

AN ANALYSIS OF STIKES FLORA NURSING STUDENT'S DIFFICULTY IN ANSWERING TOEFL QUESTIONS

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Abstrak

Bahasa Inggris merupakan salah satu kompetensi yang penting bagi tenaga kerja perawat di era industry 4.0 ini, tingginya permintaan tenaga kerja perawat Indonesia dari luar negeri tidak terpenuhi karena rendahnya kemampuan berbahasa Inggris. Standar kemampuan berbahasa Inggris ini umumnya diukur dengan tes TOEFL. Tujuan penelitian ini adalah untuk mengetahui kesulitan yang dihadapi oleh mahasiswa keperawatan semester tujuh Prodi Ners STIKes Flora dalam menjawab soal TOEFL dan untuk menggambarkan kebiasaan belajar mahasiswa yang memiliki skor TOEFL tinggi dengan mahasiswa yang memiliki skor TOEFL rendah. Subjek penelitian ini adalah 15 orang mahasiswa semester 7 Prodi Ners STIKes Flora, lokasi penelitian berada di STIKes Flora. Ini adalah penelitian kualitatif deskriptif dimana data diperoleh menggunakan (1) metode dokumentasi (2) metode wawancara untuk menganalisis kesulitan mahasiswa dalam menjawab soal TOEFL (2) metode angket untuk mencari gambaran kebiasaan belajar Bahasa Inggris dimana data dianalisa menggunakan teknik analisis deskriptif. Dari hasil penelitian ditemukan bahwa kesulitan mahasiswa dalam menjawab soal TOEFL adalah kurangnya pengetahuan dan kemampuan berbahasa Inggris, kesulitan mengatur waktu, dan kesulitan dengan daya ingat karena kurangnya persiapan dalam menghadapi ujian TOEFL, sedangkan kebiasaan belajar mahasiswa dengan skor TOEFL tinggi memiliki kinerja yang lebih baik dibandingkan dengan kebiasaan belajar mahasiswa dengan skor TOEFL rendah.

Kata Kunci: Analisis, Kesulitan Mahasiswa, TOEFL, Kebiasaan Belajar

1. INTRODUCTION

In industrial era 4.0, the workforce is required not to be technologically illiterate and proficient in English. If the workforces are not proficient in English, they will experience limited job opportunities, limited carrier, and lost in job competition. For instance, the high demand for Indonesian nurses from abroad, but only a few are fulfilled due to the problem of low English proficiency. One of STIKes Flora strategy in order to develop reliable nurses' resources in industrial era is by improving English competency skill of the students. Therefore, Ners Department of STIKes Flora assign a standard competency of its graduates. The graduates are able to apply english in order to increase professionalism and competitiveness. The graduates English competency was measured by TOEFL Prediction with the target score 450.

The result of TOEFL score of Nursing Student of Ners Department of STIKes Flora academic year 2017-2018 showed that was only 30% students achieved score 420-450 whereas 70% had score below 400. In fact, plenty of student had low level of prociency. It means that many of students experienced difficulties in answering TOEFL questions.

Based on previous observation, some students had lack of English skill and basic English structure. Eventhough there are three English language skill tested on TOEFL: Reading Comprehension, Listening Comprehension and

Structure and Written Expression. These skills can be achieved with good learning habit. A good study habit affects academic achievement. The height and the low TOEFL score are greatly related to students' learning habit. This study aims to identify students' difficulty in answering TOEFL question and to figure out study habit of the students with low TOEFL and study habit of the students with high TOEFL score.

2. METHOD

This study used descriptive method with qualitative research approach. This study was conducted in STIKes Flora which located at Jl. Rajawali No.24 Sei Sikambang B Medan-Sumatera Utara. It was carried out fro March to September 2020. The subject of the study was 15 students of seventh semester of Ners Department of STIKes Flora academic year 2019/2020 who had had TOEFL in January 2020. Generally, the data was collected through some methods: documentation, interview and questionnaire.

The the first data analysis from interview was carried out through the following steps: transcribing, reducing the data, coding and classifying the data, analyzing and identifying the students' difficulties in answering TOEFL questions and concluding the result of the study. The second data analysis from questionnaire result was carried out through these steps: reducing the data, tabulating the data and the then the result was analysing using descriptive technique through

percentage. The data was displayed in tabular form, last verifying the data and making a conclusion.

