

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. There are several literatures related to the study. It consists of TOEFL PBT, motivation, strategies of teacher and previous study.

A. Theoretical Foundation

1. TOEFL

The Test of English as a Foreign Language, known to most people as TOEFL, is a standardized test designed to measure the ability to understand and to use English for the level of nonnative speakers¹. It is probably the most often used examination in the admissions process of foreign students to colleges and universities². In this case, the researcher uses TOEFL PBT as the literature. The score in PBT is scored on a scale of 310 to 677 points.

The lower level of the score in PBT is 310 points and the highest level is 677 points.

TOEFL PBT test consists of three separately timed sections delivered in a paper and pencil format. The questions in each section are multiple choices, with four possible answers or options per question. The total test time is approximately two hours. The first section is listening comprehension. This section has 50 questions with 35 minutes in length. The second section is structure and written expression. It has 40 questions with 25 minutes in length. The last section is

¹ Simon and Schuster, Kaplan Test Preparation and Admission TOEFL IBT, New York, 2

² Michael A. Pyle, Cliffs TOEFL Preparation Guide, (Delhi : Nice Printing Press) viii

reading comprehension. The last section has 50 questions with 55 minutes in length³. Brief descriptions of the three sections of the test follow:

1.1 Listening Comprehension

This section measures the ability to understand spoken English. The oral features of the language are stressed, and the problems tested include vocabulary and idiomatic expression as well as special grammatical constructions that are frequently used in spoken English. Listening comprehension section consists of three parts, each of which contains a specific type of comprehension task. The first part consists of a number of short conversations between two speakers, each followed by a single spoken question. In the second and third parts of this section, the examinee hears conversations and short talks of up to two minutes in length⁴. The conversations and talks are about a variety of subjects, and the factual content is general in nature.

1.2 Structure and Written Expression

The second section measures recognition of selected structural and grammatical points in standard written English. This section is divided into two parts. The first part tests an examinee's ability to identify the correct structure needed to complete a given sentence. The second part tests an examinee's ability to recognize correct grammar and to detect errors in standard written English⁵. Therefore, in this section, the test is about the grammar questions.

1.3 Reading Comprehension

³ Barron's, How to Prepare for the TOEFL Test of English Foreign Language 11th

⁴ TOEFL Test and Score Manual, Educational Testing Service (USA : Princenton, 1997) 11

⁵ TOEFL Test and Score Manual, Educational Testing Service (USA : Princenton, 1997) 12

The third section measures the ability to read and understand short passages that are similar in topic and style to those that students are likely to encounter in North American colleges and universities. The examinee reads a variety of short passages on academic subjects and answers several questions about each passage. The questions test information that is stated in or implied by the passage, as well as knowledge of some of the specific words as they are used in the passage⁶. Therefore, in this section, the test is about the passages that the examiner must be answers the questions based on the passage.

2. Scoring TOEFL Test

When TOEFL test is scored, it received a score between 20 and 68 in each of three sections. The converted score for each section will be explained in the appendix 1.

The following is the way to determine the overall score :

- a. Add the three converted scores together.
- b. Divide the sum by 3.
- c. Then multiply by 10.⁷

3. TOEFL Learning

TOEFL Learning is a course that teaches all the subjects of TOEFL. Some of TOEFL Learning in Indonesia uses PBT version. The fact that TOEFL PBT encompasses three competences in TOEFL, that are divided into three TOEFL sections in which they are known as listening, structure and written expression, and reading. So the methods in learning TOEFL must be concerned with those three competences.

⁶ Ibid, 13

⁷ Deborah Phillips, Longman Complete Course for the TOEFL Test : Preparation For the Computer and Paper Tests, (New York : Pearson Education, 2001) 601-602

In teaching learning process, there are some factors which affect the successful of students' achievement in getting knowledge. The factors can be from students or teacher. According to H. Douglas Brown theory in *Principles of Language Learning*, the principles are students' motivation and teacher's strategies⁸. Therefore, the researcher wants to analyze the factors that causes of the students' failure in doing reading TOEFL test.

2.1 Students' Motivation in Reading TOEFL Learning

Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior⁹. Another opinion claims that motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task¹⁰. Thus it can be concluded that motivation affects students' success.

