

**Non-English Department Students' Difficulties
in TOEFL Listening Test at IAIN Langsa**

SKRIPSI

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NON-ENGLISH DEPARTMENT STUDENTS' DIFFICULTIES IN

TOEFL LISTENING TEST AT IAIN LANGSA

Submitted to the Faculty of Tarbiyah and Teachers Training
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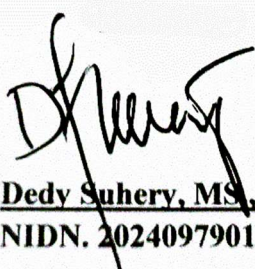
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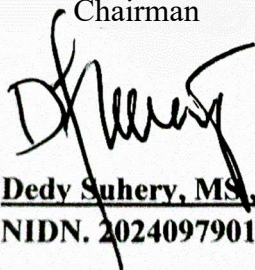
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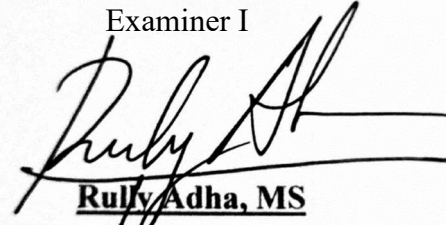
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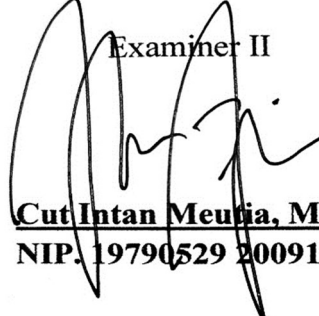
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Menyatakan dengan sebenarnya bahwa skripsi yang di tulis dengan judul **“Non-English Department Students Difficulties in TOEFL Listening Test”** untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Peureulak, 28 Februari 2020

Yang membuat pernyataan



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Peureulak, February 2019

The researcher,

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ABSTRACT

HAFEZ AL ASSAD. 2019. Non-English Department Students' Difficulties in TOEFL Listening Test at IAIN Langsa. *Skripsi* English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

Supervisor (1). Dedy Suhery, MS., Ph.D., **(2)** Muslem S.P.d., M.Pd., M. TESOL

There were two objectives for this research. The first objective was to identify difficulties encountered by Non-English department students in the listening section of the TOEFL test. The second objective was to know the strategies used by Non-English department students to solve the difficulties faced in the TOEFL test of the listening section. This research was a qualitative descriptive research method. The subject of the research consisted of 20 students. In this research, the data were analyzed by (1) Reducing the data, (2) Displaying the data, (3) Drawing conclusion. From the result of the research, the researcher found the students faced some difficulties in the TOEFL Listening test. They were unfamiliar topics, unknown words, various accents that were used by the speakers, and speed rate of the speakers, unclear sounds. Some students did various strategies to overcome their difficulties, such as joining group discussions, doing exercises and practicing, and studying hard.

Keywords: *Listening difficulties, Students strategies, listening, TOEFL*

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CHAPTER I

INTRODUCTION

A. Background of Study

A test is a technique of finding an individual capacity, understanding, or efficiency in an offered domain. Some tests measure general ability, while others concentrate on extremely particular proficiencies or goals. Test or evaluation takes a variety of types, from informal assessment in the class for a formal evaluation, which might be composed, verbal, or useful in a free assessment¹. A multi-skill, efficiency test figures out a basic capability level. A test on acknowledging appropriate usage of the guaranteed posts procedure particular understanding. The method the outcome or measurements interact might differ. Some trials, such as a classroom-based short-answer essay exam, might earn the test-taker a letter grade accompanied by the trainer's limited remarks.²

TOEFL (Test of English as a Foreign Language) is one of many types of language testing, which stands for "Test of English as a Foreign Language." This test is highly recognized as a standardized in language and had been "internationally recognized and respected." TOEFL is a standardized test designed to measure the English language ability of non-native speakers to enroll in American universities. The TOEFL score has been used as the requirements for non-native applicants in American and English speaker colleges and universities, to apply for a scholarship in those countries.

¹Thomas Kellagar & Gery Shiel, *Standardised Testing in Lower Secondary* (Dublin : Research conducted on behalf of the National Council for Curriculum and Assessment, 2010), 22.

²Douglas Brown, *Language Assessment Principles and Classroom Practices* (California : Longman, 2003), 3.

TOEFL is one of the proficiency tests; this test rate an individual's capabilities and skills in a domain or subject to see how well they have learned the language. TOEFL is a test to the standard the proficiency of English for non-native English speakers. The test commonly used by people who are going to put in a job application or join a training institution that mainly uses English as the universal language.³ Besides, TOEFL needed for students who want to study abroad. TOEFL test has three sections; Listening Comprehension, Structure & Written Expression, and Reading Comprehension. A test can extend the students ability. The test can support the teacher to evaluate and make a diagnosis to the students' strengths and weakness, the test shows ideal for one resolve may be entirely useless for another. Besides, conclude to find the students' knowledge and what the student's do not know. Testing is essential to the teacher to know how far the understanding of their student's.

