Students'Ability in Reading TOEFL

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ABSTRACT

TOEFL is a standardized test which measures the students' skill and ability in English. This test is one of the requirements for English Department students before they take the thesis examination. Hence, the students must be prepared well before taking the test in order they can get the standard score of TOEFL as has been required by English study program. During the pre-observation, it has been found that many students of English study program still have difficulty in having the TOEFL test that it finally gives impact on their TOEFL scores. For this reason, this research is conducted as an effort to analyze and get information about the students' ability in TOEFL test, especially in the reading test. This research is analyzed qualitatively by taking the English Department students as the participants. The data are collected by using two instruments; observation and documentation, and it analyzes through some steps such as identifying the result of students' test and analyzing them to obtain the answer of the research question. This research analyzes the students' ability in reading toefl refers to Philips' theory in toefl reading skill. The result of this research shows that the students have a high percentage in find pronoun refrents. While find definition from structural clues is the lowest one. Thus, the students and lecturers should pay more attention to the strategies in reading toefl and have more practice in doing the test.

Keywords: TOEFL; reading skill; English Study Program students

INTRODUCTION

Toefl or Test of English as a Foreign Language is a standard test used to measure a person's English skills. The mastery of one's English skills can be seen through the results of this test. The certificates obtained from this test also can be used to apply for work in an agency or company that requires toefl score. In addition, the certificate of toefl can be used as the requirements of taking the postgraduate or doctoral programs both in our own country and foreign countries. Scores on the TOEFL are required by 4,400 universities and colleges around the world at the graduate and undergraduate levels (Abraham, 1990). It is also supported by ETS (2007) that the TOEFL measures test takers' ability to use academic English for admission purposes to programs of study at the college or university level in English-speaking countries. For the purpose of taking postgraduate and doctoral programs in Indonesia, toefl prediction test is held by each institute or university where the prospective students apply as the new students. While studying abroad requires ITP toefl organized by the UPT language, or agencies that specifically manage the test such as IDP.

The students of undergraduate program at Gorontalo state university particularly requires toefl before taking the theses examination. There are several study programs that have implemented this regulation to their students, and each study program sets different score standard for their students. In the English education study program, the standard score of toefl is also different in each of students' grade. The students in class of 2011 to 2012 -are required to have the toefl result with the score 450, while the students in class of 2013 are required to have 500 as their standard toefl test.

The strict and high score requirement set by the study program forces the student to study hard to achieve the required score. According to the data of the language center, most of the English students take the toefl prediction test in more than once during their period of study completion. The data also shows that there are students who pass in only one test, but there are also who take within 3 to 6 times, even exceeding 10 times of the test.

Responding to the issue, the English study program has made some changes to the contents of curriculum. In the curriculum changes, the contents of some subjects especially the subject of skills such as listening for academic purposes and reading for academic purposes take topics about toefl to be included as the part of learning materials. The topics are taught after mid-semester meetings. In addition, other efforts undertaken by the study program is to require students who will take the the thesis proposal examination to follow the toefl try-out in SAC LAB. This is done as a reference for students to know about their initial ability in toefl. Therefore, they can improve their toefl skills either by taking courses at the language center, learning by self-taught, or acquiring the knowledge and skills from the subjects taught in the English study program.

Studying toefl is not easy, so it requires strategy or ability to master it. Both listening for academic purposes and reading for academic purposes courses teach this strategy. In the listening course, there are 27 skills that need to be mastered. This includes the skill on part 1 of listening; short conversation, part 2; long conversation, and part 3; talks. As for the subject of reading, there are 13 skills that must be mastered. Phillips (2001, p. 367) argues "It is very common that the reading passages in the reading section have questions about the overall ideas in the passages. The most common type of question asks about the main idea,topic, title, or title, or orginized, or subject. There may also be questions about how the information in the passage is organized or about which type of information is included in a particular paragraph.