Motivation has the positive effect for students. The effect if the students may be motivated from a lesson or activity will enjoy among the learning process¹¹. Students who are high in motivation to learn tend to do these things routinely. In addition, students who are motivated to learn will not necessarily find classroom activities intensely pleasurable or exciting, but they will find them meaningful and worthwhile, and will take them seriously by trying to get the intended benefits from them¹².

⁸ H.Douglas Brown, *Principles of Language Learning* fourth Edition, (Newyork : Pearson Education Company, 2000, 20

⁹ Jere Brophy, *Motivating Students to Learn*, (London : Lawrence Erlbaum Associates, 2004) 3

¹⁰ H. Douglas Brown, *Principles of Language Learning* fourth Edition, (New York : Pearson Education Company, 2000) 160

¹¹ *Ibid*, 167

¹² Jere Brophy, *Motivating Students to Learn*, (London : Lawrence Erlbaum Associates, 2004) 16

In second language learning, it is easy to claim that a learner will be successful with the proper motivation¹³. Motivation can affect the process of learning, which surely will elevate student's activity in understanding a material. Motivation is one of factors that can encourage students to understand materials with the ease in learning process. Ultimately, motivation is obviously the key of students' success¹⁴. Anyway in this research, the researcher emphasizes that motivation is quite important to measure students' ability and to know how far the understanding of students to observe the materials given in learning process.

2.2 Teacher' Strategies in Teaching Reading TOEFL

Teacher has the important role to give a teaching for students in classroom. Therefore, teacher can make learners successful or unsuccessful and establish in the classroom a milieu for the realization of successful strategies¹⁵. But, teachers cannot always expect instant success in that effort since students often bring with them certain preconceived notions of what "ought" to go in the classroom. However, the teachers' efforts to teach students some technical know – how about how to tackle a language are well advised¹⁶. Therefore, the strategies of teachers in teaching will affect their students' understanding of the materials as well.

Furthermore, the definition of teaching means a process of imparting knowledge through variety of techniques¹⁷. Teaching is guiding, facilitating

¹³ H. Douglas Brown, Principles of Language Learning fourth Edition, (New York : Pearson Education Company, 2000) 160

¹⁴ Karen Manheim Teel and Andrea DeBruin-Parecki, Making School Count : Promoting Urban Student Motivation and Success (London and New York : Routledge Palmer, 2001) ix

¹⁵ H. Douglas Brown, Principles of Language Learning fourth Edition, (New York : Pearson Education Company, 2000) 131

¹⁶ Ibid, 132

¹⁷ Bob Sullo , the Motivated Students : Unlocking the Enthusiasm for Learning (USA : Library of Congress Cataloging, 2009) 2

learning, enabling the learner to learn, setting the conditions for learning¹⁸. Moreover, teaching English sets out to support teacher in that part of becoming a 'good' English teacher, knowing the subject by bringing together some of the thinking on key areas in English and relating that thinking to effective classroom practice¹⁹. Thus, a good teacher is one of important things to help students understand the materials clearly.

According to Jeremy Harmer theory, there are some strategies to become a good teacher :

- a. Teachers make students enthusiastic in joining the course.
- b. Teachers take the students' aspirations while they are teaching them.
- c. Teachers should be able to correct their students without offending them.
- d. Teachers help the students when they still confuse about the materials become understand the materials clearly.
- e. A good teacher is someone who knows their students' names²⁰.

There are some strategies to become a good teacher that mentioned above. Therefore, it is important for teachers to consider *Strategies to Become a Good Teacher* theory in applying of their teaching.

In addition, various definition of teaching has been described before. Now, the researcher will explain including of teaching TOEFL PBT, there are three subjects that must taught by teacher.

- a. Teaching Listening

Listening comprehension is the receptive skill in the oral mode²¹.

Teaching listening helps students to acquire language subconsciously.

¹⁸ H. Douglas Brown, *Principles of Language Learning* fourth Edition, (New York : Pearson Education Company, 2000) 7

¹⁹ Susan Brinley, *Teaching English*, (London and New York : Rouledge, 2000) 1

²⁰ Jeremy Harmer, *How to Teach English* (England : Addison Wesley Longman, 1998) 4

b. Teaching Structure (Grammar)

Grammar teaching is viewed as a deductive and linear presentation of these rules²². It is believed that through such presentations of grammar forms, learners are able to develop the kind of knowledge they need for spontaneous language use.

c. Teaching Reading

Reading is a complex information processing skill in which the reader interacts with a text in order to recreate meaningful of texts²³. In reading texts provide opportunities to study language such as vocabulary, grammar, punctuation, and the way to construct sentences, paragraph and texts²⁴. Therefore, reading the English texts is part of process in language acquisition. It is one of ways for improving the English vocabularies. Thus it is important for teachers to give suggestion for their students to read the English texts routinely.