English has become an international language which has spoken in many countries and the language using in the economic, education, and business. In Indonesia, English has become a Foreign Language. Educational institutions should include English as a subject that should be studied. The four foundation skills in learning English; these skills are listening, speaking, reading, and writing. The first skill that most often obtained in language learning is listening. The second skill is speaking. While the third skill is reading, and another skill is writing. Receptive skills are listening and

³Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (England: A John Wiley and Sons Ltd, 2009), 15.

reading, and productive skills are writing and speaking. The receptive skill is the skills where students do not need to produce language; they only receive it and understand it. On the other hand, productive skill is the skills where learners generate the language.

Listening is a skill to identify and comprehend what the talker's state. In listening, students must have an awareness of effort, concentration, and interest. Hamouda stated that listening skill is crucial in acquiring comprehensible input. Learning does not occur if there will not be any input.⁴ Osada expressed that listening skill did not receive sufficient acceptance in its own right but instead has been considered as a passive skill that will develop without help.⁵ According to Hamouda, English Foreign Language learners have crucial problems in listening comprehension because universities pay attention to grammar, reading, and vocabulary. Listening and speaking skills are not significant parts of many books, and teachers do not consider these skills in their classes.⁶ Besides, Friedman added that listening is an art, not a science. It has to do with mentally absorbing what is being spoken. It is not about hearing. It is deeper than that. Great listeners begin by developing their listening skills.⁷

⁴Arafat Hamouda, "An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom." *International Journal of Academic Research in Progressive Education and Development*, Vol 2, No 2, 113 (April, 2013), http://hrmars.com/index.php/journals/archive_detail/IJARPED/58.html (accessed March 10, 2019).

⁵Nobuku Osada, "Listening Comprehension Research: A Brief Review of the Past Thirty Years." *Dialogue*, Vol 3, 54 (January, 2004), https://www.researchgate.net/publication/267553667_Listening_Comprehension_Research_A_Brief_Review_of_the_Past_Thirty_Years (March 10, 2019).

⁶Arafat Hamouda, *An Investigation of Listening Comprehension Problems*, 114.

⁷Nancy Friedman, improving listening skill, October 1, 2015, <http://www.nancyfriedman.com/2015/10/01/improving-listening-skills> (accessed March 2, 2019).

The University in Indonesia applies the TOEFL test as one of the student's requirements already graduation. Each university has a particular standard score as the prerequisite for graduation. English has become an important subject either in schools or in universities in every country. Indonesia, a country in Southeast Asia, also sets the essential roles of English education.⁸ The English language should teach from Junior high school to Universities, including in IAIN Langsa. The researcher concentrates on the causes of students' Non-English department difficulties in a listening test of the TOEFL test, and the researcher attempts to examine and find a solution for the listening segment in the TOEFL test.

Listening is the ability to receive and interpret messages in the communication process accurately. Listening is key to all effective communication. Without the ability to listen effectively, messages are secure get mistakes. However, they need to follow the TOEFL test for a requirement to submit their thesis. Test-taking needs to know specific strategies to answer the questions. There are so many skills in a listening test that covered on the TOEFL test. Students need to practice every day and remember the strategies. The student must frequently learn to solve their problems.

Some students find the problem to understand the speakers, especially for Non-English department students (NEDS). Some problems make student difficulties with listening, such as lack of vocabulary, understanding grammar, bad recordings, understand the meaning of the speakers, and

⁸ Murni Mahmud, "The EFL Students' Problems in Answering the test of English as a Foreign Language (TOEFL)": A Study in Indonesian Context, *Theory and Practice in Language Studies*, Vol. 4, No. 12, 2581, (December 2014), <http://www.academypublication.com/issues/past/tpls/vol04/12/21.pdf> (accessed March 25, 2019).

keeping concentration. Non-English students come up with this problem because of that student will have trouble answering the questions.

From the explanation above, the researcher is interested in the problem above. Based on that, the researcher is interested in conducting the research entitled **"Non-English Department Students' Difficulties in TOEFL Listening test at IAIN Langsa."**

B. Research Questions

Based on the background of the study, the researcher states that some problems to be studied are as follows:

1. What are the difficulties faced by Non-English Department students' in the listening section of the TOEFL test?
2. What are the students' strategies to solve their difficulties?

C. Objectives of Study

The objectives of the study are as follows:

1. To identify difficulties encountered by Non-English department students in the listening section of the TOEFL test;
2. To explore the strategies used by Non-English department students to solve the difficulties faced in the TOEFL test of the listening section.

D. Significance of the Study

Theoretically, the result of the study can use as a reference for teaching English. This research will give information about the difficulties faced by Non-English department students commonly in the TOEFL test of

the listening test. This research will be useful to the readers who are interested in the Listening test.

