

CHAPTER I

INTRODUCTION

A. Background of the Study

This study aims to determine the factors that make TOEFL test takers feel anxious when taking the TOEFL test. This study also tries to find out how to deal with anxiety based on the perspective of TOEFL test takers.

English's status as a foreign tongue has caused it to grow relatively slowly in Indonesia. When the Act No. 24 of 2009, which addresses the use of foreign languages in the educational system to facilitate global field mastery. In addition, the Indonesian educational system is structured so that English is the first foreign language taught. English has become a crucial language to master in this time of fast global expansion. The corporation and a number of educational institutions defined English proficiency criteria as one of the requirements for employment.

This test is commonly used as an internal filter acceptance standards by national universities and international (postgraduate program), several SOE (state-owned enterprise), acceptance qualifications CPNS and several foreign companies (Kariadi, 2022). To qualify for scholarships, apply to institutions, or for other general objectives like applying for jobs, the TOEFL is typically utilized for both academic and professional purposes. As of

now, ETS (English Testing Service) offers three different TOEFL test formats: PBT (Paper-Based Test), CBT (Computer-Based Test), and iBT (Internet-Based Test). Nonetheless, the TOEFL in Indonesia generally use PBT. PBT has 3 skills to the TOEFL Test, there are Listening skill, Structure and Written Expression, and Reading Comprehension (Suryani, 2021).

The Test of English as a Foreign Language (TOEFL) is a popular instrument for determining a non-native speaker's level of English language ability, especially for individuals looking to pursue further education in English-speaking nations. Since its debut in 1964, TOEFL has undergone a number of adjustments, with the 2005 introduction of the TOEFL IBT (Internet-based Test) being the most recent (ETS, 2021). There are three sections to this test: listening. The capacity to comprehend spoken English is measured by comprehension or understanding of what is heard in English. The third component is vocabulary and reading comprehension, which assesses the capacity to comprehend issues that cannot be simplified to non-technical terms (Noviyenty, 2016).

Structure and Written Expression assesses the capacity to recognize the right grammatical norms with standard written English., The reading portion of the exam evaluates the test-comprehension taker's and analytical skills by having them

read and analyze three to four academic pieces. Participants in the test are asked to respond to questions based on audio recordings in the listening phase. In the speaking portion of the exam, candidates must express their responses to six tasks in English, while in the writing portion, they must create two essays on academic subjects. The reading portion of the exam evaluates the test-taker's and analytical skills by having them read and analyze three to four academic pieces. The TOEFL IBT provides a number of benefits over other language proficiency exams, including a digital structure that enables a more consistent and trustworthy scoring system (Barkaoui & Deygers, 2019). Since integrated activities more closely mimic circumstances where language is used in real life in academic contexts, they also increase the validity of the assessment (Eckes, 2015).

Universities, colleges, and other organizations utilize the TOEFL IBT results to evaluate non-native speakers' language skills and determine if they are prepared for academic study (ETS, 2021). The TOEFL IBT scores have been proven to have a high level of predictive validity in relation to academic performance, with higher TOEFL scores correlated with higher academic success, according to a study by (Kim and Elder, 2018). TOEFL (Test of English as Foreign Language) is a test conducted to see the extent of our

understanding of the English language. TOEFL is used as the main requirement for continuing education at Masters and doctoral levels, even today TOEFL is also required to get a prestigious job. (Irwan & Kurniawati, 2013).

According to (Lubis et al., 2019) TOEFL is the most widely used test in the world to assess English language proficiency. People typically take the TOEFL test for a variety of reasons and objectives, such as for scholarships or study abroad selection, for problem-solving or diagnostic purposes, or for screening purposes. (Ramadhanti, 2021). More than 7500 colleges and institutions in 130 nations use the TOEFL as a gauge of students' language proficiency. Nowadays, there are more than 24 Millions of students utilizing the TOEFL as a prerequisite for admission to schools. More than 4,500 locations across 165 nations hosted TOEFL exams (Elets Technomedia, 2010). One of the most widely used English proficiency tests in the world is the TOEFL. From its conventional and simple form, the TOEFL has been developed in such a way that it has become the most popular English language testing instrument (ETS, 2009). A study comparing college students with high TOEFL scores 550 or more to those with poor TOEFL scores less than 550 reveals a sizable difference in learning results. In addition, those using TOEFL test scores in selecting students for undergraduate and graduate programs are increasingly

expressing concern that many international students are being admitted with high TOEFL test scores above 550 (Sugeng, et al., 2012). Of course this test will be easy to do if we study a lot, but in learning activities the results obtained doesn't always work as expected, often things do result in failure or difficulty in learning. (Amin,et al, 2022)

