inability to recognize the familiar words.
- 4) *Physical Settings* is the difficulty that encountered beyond the contents of the listening, usually the condition or environment such as noisy and poor equipment.

b. Difficulties in Structure and Written Expression

Writing is accepted as a complex process for the EFL students since this skill requires not only collecting a various words or

vocabulary to create a sentence but also grammar to make it structured and has meaning. It is not surprise when the students make error in creating sentences and identifying mistakes whether in their writing and others' writing. According to (Richards 1971) the errors is classified into two main parts related to their cause which are (1) interlingual errors and (2) intralingual errors and developmental errors.

1) Inter-lingual errors

These errors are caused by native language interference of the students. These kinds of errors affected by the first language or mother tongue which disrupt the target language learning. In inter-lingual errors, some causes are:

- a) Transfer errors (It is when the students are more likely following and repeating what teacher said during the process of learning)
- b) Simplification (It can be seen when the students attempt to create the sentences simpler but the without using correct structure and grammar)

2) Intra-lingual and developmental errors

This type of error occurs during the second language learning process, when the learners have not yet fully mastered the knowledge. Furthermore, errors or mistakes are created by the difficulty or problem with language itself. The errors or mistakes caused by the target language itself like:

- a) False analogy
- b) Misanalysis (learners form a wrong hypothesis)
- c) Incomplete rule application (this is the converse of overgeneralization or one might call it under generalization as the learners do not use all the rules)
- d) Exploiting redundancy (this error occurs by carrying considerable redundancy. This is shown throughout the system in the form of unnecessary morphology and double signaling)

- e) Overlooking co-occurrence restrictions (this error is caused by overlooking the exceptional rules)
- f) Hypercorrection or monitor overuse (these results from the learners over cautious and strict observance of the rules)
- g) Overgeneralization or system-simplification (this error is caused by the misuse of words or grammatical rules)

In line with that, there are some factors that affect the students difficulties in answering structure section according to (Akmal et al., 2020). The findings from the research done were mention bellow:

1) Lack of practice

They agree that they faced difficulties if someone does not practice their grammar abilities by answering and learning the English proficiency test. In this case the EPT used is TOEFL. In addition, when someone has mastered the rules in English but sometimes, they can forget it because of less practice.

2) Grammar incompetence

Grammar incompetence is believed as the problem faced by the students in answering structure and written expression. It is depicting the students do not have good skills in grammar and lack of grammar understanding. Although someone has learned or joined course to learn grammar, not all the materials from the lecturer can be received well so they faced difficulties in answering the English proficiency test.

3) Shortage of vocabulary

Mastering vocabulary is important to answer the English proficiency test. However, some students still experience difficulties in answering the test because lack of vocabulary mastery. It can be shown when they faced strange word or unknown vocabulary in the test. If someone does not the words so they could know the meaning and faced obstacle to conclude what

the text or sentences describe about also choose the best answer to complete the sentences.

4) Time management

Some students agreed that they failed in the test because lack of time. The time given to answer this stage is normal but the problem is when the students are likely to focus in answering one questions that makes them ignore the other questions. As a result, they could not answer the next question well because they do not put much focus like how they answer the previous questions. Putting focus is good for choosing the best answer but they should skip the most difficult one, instead they could go to the easiest questions so the time is managed well.

5) Low self-confidence

They agreed that they do not have much confidence in taking the test. Feeling unconfident has distracted the way they answered the questions. They also stated that they have different feelings when they take English proficiency test in university and when they take and practice by themselves. It gives them nervous and anxiety level so they are less focus during the test. However, anxiety can be overwhelmed by doing more practice.

c. Difficulties in Reading Comprehension

According to (Nuttal, 1982) there are five components of reading comprehension that should be mastered by students such as determining main idea, locating reference, making inference, finding detail information, and understanding vocabulary. These are considered as difficulties that the students faced in comprehending the text.

1) Determining Main Idea

The main idea is a statement that conveys the author's perspective on the topic. It usually appears in the first sentence, but it may also appear in the middle or end of a sentence. As a

result, identifying the main idea could be more difficult. Students may struggle to identify the main idea of the passage and determine its location.

2) Locating Reference

This pronoun's antecedent is a reference. A pronoun's antecedent can be a word or phrase. Students must comprehend the use of pronouns in sentences to identify people, places, or situations.

3) Making Inference

Students are expected to comprehend point within the text to infer a conclusion of the statements from the text in each paragraph. It could be difficult for the students when they try to draw a conclusion since the meaning is not stated in the text. To make an inference, readers must practice in combining from the text prior knowledge. It means that the clues could students the student in developing an inference.

4) Finding Detail Information

This part presents questions that is used to assess the students in comprehending the material that is directly mentioned within the text. Scanning is reading strategy that can be used by the students to understand and answer the text correctly.

5) Understanding Vocabulary

Understanding vocabulary is very important for comprehending English passages. It reflects how expand the student's knowledge particularly in mastering vocabulary. In fact, the students have difficulty in reading because they lack of vocabularies. However, students can expand their knowledge in reading English passage by finding out the meaning through dictionary and guessing the meaning from the context. It means by using the context enables the students making general prediction of

the meaning based on the context rather than stopping look up every word on dictionary.

B. Previous Studies

In order to improve the understanding on this research, there were some previous studies and papers relevant to the topic presented by the researcher as follow:

Firstly, a thesis written by Rezkiani in 2019 entitled *The Difficulties Faced by The EFL Students in the TOEFL test (A Case Study at English and Literature Department)*. The research used mix method which are quantitative and qualitative. To collect the data, this research used documentation, questionnaire, and interview. This study analyzed the English and Literature Department students. The focus of this study is (1) determining the level of students' TOEFL score, (2) finding the difficulties faced by the students, (3) describing potential strategy to get the minimum score required. According to the findings, English and Literature Department students have a fairly good level of TOEFL score with the mean score but there is some of them who still did not past the minimum score required that is 346. They have difficulties in each part of the sections tested but the most difficult section is in structure and written expression. The students of English and literature department have difficulty in the TOEFL test in the part of clustering, vocabulary understanding, misanalysis, false analogy, determining idea and idiom. The strategies used to exceed the minimum score is taken by interviewing the students who got score more than 500 and students with score less than 500. The study added the idea on the book written by Phillips in order to be used by the students to pass the minimum score. The similarity between the study with this research is using mix method and the focus is to analyze the difficulties in all section in the test. The difference is this research has two main focus which are identifying students' difficulties faced by the students and strategy to pass the test meanwhile this study is not analyzing strategy. Furthermore, the subject of the previous study is from English and Literature Students

meanwhile this study is specified for Freshmen English Education Department Students.

Secondly, a thesis written by Rifky Rachmad Agung Andika in 2020 entitled *The Difficulties of English Students at State Islamic University Sayyid Ali Rahmatullah Tulungagung in Doing Test of English Proficiency*. The aims of this study were to find out the classification of difficulties by English student in taking Test of English Proficiency (TOEP) test and how they overcome the difficulties in taking Test of English Proficiency (TOEP) test. This research used qualitative approach. The subjects of this study were from English students in the 2018 academic year that comprised of 6 students who have score low or below 400 and 2 students who have score above 400. The result showed there were some difficulties encountered by English students in taking the TOEP test which are linguistic difficulties and non-linguistic difficulties. The similarity between this study and the research is analyzing difficulties on all section in the test. Next, difference is this study using qualitative method meanwhile mix-method is used in this research. Interview and documentation to collect the data in this study. Meanwhile this research uses Questionnaire, Interview, and Documentation in collecting the data.

Thirdly, a journal from (Raharjo, 2020) Subkhi Dwi Raharjo in 2020 entitled *Students' Perception: Assessing English Competence in TOEFL As a Standardized English Language Proficiency Test in Indonesian's Higher Education*. To analyze the data, this research applied mixed-method. The purpose of this study was to analyze students' perception factors of a standardized English proficiency test in TOEFL and to analyze students' view of the standardized English proficiency test as a tool for assessing English competence. The findings of this study showed that a standardized proficiency test still could be as a benchmark to measure English proficiency in certain kinds such as TOEFL ITP. In addition, the other assessments could be possible as an instrument to measure English proficiency such as portfolio, peer assessment and many more. The similarity is both of these studies used mixed-

method. However, there were some differences that can be seen between these two studies. The subject of the previous study was 27 participants who came from several departments meanwhile this study was specified to freshmen English student. The focus of this study was analyzing the content within the English Proficiency Test used. Subsequently, this study does not attempt to identify other perceptions beyond the content of the English Proficiency Test Skills.

Next, an article journal conducted by Kacung Arif Rohman, Haris Budiana, and Nurani Hartini in 2019 entitled *The Students' Perceptions on A Test of English Proficiency as Graduation Requirement*. The aims of this study were to analyze the students' perception on a Test of English Proficiency and find out about how is the implementation of Test of English Proficiency. A case study was a method to analyze the data in this research. Interviews, observation, questionnaires, and documents were used as data collections. According to the findings, the students' perceptions can be classified into three aspects: 1) TEP activity; 2) test instrument; and 3) preparation. The implementation of English Proficiency Test showed that most of the students are satisfied with several aspects such as: a registration system, information system, proctoring, and facilities. The difference between this study with this research is this study analyzed the perception on the difficulties with the content in English Proficiency Test meanwhile this journal aspects related to English Proficiency Test. The subject of the research were 288 students coming from different faculties. However, this subject of this study was specified for 46 freshmen students from English Major.

Lastly, an article journal written by Parveen Sarjit Sidhu and Shobhanambigha a/p Sivaguru entitled *Students' Perception of The Challenges in Comprehending the English Language Listening Test*. The aims of this study investigate the students' perception of the factors that make it challenging to comprehend the "Listening Test" assessment. The approach applied was descriptive statistics and the instruments used for data collection was questionnaires. The results of the test showed the factors influenced the

students' performance were from Language proficiency level, listening skills, speech rate, length of passage, poor audio projection. The similarity between the study and this research is both attempts to analyze the perception related to the content tested in English Proficiency Test. However, the differences is the previous study only use questionnaire as the instrument to collect the data meanwhile this research used documentations, questionnaire and interview. The subject of the study were 18 students who took listening test assessment from the DNS3B class at Politeknik Balik Pulau but this research employed 46 freshmen English students. This research also investigated all skills in English proficiency test, meanwhile the previous study identified one skill in Listening.

in answering main ideas, making inferences, and locating reference questions. Nevertheless, finding main idea questions was considered as the most difficult part since it was challenging to cover main idea. In addition, understanding the long text, lack of vocabulary, attention, motivation, poor working memory as well as their background knowledge, and understanding the structure are factors that emerged in the reading sections. This article journal and this study have similarities which are investigating the difficulties of students in taking English Proficiency Test held by the institution, using descriptive qualitative to analyze the study and selecting the English Students' department as the participants. Subsequently, there are some differences between this article and this study that can be seen from the aims of this study which investigate the difficulties in all the sections whereas this article discusses the reading sections. The article also attempts to investigate the factors challenged in the reading section, but this study is only investigating the difficulties. Participants chosen in this article is the English students in the second semester meanwhile the first semester of English students were chosen in this study.

CHAPTER III

METHODOLOGY

This chapter presents about the method used in this study. This chapter discusses with the research design, research site and time, population and sample, technique of collecting data, and technique of analyzing data.

A. Research Design

This research applied mix method design with utilizing explanatory method. Mix method approach is a procedure of collecting data by combining two different research in one study. Both qualitative and quantitative are used in this method which aim to gain a richer understanding of a topic that allows more comprehensive understanding of a phenomenon (Gay et al., 2012). Parallel with that (Creswell & Clark, 2017) stated that mixed methods research provides additional insights beyond quantitative and qualitative outcomes. Combining these techniques allows researchers to gather knowledge beyond the sum of their parts.

The study approach began with a quantitative phase, which attempted to acquire a comprehensive overview of the observed issues. This phase includes conducting a survey to collect numerical data. The researcher used quantitative measures to gain a comprehensive knowledge of the students' experiences. Following the quantitative phase, a qualitative phase was carried out to dig more into the quantitative data. This qualitative phase includes the use of qualitative research methods, specifically interviews. This strategy attempted to investigate and explain the quantitative data, resulting in a more in-depth and thorough knowledge of the perceived issues. In this context, the issues investigated are the difficulties faced by the English Student Department of UIN Prof. K.H Saifuddin Zuhri in taking EPTUS.

B. Research Site and Time

In this study the researcher took the location of the research in State Islamic University of Prof. KH. Saifuddin Zuhri (UIN Prof. K.H. Saifuddin Zuhri). UIN Prof. K.H. Saifuddin Zuhri is the only Islamic university in

Purwokerto. Which is located in Jl. A. Yani No.40A, Karanganjing, Purwanegara, North Purwokerto, Central Java, Indonesia. The researcher conducted this research here is because the researcher is one of the students in this university. Besides that, the researcher found out the issues from the closest surroundings which is in this university. The current issues are interesting to be explored moreover there is no any previous study that discuss about this problem. Thus, this research is done to obtain the data from the onstable issues.

C. Population and sample

The population and sample of this research are expected to support in order to provide information and data accurately and rapidly.

1. Population

According to (Sugiyono, 2017) Population refers to the specific group of individuals that a researcher intends to study. It encompasses objects or subjects with specific qualities and characteristics in order to identify and draw the conclusion. The population of this study consisted of 46 freshman English students in academic year 2023/2024 who failed the EPTUS.

