Chapter I: Introduction

1.1 Background of the study

According to Anderson, Hiebert, Scott, and Wilkinson (1985) reading is a fundamental skill. It is important to a student master the reading skills at school. However, Reading is one of the hardest subjects in the school system, despite its significance. Students need to develop their critical or analytical reading skills if they want to get the most out of the materials given. There are also give a benefit to the students in the future such as for career and personal fulfillment.

According to Brown (2004), there is a variety of factors that students need to consider when doing reading tests, including aspects components of reading ability, and particular activities that are connected in the reading assessment.

At a university in East Java, the researcher conducted a pre-observation of the English Department students' reading abilities. The researcher then discovered that certain students are still having difficulties on finding the main idea, discovering the references, making an inference or conclusion and guessing the right vocabulary. Based on the aforementioned facts, the researcher is interested in conducting study on students' reading challenges in mastering reading skills faced by students taking the Reading C course in the academic year 2020/2021. The researcher is interested in learning more about students' reading difficulties and the factors that influence them.

1.2 Research Question

The following research question can be created based on the study's background:

- What TOEFL reading skills are problematic to the students?
- What teaching strategies should be done so that students can solve the problem to improve their TOEFL reading skills?

1.3 Research Objectives

The researcher chooses the following study objective based on those problem statements:

- To find out students' difficulties in comprehending TOELF in reading texts.
    1. Finding main idea
    2. Finding the meaning of words
    3. Making inference
    4. Finding reference
    5. Discovering purpose
    6. Finding detail factual information
    7. Finding negative factual information
- To find out what teaching strategies should be done by the teacher to solve the problem in order to improve their reading skills.

1.4 Theoretical framework

This study is based on reading comprehension, and TOEFL reading skills.

According to Thompson & Vaugh (2007) reading comprehension is an ability or way to understand the meaning of the reading text itself.

According to Philips (2001) TOEFL reading can be describe as an indicator to measure students' English language skills.

1.5 The significance of the study

This research is expected to provide contribution on how to improve students' TOEFL reading skills. Hopefully, this research is useful for future teachers, reading lecturers, and future research the field of reading especially in TOEFL reading. This research reveals the students' difficulties in coping with the TOEFL reading skills and the strategies to deal with each of the TOEFL reading skills.

1.6 Scope and limitations of the study

- This research was conducted at English Department in Surabaya. This research focused on the students of batch 2021 who had taken Reading C course. This research only focused on the students'problems in dealing with TOELF reading skills such as finding a main idea, discovering references, understanding detail factual information and negative factual information, making inferences, and how to improve the difficulties or problems.

1.7 Definition of key terms

- **Reading**

  According to Leu and Kinzer (1987) reading can be describe as a technique to understand or obtain all the information in a piece of writing.

- **TOEFL Reading**

  According to ETS (2006) TOEFL reading can be describe as an indicator to measure students' English language skills. In this study, the reading materials were taken from the TOEFL reading texts which consist of seven skills: main idea, inferences, references, purposes, vocabulary, detail factual information and negative factual information.

- **Validity**

According to Arikunto (2013) validity is a measurement of an instrument's level of validity. It means the extent to measure what it claims to measure.

- **Reliability**

Reliability, in the words of Arikunto (2013) is the quality of an instrument that makes it suitable for use as a data gathering tool. It means it is a measurement which states about the consistency of the test instrument to be measured when it gives the same repeated result under the same condition.

- **Interview**

The interview is in written form.

1.8 Organization of the Thesis

- Chapter 1 is introduction. It consists of background of the study, research questions, research objectives, theoretical framework, significance of the study, scope limitation of the study, definition of key terms, and organization of the thesis.
- Chapter II is theoretical bases. The chapter discusses review of related literature and previous studies
- Chapter III is research methodology. This step discusses the research design, data source, approaches, data collection, and analyze the data.
- Chapter IV is Research findings and discussion. This chapter discuss the research findings and discussion.
- Chapter V is Conclusion and suggestions.