Practically, this research will be useful for lecturers to increase their knowledge about difficulties faced by NEDS in TOEFL Test, and they know the factors. Their strategies used to overcome the difficulties so that the lecturers can decide which teaching strategies can be used to help the students in the listening section of the TOEFL test. Therefore, the teacher can apply an appropriate method for them. For the students, it will provide information that can be used to minimize the difficulties they encountered in the process of learning of listening test. Thus, students can find a solution to overcome their difficulties.

Moreover, the researcher will know the difficulties faced by the Non-English department in the Listening test. Once time this research has benefit, it is an experience for the researcher in conducting this research. Also, the result is advantageous for other researchers as a reference to conduct future researches dealing with the related problem by using another research design or model.

CHAPTER II

REVIEW OF LITERATURE

A. Listening

1. Definition of Listening

Vandergrift states that listening skill is as an active activity that listeners have to differentiate among sounds, understand vocabulary and grammatical structure, interpret stress, and intonation.⁹ According to this explanation, Listening is not a passive skill for differentiating different items like sounds, stress, intonation, vocabulary, and grammar. Nunan defines listening is a process decoding the sounds that are heard from the phonemes to the text altogether.¹⁰ As a listener, we listen to the words, thinking about them, and turning those words into mental images.

Brown explains that Listening is a process that is done by test takers to identify the gist, main idea, purpose, supporting points, and conclusion to show full comprehension. The statement means that Listening has five aspects or indicators. They are identifying gist, identifying the main idea, identifying the purpose, identifying supporting points, and identifying a conclusion to show full comprehension.¹¹

Based on the definition above, it can be concluded that Listening is a complex active process of interpretation in which listeners match what they

⁹Larry Vandergrift, "Recent developments in second and foreign language listening comprehension research. *Language Teaching*," Journals Cambridge, (2007), https://www.researchgate.net/publication/232024632_Recent_development_in_second_and_foreign_language_listening_comprehension_research (accessed on June 29, 2019)

¹⁰David Nunan, *Practical English Language Teaching* (Boston: MC Graw Hill, 2003), 26.

¹¹Douglas Brown, *Language Assessment Principles and Classroom Practices* (California: Longman, 2003), 138.

hear with what they already know. Listeners have to differentiate the sound, stress, intonation, and pitch of the language, understanding a speaker's accent or pronunciation, grammar and vocabulary, and grasping the meaning from the speakers. Then, listeners have to hold the information in their memory until it could be understood and elaborate on the information from what they heard.

2. Listening Comprehension

Many researchers provided various definitions of Listening comprehension. According to Nadig, she explained that listening comprehension as the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.¹² While Buck states that the essential sources involved in listening comprehension are: (1) Linguistic knowledge, which consists of phonology, lexical knowledge, syntactic knowledge, morphology, and discourse features. (2) Knowledge of co-text, which is knowledge of what has been said already. (3) Knowledge about the context of the situation, language does not appear in isolation. However, it takes place in a context in a social situation. (4) The global world of knowledge or background knowledge.¹³ According to Rost, listening comprehension is a process of receiving what the speaker says, constructing and representing meaning, and creating meaning through

¹²Aparna Nadig, *Listening Comprehension. Encyclopedia of Autism Spectrum Disorders*, (New York : Springer, 2013), 1743.

¹³Gary Buck, *Assessing Listening*, (England: Cambridge University Press, 2001, 2.

involvement and imagination.¹⁴ The listener involves four stages listening process: receiving, constructing, representing, and creating the meaning; the process of listening in no time. Therefore, the student needs to pay attention to the speaker's voices and catch the meaning.

3. Types of Listening

There are various types of listening ability. Brown divided listening into four common types as follows: ¹⁵

1. Intensive Listening

Intensive Listening refers to listening carefully. It focuses on the component of discourse, such as phonemes, sounds, words, intonation, grammatical structures, and components of spoken language. In intensive Listening, accurate perception is involved in higher-level comprehension and listening.

2. Responsive Listening

Responsive Listening refers to a type of listening practice in which the listener's response is the goal of the activity. Responsive Listening constitutes listening to a relatively short stretch of languages, such as a greeting, question, and command, in order to make a short response.

3. Selective Listening

Selective Listening is the process of expands speaking, such as short monologues, for several minutes in order to "scan" for specific information. The purpose of such performance is to comprehend selected information in a

¹⁴Rost, *Teaching and Researching Listening*. Applied Linguistics in Action, (London, UK: Longman, 2002), 3.

¹⁵H. Douglas Brown, *Language Assessment Principles*, 120.

context of longer stretches of spoken language such as classroom direction from a teacher, television or radio news item, and stories. Assessment tasks in selective Listening, for example, listen for names, numbers, grammatical categories, directions, or specific facts and events for purposes of developing students' selective listening ability, instructors may provide their requirements in note-taking, such as writing down individual words or phrases, copying material on board in appropriate places in their notes, listing topics, or labeling parts of their notes.