2. Sample

In this research, the total population is 46 students. (Sugiyono 2017) stated if the total of the population is less than 100, the whole population is used as the sample of the research. Furthermore, all the students become the sample of this research.

D. Data Collection Technique

In this research, the researcher uses 3 data collection as follows:

1. Documentation.

According to (Creswell & Clark, 2017) document is valuable resource of information in qualitative research. In collecting the data, documentation used to support, strengthen and as an evidence file of a

research. Documentation is a techniques of data collection used in a research or activity that is not directly related to the research subject. Documentation could include video capture, audio recording, photographs of the activities, official and important documents, letters, and other items required for the research process. This procedure assists in showing the results or processes of interviews, as well as the other data related to research so that the data that have gained could be matched with the documentation that have obtained. In this research, documentation techniques were used from the data provided by UPTP Bahasa UINSAIZU that shows the students from all the major who failed in taking the proficiency test. However, the researcher selects the data only from the English students. The information gained from UPTP Bahasa is used to support the data in this research. As a result, the researcher supplemented the interview and questionnaire, using documentation techniques with documentation as the support of the data.

2. Questionnaire

According to (McNabb, 2004) a questionnaire is used to obtain the data from a large number of respondents (populations) or small groups (samples). In this research, the respondents will be freshman English education department students of UIN Prof K.H Saifuddin Zuhri Purwokerto who failed in taking English proficiency test. In line with that, another definition of questionnaire stated by Brown as cited by (Mackey & Gass, 2005) is "Any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them from existing answers. This research used close-ended questions with scale Likert in order to analyze the data. The media that is used to gather the data is questionnaire using questionnaire sheets. The findings of the data will be explained and displayed in a descriptive form.

To collect the data of the questionnaire, questions from previous study was used then adapted by the researcher. In the listening, structure

and written expression also reading sections, the questionnaire used was the questions in the thesis by Rezkiani in 2019 entitled *The Difficulties Faced by The EFL Students in the TOEFL test (A Case Study at English and Literature Department)* which based on the theory from Phillips in 2011. The researcher modified the questions based on other theory from Brown, Richard, also Gear and Gear.

3. Interview

The interview is used to strengthen the research evidence beside documentation or questionnaire in supporting the data. By doing an interview the researcher can obtain the factual information and knowledge. This technique enables the informants to express their ideas using their own words and gives reliable and comparable qualitative data (Grinsted, 2005). Along with that, (Margono, 2003) stated an interview involves gathering information through direct and verbal communication. It requires a face-to-face session between the interviewer and the interviewee in conducting the interview. Semi-structured interviews were used in this research to gather the data in finding the difficulties encountered by English student of UIN Prof K.H Saifuddin Zuhri in taking EPT.

E. Data Analysis Technique

After collecting the research data, the researcher must analyze the data. This procedure can be defined as the process of gaining the result. Data analysis is necessary process conducted by the researcher, because it is impossible for them to obtain meaningful conclusions without it. The main purpose of data analysis is to embrace the data accurately. According to (Setiyadi, 2006) data analysis is a process of arranging the data to obtain the pattern from other explanations, meanwhile data interpretation is the process to give meaning as the outcomes of data analysis. In this research, the researcher conducted a mixed-method approach by applying the embedded design which involves combining both quantitative and qualitative design. This approach assists to address the limitations from

each method by utilizing the strengths of qualitative methods to compensate for the weaknesses of quantitative methods. By using this mixed-method approach, the research attempts to produce stronger and more reliable conclusions.

1. Techniques of analysis data for quantitative data:

The data in this study is measured using a Likert scale. The Likert scale measures a person's attitude, opinion, or perspective about a social phenomenon. This scale belongs to the ordinal/interval scale category. The Likert scale employed in this study ranges from 1 to 4, allowing for precise measurement of respondents' agreement or disagreement levels (Sugiyono, 2017). The Likert rating scale is presented below:

Table 3. 1 Likert Scale

No.	Answers	Scores
1.	Strongly Agree (SA)	4
2.	Agree (A)	3
3.	Disagree (D)	2
4.	Strongly Disagree (SD)	1

The data gathered through questionnaires was quantitative and analyzed descriptively using percentages by the researcher. The formula used is RII (Relative Importance Index) by (Holt, 2014). RII is a statistical method employed in educational research to assess the importance significance of various factors as perceived by respondents. It aids in prioritizing factors by transforming qualitative data into quantitative metrics. The formula of RII is perceived bellow:

$$RII = \sum \frac{F \times W}{N \times A} \times 100 \%$$

F : Frequency of each factor's occurrence

W : Weighting given to each factor on scale (1 to 4)

N : Total Number of respondent

A : Highest Weight (4)

After the data being measured using the RII formula, the data can be classified into four categories namely Very high, High, Low and Very low. This categorization was counted using excel by calculating the scores. The first step is calculating the interval width. It can be done through determining the range by subtracting the minimum score from the maximum score. Next, divide this range by the number of the categories in the Likert scale (4) to know the Interval width. The second step is calculating the interval score by adding the cumulative score to the interval width. The third, percent interval comes next. It is measured by dividing each interval score by the maximum score and then multiplying by 100 to convert it to a percentage. After the whole calculation is measured, the last step is categorizing them into four categories as aforementioned. The whole calculation in this research can be seen in the table below:

Table 3. 2 Interval Width

Maximum scored – Minimum scored : The amount of the categories	Interval Width
64 – 16 : 4	12

Table 3. 3 Interval Score

Cumulative score + Interval Width	Interval score
16 + 12	28
28 + 12	40
40 + 12	52
52 + 12	64

Table 3. 4 Percent Interval

Interval score : Maximum Score x 100 %	Percent Interval
28 : 64 x 100 %	28
40 : 64 x 100 %	40
52 : 64 x 100 %	52
64 : 64 x 100 %	64

Table 3. 5 Percentage of Range

Categories	Interval number	% interval	Range
Very High	53-64	100%	$\geq 82\%$
High	41-52	81%	64% - 81%
Low	29-40	63%	45 - 63%
Very Low	16-28	44%	$\leq 44\%$

2. Techniques of analysis data for qualitative data:

The data is analyzed through triangulation. Based on Miles and Huberman (2014) data analysis is divided into three. They are data reduction, data display, and drawing/conclusion. Here are the clear explanations about data analysis process of this research:

a. Data Reduction

Data reduction is done through classifying, directing and discarding irrelevant and drawing conclusion from data gathered. The purpose of data reduction is simplifying the data that has been collected so it can be easier to interpret and the information more useful. This requires continuous process in obtaining the data. From the interview, questioner, and documentation done, the researcher attempts to minimize the data that is not related to the topic and then selects the relevant data that directly solve the problem in this study simply.

b. Data Display

Data display is a method of presenting or overviewing a data or several data. In this part, the data is classified and presented by the researcher based on the topic. Data presentation can be described in the form of tables, brief descriptions, graphs, relationships between categories, charts, and the like, but in qualitative research with narrative text, data generally presented in text form; to provide information that is clear from the study's results, tables or figures can be included. In this process, the researcher developed a structured

description of the information to delineate conclusions and take action.

c. Drawing/Conclusion

After the data being, reduced, and displayed, the researcher makes a conclusion. The conclusion is a new finding that has never existed before. It takes a process of verifying the data and revising the data to check it clearly, coherently and so on. In addition, the conclusion can be presented credible if it is supported by valid and consistent evidence. In this research, the conclusion is done after finishing the data reduction and data display. The researcher attempt to summarize the content structured in this research briefly.



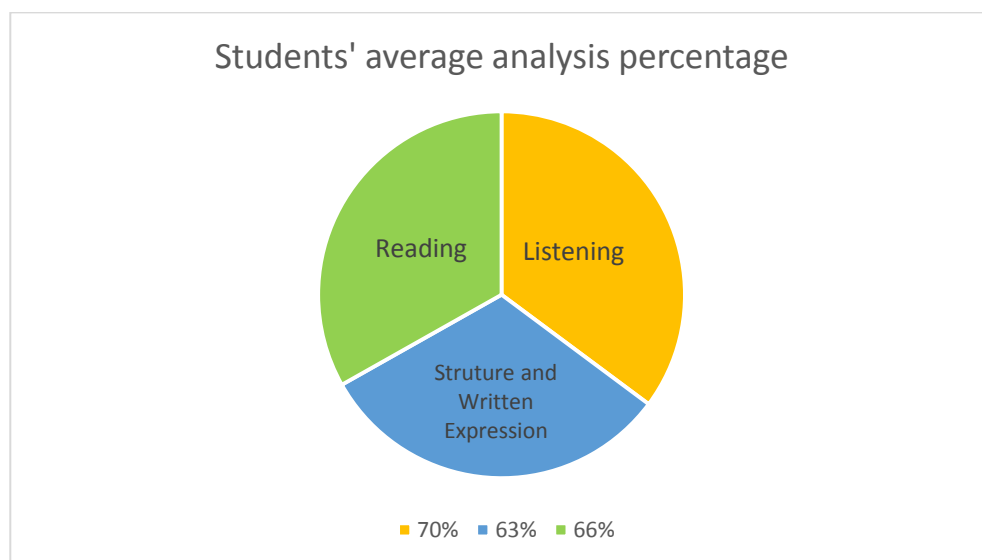
CHAPTER IV

FINDING AND DISCUSSION

This chapter discussed the research finding and discussion based on the research questions: “What are the Students’ Perception of Difficulties in Taking the English Proficiency Test at UIN Prof. K.H Saifuddin Zuhri Purwokerto?”. The data were obtained using documentation, questionnaire, and interview. A quantitative and qualitative method were used to find out the data. For the quantitative data, the researcher utilizes the questionnaire meanwhile the qualitative data were taken using interview to gain deep data. The questionnaires were distributed to the freshman English students of UIN Prof. K.H Zuhri in academic year 2023/2024 who failed in the English proficiency test and has joined the English Developing Class. The scale Likert was used for each statement with four range namely Strongly Agree (SA) =4 points, Agree (A)=3 points, Disagree (D) = 2 points, and Strongly Disagree (SD) = 1 point. This approach was used to examine and explain the variables in the study. The result of the questionnaire was calculated using Excell. The students’ response of each item can be classified into four categorization which are Very High, High, Low and Very Low. For the interview, the researcher used the statements from the questionnaire which modified into open-ended questions. There were 5 interviewers chosen using random sampling technique to gain more data which can support the quantitative data from questionnaire. All the finding pertained to these were discussed in the following:

A. Findings

In this section, the researcher presents the finding from questionnaire which were given to 46 freshman English students. The results of the student's difficulties on each indicator can be seen in this diagram:



Based on the diagram above, the students faced the most difficulties in listening, followed reading, and lastly structure and written expression. The data indicates that the average score for structure and written expression is 70 %, while the average score for reading is 66 %. On other hand, the average score for structure and written expression is 63 %. Therefore, Listening was the aspect students find most challenging.

To explain the diagram above, the researcher calculating the results of each statements using excel. The statements based on the questionnaires are divided into 3 categories namely listening comprehension that consist of 5 statements, structure and written expression comprises of 6 statements also reading comprehension which has 5 statements. Furthermore, the interview results were also used to support the findings from the questionnaires. As a result, these questionnaires and interviews are explained as the representation of the content in this research as follows:

Table 4. 1Listening Difficulties

1. I find difficulty to recognize the main point of the speaker.				
Category	Scale (W)	Frequency (F)	Total W x F	Percent
Strongly Agree	4	1	4	2,2 %
Agree	3	20	60	52,2 %
Disagree	2	24	48	43,5 %
Strongly Disagree	1	1	1	2,2 %
Total		46	113	100 %

In the table number 1, most of the students disagreed about having difficulty in recognizing the main point of the speaker in the listening sections. With the details as many as 24 students (43,5%) choose disagree and 1 student (2,2%) choose strongly disagree. It is supported by statement students 2 and 3 who stated:

S2: “I do not think finding main point of the speaker during listening section is difficult because I pay attention carefully to what speaker says so I can catch the main point. I also think the accent is clear that makes me recognize each word easily.”

S3: “I feel easy to find main point of the speaker because I feel familiar with the words spoken by speaker. I think it is because I do a lot practice in listening, for example like watching YouTube podcast, Netflix or western series that makes me master the vocabularies.”

It shows that their ability in recognizing the speaker sounds is good which leads them easily to catch the meaning in the dialogue.

However, a half of the students think that they find difficulty to recognize the main point of the speaker which there are 20 students (52,2%) choose disagree and 1 student (2,2%) chooses strongly agree. This is in line with the statement stated by students 1:

S1: I feel difficult to find the main point of the speaker because I think the speaker speaks too fast also, I cannot see how they speak.

S5: “Recognizing the main point of the speaker is kind of hard for me because I don’t know much vocabularies so I feel unfamiliar with the words said by the speakers.”

It represents that their skills in identifying the sounds from the speaker is less which caused them difficult to know the main point discussed in the listening.

Subsequently, the average analysis for the data collected from the respondents is 62 %. Here is the calculation using RII (Relative Importance Index)

$$RII = \sum \frac{F \times W}{N \times A} \times 100 \%$$

$$RII = \sum \frac{113}{46 \times 4} \times 100 \%$$

$$RII = \sum \frac{113}{184} \times 100$$

$$RII = 62 \%$$

Based on the analysis it can be classified into low categorization which means the students have low difficulties in recognizing the main point of the speaker.