Through the knowledge and skills about toefl strategy, it is expected that the students have a good preparation to have toefl examination, or for the need to follow the final test of the course. However, the fact shows that there are still many students have difficulty in completing the toefl test. For example, for a 40-numbered toefl test, students can only have the correct number of answers about 15 to 20 numbers. There are only few students who are able to solve problems and have the right answers.

Based on these facts, I am interested to study about the students' ability in toefl. I would like to see their strengths and weaknesses in completing the toefl test. The result of this study is expected to give impact on the students' completion of toefl test.

LITERATURE REVIEW
READING COMPREHENSION

Enright et al. (2000) recommended that reading comprehension be assessed through the engagement of test takers in four purposes pertinent to academic reading, which inherently relate to the processing- and task-based perspectives. These four purposes can be summarized as follows: first, *reading to find information:* readers try to identify explicit information in order to acquire knowledge, answer questions, or clear delusions. Second, *reading for basic comprehension:* readers try to figure out the implicit main idea or major points of the reading. Third, *reading to learn:* readers focus on how to relate discrete pieces of information to one another to have integral understanding of the reading. And fourth, *reading to integrate information:* readers direct their attention to the integration of the content of two or more textual formats.

TOEFL READING SECTION

The TOEFL reading section in its current form incorporates the first three purposes set forth in the Enright et al. (2000) framework in addition to tasks that call for making inferences, which share some features with the other task types (Cohen & Upton, 2006). What follows are the task specifications for the TOEFL reading section according to ETS (2003). Firstly, *basic comprehension tasks* measure both lower and higher level abilities with the former being reflective of word-level decoding and the latter of sentence-level understanding. Secondly, *inferencing tasks* assess higher level abilities of relating pieces of information at the sentence level to one another such that the reader can deduce some other information not presented in the text, but relevant to the author's intent. And thirdly, r*eading to learn* tasks measure higher level abilities through which the reader can demonstrate how the textual information is structured, how to hierarchize different segments of information in relation to the topic being discussed, how to build a conceptual schema of the text, and how to relate the details to the main points to fulfill a certain stylistic purpose, for example, cause and effect.

STRATEGIES IN READING COMPREHENSION

The case in language learning, there has been a shift of focus in the context of reading comprehension from the outcomes to the processes involved in reading (Anderson, 1991). The study of the strategies used in reading comprehension has offered insights about how readers interact with the text with the aim of understanding it and what resources they draw upon towards this goal (Singhal, 2001). A distinction has been made between reading skills and reading strategies such that reading skills are used synonymously with abilities to mean traits that readers have developed with practice over time, ranging from lower-level abilities (e.g., word-level processing) to higher-level abilities (e.g., text-level processing), while reading strategies represent conscious processes readers utilize to enhance their understanding of a given reading task (e.g., skipping unknown vocabulary) (Birch, 2002).

Meanwhile, Phillips (2001, p.368) said that there are general strategies for reading toefl.
1.   Answer main idea correctly.
Almost every reading passage on the paper TOEFL test will have a multiple-choice question about main idea of a passage. Such a question may be worded in a variety of ways; you may, for example, be asked to identify the topic, subject, title, primary idea, or main idea.
2.   Recognizing the organization of ideas
In the reading section test, there may be questions about he organization of ideas in passage. You may be asked to determine how ideas in one paragraph relate to the ideas in another paragraph.
3.   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 answer to these questions are generally given in order in the passage, and the correct answer is often a restatementnof what is given in the passage.
4.   Find unstated details
You will sometimes be asked in the reading section test to find an answer that is not stated or not mentioned or not true in the passage. This type of question really means that three of the answers are stated, mentioned, or true in the passage.
5.   Find pronoun referents
In the reading section test will sometimes be asked to determine to which noun a pronoun refers. Pronoun reference questions are worded a bit differently on test.
6.   Answer implied detail questions correctly
You will sometimes be asked to answer a multiple-choice question about a readingpassage by drawing a conclusion form a special details in the passage. 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.