3. RESULT AND DISCUSSION

There were 4 difficulties expressed by the seventh semester students of Ners Department of STIKes Flora in answering TOEFL questions. The result of the interview data showed that the first and the majority difficulty in answering the TOEFL questions was the lack of English skill and knowledge of English grammar. All of the students in this study stated that they had difficulties in answering the TOEFL test because of lack of English Proficiency.

The data showed that 13 subjects said they had difficulty while answering questions in Listening Test. the students mentioned they found it difficult to understand the narrator's words because he spoke too fast, many words that they did not understand and they could not listen the word clearly. Meanwhile the data showed that 6 students had difficulty in answering Structure & Written Test questions, they stated difficult to answer the question because they were lack of understanding English structure such as tenses, conjunction, verb replacement, arrangement of words in sentences. Whereas 4 students had difficulty in answering Reading Comprehension questions, the students told the reason for difficulty answering the TOEFL questions, were hard to determine the topic of the passage and to understand the words in the passage.

Furthermore, the data from the documentation showed that the student's difficulty in Listening Test Section could be seen from the lowest average score in the Listening Test section with average score 40. It meant the students could only answer correctly about 30% of 50 questions in Listening Test section. Whereas average score of Reading Test was 42 which meant the students answered correctly about 50% from 50 questions in Reading Test Section and the average score of Structure and Written Expression Test was 44, which meant that the students can answer correctly 50% of 40 questions in this section. Furthermore, the average TOEFL score was 427 which could be concluded that the students were in the level of Extremely Limited User. Students with this level could only communicate with very basic English. Those proved that the students really had difficulty in answering TOEFL question because they were lack of English skill and knowledge of English structure.

The second difficulty which students faced in answering TOEFL question were difficulty managing time at each part of the test. There were 4 students who were difficulty in managing the time when answering TOEFL question at listening test part. The students said the narrator spoke too fast, whereas they had to focus on the answer sheet so that they missed the answer. They were busy to

understand what they were listening and reading, they had not answered one question and came again next question, so they felt the time was so short finally they were late to answer.

The third difficulty was memory problem. There students said that they had a problem with their memory, they forgot what the conversation about or what narrator said, it happened when in Listening Test. And the fourth difficulty was hard to concentrate when having the test. Only one student experienced it. The student felt nervous while having the test so that he was difficult answering the TOEFL question.

Those four difficulties were in line with Matingfan (2018) she found four difficulties in answering TOEFL; lack of English skill, not able to manage time between understanding questions and answering the questions, poor concentration, and memory problem. However, this study findings were different with Halim (2018) she found that students problems in facing TOEFL such as lack of English skill, lack of practice, lack of motivation, and student's individual differences background. In this study, it was not found problem related motivation, lack of practice, and individual differences background. This study found that all the students had strong motivation why they must achieve a good TOEFL score. Almost all the students in this study wanted to measure their English skill, having TOEFL certificate, to make it easier for them to compete in the world of work especially for students who wanted to work abroad or continue their master education. Problem in answering TOEFL question related to individual differences background was also not found in this study because they were in the same age and social status.

Meanwhile, problems in answering TOEFL question related to lack of practice was not found in this study because the seventh semester of Ners Department of STIKes Flora had had TOEFL Preparation Class. However, problem in answering TOEFL questions related to lack of practice tended to lack of preparation. Eventhough, they had had TOEFL Preparation Class but the result was not maximal yet. Because many students did not achieve TOEFL score target. Problems related lack of preparation could be seen in analysis of study habit in question no.11, 12, 13, and 14. The students with low TOEFL score tended to lack performances in terms of memorization such rarely practicing practice listening skill and memorizing vocabulary, and rarely revising TOEFL material. The result of question no 14 indicated all the students whether student with low TOEFL score and high TOEFL score had lack performances in preparing their self for exam because majority the students seldom made questions for testing their selves after studying or when they were having an exam.

So actually, the biggest student' difficulty in answering TOEFL question was lack of English skill and English knowledge. Brown in Mahmud (2014) said to be master in foreign language, someone must invest time, effort and attention to studying the language in form of good learning strategy in order to understand and to practice the language, and he/she had motivation to do all the assignment in the class. It meant that to be fluency in English, someone must manage time to study, having hard works in reading, taking note, revising notes and also English material and exercising their memory such as memorizing the vocabulary, and she/he had a strong motivation to study. In other words, someone should have a good study habit to be master in English, if his/her English study habit was bad, they would have lack of English skill. As Ahmad (2018) stated a bad study resulted a bad English performance.