Table 4. 2 Listening Difficulties

2. I find difficulty to recognize every single word in the spoken text.				
Category	Scale (W)	Frequency (F)	Total W x F	Percent
Strongly Agree	4	1	4	2,2 %
Agree	3	22	66	47,8 %
Disagree	2	22	66	47,8 %
Strongly Disagree	1	1	1	2,2 %
Total		46	137	100 %

Table 2, illustrates that a half of the students agree that they have difficulties in recognizing every single word in the spoken text. It can be seen from the number of the students who choose agree is the same as those who choose disagree. In details, as many as 22 (47,8%) choose agree and 1 student choose strongly agree. This obstacle supported by statement from students 4 and 5 who stated:

S4: “I find it difficult to recognize the words because I feel little bit nervous. I think that I have to make sure what is the context about. I must listen to it twice so I will be sure and ready to answer the questions. For me, listening for one time is not enough to recognize the spoken words.”

S5: “I think that I cannot recognize the words because I feel anxiety before listen to it. I also do not really know much about vocabulary. I think about how much times I spent and how many questions that I could probably answers, so I do not really focus during listening sections.”

This depicts that they feel uneasy to recognize the words because they feel stress during the listening and also lack of vocabulary mastery.

Nevertheless, a half of students disagree to find difficulty in identifying the words. With details as many as 22 (47,8%) choose disagree and 1 student choose strongly disagree. Parallel with that, student 2 and 3 stated that:

S2: “I do not think is it difficult because I can identify what the speaker said during listening. The words used is familiar and the pronunciation or accents was clear for me.” This represents a half of them agree that the clarity of the accent and familiarity vocabs used allows them answer it easily.”

S3: “In my view, I think the listening sections in EPTUS is easier than other English proficiency test or other English content. The accent is understandable so I can catch the meaning and answer the question easily.”

This represents a half of them agree that the clarity of the accent and familiarity vocabs used allows them answer it easily.

Henceforth, the average analysis for the data collected from the respondents is 75 %. Here is the calculation using RII (Relative Importance Index)

$$RII = \sum \frac{F \times W}{N \times A} \times 100 \%$$

$$RII = \sum \frac{137}{46 \times 4} \times 100 \%$$

$$RII = \sum \frac{137}{184} \times 100 \%$$

$$RII = 75 \%$$

Based on the analysis it can be classified into low categorization which means the students have high difficulties in recognizing every single word in the spoken text.

Table 4. 3 Listening Difficulties

3. I find difficulty to understand idiom and phrasal verb in the dialogue				
Category	Scale (W)	Frequency (F)	Total W x F	Percent
Strongly Agree	4	0	0	0 %
Agree	3	37	111	80,4 %
Disagree	2	9	18	19,6 %
Strongly Disagree	1	0	0	0 %
Total		46	129	100 %

Table number 3 reveals that the majority of the students agree in having difficulty to understand idiom and phrasal verb in the dialogue. It is illustrated in the table as many as 37 students (80,4 %) choose agree. This is accordance with Students 3 and 4 who stated:

S3: “For me, it was difficult to understand the idiom and phrases from the speaker because I did not pay attention much during the listening so I miss the content discussed. I do not think the speaker accent is not understandable or the length the spoke is too long. The speed was normal and the accent was Indonesian.”

S4: “I find difficulty to understand idiom and phrases in the listening because I do not practice a lot in learning English like watching YouTube or podcast that include casual conversation. This is why I feel confused to the words said by the speaker. I think the core understanding this is to do a lot practice by checking the unfamiliar words through google translate and website so that my vocabulary mastery increases.”

It shows that many of the students lack of knowledge about idiom and phrasal verb also they do not put much focus that makes them feel uneasy to recognize it during listening.

Nonetheless, 9 students (19,6%) choose disagree to have difficulty in understanding idiom and phrasal verb. It is supported by Students 1 and 2 that stated:

S1: “For me, it was easy enough to recognize the idiom and phrasal verbs because I was listening carefully so I can know the part mentioned was idiom. This is important because even I know a lot of idioms but I did not concentrate enough, it will be difficult for me to link the context.”

S2: “I feel easy to recognize the idiom and phrasal verb because I can understand the context. When I focus to listen and already catch the

context in idiom and phrasal verb, I will immediately conclude what I get, I do not think twice of it so it avoids me to have mixed opinions.”

This shows that they have more knowledge and pay attention during listening which allows them feel easier to identify in the spoken text.

Next, the average analysis for the data collected from the respondents is 71 %. Here is the calculation using RII (Relative Importance Index)

$$RII = \sum \frac{F \times W}{N \times A} \times 100 \%$$

$$RII = \sum \frac{129}{46 \times 4} \times 100 \%$$

$$RII = \sum \frac{129}{184} \times 100 \%$$

$$RII = 71 \%$$

Based on the analysis it can be classified into low categorization which means the students have high difficulties to understand idiom and phrasal verb in the dialogue.

Table 4. 4 Listening Difficulties

4. I find difficulty in clustering/grouping phrase and clause				
Category	Scale (W)	Frequency (F)	Total W x F	Percent
Strongly Agree	4	1	4	2,2 %
Agree	3	29	87	63 %
Disagree	2	16	32	34,8 %
Strongly Disagree	1	0	0	0 %
Total		46	123	100 %

Table number 4 shows that most of the students agree in having difficulty in clustering or grouping phrase and clause. It can be seen in the table as many as 29 students (63 %) choose agree and 1 student (2,2%) choose strongly agree. This is in line with the statement from Student 2 and 4 that stated:

S2:“For me, I do not really hear the stress and intonation from the speaker that makes me difficult especially in grouping the phrase.”

S4: “I find difficulty in clustering and grouping because my grammatical proficiency is not good so I kind forgot it. I feel I do not really know whether the spoken words can be classified into a phrase or a clause or even a sentence.”

This describes 30 students in total have poor skills in mastering grammatical units and hearing problem that makes them difficult to cluster the phrase and clause.

However, the other students have different understanding about grammar where 16 students (34,8 %) in total have choose disagree. This is accordance with Student 1 and 3 that stated:

S1: “I do not face difficulty in clustering and grouping the phrase because I have my strategy. I used to group some phrases every time I listen to something. So instead of trying to remember and translate every single word spoken, I prefer focus doing chunking (grouping) and it is quite helpful for me.”

S3: “In my view the speaker intonation was sufficiently clear which allows me clustering and grouping the phrase without much difficulty.”

This depicts that these students have strategies and some have better ability to recognize the speaker sounds that enables them to understand how to cluster and group the phrase.

Thereafter, the average analysis for the data collected from the respondents is 67 %. Here is the calculation using RII (Relative Importance Index)

$$RII = \sum \frac{F \times W}{N \times A} \times 100 \%$$

$$RII = \sum \frac{123}{46 \times 4} \times 100 \%$$

$$RII = \sum \frac{123}{184} \times 100 \%$$

$$RII = 67 \%$$

Based on the analysis it can be classified into low categorization which means the students have high difficulties in clustering/grouping phrase and clause.

Table 4. 5 Listening Difficulties

5. I understand about reduce form.				
Category	Scale (W)	Frequency (F)	Total W x F	Percent
Strongly Agree	4	4	16	8,7 %
Agree	3	29	87	63 %
Disagree	2	12	32	26,1 %
Strongly Disagree	1	1	1	2,2 %
Total		46	136	100 %

Table 5, depicts many students agree that they understand about reduce form. Specifically, as many as 29 students (63 %) choose agree and 4 students (8,7%) choose strongly disagree. It is supported by student 2 and 3 who stated:

S2: “Reduce form is quiet familiar for me because I have known this since I was in high school. The teacher taught me that some of the English sentence can be shorten and it happened for colloquial language.”

S3: “I understand the reduce form because I used to know it from the English content that I consumed which contains reduction form. It is like when I watch TikTok, YouTube and listening to any Instagram videos, I saw a lot of English Speaker and even Indonesian who speak English in the video, they use reduction form.”

It shows that students understanding about the reduce form in the spoken text is good because they used to know it which allows the not to feel difficult during listening section.

Nevertheless, 13 students have different understanding in reduce form which represent that they do not know about redundancy in the form of spoken text. It can be seen as many as 12 students (26,1 %) choose disagree and 1 student (2,2%) choose disagree. This is in line with the statement from Student 1 and 5 who stated:

S1: “In my view, reduce form in listening is sufficiently familiar but there are some words reduced that I do not really know because I am not really good at listening. For example, when the speaker speaks too fast, of course I will not know what the speaker said. I think I need to do more practice and learn well because practice makes perfect.”

S5: “For me, I already know common reduction in a sentence like a sentence I am going to is shorten to be I’m gonna, Let me is shorten to be Lemme, but I do not really know about other expression that seems blends because the speaker speaks too fast.”

This represents that they do not feel it difficult to understand this form because the speed of the speakers is too quick in the listening.

Subsequently, the average analysis for the data collected from the respondents is 74 %. Here is the calculation using RII (Relative Importance Index)

$$RII = \sum \frac{F \times W}{N \times A} \times 100 \%$$

$$RII = \sum \frac{136}{46 \times 4} \times 100 \%$$

$$RII = \sum \frac{136}{184} \times 100 \%$$

$$RII = 74 \%$$

Based on the analysis it can be classified into low categorization which means the students have high difficulties to understand the reduce form.

Table 4. 6 Structure and Written Expression Difficulties

6. I find difficulty to answer the question because I do not know all the rules and grammar in structure and written expression.				
Category	Scale (W)	Frequency (F)	Total W x F	Percent
Strongly Agree	4	6	24	13 %
Agree	3	13	39	28,3 %
Disagree	2	27	54	58,7 %
Strongly Disagree	1	0	0	0 %
Total		46	117	100 %

In the table number 6, most of the students disagree about having difficulty to answer the question in the structure and written expression because they do not know all the rules and grammar. With data as many as 27 students (58,7 %) choose disagree. It is supported by the statement from Student 1 and 2 who stated:

S1: “I do not think that the structure and written is expression is hard because I feel that I can identify which one is subject and verb in a sentence.”

S2: “For me, structure and written expression is easier than listening, because I can see the full text that makes me able to guess which one is the best answers.”

It describes that their skills about grammatical rules in English is fair enough and this skill is not as hard as other skills.

Nonetheless, 19 students in total agree that they feel difficult to answer the structure and written expression because they do not know the rules and grammar in English. In details, as many as 13 (28,3 %) students choose agree and 6 students (13 %) choose strongly agree. This aligns with the students 3 and 4 who stated:

S3: “I feel difficult to answer the question because I do not have good knowledge in grammar. I think the key to answer this is mastering the grammar.”

S4: “For me, sometimes I forgot the grammar that makes me unsure to answer the structure. I usually try to think multiple times to remember the pattern that makes me run out of time just to focus in this section.”

It represents their grammatical skills are poor that makes them choose the wrong answer and they also tend to forget the pattern so they do not concern to the next sections which aligns them to reduce the time limit.

Henceforth, the average analysis for the data collected from the respondents is 64 %. Here is the calculation using RII (Relative Importance Index)

$$RII = \sum \frac{F \times W}{N \times A} \times 100 \%$$

$$RII = \sum \frac{117}{46 \times 4} \times 100 \%$$

$$RII = \sum \frac{117}{184} \times 100 \%$$

$$RII = 64 \%$$

Based on the analysis it can be classified into low categorization which means the students have high difficulty to answer the question in the structure and written expression because they do not know all the rules and grammar.

Table 4. 7 Structure and Written Expression Difficulties

7. I find difficulty to answer the question because I do not know the tense in English.				
Category	Scale (W)	Frequency (F)	Total W x F	Percent
Strongly Agree	4	3	12	6,5 %
Agree	3	14	42	30,4 %
Disagree	2	28	56	60,9 %
Strongly Disagree	1	1	1	2,2 %
Total		46	111	100 %

Table number 7 explains many students disagree in having difficulty to answer the structure and written expression because they do not know the tense. It can be seen in the table as many as 28 students (60,9 %) choose disagree and 1 student (2,2%) choose strongly agree. This is in line with the statement from student 2 and 3 that stated:

S2: “I think that answering the structure and written expression is easy because it is not as long as in the reading text. I can also answer the structure and written because I already know the tense used and I like to learn grammar that include the tense.”

S3: “For me, I can recognize the tense used in the structure and written expression because I used to the grammar more than speaking or other skills.”

It shows that 29 students in total have fair skills in understanding the tense of English so they feel easy in choosing the right answer.

However, the other students have different understanding about tense where 14 students (30,4 %) choose agree and 3 students (6,5%) choose strongly agree. It is supported by the statement from student 1 and 5 who stated:

S1: “In my view, I feel difficult because I do not master the tenses in English it. I usually get distracted with the verbs in the past tense and perfect tense since they are similar.”

S5: “My grammatical skills is not good so I could not differentiate between the tense and pattern used in the sentence. I used to answer the structure using my instinct.”

It illustrates that have incompetence skills in grammar that tend them feel uneasy to select the right answer.

Next, the average analysis for the data collected from the respondents is 61 %. Here is the calculation using RII (Relative Importance Index)

$$RII = \sum \frac{F \times W}{N \times A} \times 100 \%$$

$$RII = \sum \frac{111}{46 \times 4} \times 100 \%$$

$$RII = \sum \frac{111}{184} \times 100 \%$$

$$RII = 61 \%$$

Based on the analysis it can be classified into low categorization which means the students have low difficulty to answer the structure and written expression because they do not know the tense.