4. Extensive Listening

Extensive Listening is developed a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive Listening.

4. The difficulties of Listening

Many students find many difficulties in listening, which they faced while learning activities occurred. It causes the language they are learned is not their mother tongue. If they have not done some preparation before the test, it will be a problem. Brown explains eight difficulties of listening¹⁶:

1) Clustering

In written language, we are conditioned to attend to the sentence as the basic unit of organization. While in listening due to memory

¹⁶ Douglas Brown, *Language Assessment Principles and Classroom Principles*, 122.

limitations and our prescription for chunking or clustering. We need to break down the speech into a smaller unit. Spoken language is chunked into clauses and phrases. The teacher needs to help students to a manageable cluster of the word. Sometimes learners retain a whole sentence or several sentences, or they will err on the other directions in trying to attend every word in an utterance.

2) Redundancy

In spoken language, they have many redundancies. Redundancy helps listeners to catch meaning by giving more time and extra information. Learners can train themselves to aware that no every sentence is necessary. With some practices, the student can reduce the kinds of repetitions, rephrasing, elaborations, and insertions that unheard spoken language often contains.

3) Reduce forms

Reduced forms are words that are not written in English, but native speakers frequently speak that. It essential to recognize reduced forms; it helps us to understand spoken English. Understanding reduced forms that may not have been a part of an English learner's part learning experiences in classes where only formal "textbook" language has been presented.

4) Performance variables

In spoken language, hesitation and false starts, pauses, also corrections in natural speech. There are also many ungrammatical

forms and dialect differences. The student has to train themselves to listen for meaning during distracting performances.

5) Colloquial languages

Comprehending idioms, slang, reduced forms, shared cultural knowledge.

6) Rate of delivery

Students need to keep up with the speed of delivery; processing automatically as the speaker continues. Listening may not have stopped the speakers, and the stream will continue to flow.

7) Stress, rhythm, and intonation

Correctly understanding prosodic elements of spoken language, which is almost always much more complicated than understanding the smaller phonological bits and pieces.

8) Interaction

The spoken word is subject to rules of interaction: negotiating, clarification, attending signal, turn-taking and topic nomination, maintenance, and termination. To learn to listen is also to respond and to continue a chain of listening and responding.

B. TOEFL (Test of English As a Foreign English)

1. Definition and the Use of TOEFL

The TOEFL test measures the ability of non-native English speakers to use and understand English as it is read, written, heard, and spoken in the

university classroom.¹⁷ According to Pyle, TOEFL is an assessment designed to decide whether non-native English students have a good skill in English to understand the courses at colleges or universities in the United States and Canada.¹⁸ We can say that the TOEFL score is an accurate indication of the student's English proficiency.

Meanwhile, in the 1964 Scholarship selection committees of government, universities have used the TOEFL test as a standard measure of English proficiency of their candidates. Now, some professional licensing and certification agencies also use the TOEFL score to evaluate English proficiency. TOEFL score is one of the requirements for the international students along with the transcript, in order to be considered for admission. More than 6,000 colleges, universities, and agencies in 130 countries accept TOEFL scores, so students have the flexibility to use their TOEFL test scores worldwide.¹⁹

2. TOEFL Test Design

TOEFL test is designed into three versions. Each type has different material tested; so, it will make the scoring scale is different. In the first version, this test is only complete in writing, otherwise identified as a paper-based test (PBT). In 1998, following a computer-based test was introduced. Then, in 2005, they began to use the Internet-based Test.²⁰

¹⁷Educational Testing Service, "What is TOEFL", <https://www.toeflgoanywhere.org/what-is-toefl>, (accessed on July, 01 2019)

¹⁸Michael A. Pyle, *TOEFL CBT*, (USA: IDG Books Worldwide, 2000), 3.

¹⁹English Testing Service, *The Official Guide to the TOEFL test*, (USA: McGraw-Hill, 2009), 2.

²⁰Vincent Darna, *Raih Skor TOEFL Tertinggi*, (Jakarta : Puspa swara, 2010), 1.

a. Paper-Based Test (PBT)

Paper-Based Test (PBT) is a form of the test held since 1964. Test-taker who attends this test only needs paper and pencil to answer any particular question. TOEFL PBT test is divided into four sections:

1. Listening Comprehension

This part is the examinee's skill of understanding to spoken English, and this section consists of fifty questions. The examiner will listen to recorded materials and respond to multiple-choice questions about the material. We need to pay attention because the recording one time only and the material on the recording is not written in the test paper.²¹

2. Structure and Written Expression

This section measures the ability to recognize grammatically correct English sentences. In this section, they have to determine the correct way to complete sentences and to identify grammatical errors in sentences.