Moreover, study habit was also a factor which influenced the height and the low TOEFL score. As Amri (2019) stated that there was a positive relation between study habits and the English academic achievement. the better study habit, the higher academic score someone get. In other words, if English study habit of the students was good, they would not have low TOEFL score because they did not experienced difficulty in answering TOEFL questions.

The result of the questionnaire showed the description of the students' study habit during TOEFL Preparation class. The findings below were concluded from the result of study habit survey of two groups. A group consisted of six students with high TOEFL score (the score > 450) and a group consisted of nine students with low TOEFL score (the score was < 450). The data were concluded by looking the highest percentage of the study habit of the two group of the students.

Question no. 1: How long do you study everyday?

Majority students with high TOEFL score study about 2-3 hour each day (83.3%) whereas the students with low TOEFL score studied about 4-5 hours (66.7%) sementara mahasiswa dengan skor TOEFL tinggi yang lama belajarnya 4-5 jam hanya 16.7%. it was concluded that students with low TOEFL score tended to have longer study time compared to students with high TOEFL score. It was related to with whom they study and where they study.

Question no. 2: Did you make a schedule to study and to revise your lesson and other daily activities?

Majority about 50% of the students with high TOEFL score seldom made a schedule to study and to revise their lesson and majority whereas about 33.3% of the low TOEFL score seldom made schedule to study and revise and other activities. About 22% of students with low TOEFL score rarely made schedule for studying,

even about 11.1% stated they never made schedule for studying and revising and other activity. It was concluded that both of these two types of students sometimes made schedule. It was also seen that one-third of the students with low TOEFL score had a messy learning activity, because they studied without schedule.

Question no 3: with whom did you study better?

Majority about 50% students with high TOEFL score study better when they were alone or with their partner. Whereas, majority students with low TOEFL score studied better when they studied with a group of friends. It was indicated that the students with high TOEFL score studied better when they studied with minimal distraction because they prefer study alone. While the students with low TOEFL score prefer to study with friends which made their study time longer than the students with high score.

Question no.4: Where did you usually study?

The students with high TOEFL score mostly studied at bedroom, about 66.7% said it. Whereas the students with low TOEFL score, about 44.4% choose their campus as the place to study. The students with high TOEFL score which preferred to study alone must choose to study at the bedroom because it was more peaceful and less distraction. Whereas students with low TOEFL score preferred study at the public places at campus such as canteen, suasana akademik and library because they loved to study with groups of friends.

Question no.5; when did you study assignment text which is given by teacher?

About 66.7% of students with high TOEFL score read the assignment text before class and about 33.7% of them read it before test. It was different with the students with low TOEFL score, about 55.6% said they read it before test, 22.2% read it before class and 22.2% read it after class. It was indicated that mostly students with high TOEFL score prepared their selves well before class began. Whereas mostly the students with low TOEFL score read the text because they had exam.

Question no.6: Did you take note when having class?

In this case, mostly 50% of the students with high TOEFL score said they always take notes whereas, mostly 44.4% of students with low TOEFL test said they sometimes take notes. The data showed that students with high TOEFL score tended more diligent in taking notes when having class.

Question no.7: What did you do with your notes?

About 100% of the students with high TOEFL score revised their notes, whereas mostly 55.6% of the students with low TOEFL score only read the notes. It was indicated that the students with high TOEFL score had more positive

performances in taking notes because they did not read the notes but they also revised the notes.

Question no. 8: What reason that make you study?

About 83.3% of the students with high TOEFL score said they studied on their own and about 16.7% studied for doing assignment. Whereas the students with low TOEFL score, only 33.3% of the students who studied on their own and 33.3% studied because of an exam, 22.2 % studied because of assignment and 11.1% studied to please their parents. It meant that mostly the students with high TOEFL score had a good motivation in learning because they studied on their own whereas the students with low TOEFL score motivation to learn were not good enough because less students studied on their, many of them studied because of assignment, test or to please their parents.

Question no.14: when you did not understand, did you ask to your teacher?