Table 4. 8 Structure and Written Expression Difficulties

8. I find difficulty in identifying and matching word formation in structure and written expression.				
Category	Scale (W)	Frequency (F)	Total W x F	Percent
Strongly Agree	4	2	8	4,3 %
Agree	3	18	54	39,1 %
Disagree	2	23	46	50 %
Strongly Disagree	1	3	3	6,5 %
Total		46	111	100 %

Table number 8 discusses that many students disagree to find difficulty in identifying and matching word formation in structure and written expression. It can be seen in the table as many as 23 (50%) students choose disagree and 3 students (6,5%) choose strongly disagree. This aligns with the statement from students 1 and 2 who stated:

S1: "I think this section is easy because I know the form in a sentence. I usually take a look in a sentence and try to identify the subject and verbs used so I can answer it."

S2: "I know word formation like part of speech and it helps me to match and differentiate the kinds of word."

This represents that many of the students feel easy to recognize the matching words due to fair background knowledge.

Nevertheless, other students agree about having difficulty in identifying and matching word formation. It is illustrated in the table, as many as 18

students (39,1 %) choose agree and 2 students (4,3 %) choose strongly agree.

This is accordance with the statement of student 4 and 5 that stated:

S4: “I think my grammar skill is not really good so I find difficult to recognize the suitable words to be filled in the structure and written expression”.

S5: “I do not think that my grammar is good. I only read the question one time and I answer it by guessing because I am not confident to answer this section.”

This describes that they have poor grammar understanding and less confident that makes them it difficult to them to match the word.

Thereafter, the average analysis for the data collected from the respondents is 61 %. Here is the calculation using RII (Relative Importance Index)

$$RII = \sum \frac{F \times W}{N \times A} \times 100 \%$$

$$RII = \sum \frac{111}{46 \times 4} \times 100 \%$$

$$RII = \sum \frac{111}{184} \times 100 \%$$

$$RII = 61 \%$$

Based on the analysis it can be classified into low categorization which means the students have low difficulties in identifying and matching words formations in structure and written expression.

Table 4. 9 Structure and Written Expression Difficulties

9. I can understand and avoid redundancy word in the test.				
Category	Scale (W)	Frequency (F)	Total W x F	Percent
Strongly Agree	4	2	8	4,3 %
Agree	3	34	102	73,9 %
Disagree	2	10	20	21,7 %
Strongly Disagree	1	0	0	0 %
Total		46	130	100 %

Table 9, presents that majority of the students agree that they can understand and avoid redundancy word in the test. From the table above, it displays as many as 36 students in total choose agree. With data, 34 students

(73,9 %) choose agree and 2 (4,3 %) students choose strongly agree. This is in line with the students 3 and 5 who stated:

S3: “I think reduce form is easy because I focus on the main point in the sentence so I can notice the extra words used. I will reduce the repetitions words that does not affect anything when it is gone.”

S5: “To answer this type of questions, I usually read the questions more than one time. I do double checking to make sure there is no any unnecessary words so I can reduce it.”

This indicates that they already know about redundancy form and re-read the questions in the structure and written expression so they are able to select the correct answer.

Nonetheless, as many as 10 students (21,7 %) disagree that they understand and avoid the redundancy. It is supported by the statement from student 1 and 4 that stated:

S1: “It is hard for me to reduce the words because I feel that the sentence is clearly correct. I do not the error or mistakes that appears within the sentence.”

S4: “I think reduce form is confusing because I have tried to reduce the words but It feels like the extra words that I reduced is still applicable used within a sentence.”

It shows that they do not have enough skills to recognize the words that should be reduced in the text which caused them to pick the wrong answer.

Subsequently, the average analysis for the data collected from the respondents is 71 %. Here is the calculation using RII (Relative Importance Index)

$$RII = \sum \frac{F \times W}{N \times A} \times 100 \%$$

$$RII = \sum \frac{130}{46 \times 4} \times 100 \%$$

$$RII = \sum \frac{130}{184} \times 100 \%$$

$$RII = 71 \%$$

Based on the analysis it can be classified into low categorization which means the students have high difficulties in understanding and avoiding the redundancy words.

Table 4. 10 Structure and Written Expression Difficulties

10. I find difficulty because of intralingual errors.				
Category	Scale (W)	Frequency (F)	Total W x F	Percent
Strongly Agree	4	3	12	6,5 %
Agree	3	33	99	71,7 %
Disagree	2	8	16	17,4 %
Strongly Disagree	1	2	2	4,3 %
Total		46	129	100 %

Table number 10 illustrates most of the students agree in having difficulty to answer the structure and written expression because of intralingual errors. Specifically, as many as 33 students (71,7 %) choose agree and 3 students (6,5 %) choose strongly disagree. It is supported by students 2 and 5 who stated:

S2: “I feel that I sometimes use the wrong structure to be applied in creating a sentence. I think that I need more practice so that I will not have this intralingual errors.”

S5: “I find difficult sometimes because I am lack of grammar skills. It affects the way I answers the structure and written expression incorrectly.”

This depicts that students are having errors because they make mistakes in translating because they lack of understanding in grammatical rules, structure, or diction.

However, 10 students in total disagree to have intralingual errors. In details, 8 students (17,4 %) choose disagree and 2 students (4,3 %) choose strongly disagree. This is in line with the statement from student 1 and 3 who stated:

S1: “For me, I try to think more than one times to make sure that I do not make errors or mistakes because if I only think one times to answer the structure it may cause error.”

S3: “I have confidence to answer the questions because I believe that I have applied right structure. I avoid to generalize all the rules or grammar in English because some of the have different pattern.”

It indicates that they are being careful and have fair understanding in grammatical rules and structure so they are able to translate the language using good diction and right grammar.

Henceforth, the average analysis for the data collected from the respondents is 71 %. Here is the calculation using RII (Relative Importance Index)

$$RII = \sum \frac{F \times W}{N \times A} \times 100 \%$$

$$RII = \sum \frac{129}{46 \times 4} \times 100 \%$$

$$RII = \sum \frac{129}{184} \times 100 \%$$

$$RII = 71 \%$$

Based on the analysis it can be classified into low categorization which means the students have high difficulties in answering the structure and written expression because of the intralingual errors.

Table 4. 11 Structure and Written Expression Difficulties

11. I find difficulty because of interlingual errors.				
Category	Scale (W)	Frequency (F)	Total W x F	Percent
Strongly Agree	4	5	20	10,9 %
Agree	3	32	64	69,6 %
Disagree	2	8	16	17,4 %
Strongly Disagree	1	1	1	2,2 %
Total		46	101	100 %

Table number 11 shows that students agree in having difficulty to answer the structure and written expression because of interlingual errors. From the table above, it can be displayed as many as 32 students (69,6 %) choose agree and 5 students (10,9 %) choose strongly disagree. This is accordance with the statement stated by the students 2 and 4 that stated:

S2: “I think that sometimes I used the Indonesian grammar to translate the English language that makes me to add or reduce the words used”.

S4: “I feel that English grammar is similar with Indonesian which is subject followed by subject and predicate (verbs) and the different is that in Indonesia, we do not put much to be like in English, that is why I sometimes forget to put the to be in translating English sentence.”

It indicates that students are having errors because they apply the pattern or rules from native language which makes them select the wrong answer during the test.

Nevertheless, 9 students in total disagree to have interlingual errors. In details, 8 of the students (17,4%) choose disagree and 1 student (2,2 %) choose strongly disagree. It is supported by the statement stated by students 2 and 3 who stated:

S2: “I think translating a language is not only based on the grammar but also the dictions. Even though I have tried to match the words using correct grammar but the words options are also important, that is why I always check whether both grammar and dictions is applicable.”

S3: “I used to think in English when I read English sentence so Indonesian structure does not affect when I try to translate. I also not translate word to word (one by one) that sometimes can change the meaning.”

It describes that they can differentiate between the English and Indonesian grammatical rules and habit of thinking in English that leads not having interlingual errors.

Next, the average analysis for the data collected from the respondents is 55 %. Here is the calculation using RII (Relative Importance Index)

$$RII = \sum \frac{F \times W}{N \times A} \times 100 \%$$

$$RII = \sum \frac{101}{46 \times 4} \times 100 \%$$

$$RII = \sum \frac{101}{184} \times 100 \%$$

$$RII = 55 \%$$

Based on the analysis it can be classified into low categorization which means the students have low difficulties answering the structure and written expression because of the interlingual errors.

Table 4. 12 Reading Difficulties

12. I find difficulty to determine main idea in the passage.				
Category	Scale (W)	Frequency (F)	Total W x F	Percent
Strongly Agree	4	0	0	0 %
Agree	3	17	51	37 %
Disagree	2	26	52	56,5 %
Strongly Disagree	1	3	3	6,5 %
Total		46	106	100 %

In the table number 12, students disagree that they find difficulty to determine main idea in the passage. From the table above, it displays as many as 26 students (56,5 %) choose disagree and 3 students choose (6,5 %) strongly disagree. This aligns with the student 1 and 4 who stated:

S1: “In my view, it is the easiest part from all the reading questions because other questions such as asking about the meaning of any particular word or synonym of the words is difficult for me. I think main idea mostly can be found in the beginning of the passage or paragraph. But I usually notice some repetitions word within the text that I conclude it as the main idea.”

S4: “I do not feel difficult to find the main idea because the passage in EPTUS is relative short so I can read all paragraph that makes me easy to find the main Idea.” It shows that they do not have a problem in determining the main idea because they focus in the start of the passage and locate it also the short passage allows them to read entirely so they can catch the context and find the main idea.

Nonetheless, 17 students (37%) agree that they find difficulty to determine main idea in the passage. This is accordance with student 2 and 3 who stated

S2: “I used to read too fast so I miss the details in the reading. I read it fast because I think of the limited time that makes me feel hurry so I can answer the next questions without running out of time.”

S3: “I feel difficult to recognize the main point of the speaker because I used to the main idea usually appears in the first sentence. But recently I figure it out that the main idea can appears not only in the beginning of sentence.”

It illustrates that they are likely to read quickly and lack of effective reading strategies also insufficient vocabulary, that aligns them in missing the clear main points.

Thereafter, the average analysis for the data collected from the respondents is 58 %. Here is the calculation using RII (Relative Importance Index)

$$RII = \sum \frac{F \times W}{N \times A} \times 100 \%$$

$$RII = \sum \frac{106}{46 \times 4} \times 100 \%$$

$$RII = \sum \frac{106}{184} \times 100 \%$$

$$RII = 58 \%$$

Based on the analysis it can be classified into low categorization which means the students have low difficulties in recognizing the main point of the speaker.

Table 4. 13 Reading Difficulties

13. I find difficulty to understand the passage because lack of vocabulary.				
Category	Scale (W)	Frequency (F)	Total W x F	Percent
Strongly Agree	4	6	24	13 %
Agree	3	24	72	52,2 %
Disagree	2	15	30	32,6 %
Strongly Disagree	1	1	1	2,2 %
Total		46	127	100 %

Table number 13 represents that most of the students agree that they find difficulty to understand the passage because lack of vocabulary. It can be seen as many as 24 students (52,2 %) choose agree and 6 students (13 %) choose strongly agree. It is supported by statement from student 1 and 5 who stated

S1: “I agree that I feel difficult to understand the text because I do not have much vocabulary that can help me to know the context/meaning.”

S5: “My vocabulary mastery is less so I feel difficult to understand the text, but I am trying to identify the context by reading all paragraph.” It indicates they cannot understand the meaning and the point in the passage due to limited vocabularies.

However, 16 students disagree about finding difficulty in understanding the passage because lack of vocabulary. With data, 15 of the students (32,6%) choose disagree and 1 student (2,2%) choose disagree. This is accordance with the students 2 and 4 that stated

S2: “For me, I do not really feel difficult to understand the text because the vocabularies used in the reading are general. It makes me easily understand about the topic.”

S4: “I do not find difficulty because the text is short and the topic in reading section is familiar so I can analysis the text well.” It describes In conclusion, the students found the passage easy to understand due to the general vocabulary, short length, and familiar topic, which allowed them to comprehend and analyze the text with ease.

Subsequently, the average analysis for the data collected from the respondents is 70 %. Here is the calculation using RII (Relative Importance Index)

$$RII = \sum \frac{F \times W}{N \times A} \times 100 \%$$

$$RII = \sum \frac{127}{46 \times 4} \times 100 \%$$

$$RII = \sum \frac{127}{184} \times 100 \%$$

$$RII = 70 \%$$

Based on the analysis it can be classified into low categorization which means the students have low difficulties to understand the passage because lack of vocabulary.

Table 4. 14 Reading Difficulties

14. I understand and can answer the detail information the passage.				
Category	Scale (W)	Frequency (F)	Total W x F	Percent
Strongly Agree	4	4	16	8,7 %
Agree	3	25	75	54,3 %
Disagree	2	17	34	37 %
Strongly Disagree	1	0	0	0 %
Total		46	125	100 %

Table 14, displays that majority of the students agree that they can understand and can answer the detail information the passage. From the table above, it displays as many as 29 students in total choose agree. With data, 25 students (54,3 %) choose agree and 4 students (8,7%) choose strongly agree. This aligns with the statement from student 1 and 2 who stated:

S1: “Answering detail information in the passage is easy because it is mentioned in the text.”

S2: “For me this type of question is not difficult because I can look for the answer by reading the text carefully. Although I may not know some words but the questions are still able to be answers since it has clue both in the questions *and the text*.”

This depicts they do not face difficulty because the answered are clearly stated in the passage & supported by the clues.