3. Reading Comprehension

This part is measuring the examinees' ability to read and understand written English passages. This section consists of five passages and fifty questions. The test-taker answering multiple-choice questions about the ideas and the meaning of words in those reading passages.

4. Test of Written English (TWE)

This section evaluates the examinees' skill to write correct, organized, and meaningful English essays. The examinees must write a particular essay on a given topic in only thirty minutes. The format of these four sections, the

²¹Deborah Philips, *Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Tests*, (New York: Pearson Education, 2001), 41.

number of items for each of them, and the time that is assigned for each of them can be clarified in the following table:

Table 2.1
Format of a Paper TOEFL Test

Sections	Number of Items	Time
Listening Comprehension	50 question	35 Minutes
Structure and Written Expression Comprehension	40 question	25 Minutes
Reading Comprehension	50 question	55 Minutes
Test of Written English (TWE)	1 Essay Question	30 Minutes

b. Computer-Based Test (CBT)

Computer-Based Test (CBT) uses the software as the testing medium. In tests of this type, four exam sessions are Listening, Structure, Reading, and Writing. The questions asked on the CBT and the PBT are very similar. However, the method of answering those questions differs. On the PBT, each answer choice is assigned a letter: for example, A, B, C, and D. On the CBT, answer choices are not lettered; the students simply click on the correct answer choice. The difference between the PBT and the CBT is that the listening comprehension and structure sections of the CBT are computer-adaptive. It means that the first question is given in either of these sections is of medium difficulty. If the answer correctly, the next question students receive is more complicated. The score depends on the number of questions students answer correctly, but it also depends on the level of difficulty of questions.²² The reading and writing sections are not computer adaptive. However, the drawback of this test is that the test participants were unable to

²²Michael A. Pyle, *TOEFL CBT*, 4.

repeat the previous question. The computer-based test provides a clue on how to answer the question correctly. Then, the total time spent on the Computer-Based Test for about four hours, including reading the instructions.

Table 2.2
Format of Computer TOEFL Test

Adaptive Listening	30-50 question	40-60 minutes
Adaptive Structure	20-25 question	15-20 minutes
Adaptive Reading	44-60 question	70-90 minutes
Adaptive Writing	1 essay question	30 minutes

c. Internet-Based Test (iBT)

TOEFL iBT test measures the ability of understanding and use of English someone at the academy level. In 2005, ETS (Educational Testing Service) TOEFL iBT replaced the TOEFL computer-based test (CBT). This test will also evaluate the person's ability to combine the skills of listening, reading, speaking, and writing for academic tasks. The long of test is about four hours long, and all sections are taken on the same day. TOEFL iBT test is not computer adaptive. Each test taker accepts the same range of questions. On this test, the test-taker can take notes on the entire test. At the end of the test, all are notes collected and destroyed at the test center. For the Speaking section, test takers speak into a microphone, and their responses are digitally recorded and sent to the ETS Online Scoring Network. Then, for the Writing section, test takers must type their responses, and their responses are sent to the ETS Online Scoring Network.

Table 2.3
Format of iBT (Internet-Based Test) TOEFL

Test Section	Number of Questions	Timing
--------------	---------------------	--------

Reading	3-5 Passages, 12-14 Questions each	60-100 minutes
Listening	4-6 lectures, 6 questions each 2-3 Conversations, 5 questions each	60-90 minutes
Break		10 minutes
Speaking	6 tasks: independent and 4 integrated	20 minutes
Writing	1 integrated 1 independent task	20 minutes 30 minutes

3. Scoring TOEFL Test

There are three types of Scoring TOEFL test. The first type is the TOEFL PBT (Paper-Based Test). The material consists of three sections listening, structure, written expression, and reading. The scoring range on the PBT is 310-677. The second type is the CBT (Computer-based Test). The material of this type is listening, structure, reading, and writing. The score scale on the CBT is 0-300. The last type is iBT (Internet-based Test); the test contains are listening, reading, speaking, and writing. The range score in this test is 0-120.

a. Scoring Paper Based Test (PBT)

Scoring three sections of the TOEFL PBT is using a conversion system. The total of the correct answer number has a particular value. For example, two correct answers are value 26; three correct answers are value 27, and so on. We can see the correct answer values in the conversion table. After the paper test is scored, the three sectional scores are the sum, and the

scores multiplied by 10 and then divided by 3. The scores will obtain in the range of 310 to 667.