Mostly about 50% of students with high TOEFL score always ask the teacher when they did not understand whereas majority about 66.7% of the students with low TOEFL score rarely asked to the teacher when they did not understand. It meant that the students with high TOEFL score were more active in the classroom than the students with low TOEFL score.

Question no.11: did you train your self to listen native English speaker' conversation in order to test your ability?

The study found that majority students with high TOEFL score (66,7%) sometimes trained their listening ability by listening a conversation in order to test their selves. Meanwhile, majority about 66.7% of the students with low level rarely trained their listening ability. It seemed that mostly all the students in this subject were lazy to train their listening ability because only 33,3% of the student with high TOEFL score who often trained their selves. Moreover, the students with low TOEFL score tended to have bad performances because they rarely trained to listen native English speaker.

Question no. 12: Did you revise your lesson everyday?

Majority about 66,7 % of the students with high TOEFL score stated they often revised their lesson whereas mostly the students with low TOEFL score rarely revised their lesson. It meant that the students with low TOEFL score effort to increase their memory were not good enough because they were lazy to revised.

Question no.13: Did you mention complicated words and memorize them in order to understand them?

Almost 83.3 % of students with high TOEFL score said they often memorized complicated words and 16.7% of them said that they always memorized complicated words. Whereas majority about 44.4% of the students with

low TOEFL score stated they rarely memorize complicated words. It meant that the students with high TOEFL score had good performance in memorizing whereas the students with low TOEFL score had bad performances in memorizing complicated words.

Question no. 14: Did you make questions for your self after finishing study or before test?

From the data findings, it was concluded that majority about 50% of the students with high TOEFL score said that they sometimes made questions after studying or before they had test meanwhile, 33% of the students said that they sometimes even rarely made question after studying or before test. It can be concluded that both students from the high TOEFL score group and low TOEFL scores had no positive performances in preparing their selves for having test. In other words, the performance of most students from these two groups was still lacking in terms of exam preparation.

From the results of the research above, it could be seen that the study habits of students with high TOEFL scores in terms of time management, they invested the ideal time to study 2-3 hours each day and some were diligent in planning their study schedule. They learnt better if they studied with less distraction by studying alone in the room. They had a positive performance in terms of reading habits because they are diligent in reading the assignment text before class begins. They were also diligent in taking notes and reviewing their notes. Mostly students with high TOEFL scores also had very positive motivation because they studied because of their own desires and they actively asked questions in class. From the aspect of improving memory / memory, students with high TOEFL scores were diligent in memorizing vocabulary and repeating material about the TOEFL, but performances in practicing their listening skills were still lack. From the aspect of exam preparation, their efforts were still not good because almost a half of the students were only 'sometimes' making questions to test themselves.

Meanwhile, the study habits of the students with low TOEFL scores, tended to be negative. On the aspect of managing time, they were still underperforming, they tended not to plan their study schedule and prefer to study with a group of friends on campus, which results in them taking 4-5 more hours longer. They also took notes less frequently and revised or reviewed their notes. In terms of learning motivation, there were only one-third of students who studied because of their own desires, while others only studied when they had assignments or exams or if asked by their parents as a result they are lazy in practicing their listening skills, repeating lesson material, and memorizing vocabulary and they were lack of preparation for the exam.

It was concluded that whether the students with high TOEFL score and the students with low TOEFL scores tended lack of performances in improving memory and preparing their selves for exam. These caused they had difficulties when they had TOEFL.

4. CONCLUSION

- a. The difficulties of seventh semester students of Ners Department of STIKes Flora in answering TOEFL questions were lack of English skill and English knowledge, difficult to manage the time, memory problem because of lack of preparation in facing TOEFL.
- b. The students with high TOEFL score had better performances of study habits than the students with low TOEFL score.
- c. The study habits of students with high scores were managing study time and study more effectively, choosing a comfortable place with few distractions, reading assignment texts before class, actively asking questions in class, studing because of their own, taking and revising notes and lesson, sometimes practicing to improving memory and preparing for exam.
- d. The study habit of students with low TOEFL score were not managing study time, studying about 4-5 hours with a group of friends at campus, reading assignment texts before the test, studying because of assignments or tests, rarely taking notes and revising lesson, rarely practicing to improve memory and had no good preparation for test
- e. The bad performances of study habits in terms of improving memory and poor preparation for the test are related to their difficulties in answering TOEFL questions.

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