7.   Answer transition questions correctly

You will sometimes be asked test to answer a multiple-choice question about what probably came before the reading passage or what probably comes after the reading passage.

8.   Find definition from structura clues

When you are asked to etermine the meaning of a word in the reading section, it is possible that the passage provides information about the meaning of the word, and that there are structural clues to tell youthat the definition of a word is included in the passage.

9.   Determine meaning from word parts

When you are asked to determine the meaning of a long word that you do not know in the reading section. It is sometimes possible to determine the meaning of the word by studying the word part.

10.   Use context to determine meaning of difficut

On the paper test you may be asked to determine the meaning of difficult word in a reading passage, a word that you are not expected to know. In this case, the passage will probably give you a clear indication of what the word means.

11.   Use context to determine meaning of simple words

On the paper toefl test you maybe asked to determine the meaning of a simple word in a reading passage, a word that you ses often in everyday english. In this type of questions, you should not gibe the normal, everyday meaning of the word; instead, a secondary meaning of the word is being tested, so you must determine the meaning of the word in this situation.

12.   Determine where specific information is found

Sometimes the final question accompanying a reading passage will askyou to determine where in the passage a piece of information is found

13.   Determine the tone, purpose or course

Other types of review questions occur occasionally in the reading section of paper test. Possible questions of this type are multiple choice questions that ask about the tone of the passage, the author's purpose in writing the passage, and the course in which the passage might be used.

This research investigating students' ability in reading toefl by focusing on the philips' strategies. It means that the data is analyzed through considering those strategies.

METHOD

According Sugiyono (2013, p.2) research method is a scientific way to get data with a specific purpose and usefulness. The method used in this research is descriptive qualitative method. According to Strauss (2003, p.18) qualitative method is a study whose findings are not obtained through statistical procedures or other forms of calculation.

PARTICIPANTS

The subjects of this research is the students of the English class 2015/2016 who have taken the reading for academic purposes class with total students are 21.

DATA COLLECTION AND ANALYSIS

The data collection technique is a means of collecting the data needed to answer the formulation of research problems (Juliansyah, 2011, p.108). The techniques used in this research are observation and documentation techniques. According to Sutrisno Hadi in Sugiyono (2013, p.145) argued that observation is a complex process, a process composed by various biological and psychological processes. Two of the most important techniques are the processes of

observation and memorization. Furthemore, document is a record of events that have passed. Documents may be in the form of writing, drawing, or monumental works of a person (Sugiyono, 2013, p.240). In this research used the document from the Reading for Academic Purposes class. It means that the data was taken after the students have already programmed the course.

The data analysis technique is the process of searching and compiling systematically the data obtained from observation, and documentation. In this research, the data were analyzed by considering the philips' strategies. After analyzing the information that has been obtained, then the next steps are data reduction, data presentation, and conclusion.

FINDINGS AND DISCUSSION
FINDINGS

Reading toefl test consists of 50 multiple choice questions, and it should be completed in 55 minutes. The total of students who have taken this test were 21. They are from the class of 2015 or in semester four, class B. The students' score results were analized based on Philip's strategies. Here are thirteen strategies proposed by philip which are spread in fifty diagnostic reading toefl questions.

TABLE 1. The thirteen Philips' strategies in fifty questions of diagnostic reading toefl test

No of skills	Number of questions	Total questions
Skill 1	1, 20, 31	3
Skill 2	11	1
Skill 3	4, 5, 12, 22, 25, 33, 36, 47	8
Skill 4	18, 28, 37, 44	4
Skill 5	45	1
Skill 6	8, 14, 26, 34	4
Skill 7	9, 10,29, 41	4
Skill 8	16	1
Skill 9	6, 13, 17, 23, 24, 35	6
Skill 10	3, 7, 15, 32, 39, 42, 48	7
Skill 11	2, 21, 27, 38, 43, 46	6
Skill 12	19, 49	2
Skill 13	30, 40, 50	3
Total		50

Here are the students' result which are analyzed based on Philip's strategies in reading test of toefl.