Table 2.4
TOEFL Score Conversion Table

Number Correct	Converted Score Section 1	Converted Score Section 2	Converted Score Section 3
50	68	-	67
49	67	-	66
48	66	-	65
47	65	-	63
46	63	-	61
45	62	-	60
44	61	-	59
43	60	-	58
42	59	-	57
41	58	-	56
40	57	68	55
39	57	67	54
38	56	65	54
37	55	63	53
36	54	61	52
35	54	60	52
34	53	58	51
33	52	57	50
32	52	56	49
31	51	55	48
30	51	54	48
29	50	53	47
28	49	52	46
27	49	51	46

26	48	50	45
25	48	49	44
24	47	48	43
23	47	47	43
22	46	46	42
21	45	45	41
20	45	44	40
19	44	43	39
18	43	42	38
17	42	41	37
16	41	40	36
15	41	40	35
14	37	38	34
13	38	37	32
12	37	36	31
11	35	35	30
10	33	33	29
9	32	31	28
8	32	29	28
7	31	27	27
6	30	26	26
5	29	25	25
4	28	23	24
3	27	22	23
2	26	21	23
1	25	20	22
0	24	20	21

Here an example, how TOEFL is scoring. There were 40 correct answers on the listening section, 29 correct answers on the structure and

written expression, and 48 correct answers on the reading section. Then, the three scores that match the value on the conversion table.

Next, determine the conversion value in the following way:

- a. Add three calculated together.

$$57 + 53 + 65 = 175$$

- b. Divide the total score by 3.

$$175 : 3 = 58,3$$

- c. Then multiply by 10²³

$$58,3 \times 10 = 583$$

The final TOEFL score in this example is 583.

b. Scoring CBT (Computer-Based Test).

Scoring CBT has a different scale between PBT. The PBT has score ranges from 310-677. On the other, CBT has a range of scores between 0-300. Calculate the score as the same with score PBT type by summing all the sessions, divided by three, multiplied by ten. The table below is an illustration scoring scale of TOEFL CBT:

Table 2.5
Scoring Scale of TOEFL CBT

Section	Score
Listening	0-30
Structure/Writing	0-30
Reading	0-30
Total Score	0-300

c. Scoring Internet-based Test (iBT)

²³Deborah Phillips, *Longman Complete Course for the TOEFL Test*, 602.

Scoring IBT is using human raters and automated scoring methods to offer a complete and accurate picture of a test taker's ability. While automated scoring models have advantages, they do not measure the effectiveness of the language response and the appropriateness of its content. Human raters need to attend a wider variety of features, such as the quality of ideas and content as well as form. The TOEFL test uses automated scoring to complement human scoring for the 2 tasks in the Writing section. Combining human judgment for content and meaning, and automated scoring for linguistic features, ensure consistent and quality scores.²⁴ The Internet is playing an essential role in this test. Without the Internet, the test cannot run well.

Table 2.6
Scoring Scale of TOEFL iBT

Internet-based Test	
Listening	0 to 30
Reading	0 to 30
Speaking	0 to 30
Writing	0 to 30
Total Score	0 to 120

C. Previous Study

In this paragraph, the researcher carries out a previous study related to this study, which concerns listening skills. The first research, entitled "An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom." Dr. Arafat Hamouda, who is a

²⁴Educational Testing Service, "TOEFL iBT Scores", <https://www.ets.org/toefl/ibt/scores/>, (accessed on July 7, 2019).

Faculty member in English Language and Translation at Qassim University, conducts this research. The purpose of this investigation is to know the listening problems encountered by a group of first-year English students of Qassim University. The method of collecting data is using questionnaires and interviews. The study was carried out with quantitative and qualitative methods of data collection. He describes problems faced by teachers and students in Listening difficulties. The research found that accent, pronunciation, the speech of speech, insufficient vocabulary, the different accent of speakers, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners.

The similarity between this research and Arafat Hamouda's research has aimed to find out the kinds of listening comprehension problems encountered by students. Moreover, the similarity among them is that Arafat Hamouda uses a questionnaire and interview as an instrument. While, the researcher's uses instrument is an archival record, interview, and questionnaire. The difference is the setting of the research. Hamouda Arafat is research at Qassim University, but this research is conducting at IAIN Langsa.

The second research, entitled "Revealing Student's Listening Comprehension Difficulties and Strategies in Intermediate Listening Class." The Student of Universitas Sanata Dharma Agnes Lestyo Rini was conducting this Study. This research uses ethnographic studies for the method of research. The instrument data are observation sheet, reflection sheet and

interview sheet. This research finds out the students difficulties in listening comprehension and their strategies to solve the difficulties. As the result showed that students' listening difficulties came from internal and external factors. The external aspects included class conditions and linguistic language difficulties. The linguistic of language difficulties were caused by vocabulary, speed of speech, native accents, and pronunciations. The internal aspects also came from lack of attention and lack of motivation.

From the previous study above, there have been similarities and differences between these studies. The similarity between this research and Agnes's research in this study is to find out the students' difficulties in the Listening and the strategies to solve problems. Whereas, the difference among them is Agnes's uses are observation, interview, and reflection as an instrument. While, the researcher's uses instrument is an archival record, interview, and questionnaire. Then, the difference research setting of the research. Agnes's research is in Universitas Sanata Dharma, and this research is conducted in IAIN Langsa.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used a qualitative descriptive method as a case study. Robert K-Yin states that a case study is an empirical inquiry that investigates a contemporary phenomenon within a real-life context, especially when the boundaries between phenomenon and context are not evident.²⁵ It means the case study is research-based on what is experienced or seen, and it is designed for examining a problem in natural phenomena.

