

**THE DIFFICULTIES FACED BY ENGLISH EDUCATION  
DEPARTMENT STUDENTS IN PASSING ENGLISH PROFICIENCY  
TEST (EPT)**

(A Descriptive Study at Second Semester of University Muhammadiyah  
Purwokerto in Academic Year 2016/2017)



**A THESIS**

Submitted to English Education Department  
as a Partial Fulfilment for Requirements of S. Pd Degree

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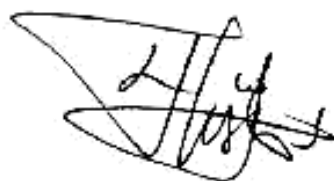
**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
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2017**

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(A Descriptive Study at Second Semester of University Muhammadiyah  
Purwokerto in Academic Year 2016/2017)

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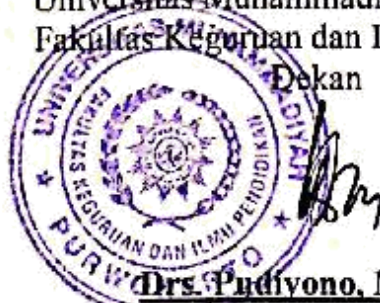

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Menyatakan dengan sesungguhnya bahwa skripsi ini adalah hasil karya tulis saya sendiri dan bukan dibuatkan orang lain atau jiplakan atau modifikasi karya orang lain. Bila pernyataan ini tidak benar, maka saya bersedia menerima sanksi, termasuk pencabutan gelar kesarjanaan yang sudah saya peroleh.

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## DEDICATION

### *Bismillahirrohmanirrohim*

My praise is Allah S.W.T

Shalawat and salam always be given to our prophet Muhammad S.A.W

This thesis is heartedly dedicated to:

1. My beloved mother Suliyah and father Suharno who always pray and give me love also spirit every time.
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## MOTTO

“كن خيراً وسيعود الخير لك” .

“Do good and good will come to you”

“People will forget what you said, people will forget what you did, but people will never forget how you made them feel”.

-Maya Angelou



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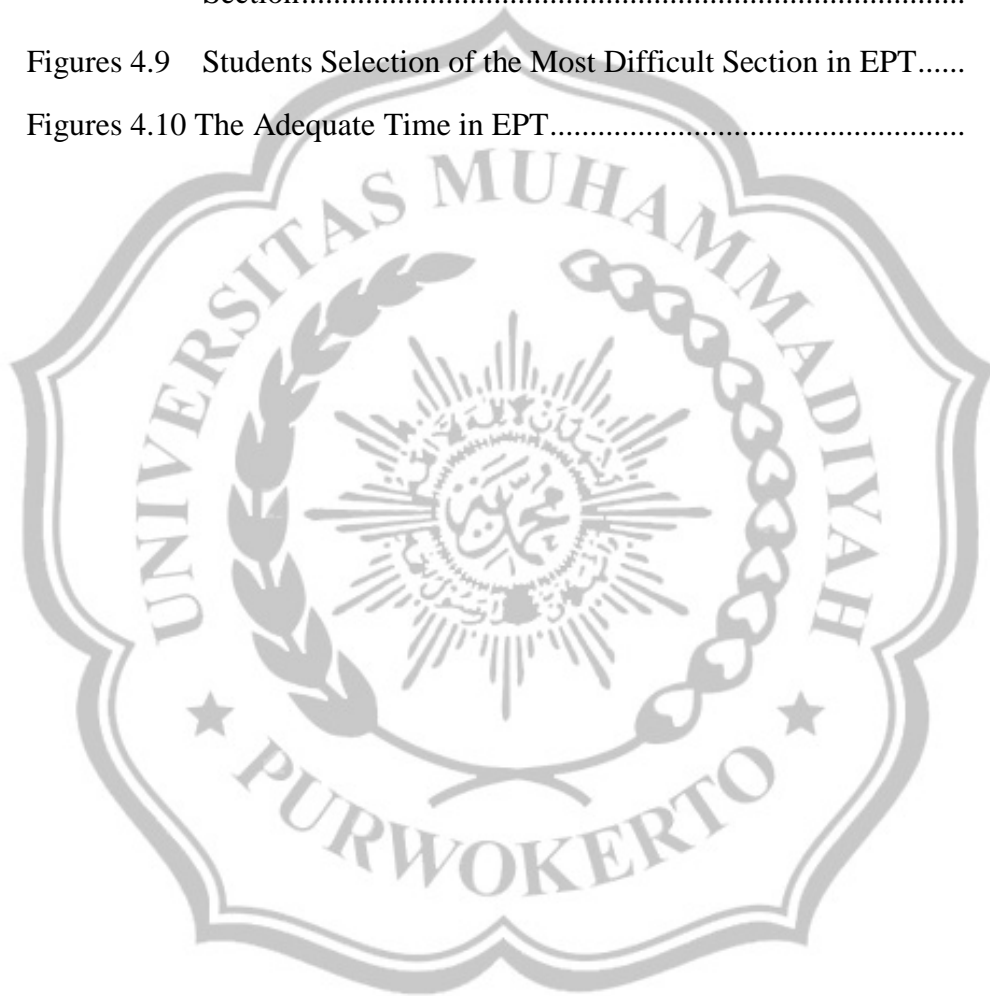
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**ABSTRACT**

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This research was designed to find out (1) the difficulties faced by second semester students with each section of the English Proficiency Test (EPT), (2) the most difficult section in EPT, and (3) the reasons why students found the difficulties. 57 students of English Education Department in Muhammadiyah University of Purwokerto in academic year 2016/2017 were the sample. The data was obtained from structured questionnaire which consisted of 15 items and semi structured interview consisted of 7 items. The results showed that students got difficulties in each section which were Structure and Written Expression (Section Two), Listening Comprehension (Section One), and Reading Comprehension (Section Three). In section two, students have assumed that 56% of them got difficulties in Structure and 47% in Written Expression. Besides that, in section one there were 74% of students got difficulties in Part B (Long Conversation), 51% in Part C (One Speaker) and 23% in Part A (Short Conversation). Followed by section three, there were 23% of students who got difficulties. Thus, the most difficult section was section two which was 56% of students. For the interview result, in Section One, the majority of them could not understand what speakers said because of unfamiliar vocabularies, the fast speech pace and also the accent is British. Therefore, they could not catch the meaning. Besides that, in Section Two they felt confuse to find the error in simple, complex, compound and compound complex sentences. Unfamiliar vocabularies and lack of mastery grammar rules also obstructed them to identify the error. Furthermore, in Section Three, they felt unfamiliar with the vocabularies also, so they were difficult to comprehend, catch the meaning and find the main idea in the text. Moreover, the texts are long.

Keywords: difficulties; perceptions; English proficiency test