Nevertheless, as many as 17 students (37%) disagree that they understand and can answer the detail information the passage. It is supported by students 3 and 4 that stated:

S3: “I feel difficult to answer detail information when I must find a synonym. I sometimes do not know the meaning of the synonym of the word mentioned so I choose wrong answer.”

S4: “I do not have any reading strategy which makes me attempt to spent a lot of time just to focus reading the whole text without looking at the questions first so I have no time to review the questions and the answers more than one time.”

This indicates that they find it difficult because they lack of vocabulary specially in finding synonym and they also tend to spend much time to read the entire passage since they have no efficient reading strategy.

Henceforth, the average analysis for the data collected from the respondents is 68 %. Here is the calculation using RII (Relative Importance Index)

$$RII = \sum \frac{F \times W}{N \times A} \times 100 \%$$

$$RII = \sum \frac{125}{46 \times 4} \times 100 \%$$

$$RII = \sum \frac{125}{184} \times 100 \%$$

$$RII = 68 \%$$

Based on the analysis it can be classified into low categorization which means the students have low difficulties to understand and can answer the detail information the passage.

Table 4. 15 Reading Difficulties

15. I find it difficult to locate reference which is asked in the passage.				
Category	Scale (W)	Frequency (F)	Total W x F	Percent
Strongly Agree	4	1	4	2,2 %
Agree	3	26	78	56,5 %
Disagree	2	16	32	34,8 %
Strongly Disagree	1	3	3	6,5 %
Total		46	117	100 %

Table 15, depicts many students agree that they feel difficult to locate reference which is asked in the passage. Specifically, as many as 26 students (56,5 %) choose agree and 1 student (2,2%) choose strongly agree. It is supported by students 4 and 5 who stated:

S4: “In my view referring can be difficult when the options of the answers look similar and it confused me. I think it is because I have poor vocabulary knowledge that is why I feel difficult to refer.”

S5: “Sometimes I also did not realize there is exception words in the questions that is why I choose the wrong answer.”

It illustrates that students understanding about reference is poor because lack of vocabulary and less concentration that aligns them to choose the wrong answers.

However, other students have different understanding to locate reference which is asked in the passage. It can be seen as many as 16 students (34,8 %) choose disagree and 3 students (6,5%) choose disagree. This is in line the statement from student 2 who stated:

S2: “I do not find difficulty to locate a reference because this type question is familiar like and also the I can refer it since the information mentioned within the text.”

S3: “I feel easier to locate a reference because I do not need to read all text to answer these questions, I just read the specific the line or sentence mentioned within the text that refer to the questions.”

This represents that they find familiarity of questions that helps them easily recognize the reference within the text and focusing the particular line based on the questions referred.

Subsequently, the average analysis for the data collected from the respondents is 64 %. Here is the calculation using RII (Relative Importance Index)

$$RII = \sum \frac{F \times W}{N \times A} \times 100 \%$$

$$RII = \sum \frac{117}{46 \times 4} \times 100 \%$$

$$RII = \sum \frac{117}{184} \times 100 \%$$

$$RII = 64 \%$$

Based on the analysis it can be classified into low categorization which means the students have low difficulties in locate reference which is asked in the passage.

Table 4. 16 Reading Difficulties

16. I know how to make inference (conclusion)				
Category	Scale (W)	Frequency (F)	Total W x F	Percent
Strongly Agree	4	4	16	8,7 %
Agree	3	31	93	67,4 %
Disagree	2	11	22	23,9 %
Strongly Disagree	1	0	0	0 %
Total		46	131	100 %

Table number 16 shows majority of the students agree about knowing how to make inference or conclusion. From the table above, it can be displayed that 35 students in total agree with this statement. In details as many as 34 students (67,4 %) choose agree and 4 students (8,7 %) choose strongly disagree. This aligns with the statement from students 2 and 5 who stated:

S2: “I think making a conclusion is not that hard because I usually take a look on the main idea after scanning the text and then attempt to predict the writer’s intention in the text that is why I can conclude the meaning and context within the text.”

S5: “In my view, conclusion can be seen from the clue that appears from the words that are being mention many times so I make the conclusion based on the main point that I recognize by focusing the words repeated frequently.”

This indicates that students find it relatively easy to draw conclusions from a passage. They highlight strategies like identifying the main idea, predicting the writer's intention, and focusing on repeated words as key approaches to understanding meaning and context within the text.

Nonetheless, 11 students disagree to know how to make conclusion. It is supported by statement from student 1 that stated:

S1: "I feel difficult when the information is implied that makes me hard to know the main idea and end up guessing the conclusion without considering the context of the text."

S4: "For me, some texts have too much information that makes me confused to make a conclusion."

It shows that their ability in reading skill particularly in concluding the sentence or main point are poor since they have struggle with interpreting detail information and dealing with excessive detail information.

Thereafter, the average analysis for the data collected from the respondents is 72 %. Here is the calculation using RII (Relative Importance Index)

$$RII = \sum \frac{F \times W}{N \times A} \times 100 \%$$

$$RII = \sum \frac{131}{46 \times 4} \times 100 \%$$

$$RII = \sum \frac{131}{184} \times 100 \%$$

$$RII = 72 \%$$

Based on the analysis it can be classified into low categorization which means the students have low difficulties in making inference (conclusion).

In conclusion, the researcher calculates a total of 16 statements and divide them into 3 categories: listening comprehension with 5 statements, structure and written expression with 6 statements and reading comprehension with 5 statements. Based on the findings, student difficulties in each skill can be seen that listening comprehension received high score, structure and written expression is low score and reading comprehension got score high. Therefore, it can be concluded that the student faced most difficulties in listening and reading comprehension.

Table All Indicators

No.	Indicator	Index of each Indicator		Total score of each Indicator	Score Category
1.	Listening Comprehension	62 %	67 %	349 % : 5 = 70 %	High
		75 %	74 %		
		71 %			
2.	Structure and Written Expression	64 %	71 %	383 % : 6 = 63 %	Low
		61 %	71 %		
		61 %	55 %		
3.	Reading Comprehension	58 %	64 %	332 % : 5 = 66 %	High
		70 %	72 %		
		68 %			

B. Discussion

In this section, the researcher presents the discussion based on the findings. The discussion will focus on the findings based on the research question proposed “What are the Students’ Perception of Difficulties in Taking the English Proficiency Test at UIN Prof. K.H Saifuddin Zuhri Purwokerto?” The skills in EPTUS are divided into 3 namely listening comprehension, structure and written expression and reading comprehension. This aspect will be connected to how is the students perception about difficulties in each skill.

1. Listening Difficulties

Based on the findings, the average student analysis percentage in the listening is 70 % which is categorized as high difficulty. It can be seen in the table 4.1, table 4.2, table 4.3, table 4.4, and table 4.5 which discussed about listening. The discussion of the listening difficulties is break downed in the paragraphs bellow:

The first difficulty that faced by the students in the statement in table 4.1 is finding main point of the speaker. They felt difficult due to the speakers’ speed and limited vocabulary knowledge. As a result, they struggle to keep up with speed in the dialogue so it is hard for them to catch the content of the listening. Additionally, they have poor vocabulary mastery that cause them to feel unfamiliar with the vocabulary used, so they found it difficult. This is related to Buck (2001) that identifies numerous difficulties encountered in listening tasks such as unknown vocabularies, unfamiliar topics, fast speech rate, and unfamiliar accents.

Secondly, finding difficulty to recognize every single word in the spoken text was statement of table 4.2. They felt uneasy to recognize the words because they feel stress during the listening and lack of vocabulary mastery. It makes them to have less focus because the anxiety level appears during listening also being unconfident to choose the correct answers resultantly of having insufficient vocabularies. According to (Hardiyanto et al., 2021) there are four problems in the listening namely problem from

message content, speakers, listener and physical settings. One of the problems stated by him that is listener problem happened in this research. Listener itself is one of the factors that can cause them in facing difficulty during listening such as less focus, lack in vocabulary, inability to understand the meaning and inability to recognize familiar words.

The third is statement in table 4.3 that discussed the difficulty to understand idiom and phrasal verb in the dialogue. Brown (2004) stated that the difficulties that may encountered during listening is understanding the colloquial language which include slangs, idioms, abbreviation, and common cultural knowledge. The students found it difficult because they are less practice such as blending with the English content like watching YouTube or listening podcast. Besides that, some of them claimed that they did not pay much attention so they miss some words the listening sections. Parallel with that Flowerdew and Miller (1994) mentioned the Internal Factors as the caused in the listening difficulties. Internal factors are personal challenges that affect listening comprehension like concentration difficulties.

Fourthly, the difficulty in clustering/grouping phrase and clause comes as the statement of table 4.4. They had poor skills in mastering grammatical units and hearing problem that makes them difficult to cluster the phrase and clause. As mentioned by Brown (2004), clustering is one of the problems that can occurred in the listening. Clustering is focusing on appropriate linguistic such as phrases or clause components. They had poor skills in mastering grammatical units and hearing problem that makes them difficult to cluster the phrase and clause.

The last is understanding of reduce form in the statement in table 4.5. The students said that they felt uneasy to recognize it the listening due to the speed of speaker and unfamiliar reduce form. This kind of difficulties was figure out by Brown (2004) that stated reduction forms may not be covered in the English Language learning since the students have only been

exposed to formal, "textbook" language. As a result, students that have less background knowledge about reduce form may face difficulties.

From those 5 statements, the researcher found that the statement in table 4.2 was the highest percentage (75%) which discussed about finding difficulty to recognize every single word in the spoken text. This aspect was considered the hardest one for the students in listening section.

2. Structure and Written Expression

Based on the findings, the average student analysis percentage in the listening is 63 % which is categorized as low difficulty. It can be seen in the table 4.6, table 4.7, table 4.8, table 4.9, table 4.10, and table 4.11 that discussed about structure and written expression. The discussion of the structure and written expression difficulties is described in the paragraphs bellow:

Firstly, the statement in table 4.6 discussed about difficulty in answering the question due to not knowing all the rules and grammar in structure and written expression. The students' grammar abilities are inadequate, causing them to choose the incorrect answer. They also tend to forget the pattern, so they do not concern with the next sections in the text that makes them to run out of time. Grammar is defined as a set of rules employed to produce understandable language to deliver clear communications. Mastering the grammar is vital to create sentence accurately in writing (Zhang, 2013). As a result, to decrease the mistakes occurred in answering structure and written expression, improving the ability by applying grammar rules in daily communication is needed.

Secondly, the difficulty to answer the question because not knowing the tense in English comes as statement in table 7. The students feel that they have incompetence skills in grammar that tend them feel uneasy to select the right answer. (Akmal et al., 2020) stated that Grammar incompetence is believed as the problem faced by the students in answering structure and written expression. It is depicting the students do not have good skills in grammar and lack of grammar understanding which include

the tense. Grammar plays a crucial role in language proficiency since it assists them to understand and create well-form sentences. In addition, students are required to practice more in writing skills to improve their understanding in the use of tense.

The third is finding difficulty in identifying and matching word formation in structure and written expression in the statement of table 4.8. The students claimed that they have poor grammar understanding and less confident that makes them it difficult to them to match the word. As mentioned by (Akmal et al., 2020), grammar insufficient and low self-confident becomes problem the students faced the most. Low confidence is distracted by the anxiety or nervous occurred during the test. Therefore, being relax and practice more can be considered as the way in assisting them to get more correct questions

The fourth is statement of table 4.9 that discussed about the ability to understand and avoid redundancy word in the test. The students do not have enough skills to recognize the words that should be reduced in the text which caused them to pick the wrong answer. They feel hesitant and think the sentence has no error or mistakes.

The next, describe about finding difficulties because of the intralingual errors is in the table 4.10. The students are having errors because they make mistakes in translating because they lack of understanding in grammatical rules, structure, or diction. To address this, students need to be surrounded with English content in daily life so that they will not feel unfamiliar with the words or sentence in English. According to (Septiana, 2020), Indonesian grammatical interference significantly impacts EFL students' writing, where differences between the Indonesian and English grammar systems lead to common errors. Therefore, immersing students in English content helps them become familiar with the language, reducing reliance on their native language structure. Forcing students to focus solely on correctness can sometimes harm their motivation, so a step-by-step approach can be more effective.

Forcing students to focus solely on correctness can sometimes harm their motivation, so a step-by-step approach can be more effective.

Lastly, the statement of table 4.11 that discussed about finding difficulty because of interlingual errors comes next. The students claimed that they find are making mistakes because they apply the pattern or rules from native language which makes them select the wrong answer during the test. The major problem encountered by many students is poor grammar ability that affects their way in selecting the correct answers especially in structure in written expression. According to Mubarak and Nur'aisyah (2020), native language interference plays a significant role in EFL students' learning process, as Indonesian grammatical structures often conflict with English grammar rules. This interference can lead to errors in students' writing and speaking. To overcome this, consistent exposure to English in their daily lives will help them adapt to English structures and reduce reliance on their native language grammar.

From those 6 statements, the researcher identified statement 9 and 11 was the highest percentage (71%) which include difficulty to understand and avoid redundancy of the text, Interlingual errors.

3. Reading Difficulties.

Based on the findings, the average student analysis percentage in the listening is 66 % which is categorized as high difficulty. It can be seen in the table 4.12, table 4.13, table 4.14, table 4.15, and table 4.16 that discussed about Reading. The discussion of the listening difficulties is explained in the paragraphs bellow.