Qualitative research is a type of social science research that collects and works with non-numerical data, and that seeks to interpret meaning from the data.²⁶ This research uses a qualitative data approach because the data resulted from research problems are in the form of texts or statements. In this research, the researcher tried to describe the student's difficulties in the listening section of the TOEFL test and their strategies to solve the problems.

B. Research Setting

This research was conducted at IAIN Langsa. Located in Meurandeh, Langsa. The research was held from November to December 2019.

²⁵Robert K-Yin, *Case Study Research Design and Methods*, (California: Sage Publications, 2002), 13.

²⁶Ashley Crossman, "An Overview of Qualitative Research Methods." <https://thoughtco.com/qualitative-research-methods-3026555> (accessed September 22, 2019)

C. Subject of Research

The subject of this research was Non-English department students of IAIN Langsa in the academic year 2019/2020 who joined the TOEFL test. The subject was consisting of 20 students.

D. Instrument and Technique of Collecting Data

According to Arikunto, a Research instrument is an instrument used by the researcher in applying a method in collecting the data. A research instrument is a tool that is used by the researcher to help them in collecting data in order to make it more systematic and more accessible.²⁷ In this research, the researcher used records, questionnaires, and interview techniques. This research instruments were to find out that the students faced difficulties and their strategies in the listening test of the TOEFL test.

1. Interview

An interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions.²⁸ According to Ary, there are three kinds of interview, namely: ²⁹

- a. Unstructured interview. An interview is a conversational type of interview in which the questions arise from the situations. The interview is not planned in detail ahead of time.

²⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), 149.

²⁸ M. Easwaramoorthy and Fataneh Zarinpoush, "Interviewing For Research", *Imagine Canada*, no 6 (2006), <http://sectorsource.ca/resource/file/interviewing-research>, (accessed October 3, 2019)

²⁹ Donald Ary, *Introduction to Research in Education*, (Wadsworth: Cengage Learning, 2006), 438.

- b. Structured interview. Interview that the schedule for the specific purpose of getting certain information from the subjects. The questions are structured.
- c. Semi-structured interview. Interview in which the area of interest is chosen and questions are formulated, but the interviewer may modify the formal question during the interview process.

2. Questionnaire

A questionnaire is a research instrument having a sequence of questions with a purpose to get information from respondents and extract desired statistical data.³⁰ There are two types of questionnaires:

- a. Structured Questionnaires: Structured questionnaires collect quantitative data. The questionnaire is planned and designed to collect certain information. They are also called as closed questionnaires. They usually include answers such as very bad, bad, good, very good and so on.
- b. Unstructured Questionnaires: Unstructured questionnaires collect qualitative data. The questionnaire, in this case, has a basic structure and some branching questions but nothing that limits the responses of a respondent. The questions are usually more open questions.³¹ Open questions also mean recording more data as the respondents can point out what is essential for them, in their own words and methods.

³⁰ Umar Farooq, *Questionnaire Meaning & Definition*, <http://www.studylecturenotes.com/social-research-methodology/questionnaire-meaning-definition>, (accessed, October 30, 2019)

³¹ Adit Bahat, *Questionnaire: Definition, Examples, Design and Types*, <https://www.questionpro.com/blog/what-is-a-questionnaire/>, (accessed October 30, 2019)

c. Records

Records refer to all the numbers and statistics that institutions, organizations, and people keep as a record of their activities.

In this research, the researcher used qualitative research. Qualitative research has a descriptive analyzing method. The qualitative descriptive tried to describe and interpret the result of the data.

Collecting data is necessary for research and collecting data used to support successful research. In this research, the researcher used some techniques of qualitative data collection, including archival records, interviews, and questionnaires.

1) Archival records

Archival record documents that are kept in long term storage. It can produce qualitative and quantitative information. Archival records might be in any format, including text on paper or in electronic formats, photographs, motion pictures, videos, sound recordings.

The researcher took the archival records the result of students' final test TOEFL in the listening section from LDC (Language Development Center) IAIN Langsa and a list of names that follow the TOEFL Test. Archival records as a complement to the validity of the research. It encompassed all data to clarify the interview result of the students' difficulties in the listening section.

The researcher used the formula to analyze the data from answer sheet students as follow:

$$F$$

$$P = \frac{F}{N} \times 100$$

$$N$$

P = Percentage

F = Frequency of correct answer

N = Number of samples

2) Interview

In a case study research, the researcher used an interview model of open-ended interviews. Robert K. Yin has described a Case study that the researcher can ask respondents about facts of the event besides their opinion about the event which is occurring there.³² In some conditions, the researcher could even ask the respondents to be able to summon their own opinion on specific events and can use these propositions as a basis for further research.

