

# CHAPTER I

## INTRODUCTION

### A. Research Context

English is an essential to be mastered. In fact, it has been considered as primary international language for communication. Moreover, it becomes a *lingua franca* which is the language used by people whose the first language is different from each other.<sup>1</sup> Furthermore, it is mostly in many sectors, such as education, economic, business, etc. In some countries, it is utilized as the second language and in others as foreign language. Many English education institution and course apply the tests in order to measure the students' English competencies. To respond global challenge, universities prepare their graduates with English Proficiency Test.

EPT is one of many test include to language testing, which stands for “English Proficiency Test”. According to Hamp-Lyons, proficiency test is a kind of test which is used to establish a test taker’s readiness for a particular communicative role.<sup>2</sup> In this case, proficiency test is used to measure how proficient the test taker in the second language particularly in structure and written expression.

English proficiency test which prepared by *Pusat Pengembangan Bahasa(P2B)* IAN Madura covers several sections of the test such as reading comprehension, structure, written expression, and listening. The EPT test also similar to TOEFL and IELTS without writing and speaking test, the aim of EPT test is much the same with both TOEFL and

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<sup>1</sup>Jeremy Harmer, *The Practice English Language Teaching* (Harlow United Kingdom, Pearson Education Limited,2007), page 1

<sup>2</sup>Foyewa, R. A., “Testing and Evaluation in English Language Teaching – A Case of O Level English in Nigeria.” *International Journal of English Language Teaching*, Vol. 3, No. 6 (European Centre for Research Training and Development UK, 2015), <http://www.eajournals.org>, p. 33.

IELTS, is to measure English learners' proficiency in English as foreign and second language.

Nevertheless, there is a contradiction between the expectation and reality. A few students could obtain such a score (352), including students of English Education Program. The data that will be taken from language center of IAIN Madura (2020) revealed that the average of EPT score which obtained by senior students at English Education Program of IAIN Madura was under (352).<sup>3</sup> There is something wrong that needs to be observed.

English education program at IAIN Madura makes EPT test compulsory in order to pass TOEFL subject, students at the sixth semester are required to take English proficiency test. When students of English education program take English proficiency test, they face many difficulties which confronted by students when taking English proficiency test is structure and written expression. It is suitable with what stated by Nida Mufidah in her case study, she stated that Structure and Written Expression is the most difficult type of questions are relative pronoun, possessive pronoun, personal pronoun and passive voice<sup>4</sup>.

The researcher found previous study which conducted by Halimatus Sa'diyah entitled "Students' Difficulties in English Proficiency Test on Reading Section Faced by the Seventh Semester Students of TBI STAIN Pamekasan Academic Year 2016/2017". She conducted a research in qualitative design encompassing students' difficulties in English Proficiency Test on reading section. She found any difficulties faced by seventh

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<sup>3</sup>Mohammad Syafik, admin TOEFL test IAIN Madura, direct interview, (14 February 2020).

<sup>4</sup>Hj. NidaMufidah, Jurnal: *English Language Learners' Mastery in TOEFL Structure-Written Expression* (A Case Study at IAIN Antasari, UNLAM, UNISKA and STKIP PGRI in South Kalimantan, 2017)" page 1

semester students of TBI on reading section.<sup>5</sup> Meanwhile, this research focuses on the students' difficulties in English proficiency test on structure and written expression and also the factor that caused students difficult in the test on structure and written expression.

Based on the explanation of phenomenon above, the researcher conducts study entitled "Analysis Students' Difficulty in the English Proficiency Test (EPT) Structure and Written Expression Section at TBI of Sixth Semester in IAIN Madura".

## **B. Research Focus**

Research problem is an educational issue, concern, or controversy that the researcher investigates.<sup>6</sup> Research problem is something that researcher investigates and it becomes guidance for researcher to conduct research and collect the data. The researcher has identified the research focus as follow:

1. What are the students' difficulty in EPT Structure and Written Expression at TBI of Sixth Semester?
2. What are the factors that influence the difficulty in responding to the Structure and Written Expression section of the EPT?

## **C. Research Objective**

A research objective is statement of intent used in a research that specifies goal that the researcher plans to achieve a study.<sup>7</sup> Research objective is what the researcher

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<sup>5</sup>HalimatusSa'diyah, "Students' Difficulties in English Proficiency Test on Reading Section Faced by the Seventh Semester Students of TBI STAIN Pamekasan Academic Year 2016/2017", (Thesis, The State Islamic College (STAIN) of Pamekasan, Pamekasan, 2017).

<sup>6</sup> John W. Creswell, *Educational Research Fourth Edition* (Boston: Education, 2012), page. 66.

<sup>7</sup>John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 111.

wants to research and get the data. Based on the research problem above, there are two purposes of this research:

1. To know students difficulty in EPT Structure and Written Expression at TBI of Sixth Semester.
2. To identify any factors influencing the students' difficulty in responding to Structure and Written Expression section in the EPT.

#### **D. Significance of The Research**

This research has two significances of the study, theoretical significances and practical significances:

1. Theoretical significance

It is expected that the result of this research can give useful insight for TBI students in the Sixth Semester in IAIN Madura to focus on the students' weaknesses in EPT.

2. Practical significance

- a. The Lecture

For the lecture or teacher, the findings of this research can be used as the guideline to know the students difficulty in the structure and written expression. The researcher hopes that this research can help the lecture to improve their teaching strategy. Hence, the students can be engaged and motivated especially in Structure subject in EPT.

- b. The Students

For students, the researcher expects that this research can help students to evaluate their ability in EPT and to know the difficulty in answering the

structure and written expression. Through this research, the researcher expects the students to realize their difficulty in facing EPT test.

c. The English Education Program

It is expected that the result of this research can give useful insight for English education program at IAIN Madura to focus more on the students' difficult EPT Prediction subject and test.

### **E. Scope and Limitation of Research**

Scope is a limitation to help or make easier the researcher in conducting the research.<sup>8</sup> This study focuses on analysis students' difficulty in the EPT Structure and Written Expression Section at TBI of Sixth Semester in IAIN Madura.

### **F. Definition of Key Terms**

It explains some which use to study clear and to other researcher and to avoid misunderstanding of this study. <sup>9</sup>To avoid misunderstanding of the terms, the researcher needs to define these following key terms:

1. Students' difficulty is a condition that a student feels difficult to understand or to deal with in his/her target language rules.
2. Structure and Written Expression of EPT is defined as a test that assesses students proficiency in the type of EPT used in an academic environment.

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<sup>8</sup>*Pedoman Penulisan Karya Ilmiah*, 12.

<sup>9</sup>Eva NikmatulRabianty, *English Teaching And Learning Theories* (Selected Chapter), 92.