The first difficulty in reading is in the table 4.12 which is finding difficulty to determine main idea in the passage. They tend to they to read quickly and lack of effective reading strategies. This is in line with Moreover, some of them only focus to read the first sentence and conclude it as the main point without reading the next sentence or paragraph. As a result, they miss the details of the concept being present with the text. This is related with the theory of (Nuttal, 1982) that identified the difficulty of

reading comprehension is recognizing the main idea. He stated that the position of main idea is not only in the beginning of the sentence, sometimes it may appear in the middle or last sentence. Therefore, students struggled to identify the main idea in the reading because they do not look at other details in the passage.

The second is difficulty to understand the passage because lack of vocabulary in statement of table 4.13. The students faced this problem due to limited vocabulary. (Herman, et al 2024) identified that lack of vocabulary is one factor that affects students in having difficulties which cause them to feel unfamiliar with the text so they just guess the meaning by doing win-win solutions or getting luck from the answers. In addition, mastering vocabulary is crucial to know detail information stated in the passage so students are able to grasp the meaning and context of the text.

The third difficulty in the statement in the table 4.14 is answering the detail information within the passage. The students find it difficult because they lack of vocabulary specially in finding synonym and they also tend to spend much time to read the entire passage since they have no efficient reading strategy. As a result, they are not able to find the closest meaning since they focus in reading all passage without strategy that can minimize their difficulty in choosing the best answer. According to (Nuttal, 1982) the component of reading that usually become a problem is finding detail information. This part presents questions that is used to assess the students in comprehending the material that is directly mentioned within the text. Scanning is reading strategy that can be used by the students to understand and answer the text correctly. Subsequently, to cope this obstacle, the students must have the reading strategy and do a lot practice to increase their vocabulary mastery.

Difficulty to locate reference which is asked in the passage in the statement in table 4.15 comes next. This difficulty occurred when the students claimed that they have poor vocabulary mastery and less concentration that aligns them to choose the wrong answers. According to

Phillips (2011), when dealing with pronoun reference questions, it is crucial to recognize that a noun usually appears first in the text, followed by the pronoun that refers to it. Therefore, test-takers should look earlier in the passage to identify the noun. Similarly, (Nuttal, 1982) highlighted that locating references is a common difficulty for students. He explained that the antecedent of a pronoun serves as its reference and it can be a word or phrase. Students must comprehend the use of pronouns in sentences to identify people, places, or situations. Therefore, students must improve their vocabularies and read carefully in order to refer the noun correctly, as it is mentioned in the passage.

The last, the difficulty to make inference or conclusion is in the statement of table 4.16. The students encountered this difficulty because they have struggle with interpreting implied information and dealing with excessive detail information that leads confusion to make a summary. As stated by (Nuttal, 1982) students are expected to comprehend point within the text to infer a conclusion of the statements from the text in each paragraph. It could be difficult for the students when they try to draw a conclusion since the meaning is not stated in the text. To make an inference, readers must practice in combining from the text prior knowledge. It means that the clues could students the student in developing an inference.

From those 5 statements, the researcher identified statement 16 was the highest percentage (75%) which discussed about finding difficulty to recognize every single word in the spoken text so that aspect was considered the hardest one for the students.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and the suggestion related to what the writer analyzed and discussed for the further research with the same or similar topic.

A. Conclusion

The objective of this study is to identify Students' Perception of Difficulties in Taking the English Proficiency Test at UIN Prof. K.H Saifuddin Zuhri Purwokerto. The subjects in this study are English Department Students at the first grade who failed the test. The objects of this study are the perception about difficulties faced by the English students in taking English Proficiency Test used in UIN Prof. K.H. Saifuddin Zuhri which is (EPTUS).

Based on the data conducted in the findings and conclusion, it can be seen that the perception of English students' difficulties in taking EPTUS at UIN Prof. K.H Saifuddin Zuhri is mostly high. There were questionnaires which comprises 16 statements divided into 3 skills given to the freshmen English students that failed this test. The result shown that the difficulties in the listening is 70 %, 63 % in structure and written expression, and 66 % in reading comprehension. Based on the percentages, it can be described there are more than one skill that the students claimed as difficult. It is classified that listening is categorized as high difficulty, structure and written expression is low difficulty and reading comprehension is high difficulty. With the details the most difficult part that students faced in the listening was about difficulty to recognize every single word in the spoken text. In structure and written expression, there were two difficulties namely, difficulty to understand and avoid redundancy of the text, Interlingual errors. Difficulty to understand the passage because lack of vocabulary was considered the hardest aspect in reading comprehension for the students.

B. Suggestions

This study contains Students' Perception of Difficulties in Taking The English Proficiency Test at UIN Prof. K.H Saifuddin Zuhri Purwokerto. The researcher will write down some suggestion that might be useful related to this study.

1. For University

The university as the place for the students in gaining the knowledge should provide the pre class which comprises the English lessons that is supported by English tutor to teach them before holding the test so the students who pass the test will increase.

2. For Students

It is better for the freshman English students to do practice since they are taking English Major that require English Proficiency Test (EPT) used to measure their abilities. The more they practice, the higher chance for them to pass the test.

3. For Other Research

The researcher hopes that this research can be useful for further research as a reference that related to similar topics.

C. Limitation of The Study

This research was conducted to identify the Students' Perception of Difficulties in Taking the English Proficiency Test at UIN Prof. K.H Saifuddin Zuhri Purwokerto. The following are the limitations of this research so that it becomes more focused and not be widened:

1. This research only focusses on identifying the Students' Perception of Difficulties in Taking the English Proficiency Test (EPTUS) at UIN Prof. K.H Saifuddin Zuhri Purwokerto. This research does not focus in analyzing the strategy used to pass the EPTUS.
2. Freshmen English Students that failed the EPTUS were chosen because they are from English Major that are expected to pass the test and they are considered to know English more than the students from other major.

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APPENDICES



Appendix 1 Questionnaire Guides

These statements were adapted from questionnaire in the thesis written by Rezkiyani in 2019 entitled “The Difficulties Faced by the EFL Students in the TOEFL test (A Case Study at English and Literature Department) which based on theory from Phillips (2011). The questionnaires were then modified and applied in this research.

Please mark (X) under the column which best represents your opinion about each statement.

No	Listening Difficulties	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I find difficulty to recognize the main point of the speaker					
2.	I find difficulty in guessing unknown word, phrase and clause					
3.	I find difficulty to clustering/grouping phrase and clause					
4.	I find difficulty to understand idiom and phrasal verb in the dialogue					
5.	I understand when the speaker speak too fast					
6.	I understand the kinds of repetition, rephrase, elaboration and insertation					

7.	I understand about reduce form					
8.	I know the strategy in answerig listening section					

No	Structure and Written Expression	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I know the equivalent and the connection of word in the test.					
2.	I can understand and avoid redundancy word in the test					
3.	I am not careful enough, so sometimes I am misanalysis					
4.	I find more than one mistake/answer in written expression					
5.	I find difficulty because transfer error or friends or teacher teach me the wrong structure					
6.	I find difficulty to answer the question because I do not know the exceptional					


	rules in structure					
7.	I find difficulty to answer the question because I do not know all the rules in structure					
8.	I understand/know how to simplify along sentence to be a short one					

No	Reading Difficulties	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I find difficulty to understand the passage because lack of vocabulary					
2.	I understand about intent of the passage even though it is stated or unstated					
3.	I do not know the strategies of reading comprehension					
4.	I find difficulty to determine main idea in the passage					
5.	I understand and can answer the detail information the passage					

6.	I find it difficult to locate reference which is asked in the passage					
7.	I understand about reduce form					
8.	I know the strategy in answering reading section					



Appendix 2 Validation Questionnaire Sheet



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Jendral A. Yani, No. 40A Purwokerto 53126

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Ira Wahidiyati MPd.
 Jabatan : Dosen
 Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa interview dan questionnaire yang akan digunakan untuk penelitian berjudul **"A Study of English Students' Difficulties at UIN Prof. K.H Saifuddin Zuhri Toward Taking an English Proficiency Test"** yang dibuat oleh:

Nama : Hisan Ainun Nissa
 NIM : 1817404062
 Prodi : Tadris Bahasa Inggris
 Fakultas : Tarbiyyah dan Ilmu Keguruan

Dengan ini menyatakan instrument tersebut,

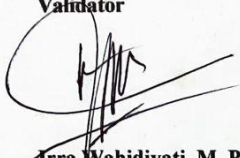
☐ Layak digunakan
☒ Layak digunakan dengan revisi
☐ Tidak layak digunakan

Catatan (bila perlu)
Menyesuaikan kuesener dengan research question

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 13 Juni 2024

Validator


Irra Wahidiyati, M. Pd.
NIP. 198811302019082001

Assalamu'alaikum wr.wb.

Let me introduce my self, my name is Hisan Ainun Nissa. I am an English Education Department Student from UIN Prof. K.H. Saifuddin Zuhri Purwokerto who is doing research about difficulties encountered by the English students at UIN Prof. K.H. Saifuddin Zuhri toward taking an English proficiency test in the academic year of 2023/ 2024. In this moment I would like to ask you to help me in my research. I want you to answer all the questionnaire below based on your actual experience.

The criteria of the respondents for this questionnaire are:

1. English students at first and second semester in the academic year of 2023/2024 in English developing class.
2. Has done with English Proficiency Test of UIN Prof. K.H. Saifuddin Zuhri Purwokerto (EPTUS) before.

All the data and personal information on this research will be kept and be used appropriately as a source of the research.

Part 1: Personal Information

Name :

Class :

Student Number :

Phone Number :

Part 2: Opinion on Difficulties of English Listening, Reading, and Written Expression.

Instruction: Please mark (X) under the column which best represents your opinion about each statement.

Description:

Strongly Agree : Sangat Setuju
 Agree : Setuju
 Disagree : Tidak Setuju
 Strongly Disagree : Sangat Tidak Setuju

No.	Listening Difficulties	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I find difficulty to recognize the main point of the speaker.				
2.	I feel difficult to recognize every single word in the spoken text.				
3.	I feel difficult find difficulty to understand idiom and phrasal verb in the dialogue.				
4.	I find difficulty to clustering/grouping phrase and clause.				
5.	I understand about reduce form.				

No.	Structure and written expression	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I find difficulty to answer the question because I do not know all the rules and grammar in structure and written expression.				
2.	I find difficulty to answer the question because I do not know the tense in English.				
3.	I find difficulty in identifying and matching word formation in structure and written expression.				
4.	I can understand and avoid redundancy word in the test.				

5.	I find difficulty because of intralingual errors . (Mistakes that happened during learning the second language, usually overuse grammars application).				
6.	I find difficulty because of interlingual errors . (Mistakes that happened because the first language affects the application of the second language).				

No.	Reading Comprehension	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I find difficulty to determine main idea in the passage.				
2.	I find difficulty to understand the passage because lack of vocabulary.				
3.	I understand and can answer the detail information the passage.				
4.	I find it difficult to locate reference which is asked in the passage.				
5.	I know how to make inference (conclusion).				

Appendix 3 Questionnaire Sheets

Assalamu'alaikum wr.wb.

Let me introduce myself, my name is Hisan Ainun Nissa. I am an English Education Department Student from UIN Prof. K.H. Saifuddin Zuhri Purwokerto who is doing research about difficulties encountered by the English students at UIN Prof. K.H. Saifuddin Zuhri toward taking an English proficiency test in the academic year of 2023/ 2024. In this moment I would like to ask you to help me in my research. I want you to answer all the questionnaire below based on your actual experience.

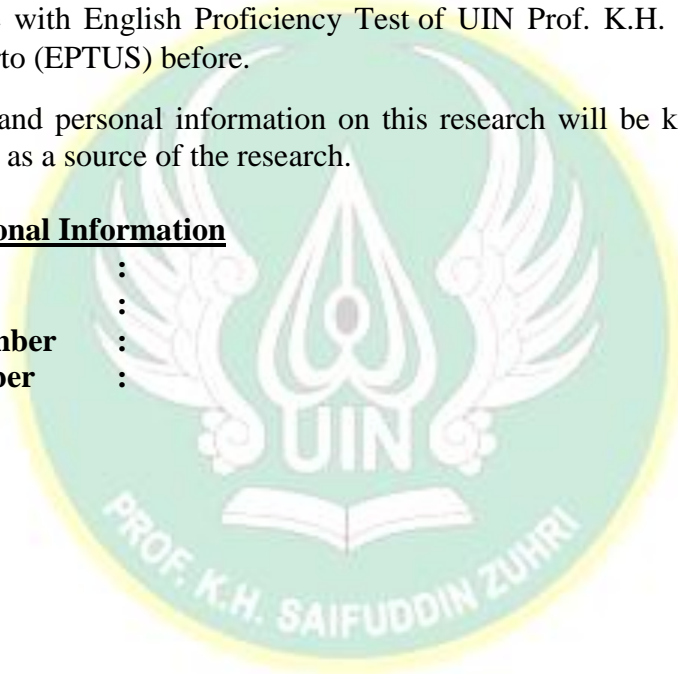
The criteria of the respondents for this questionnaire are:

1. English students at first and second semester in the academic year of 2023/2024 in English developing class.
2. Has done with English Proficiency Test of UIN Prof. K.H. Saifuddin Zuhri Purwokerto (EPTUS) before.

All the data and personal information on this research will be kept and be used appropriately as a source of the research.

Part 1: Personal Information

Name :
Class :
Student Number :
Phone Number :



Part 2: Opinion on Difficulties of English Listening, Reading, and Written Expression.

Instruction: Please mark (X) under the column which best represents your opinion about each statement.