The TOEFL exam has a stellar reputation on a global scale, is highly regarded by colleges, and is by far the most accurate method for evaluating academic English. More than 7,000 universities worldwide, accredited in 110 nations, have administered the TOEFL exam. For those with generalized anxiety disorder, it usually appears more frequently in the form of nervous (nerves), afraid (fear) and ashamed (asame), (Novieyanti, 2016). In relation to the TOEFL test anxiety arises because of a feeling of not being ready and not mastering the material to be tested as well as fear and embarrassment if you get an unsatisfactory TOEFL score does not represent the status as a student. in (Limandra, 2013) Students must put themselves under strain by studying diligently in order to pass the TOEFL exam. Since this is the case, those taking the TOEFL test may experience anxiety. Yet, worry may not always have bad consequences; on occasion, it may even serve as a stimulant. Some people try to deal with their nervousness by studying harder and

working harder to achieve their goals on the test, while others just give up. They frequently put off studying, and a day or two before the test, they start to worry that they haven't prepared enough, which makes it difficult for them to think clearly, causes them to doubt themselves, and causes them to become anxious. Depending on how they view this event, each person may react differently. Students must put themselves under strain by studying diligently in order to pass the TOEFL exam. Since this is the case, those taking the TOEFL test may experience anxiety. Yet, worry may not always have bad consequences; on occasion, it may even serve as a stimulant. Some people try to deal with their nervousness by studying harder and working harder to achieve their goals on the test, while others just give up. They frequently put off studying, and a day or two before the test, they start to worry that they haven't prepared enough, which makes it difficult for them to think clearly, causes them to doubt themselves, and causes them to become anxious.

Depending on how they view this event, each person may react differently. Anxiety is quite affecting their motivation in doing the TOEFL test. Therefore, by knowing the level of anxiety of seventh semester students at UIN Fatmawati Sukarno Bengkulu. in doing the test TOEFL, it is hoped that they will choose a way to reduce or control

anxiety, then can be more motivated to be better prepared in do the TOEFL test. So that in the end they get a TOEFL score which is satisfying. Based on the background, this study aims to analyze the anxiety that arises when TOEFL takers are doing the TOEFL test, as well as what causes the anxiety to arise, how to reduce the anxiety and how to cope with anxiety when working on the TOEFL test. Along with diligent study and preparation, passing this test demands a lot of motivation. Motivation is the entire driving power that is intentionally derived from mental encouragement, including signs of awareness and independence from within oneself. (Amin, et al, 2022).

B. Identification Problem

In this study, the researcher tries to find out about the effect of anxiety that arises when TOEFL takers work on questions and tries to find ways to reduce anxiety when doing writing questions, which makes almost most of the TOEFL takers fail when doing it.

C. Limitation of the Study

This study focuses on the test anxiety and the effect of that anxiety on TOEFL takers when running the TOEFL writing test. This study tries to investigate what causes anxiety to come when taking the TOEFL test and how to reduce this anxiety.

D. Research Question

1. What is the general level of anxiety of 8th semester English students?
2. How is the level of anxiety of 8th semester English students at Uinfas Bengkulu in taking the TOEFL test?

E. Research Objectives

Regarding the formulation of the problem, the purpose of this study is to analyze the TOEFL takers' anxiety when taking the TOEFL test, and how they cope/ reduce the anxiety.

F. Significance of the Study

1. for TOEFL takers, hopefully it can be a reference on how to reduce anxiety during the test and hopefully pass the test with a satisfactory score
2. For the next researchers this will help them to in terms of its importance.