1.   Answer the main idea correctly.

The first skill requires students to answer the main idea correctly. The question given is like; *the main point of this passage is that.., which of the following is the best title for this passage, and what does the passage mainly discuss*. This skill is spread into three questions in reading toefl test, they are questions in number 1, number 20 and number 31. Based on the result, there are only four students who can choose the right choice in question 1, while number 20 can be answered by sixteen students, and question number 31 can be asnwered by five students. In this skill, the highest percentage is in question number 20 because it can be answered by sixteen students, while the lowest percentage is in question number 1 which is only answered by four students.

2.   Recognize the organization of ideas

The second skill is about recognizing the organization of ideas, and the question given is like *which of the following best describes the information in the passage*. This skill can be found in question number 11 in reading toefl test. Based on the students' result, there are only 14 students who can answer the true option or it is about 67 percent.

3.   Answer the stated detail questions correctly

The next skill requires students to answer stated detail questions correctly and the question given is like *it is stated in the passage that when carbon tetrachloride is heated, it becomes..., the passage states that a public trial to prove the fault of one spouse can....*. This skill is spread into eight questions ini reading toefl test. The result showed the variety of students' answers in this skill. There are 18 students who can answer perfectly in question number 12, and it is categorized as the highest percentage. It is followed by ten students who answered correctly in question number 4, 5, and 47. While in other number there are only 2 students who can complete the question in a good way and it is as the lowest percentage.

4.   Find unstated details

Find unstated details is the fourth skill in reading toefl. This skill is spread into four questions; they are questions number 18, 28, 37 and 44. Type of the questions is like *which of the following is not true according to the passage, which of the following is NOT listed in this passage as an argument in favorof no-fault divorce, and it is implied in the passage that...*. Based on the students' result, the highest correct score answered by 11 students in question number 37, while the lowest correct score answered by only 1 students in question number 18. The question number 28 can be fulfilled perfectly by 8 students.

5.   Find pronoun referents

The fifth skill is to find pronoun referents, and it will be found in question number 45. This question is answered by 19 students from the total students who take the test or about 90 percent of the students. The example of the question is *where in the passage does the author mention the types of artwork that Whistler was involved in...*

6.   Answer implied detail questions correctly

In this skill the students are asked to answer the implied detail questions correctly. Based on the result, questions in number 14 and 34 can only be answered by 3 students, while question number 8 can be answered accurately by 7 students, and 6 students can answer perfectly question number 26. The sample of the question is such *it can be inferred from the passage that one role of the U.S. government is to...., it is implied in the passage that Whistler's family was...*

7.   Answering transition questions correctly

Based on the students' results, there are only few students who can fulfill the questions precisely. The question number 10 can be answered by only 1 student, while 7 students can complete the question number 29 in correct way. This type of question is contained skill which answer transition question correctly, for the example *the paragraph following the passage most likely discusses..., the paragraph preceding this passage most likely discusses..., the paragraph following the passage most probably discusses...*

8.   Find definition from structural clues

This skill asks students to find definition from the structural clues, and the example of question is *in line 8, the 'etchings' are....*. This skill can be found in question number 6. There are only 3 students who can fulfill perfectly from the total of students who have taken the test or it is about 14 percent. It is categorized into lowest percentage.

9.   Determine meaning from word parts

The next skill is to determine meaning from word parts, and the questions is like *the word 'inhaled' in line 7 is closest in meaning to..the word 'perceptible' in line 5 is closest in meaning to which of the following...* Based on this result, it showed that question number 6

gets the highest percentage or many students who can answer it correctly. It is about 15 students or 71 percent from the total of students, while the lowest percentage is in number 17 which is only answered by 1 student. Then other questions only can be answered by 6 students, that is the questions number 13, and number 35.