Description :

Strongly Agree : Sangat Setuju

Agree : Setuju

Disagree : Tidak Setuju

Strongly Disagree : Sangat Tidak Setuju

No.	Listening Difficulties	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I find difficulty to recognize the main point of the speaker.				
2.	I feel difficult to recognize every single word in the spoken text.				
3.	I feel difficult find difficulty to understand idiom and phrasal verb in the dialogue.				
4.	I find difficulty to clustering/grouping phrase and clause.				
5.	I understand about reduce form.				

No.	Structure and written expression	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I find difficulty to answer the question because I do not know all the rules and grammar in structure and written expression.				
2.	I find difficulty to answer the question because I do not know the tense in English.				
3.	I find difficulty in identifying and matching word formation in structure				

	and written expression.				
4.	I can understand and avoid redundancy word in the test.				
5.	I find difficulty because of <i>intralingual errors</i> (mistakes that happened because the first language affects the application of the second language).				
6.	I find difficulty because of <i>interlingual errors</i> (Mistakes that happened during learning the second language, usually overuse grammars application).				

No.	Reading Comprehension	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I find difficulty to determine main idea in the passage.				
2.	I find difficulty to understand the passage because lack of vocabulary.				
3.	I understand and can answer the detail information the passage.				
4.	I find it difficult to locate reference which is asked in the passage.				
5.	I know how to make inference (conclusion).				

Appendix 4 Questionnaire Result

The result of the questionnaire from students of TBI A, B, and C who failed the EPTUS.

No.	Name	Listening Comprehension					Structure and Written Expression						Reading Comprehension					Total
		S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15	S.16	
1	Fitri Aryanto	3	3	3	3	3	2	2	3	3	3	3	3	2	2	2	3	43
2	Azzah Faadila Febriade	2	2	3	3	3	2	2	2	3	3	3	3	2	2	2	2	39
3	Hidayatul Asfiah Yuhani	2	2	3	3	3	2	2	2	3	3	3	2	2	2	2	2	38
4	Anisa Setya Fani	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	49
5	Jaka Dimas Prayogo	2	2	2	2	3	2	2	2	2	3	3	2	2	4	2	4	39
6	Rizka Dyahayu Dwi Syahputri	3	2	3	2	3	3	3	2	3	2	3	3	3	2	3	3	43
7	Zulfatul Aulia	2	3	3	2	3	2	2	3	3	3	3	2	3	3	3	3	43
8	Saidah Nur Azizah	2	2	3	3	3	3	3	2	3	3	3	3	2	2	3	2	42
9	Assyifa Mutiara Audina	2	2	3	3	3	2	2	2	3	3	3	3	2	2	3	2	40
10	Elis Setyaningsih	2	2	3	3	3	2	2	3	3	3	3	3	2	2	2	2	40
11	Annisa Aurelia I	2	2	2	2	3	2	2	2	3	3	3	2	3	3	3	3	40
12	Ziadatun Nikmah	3	2	3	3	2	2	2	3	3	3	3	3	2	2	3	3	42
13	Dwi Wulan Agustin	3	2	3	3	3	2	2	2	2	3	3	2	3	3	2	3	41
14	M Arbi Nukhairi	3	3	2	3	1	2	2	2	3	3	4	3	3	3	3	3	43
15	Lu'lu Zahro Hasan	2	3	3	3	2	3	2	3	2	3	3	3	3	2	3	3	43
16	Liza Nadzirotul Laely	3	3	3	3	3	3	3	1	3	3	3	2	3	3	3	2	44
17	Nashwa Galas Ana Samantha	2	2	3	3	2	2	2	2	3	3	3	2	3	3	2	3	40
18	Yuana Nur Khasanah	3	3	3	2	3	3	3	3	3	3	3	2	3	4	4	4	49
19	Desy Tri Astuti	2	2	3	2	4	2	2	2	4	2	2	2	3	3	3	3	41
20	Anis Hidayah Agustiani	2	2	3	3	2	3	3	2	3	2	3	2	3	2	3	2	40
21	Rifka Yuana Tri Kusuma	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	48
22	Nasya Aprilliya Putri Anantyo	2	2	3	3	2	3	2	2	3	3	3	2	3	3	2	3	41
23	Naza Nur Falah	2	2	3	3	2	2	2	2	3	3	3	2	3	3	2	3	40
24	Aliyya Putri Zafira	2	2	3	2	2	2	2	2	3	3	3	1	3	4	2	3	39

25	Nandiva Narayana	2	3	3	2	3	2	2	3	2	3	3	2	2	3	2	3	40
26	Muhammad Novan Zaky	2	3	3	3	3	4	2	3	3	3	3	3	4	2	3	2	46
27	Fiqi Maula	4	3	2	3	4	4	3	4	3	3	2	2	3	2	1	4	47
28	Andini Kartika Sari	1	2	3	3	3	2	3	3	2	4	4	2	4	3	3	3	45
29	Naruliya Ega safara	2	2	3	4	4	4	4	4	3	4	4	2	4	3	2	3	52
30	Alisa Fauziya Agvie	3	4	3	3	4	3	4	2	3	3	4	2	3	3	1	3	48
31	Dewi Yuli Restiyanti	3	3	3	3	3	3	3	1	3	3	3	2	3	3	3	3	45
32	Farah Farida Isnaeni	3	2	3	3	2	2	2	2	2	3	3	3	3	2	3	2	40
33	Nadiva Aulia Cahya Mustika	2	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	48
34	Hulul Nailah Idelia	2	3	2	2	3	3	2	3	2	2	2	2	2	2	2	2	36
35	Defita Nur Rohmah	2	3	3	2	2	2	2	2	2	3	3	2	3	2	3	3	39
36	Najmatus Shobah	2	3	3	3	2	2	3	2	4	1	2	2	4	2	1	3	39
37	Syafiq Aulia Dhea Ulhaq	3	3	3	3	3	2	2	3	2	3	3	3	3	3	2	3	44
38	Tsanja Yukha Ainil Izzati	3	2	3	3	3	2	2	2	3	2	2	2	2	3	3	3	40
39	Nabila Dwi Anggraeni	3	2	2	3	3	2	2	2	3	2	2	2	2	3	3	3	39
40	Sisviana Putri Rahmadani	2	1	2	2	3	2	1	1	3	1	1	1	1	4	2	3	30
41	Nada Alfiatus Sarifah	3	3	3	2	3	4	3	3	3	3	3	3	3	3	3	3	48
42	Fadilla Fatma Nur R	3	3	3	2	3	3	3	3	3	3	3	2	3	2	3	3	45
43	Ervina Febriyanti	3	2	2	3	3	2	2	2	3	2	2	2	2	3	3	3	39
44	Khikmal Maulana Syahputra	3	3	3	2	2	2	2	2	3	3	3	2	2	3	3	3	41
45	Hilda Septiyana	2	3	2	2	3	2	2	3	2	2	2	3	2	3	2	2	37
46	M Silmi Aziz Asyahda	3	3	3	2	2	4	4	3	3	4	4	1	4	3	3	4	50
																Total		1945

Appendix 5 Interview Guidelines

(Student 1 Fiqi Maula)

Interviewer : Do you face difficulty to identify the main point of the speakers?

Interviewee : I feel difficult to find the main point of the speaker because I think the speaker speaks too fast and I also cannot see how they speak.

Interviewer : Do you feel difficult in recognizing every single word in the spoken text.

Interviewee : I do not really feel difficult to recognize all the words because I still able to catch some words. I tried to pay attention to the words stated by the speaker even though sometimes I cannot hear all the words.

Interviewer : Do you find difficulty to understand idiom and phrasal verb in the dialogue?

Interviewee : For me, it was easy enough to recognize the idiom and phrasal verbs because I was listening carefully so I can know the part mentioned was idiom. This is important because even I know a lot of idioms but I did not concentrate enough, it will be difficult for me to link the context.

Interviewer : Do you face difficulty in clustering/grouping the phrase or clause?

Interviewee : I do not face difficulty in clustering and grouping the phrase because I have my strategy. I used to group some phrases every time I listen to something. So instead of trying to remember and translate every single word spoken, I prefer focus doing chunking (grouping) and it is quite helpful for me.

Interviewer : Do you understand the reduce form?

Interviewee : In my view, reduce form in listening is sufficiently familiar but there are some words reduced that I do not really know because I am not really good at listening. For example, when the speaker speaks too fast, of course I will not know what the speaker said. I

think I need to do more practice and learn well because practice makes perfect.

Interviewer : Do you have difficulty to answer the question in the structure and written expression because you do not know all the rules and grammar?

Interviewee : I do not think that the structure and written is expression is hard because I feel that I can identify which one is subject and verb in a sentence.

Interviewer : Do you face difficulty to answer the structure and written expression because you do not know the tense?

Interviewee : In my view, I feel difficult because I do not master the tenses in English it. I usually get distracted with the verbs in the past tense and perfect tense since they are similar

Interviewer : Do you feel difficult in identifying and matching word formation in structure and written expression?

Interviewee : I think this section is easy because I know the form in a sentence. I usually take a look in a sentence and try to identify the subject and verbs used so I can answer it.

Interviewer : Do you understand and can avoid the redundancy words in the test?

Interviewee : It is hard for me to reduce the words because I feel that the sentence is clearly correct. I do not the error or mistakes that appears within the sentence.

Interviewer : Do you find difficulty because of Intralingual errors?

Interviewee : I think translating a language is not only based on the grammar but also the dictions. Even though I have tried to match the words using correct grammar but the words options are also important, that is why I always check whether both grammar and dictions is applicable.

Interviewer : Do you find difficulty because of Interlingual errors?

Interviewee : I think translating a language is not only based on the grammar but also the dictions. Even though I have tried to match the words using correct grammar but the words options are also important, that is why I always check whether both grammar and dictions is applicable.

Interviewer : Do you face difficulty to determine the main idea in the passage in reading comprehension?

Interviewee : In my view, it is the easiest part from all the reading questions because other questions such as asking about the meaning of any particular word or synonym of the words is difficult for me. I think main idea mostly can be found in the beginning of the passage or paragraph. But I usually notice some repetitions word within the text that I conclude it as the main idea.

Interviewer : Do you face difficulty to understand the passage because lack of vocabulary?

Interviewee : I agree that I feel difficult to understand the text because I do not have much vocabulary that can help me to know the context/meaning.

Interviewer : Do you have difficulty to understand and can answer the detail information the passage?

Interviewee : Answering detail information in the passage is easy because it is mentioned in the text.

Interviewer : Do you feel difficult to locate reference which is asked in the passage?

Interviewee : I do not think I have difficulty to locate the reference because I try to take a look the details and refer the sentence asked to the right reference within the paragraph.

Interviewer : Do you find difficulty to to make inference (conclusion)?

Interviewee : I feel difficult when the information is implied that makes me hard to know the main idea and end up guessing the conclusion without considering the context of the text.

(Student 2 Nada Alfiatus Sarifah)

Interviewer : Do you face difficulty to identify the main point of the speakers?

Interviewee : I do not think finding main point of the speaker during listening section is difficult because I pay attention carefully to what speaker says so I can catch the main point. I also think the accent is clear that makes me recognize each word easily.

Interviewer : Do you feel difficult in recognizing every single word in the spoken text.

Interviewee : I do not think is it difficult because I can identify what the speaker said during listening. The words used is familiar and the pronunciation or accents was clear for me.

Interviewer : Do you find difficulty to understand idiom and phrasal verb in the dialogue?

Interviewee : I feel easy to recognize the idiom and phrasal verb because I can understand the context. When I focus to listen and already catch the context in idiom and phrasal verb, I will immediately conclude what I get, I do not think twice of it so it avoids me to have mixed opinions.

Interviewer : Do you face difficulty in clustering/grouping the phrase or clause?

Interviewee : For me, I do not really hear the stress and intonation from the speaker that makes me difficult especially in grouping the phrase.

Interviewer : Do you understand the reduce form?

Interviewee : Reduce form is quiet familiar for me because I have known this since I was in high school. The teacher taught me that some of the English sentence can be shorten and it happened for colloquial language.

- Interviewer** : Do you have difficulty to answer the question in the structure and written expression because you do not know all the rules and grammar?
- Interviewee : For me, structure and written expression is easier than listening, because I can see the full text that makes me able to guess which one is the best answers.
- Interviewer** : Do you face difficulty to answer the structure and written expression because you do not know the tense?
- Interviewee : I think that answering the structure and written expression is easy because it is not as long as in the reading text. I can also answer the structure and written because I already know the tense used and I like to learn grammar that include the tense.
- Interviewer** : Do you feel difficult in identifying and matching word formation in structure and written expression?
- Interviewee : I know word formation like part of speech and it helps me to match and differentiate the kinds of word.
- Interviewer** : Do you understand and can avoid the redundancy words in the test?
- Interviewee : In my view, I feel difficult in reducing the unnecessary words because sometimes I forgot the grammar rules that makes me not using the correct grammar to reduce the words.
- Interviewer** : Do you find difficulty because of Intralingual errors?
- Interviewee : I feel that I sometimes use the wrong structure to be applied in creating a sentence. I think that I need more practice so that I will not have this intralingual errors.
- Interviewer** : Do you find difficulty because of Intralingual errors?
- Interviewee : I think that sometimes I used the Indonesian grammar to translate the English language that makes me to add or reduce the words used.
- Interviewer** : Do you face difficulty to determine the main idea in the passage in reading comprehension?