2.3 Reading in TOEFL

TOEFL PBT encompasses three competences in TOEFL, that are divided into three TOEFL sections in which they are known as listening, structure and written expression, and reading comprehension. In this case, 93% of thirteen students who have failed in final examination got failure in reading section. Thus, it means they have difficulties in reading section. Therefore, the researcher would analyze the reading TOEFL materials in which make students' difficulties in doing reading section test.

²¹ Tricia Hedge, *Teaching and Learning in the Language Classroom*. (Oxford: University Press, 2000) 230

²² Hossein Nasaji and Sandra Fotos, *Teaching Grammar in Second Language Classrooms*. (Newyork : Routledge, 2011) 5

²³ Sandra Silberstain. *Techniques an Resources in Teaching Reading*. (New York: Oxford University Press, 1994), 12

²⁴ Jeremy Harmer, *How to Teach English* (England : Addison Wesley Longman, 1998) 68

Based on Deborah Phillips theory in Preparation Course for the TOEFL test, the reading section contains of passages on a variety of subjects. Following each passage are several questions about the passage²⁵. Reading section contains of some skills, such as :

a. Answer Main Idea Questions Correctly

Almost every reading passage on the TOEFL test will have question about the main idea of a passage. Such question may be worded in a variety of ways, for example, be asked to identify the topic, subject, title, primary idea, or main idea²⁶ So all of these questions are asking what the primary point of the passage.

b. Recognize the Organization of Ideas.

In the reading section of TOEFL test, there will sometimes be questions about the organization of ideas in a passage²⁷. Thus, in this type of question will determine how the ideas in one paragraph relate to the ideas in another paragraph.

c. Answer Stated Detail Questions Correctly.

A stated detail question asks about one piece of information in the passage rather than the passage as a whole. The answers to these questions are generally given in order of the passage²⁸. The correct answer is restatement from the passage. Therefore, the understanding of the content passage is the key to choose the correct answers. Because the

²⁵ Peterson, Master TOEFL Reading Skills (USA : Nelnet company, 2007) 3

²⁶ Deborah Phillips, Longman Preparation Course for the TOEFL Test : Skills and Strategies, (New York : Pearson Education, 2000) , 245.

²⁷ Ibid, 249

²⁸ Deborah Phillips, Longman Preparation Course for the TOEFL Test : Skills and Strategies (New York, Pearson Education, 2000) , 253.

correct answer often expresses the same idea as what is written in the passage but with the different words.

d. Find “Unstated” Details.

In the reading TOEFL test sometimes is asked in test to find an answer that is not stated or not mentioned or not true in the passage²⁹. Thus this type of question really means that three of the answers are stated, mentioned, or true in the passage while one answer is not. We have to find three optional correct answer of the passage and choose the one that it's not correct.

e. Find Pronoun Referents

There are some questions in the reading TOEFL test to determine which noun a pronoun refers to³⁰. Thus, that it is important to understand that a noun is generally used first in a passage, and the pronoun that refers to it comes after.

f. Answer Implied Detail Questions Correctly

In the reading TOEFL test, sometimes is asked in test to answer questions by drawing a conclusion from a specific detail or details in a passage³¹. Thus the questions of this type contain the words *implied*, *inferred*, *likely*, or *probably* to let you know that the answer to the question is not directly stated. So in this type of question it is important to understand that “pull the answer out of thin air”

²⁹ Ibid, 259

³⁰ Ibid, 261

³¹ Deborah Phillips, Longman Preparation Course for the TOEFL Test : Skills and Strategies, (New York, Pearson Education, 2000) , 268.

g. Answer Transition Questions Correctly.