10.   Use context to determine meaning of difficult

The tenth skill asks students to use context to determine meaning of difficult words. It is like *the word 'banned' in line 4 closest in meaning to...the word 'revoked' in line 8 could most easily be replaced by...,the word 'desperate; in line 16 could best be replaced by....* This skill is spread into 7 questions in reading toefl test, and there are some students who answered the questions correctly. Based on the result, question number 3 is mostly answered by the students. It is about 17 students or 81 percent from the total students who take the test. While in other question or question number 15, there are only 2 students or 9 percent who can answer it in correct way. While question number 7 can be answered by 11 students, and there are two questions which can be answered by 6 students, that is questions number 32 and 48.

11.   Use context to determine meaning of simple words

This skill asks the students to use context to determine meaning of simple words. The example of question is like *the word 'widely' in line 2 could most easily be replaced by...the expression 'naked eye' in line 1 most probably refers to...the word 'negligible' in line 8 could most easily be replaced by....* Based on the result, mostly students who take the test can answer the question number 46 in correct way. It is about 20 students or 95 percent from the total students. It is also quite similar with the question number 43 which can be answered by 18 students or 86 percent. While questions number 27 and 38 can be fulfilled by 9 students, and questions number 2 and 21 can be completed by only 6 students.

12.   Determine where specific information is found

The question which asks this skill can be answered perfectly by 17 students or about 81 percent from the total students who take the test. While questions number 49 can be asnwered by 7 students. In this skill, the students are asked to the determine where specific information is found. The example of the questions is like *where in the passage does the author mention the types of artwork that Whistler was involved in, where in the passage does the author describe Thomas Paine's style of writing.*

13.   Determine the tone, purpose or course

The last skill asks the students to determine the tone, purpose, or course of the passage. It is like *this passage would most probably be assigned reading in which course, and the tone of this passage is...the purpose of the passage is to....* This skill is spread into 3 questions and the students who can answered the questions correctly are variant. Based on the result, the question number 30 is mostly answered by the students. It is about 14 students or 67 percent from the total students, while question number 50 can be answered by 12 students and only 7 students can answer correctly quetions number 40.

Based on the explanation of each skill, here is the summary of students' skill in reading toefl test.

TABLE 2. The summary of students' skill in reading toefl test

No	Skill	Percentage
1	Answer main idea correctly	40
2	Recognizing the organization of ideas	67
3	Answer stated detail questions correctly	43
4	Find unstated details	34
5	Find pronoun referents	90
6	Answer implied detail questions correctly	23
7	Answer transition questions correctly	19
8	Find definition from structural clues	14
9	Determine meaning from word parts	29
10	Use context to determine meaning of difficult	37
11	Use context to determine meaning of simple words	56
12	Determine where specific information is found	57
13	Determine the tone, purpose or course	52

Based on the table above, the question about finding pronoun referents is the easiest one. It can be fulfilled perfectly by almost all the students who take the test, or about 90 percent of the students. While the hardest part of the test is the questions which ask about definition from structural clues. It can be answered correctly by only 14 percent of the students.

DISCUSSION

Reading is considered as an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. (Chotimah & Rukmini 2017). To build the communication, it is not easy, it needs an effort to get information from text or understanding reading text. This happen also in completing reading toefl test, in which the students should have a skill or strategy to understand or comprehend the text. Here are the discussion of each skill in reading toefl.

a. Answer main idea correctly
Choosing the right choice in reading toefl test is not the easy one. One of them is by answering the main idea in reading passage. In the test, the test taker will be asked to identify subject, title, primary idea, main idea or topic. "A topic is a word or phrase that tells what the author is writing about in a paragraph."