- Interviewee : I used to read too fast so I miss the details in the reading. I read it fast because I think of the limited time that makes me feel hurry so I can answer the next questions without running out of time.
- Interviewer** : Do you face difficulty to understand the passage because lack of vocabulary?
- Interviewee : For me, I do not really feel difficult to understand the text because the vocabularies used in the reading are general. It makes me easily understand about the topic.
- Interviewer** : Do you have difficulty to understand and can answer the detail information the passage?
- Interviewee : For me this type of question is not difficult because I can look for the answer by reading the text carefully. Although I may not know some words but the questions are still able to be answers since it has clue both in the questions and the text.
- Interviewer** : Do you feel difficult to locate reference which is asked in the passage?
- Interviewee : I do not find difficulty to locate a reference because this type question is familiar like and also the I can refer it since the information mentioned within the text.
- Interviewer** : Do you find difficulty to to make inference (conclusion)?
- Interviewee : I think making a conclusion is not that hard because I usually take a look on the main idea after scanning the text and then attempt to predict the writer's intention in the text that is why I can conclude the meaning and context within the text.

(Student 3 Fadilla Fatma Nur Rahma)

- Interviewer** : Do you face difficulty to identify the main point of the speakers?
- Interviewee : I feel easy to find main point of the speaker because I feel familiar with the words spoken by speaker. I think it is because I do a lot practice in listening, for example like watching YouTube podcast, Netflix or western series that makes me master the vocabularies.

Interviewer : Do you feel difficult in recognizing every single word in the spoken text?

Interviewee : In my perspective, listening sections in EPTUS is easier than other English proficiency test or other English content. The accent is understandable so I can catch the meaning and answer the question easily.

Interviewer : Do you find difficulty to understand idiom and phrasal verb in the dialogue?

Interviewee : I find difficulty to understand idiom and phrases in the listening because I do not practice a lot in learning English like watching YouTube or podcast that include casual conversation. This is why I feel confused to the words said by the speaker. I think the core understanding this is to do a lot practice by checking the unfamiliar words through google translate and website so that my vocabulary mastery increases.

Interviewer : Do you face difficulty in clustering/grouping the phrase or clause?

Interviewee : In my view the speaker intonation was sufficiently clear which allows me clustering and grouping the phrase without much difficulty.

Interviewer : Do you understand the reduce form?

Interviewee : I understand the reduce form because I used to know it from the English content that I consumed which contains reduction form. It is like when I watch TikTok, YouTube and listening to any Instagram videos, I saw a lot of English Speaker and even Indonesian who speak English in the video, they use reduction form.

Interviewer : Do you have difficulty to answer the question in the structure and written expression because you do not know all the rules and grammar?

- Interviewee : I feel difficult to answer the question because I do not have good knowledge in grammar. I think the key to answer this is mastering the grammar.
- Interviewer** : Do you face difficulty to answer the structure and written expression because you do not know the tense?
- Interviewee : For me, I can recognize the tense used in the structure and written expression because I used to like the grammar more than speaking or other skills.
- Interviewer** : Do you feel difficult in identifying and matching word formation in structure and written expression?
- Interviewee : I do not feel difficult because I used to practice by fulfilling the empty words and match the word through application like duolingo.
- Interviewer** : Do you understand and can avoid the redundancy words in the test?
- Interviewee : I think reduce form is easy because I focus on the main point in the sentence so I can notice the extra words used. I will reduce the repetitions words that does not affect anything when it is gone
- Interviewer** : Do you find difficulty because of Intralingual errors?
- Interviewee : I have confidence to answer the questions because I believe that I have applied right structure. I avoid to generalize all the rules or grammar in English because some of the have different pattern.
- Interviewer** : Do you find difficulty because of Intralingual errors?
- Interviewee : I used to think in English when I read English sentence so Indonesian structure does not affect when I try to translate. I also not translate word to word (one by one) that sometimes can change the meaning.
- Interviewer** : Do you face difficulty to determine the main idea in the passage in reading comprehension?
- Interviewee : I feel difficult to recognize the main point of the speaker because I used to the main idea usually appear in the first sentence. But

recently, I figure it out that the main idea can appears not only in the beginning of sentence.

Interviewer : Do you face difficulty to understand the passage because lack of vocabulary?

Interviewee : I think it depends when the passage discussed unfamiliar topics, I will difficult to know and translate the meaning. But in EPTUS, the topic in the passage is familiar, so I know the context easily.

Interviewer : Do you have difficulty to understand and can answer the detail information the passage?

Interviewee : I feel difficult to answer detail information when I must find a synonym. I sometimes do not know the meaning of the synonym of the word mentioned so I choose wrong answer.

Interviewer : Do you feel difficult to locate reference which is asked in the passage?

Interviewee : I feel easier to locate a reference because I do not need to read all text to answer this questions, I just read the specific the line or sentence mentioned within the text that refer to the questions.

Interviewer : Do you find difficulty to to make inference (conclusion)?

Interviewee : I do not think that I find difficulty to summarize or make conclusion because I know it from the information and the topic within the passage.

(Student 4 M Arbi Nukhairi)

Interviewer : Do you face difficulty to identify the main point of the speakers?

Interviewee : For me, the speaker speaks too fast, I do not know what they are talking about so I could not catch the meaning or topic in the listening.

Interviewer : Do you feel difficult in recognizing every single word in the spoken text.

Interviewee : I find it difficult to recognize the words because I feel little bit nervous. I think that I have to make sure what is the context about.

I must listen to it twice so I will be sure and ready to answer the questions. For me, listening for one time is not enough to recognize the spoken words.

Interviewer : Do you find difficulty to understand idiom and phrasal verb in the dialogue?

Interviewee : For me, it was difficult to understand the idiom and phrases from the speaker because I did not pay attention much during the listening so I miss the content discussed. I do not think the speaker accent is not understandable or the length the spoke is too long. The speed was normal and the accent was Indonesian.

Interviewer : Do you face difficulty in clustering/grouping the phrase or clause?

Interviewee : I find difficulty in clustering and grouping because my grammatical proficiency is not good so I kind forgot it. I feel I do not really know whether the spoken words can be classified into a phrase or a clause or even a sentence.

Interviewer : Do you understand the reduce form?

Interviewee : I do not know the reduce form because the speaker speaks too fast so sometimes, I could not catch the expressions or statements within the dialogue.

Interviewer : Do you have difficulty to answer the question in the structure and written expression because you do not know all the rules and grammar?

Interviewee : For me, sometimes I forgot the grammar that makes me unsure to answer the structure. I usually try to think multiple times to remember the pattern that makes me run out of time just to focus in this section.

Interviewer : Do you face difficulty to answer the structure and written expression because you do not know the tense?

Interviewee : My grammatical skills is not good so I could not differentiate between the tense and pattern used in the sentence. I used to answer the structure using my instinct

Interviewer : Do you face difficulty to answer the structure and written expression because they do not know the tense?

Interviewee : I feel difficult to answer not because I do not know the pattern of the tense, I just forget the tense and usually I can answer it using the right tense but I sometimes feel unconfident with my answers.

Interviewer : Do you feel difficult in identifying and matching word formation in structure and written expression?

Interviewee : I think my grammar skill is not really good so I find difficult to recognize the suitable words to be filled in the structure and written expression

Interviewer : Do you understand and can avoid the redundancy words in the test?

Interviewee : I think reduce form is confusing because I have tried to reduce the words but It feels like the extra words that I reduced is still applicable used within a sentence

Interviewer : Do you find difficulty because of Intralingual errors?

Interviewee : I face difficulty because I usually am not careful enough to check and review the grammar that is suitable used in the sentence. I often use the same grammar for most sentence in English where some of sentences are different depending the tense and grammar.

Interviewer : Do you find difficulty because of Intralingual errors?

Interviewee : I feel that English grammar is similar with Indonesian which is subject followed by subject and predicate (verbs) and the different is that in Indonesia, we do not put much to be like in English, that is why I sometimes forget to put the to be in translating English sentence.

Interviewer : Do you face difficulty to determine the main idea in the passage in reading comprehension?

Interviewee : I do not feel difficult to find the main idea because the passage in EPTUS is relative short so I can read all paragraph that makes me easy to find the main Idea.

Interviewer : Do you face difficulty to understand the passage because lack of vocabulary?

Interviewee : I do not find difficulty because the text is short and the topic in reading section is familiar so I can analysis the text well.

Interviewer : Do you have difficulty to understand and can answer the detail information the passage?

Interviewee : I do not have any reading strategy which makes me attempt to spent a lot of time just to focus reading the whole text without looking at the questions first so I have no time to review the questions and the answers more than one time.

Interviewer : Do you feel difficult to locate reference which is asked in the passage?

Interviewee : In my view, referring can be difficult when the options of the answers look similar and it confused me. I think it is because I have poor vocabulary knowledge that is why I feel difficult to refer.

Interviewer : Do you find difficulty to to make inference (conclusion)?

Interviewee : For me, some texts have too much information that makes me confused to make a conclusion.

(Student 5 Lu'lu Zahro Hasan)

Interviewer : Do you face difficulty to identify the main point of the speakers?

Interviewee : Recognizing the main point of the speaker is kind of hard for me because I do not know much vocabularies so I feel unfamiliar with the words said by the speakers.

Interviewer : Do you feel difficult in recognizing every single word in the spoken text.

Interviewee : I think that I cannot recognize the words because I feel anxiety before listen to it. I also do not really know much about vocabulary. I think about how much times I spent and how many questions that I could probably answers, so I do not really focus during listening sections

Interviewer : Do you find difficulty to understand idiom and phrasal verb in the dialogue?

Interviewee : I think it depends, when the idiom expressed by the speaker is familiar, I will know the meaning of the idiom but when I heard a new idiom, I am not able to recognize whether it is idiom or just normal phrases.

Interviewer : Do you face difficulty in clustering/grouping the phrase or clause?

Interviewee : I was focus on catching the topic discussed by speakers so I do not remember all the statements stated by the speakers that makes me difficult to group or cluster the phrase

Interviewer : Do you understand the reduce form?

Interviewee : For me, I already know common reduction in a sentence like a sentence I am going to is shorten to be I'm gonna, Let me is shorten to be Lemme, but I do not really know about other expression that seems blends because the speaker speaks too fast.

Interviewer : Do you have difficulty to answer the question in the structure and written expression because you do not know all the rules and grammar?

Interviewee : I find difficult because my grammar is bad so I often get misunderstand to identify or classified between kinds of words and tenses used.

Interviewer : Do you face difficulty to answer the structure and written expression because they do not know the tense?

Interviewee : My grammatical skills is not good so I could not differentiate between the tense and rules used in the sentence. I used to answer the structure using my instinct.

Interviewer : Do you feel difficult in identifying and matching word formation in structure and written expression?

Interviewee : I do not think that my grammar is good. I only read the question one time and I answer it by guessing because I am not confident to answer this section.

Interviewer : Do you understand and can avoid the redundancy words in the test?

Interviewee : To answer this type of questions, I usually read the questions more than one time. I do double checking to make sure there is no any unnecessary words so I can reduce it.

Interviewer : Do you find difficulty because of Intralingual errors?

Interviewee : I find difficult sometimes because I am lack of grammar skills. It affects the way I answers the structure and written expression incorrectly.

Interviewer : Do you find difficulty because of Interlingual errors?

Interviewee : I think I have interlingual errors because the Indonesian language affect to the way I use English. I still mix the both of these languages that makes me hard to answer some structure and written expression.

Interviewer : Do you face difficulty to determine the main idea in the passage in reading comprehension?

Interviewee : I do not feel difficult to find the main idea because I recognize it by looking at the first sentence. As far as I know, it is usually mentioned in the beginning of the paragraph.

Interviewer : Do you face difficulty to understand the passage because lack of vocabulary?

Interviewee : My vocabulary mastery is less so I feel difficult to understand the text, but I am trying to identify the context by reading all paragraph.

Interviewer : Do you have difficulty to understand and can answer the detail information the passage?

Interviewee : I do not think that I have difficulty because the detail information usually appears within the passage. I just have to be careful and reread the passage so I can get the details and conclude it.

Interviewer : Do you feel difficult to locate reference which is asked in the passage?

Interviewee : Sometimes I also did not realize there is exception words in the questions that is why I choose the wrong answer.

Interviewer : Do you find difficulty to to make inference (conclusion)?

Interviewee : In my view, conclusion can be seen from the clue that appears from the words that are being mention many times so I make the conclusion based on the main point that I recognize by focusing the words repeated frequently?



Appendix 6 Docummentation of Interview with students

1. Docummentation of Interview with students 5



2. Docummentation of Interview with students 4



3. Documentation of Interview with students 1



4. Documentation of Interview with students 2 and 3



BIOGRAPHY

A. Identitas Diri

1. Nama : Hisan Ainun Nissa
2. NIM : 1817404062
3. Tempat, Tanggal Lahir : Purbalingga, 16 Februari 2000
4. Alamat Rumah : Jl. Gunung Kraton, Desa Babakan
RT 10/RW 02, Kecamatan Kalimanah,
Kabupaten Purbalingga, Jawa Tengah.
5. Nama Ayah : Budi Saefudin
6. Nama Ibu : Romliyah

B. Riwayat Pendidikan

1. Pendidikan Formal
 - a. SD/MI, tahun lulus : SD Negeri 1 Babakan, 2011
 - b. SMP/MTS, tahun lulus : SMP Negeri 1 kalimanah, 2014
 - c. SMA/MA, tahun lulus : SMA Negeri 2 Purbalingga, 2017
 - d. S1, tahun masuk : UIN Prof. K.H Saifuddin Zuhri, 2018