In the reading questions, sometimes is asked in the reading TOEFL test to determine what probably came before in the preceding paragraph or what probably comes after the following paragraph³². Thus this type of question asks will give the understanding in good writing contain transitions from one paragraph to the next.

h. Find Definitions From Structural Clues

In the reading TOEFL test, there will be number of vocabularies questions. One of types is finding definition from structural clues³³. So it is asked to determine the meaning of a word in the that type of reading questions. It is possible that the passage provides information about the meaning of the word and there are structural clues to tell the definition of a word is included in the passage.

i. Determine Meanings From Word Parts

It is asked to determine the meaning of a long word that do not know in the reading comprehension section of the TOEFL test, it is sometimes possible to determine the meaning of the word by studying the word parts³⁴. So the question of this part is to determine the word in which have the closest meanings of the passage.

j. Use Context to Determine Meanings of Difficulty Word

On the TOEFL test, sometimes is asked to determine the meaning of a difficult word, a word that is not expected to know³⁵. So in this type of

³² Ibid, 271

³³ Deborah Phillips, Longman Preparation Course for the TOEFL Test : Skills and Strategies, (New York, Pearson Education, 2000), 279

³⁴ Ibid, 282

³⁵ Ibid, 284

question, the passage will give a clear indication of what the word means.

k. Use Context to Determine Meanings of Simple Words

You will sometimes be asked to determine the meaning of a simple word, a word that we see often in everyday English³⁶. In this type of question, it should not give the normal, everyday meaning of the word, instead the TOEFL test wants to know the meaning of the word in this situation. So it must use the context to determine meanings of simple word.

B. Previous Studies

There are some previous researches about TOEFL analysis that are found by the researcher. The first research was stated by Rosalea Courtney and Gordon A. Hale .The title of their research is *Note Taking and Listening Comprehension on the Test of English as a Foreign Language*. Their research took 563 international students of Non-Native English speakers, enrolled in academic coursework in three universities³⁷. They focused on the Effectiveness of Note Taking and Listening Comprehension of TOEFL is effective or not. The result of their research shows that note taking is not effective to get the information for Listening in TOEFL. Because the talking in TOEFL Listening was too short, it is lasted between 1-1/4 and 1-2/3 minutes. So it less helps the students to get much information³⁸.

³⁶ Deborah Phillips, Longman Preparation Course for the TOEFL Test : Skills and Strategies, (New York, Pearson Education, 2000), 286

³⁷ Rosalea Courtney and Gordon A. Hale, Research Report ETS: Note Taking and Listening Comprehension on the Test of English as a Foreign Language, February 1991.

³⁸ Rosalea Courtney and Gordon A. Hale, Research Report ETS: Note Taking and Listening Comprehension on the Test of English as a Foreign Language, February 1991.

The next following was conducted by Arifuddin Hasan & Susanto. The title of their research is *Gender-based Failure to Infer implication from Pre-TOEFL Listening*. They took 45 students of semester VI of English Education Program University of Mataram (EEPUM). They focused on factors which determine the learners' failures to interpret each type of implication questions on the basis of gender. This research explored types of implication question of oral short conversations in Pre – TOEFL Listening failed to be answered correctly and their causes experienced by males and females. In this research uses the qualitative method.

Based on the data, they concluded that the causes of why males failed to answer correctly are lack of understanding of language functions due to limited socio-cultural and socio-linguistic understanding, implicitness and in concreteness of the speaker meaning, lack of exposure to the foreign language environment. For the females, the causes are lack of speech act or language function understanding makes the topic of complex sentences in an aural conversation difficult to recognize because it is tricky and distracting, lack of recognition of cultural values and the difference of cultural values between the subjects and English native speakers and the implicitness of speaker meaning from the speech act words³⁹.

Based on the previous researches, the researcher indicates that the problems appear in this research have not completely met. All those researchers have different focus and approach. The first research is focused whether note taking in listening is effective or not. The method of the research is an experimental. The next research is focused on determining factors of

³⁹ Arifudin Hasan & Susanto, *Gender-based Failure to Infer Implicatures from Pre-TOEFL Listening*.(Indonesia : Universitas Mataram Indonesia, October 2012) Volume 2, No 6

failure based on gender in aural short conversation in Pre-TOEFL Listening. They use qualitative study as their method. All those research above use test as one of their instrument to collect data. However, this research does not use test. In this research uses descriptive qualitative which focuses on factors that causes of the student's difficulties in TOEFL reading on the basis of H. Douglas Brown theory in Principles of Language Learning and How to Teach by Jeremy Harmer.