(Cortina and Elder, 2002, p. 191). While main idea of a passage is the central message that the author is trying to convey about the material." (Smith, 2000, p.122). The main idea can be found at the beggining of a paragraph, and at the end of paragraph. Based on the students'result, it is only about 19 percent who can answer perfectly from the total question. It means that most of the students faced difficulties in completing the question related to main idea. However in other passage, the sixteen students can answer perfectly the question.

b. Recognizing the organization of ideas
McWhorter (2005) states 'Professors, textbook authors, and researchers use a framework or plan that helps to communicate their ideas clearly. This plan can be called organizational patterns which can be identified in academic writing or reading passage.
To recognize the organization of idea from the reading passage is easy for the student of English department in class 2015, B. It is about 67 percent who choose accurately from the total of

questions which asks this skill. It is quiet easy for students to recognize it because they read carefully the first line of each paragraph. They also find the word which has relationship between the paragraph. It means that the students can focus their attention on the key concepts and being aware to what they read. Thus, they understand what the text is all about.

  c. Answer stated detail questions correctly

Answering stated detail questions correctly is quite hard as identifying main idea of paragraph. The students only got 40 percent in average in answering these questions; identifying main idea is 40, while stated detail question is 43 percent. A stated detail question asks about one piece of information in the passage rather than the passage as a whole. The answer to these questions are generally given in order in the passage, and the correct answer is often the restatement of what is given in the passage (Philips, 2001) . Based on the students' results, there are only four students who can answer this question. Eventhough it seems easy to answer but it is still hard to complete. The students got difficulty to identify the key word of the question and also it seems that they got hard to understand the sentence which contains the key word or idea. In answering the question, the students should understand the passage in a whole in a quick way or using the skim strategy.

  d. Find unstated details

Finding unstated details in reading passage can be said as the difficult one in reading toefl. Based on the test result, it is about 34 percent from the total question which asks this skill. In this test, the students are asked to find an answer that is not stated or not mentioned or not true in the passage (Philips, 2001). There are four options in the test, so it means that there will be three options are stated, mentioned, and true while one answer is not. The way to answer this question is by identifying the key word of the question. This can be the easier way for almost test taker, while to read carefully or to read faster the sentence related to this is the hardest part. The students have to read as much as possible. This make them still confused and can make them choose the wrong answer.

  e. Find pronoun referents

The part of speech that substitutes for nouns or noun phrases and designates persons or things asked for is called pronoun (Shreese, 2010). As the test taker, it is suggested to understand a noun which is mentioned firstly in the text, and the pronoun that refers to it which comes afer. Based on the result, most of the students can answer this question perfectly. It is about 90 percent from the total students who take the test. It is really clear for the students to choose apropriate choice because the sentence where the pronoun is located can be found in the question, and exactly the noun that represents the pronoun is normally found before the pronoun.

  f. Answer implied detail questions correctly

Answering implied detail questions is quite difficult for the students. It can be seen from their result which only got 23 percent from the total students who take the test. In this skill, the students are asked to make conclusion from what they have read in the text. The way to answer this question is same as the previous skill. It asks students to determine key word, and to identify the sentence which contain the key word. This can be determined by examining the options of the questions which pay attention to the key word. Determining the perfect answer to this question is absolutely hard for the students, because it needs a higher thinking to conclude what they have read. Thus, students' result in toefl is categorized into low percentage.

g. Answer transition questions correctly

Answering transition questions correctly is the second hardest part for the students of English departement. Based on the result of the data, this only got 19 percent from the total students who got the true answer. This skill asks the test taker to make conclusion to what they have read. To connect and to relate ideas, sentences, or paragraphs should use transition. Using the transition in a sentence or paragraph made the idea will be understandable. In test, the students will be asked to answer a multiple-choice question about what probably comes before the reading passage (in the preceding paragraph) or what probably comes after the reading passage (in the following paragraph) (Philips, 2001). Based on the result, the students are careless in reading this part of the text. They do not pay attention to the question, and perhaps they can not make conclusion of what comes before or after.

h. Find definition from structural clues

This skill is really hard for the students to be answered. Hence, it is as the hardest part for the students to be completed in a perfect way. The question can only be answered accurately by three students or 14 percent in total. To answer this, the student directly go to the line which is mentioned, and find the word. Use punctuation clue, restatement, or example clue and read it carefully.

