

**ENGLISH DEPARTMENT STUDENTS' PROBLEMS  
IN TOEFL READING SKILLS**

**A THESIS**



**By:**

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Widya Mandala Surabaya Catholic University  
2024**

**ENGLISH DEPARTMENT STUDENTS' PROBLEMS  
IN TOEFL READING SKILLS**

**A THESIS**

**Presented to Teacher Education Faculty**

Widya Mandala Surabaya Catholic University  
In partial fulfilment of requirement for the Degree of  
*Sarjana Pendidikan* in English Language Education



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2024**

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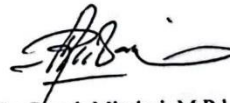
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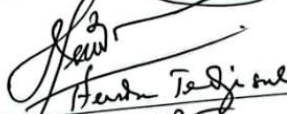
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I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. All the cited works were quoted in accordance with the ethical code of academic writing. I will take all the consequences if plagiarism is found in this thesis.

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## ACKNOWLEDGEMENTS

Praise to the Lord Jesus Christ for His mercy, grace, and blessing that strengthened me to work on and complete this thesis. Working on this research has been a very enlightening and rewarding experience for me. It started by offering an outline, looking for a title, collecting samples, looking for theories to be analyzed, analyzing what is asked in the research problem, and making conclusions are very experiencing processes. Sharing with the advisor is important to improve my knowledge of improving the research. It needs hard work, focus, and determination to finish the research.

### **“English Department Students’ Problems in TOEFL Reading Skills”**

is chosen as the title of this thesis. This study partially fulfills the requirements for getting a Bachelor Degree of Education in the English Language Education Study Program at Widya Mandala Surabaya Catholic University.

I am fully aware of other people’s help, advice, suggestion, and guidance. Therefore, on this opportunity, I would like to express their gratitude and appreciation to:

1. Dr. V. Luluk Prijambodo, M. Pd., as the Dean of the Teacher Education Faculty at Widya Mandala Surabaya Catholic University who has given permission to write this research.
2. Maria Josephine K. S., M. Pd., as the Head of the English Language Education Study Program of Teacher Education Faculty at Widya Mandala Surabaya Catholic University who has given permission to write this research.
3. Dr. Hendra Tedjasuksmana, M. Hum., as the advisor who has given his great patience for giving help, guidance, and time.



4. All of the lecturers of the English Language Education Study Program, Widya Mandala Surabaya Catholic University for the kindness, sincerity, experiences, and understanding throughout my years of study.
5. I also would like to express my best gratitude to my beloved parents, brother, and big family for the supports that have been given morally, materially, and emotionally for the completion of my thesis.

Surabaya, June 26, 2024



**Billy Andrean**

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## ABSTRACT

Andrean, B (2024). *English Department Students' Problems in TOEFL Reading Skills*.

S-1 Thesis

English Education Study Program, Faculty of Teacher Training and Education,  
Widya Mandala Surabaya Catholic University.

Advisor: Dr. Hendra Tedjasuksmana, M. Hum.

Keywords: reading, toefl reading, reading comprehension

This study was conducted at the English Language Education Study Program of Widya Mandala Surabaya Catholic University to investigate the students' problems in TOEFL reading skills. The aim of the study was to investigate those problems in TOEFL reading skills, using quantitative method. The participants of the study were 22 students of the Study Program who already took Critical Reading course. The data were taken from two classes in the Study Program. The data source consisted of TOEFL reading test scores and written interviews in the form of questionnaire in the Google Form. In the findings, the data showed that there are three problematic TOEFL reading skills, namely detail factual information, vocabulary and inference. There are strategies to cope with the problems in those three skills each of which has more than 20% in the student participants' erroneous answers. The first strategy for detail factual information is the students must pay close attention to specific details while reading the passage. They can highlight key information that could be relevant to potential questions. The second strategy for vocabulary is reading a lot to improve vocabulary and to encounter unfamiliar words. The third strategy for inference is read the passage completely especially when the texts ask the readers to find out the beyond information.