i. Determine meaning from word parts

Determine meaning from word parts is also difficult for students to be finished. They only got 29 percent from the total of students who get the correct answer. The way to answer this question is by studying the word part.

j. Use context to determine meaning of difficult

Eventhough this skill is categorized into the hardest skill for students or about 37 percent in total, but there are some students who can finish the test perfectly. Using the context clues helps students to determine the meaning of an unknown word. This also can helps students to increase their vocabulary. It can also help them to be a better reader and make reading more enjoyable. When reading, try to use context clues as much as possible (Robinson, 2010).

It is appropriate with the word fervor which can be figured out by looking surrounding the sentence. The students firstly find the word in the text, and then read the sentence carefully which contain that word. Looking for the clues helps the students to determine the meaning of the word.

k. Use context to determine meaning of simple words

This skill can be categorized into the middle category even there are two quesions which can be answered perfectly for most of students who take the test. It is about 57 percent from the total of students who got the correct answer. This skill is same as the previous skill that uses context to determine meaning of simple words. The students are asked to find the word in the reading text, then read carefully the word around the sentence and identify the clue which can help them to understand the meaning. To answer that question, students should look surounding the word stated.

l. Determine where specific information is found

To determine where specific information in the reading passage is quite difficult for the students. It is proved by their result in diagnostic reading toefl test which shows only 57 percent from the total students who got the correct answer. To answer this, the students should pay attention to the keyword of the question, and then relate it to the information in the passage.

m. Determine the tone, purpose or course

The last skill is to determine the tone, purpose or course. Tone is asking if the author is showing any emotion in his or her writing (Philips, 2001). It means that the author shows attitude towards what he/she has written. The tone can be simply informational, expalanational, or factual. Those reflect the passage without presenting any emotion. In other way, the author shows emotion which represent humorous, sarcastic, and impassioned emotions. Based on the result, the question which asks this skill is quite hard for the students to be completed. They only got 52 percent from the total of students who take the test. The way to answer the question about tone is the students should read the passage and try to identify which part of text that shows emotion than fact. If the question asks about the purpose, the students should pay attention to the main idea of paragraph and make conclusion from it. While in the question about a course, the students should conclude from the topic or supporting ideas.

CONCLUSION AND RECOMMENDATION
CONCLUSION

Reading toefl consists of 50 questions and it should be compeleted in 55 minutes. Students who take the test should manage their time, read the passage carefully, and answer the questions by using some strategies or skills. Based on the explanation of previous chapter, it can be concluded that: firstly, there are a variety of students' results in reading toefl test regarding to Philips' strategies. Secondly, the philips' strategies consist of thirteen skills; they are answer main idea correctly, recognize the organization of ideas, answer stated detail questions correctly, find unstated details, find pronoun referents, answer implied detail questions correctly, answer transition questions correctly, find definition from structural clues, determine meaning from word parts, use context to determine meaning of difficult, use context to determine meaning of simple words, determine where specific information is found, and determine the tone, purpose or course. Thirdly, from the thirteen skills, find pronoun refrents is the easiest part in reading toefl test that is got 90 percent. While find definition from structural clues is the hardest part which only got 14 percent from the total student who choose the perfect answer. This happened because the skill requires the students to pay attention to the use of punctuation clue, restatement, or example clue and then read it carefully.

RECOMMENDATION

Based on the conclusion above, there are some recommendations to make the students' result in reading toefl will be better. Firstly, students should do more practice in reading toefl so that they will be aware of any types of questions. Secondly, teacher or lecturer should pay attention more to the strengths and weaknesss of students' ability in reading toefl. Hence, the students' result in reading toefl will be better. Thirdly, further researcher can investigate the use of other method or strategy in improving the students'abilty in reading toefl or investigate students' ability in listening or structure and writtten expression.

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