The researcher interviewed the respondent to get complete data about the ability of students in the listening of the TOEFL test and their problem in listening comprehension, also the causes of the students' difficulties.

3) Questionnaire

A questionnaire (or form) is a group or sequence of questions designed to obtain information on a subject from a respondent.³³ The type of questionnaire is generally a “Yes/No” close-ended question. In this case, the researcher used a questionnaire to obtain information about student's

³² Robert K-Yin, *Case Study Research Design and Methods*, 90.

³³ Ivan P. Fellegi, *Survey Methods and Practices*, (Canada: Statistics Canada, 2003), 3.

problems in the Listening section of the TOEFL test and difficulties of the material TOEFL test.

E. Technique of Data Analysis

Sugiyono states that analyzing data is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that accumulate to increase understanding of them and to enable them to present what have discovered to others.³⁴ The researcher used an interactive analysis model to analyze the data. According to Miles and Huberman, the data analysis in qualitative research involves three steps that are the data reduction, data display, and conclusion drawing/verification.³⁵

1. Data Reduction

Data reduction is the first step to do in analyzing the data in this research. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field notes or transcripts. Qualitative data can be reduced and transformed in many ways: through selection, through summary or paraphrase, through being subsumed in a larger pattern, and so on.

2. Data Display

The second step is displaying data. According to Miles, data display is an organized, compressed assembly of information that permits conclusion drawing and action.³⁶ Display the data is to describe the social phenomena

³⁴ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2010), 334.

³⁵ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis Second Edition* (London: Sage Publications, 1994), 10.

³⁶ Matthew Miles and Michael Huberman, *Qualitative Data Analysis Second Edition*, 10.

that happen in the field, it is not only used narration, but also it may use graphs, charts, matrixes, and networks.

Looking at the data display will help to understand what is happening and to do some things-further analysis or based on that understanding. After selected and took the data based on some criteria, the researcher presented and described the data. Data display refers to show data that have been reduced in the form patterns.

3. Conclusion Drawing

The third step of analysis is conclusion drawing and verification. From the start of data collection, the qualitative analyst is beginning to decide what things mean is nothing regularities, patterns, explanations, possible configurations, causal flows, and proposition. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing. It is used to describe all the data that will be collected to write a conclusion, which is easily understood by the other researchers.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Research Finding

1. The Analysis of Result of Data Test

The researcher had the archival records of students TOEFL test in the listening section from LDC (Language Development Center) IAIN Langsa. There were 20 students joined the TOEFL test. Having got the students' scores, the researcher classified the score. To know the students' score clearly, the researcher used the following table consisted of the students' score of the test:

Table 4.1
The Students' Score of Listening Section

NO.	INITIAL NAME	INSTRUMENT	SCORE		CRITERIA OF STUDENT UNDERSTANDING
			TRUE	FALSE	
1	MR	50	10	40	Very Low Understanding
2	AM	50	28	22	Medium Understanding
3	ZA	50	17	33	Low Understanding
4	DS	50	29	21	Medium Understanding
5	AF	50	8	42	Very Low Understanding
6	H	50	15	35	Low Understanding
7	IT	50	13	37	Low Understanding
8	JA	50	12	38	Low Understanding
9	LN	50	26	24	Medium Understanding
10	K	50	11	39	Low Understanding
11	AL	50	12	38	Low Understanding
12	M	50	11	39	Low Understanding

13	NTS	50	28	22	Medium Understanding
14	NT	50	16	34	Low Understanding
15	OS	50	28	22	Medium Understanding
16	PN	50	19	31	Low Understanding
17	MR	50	9	41	Very Low Understanding
18	MS	50	10	40	Very Low Understanding
19	WL	50	15	35	Low Understanding
20	WA	50	13	37	Low Understanding

From the table above, it displayed the students' scores of the TOEFL test, including the number of students whose answers were correct from 50 instruments. And then, the researcher calculated with formula and made the understanding category used the formula:

Table 4.2
The Students Score Category

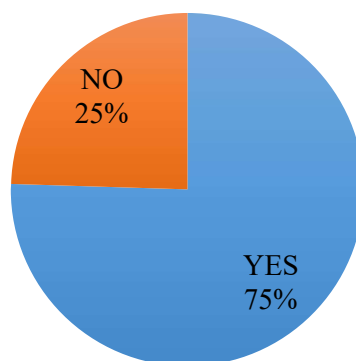
SCORE	CATEGORY
41-50	Very High Understanding
31-40	High Understanding
21-30	Medium Understanding
11-20	Low understanding
0-10	Very Low Understanding

2. The Analysis Result of Questionnaire

This questionnaire consisted of 35 items and distributed to 20 students of the Non-English Student department of IAIN Langsa. The following presentation described a clear explanation about the items of the questionnaire:

a. Listening Material Problems

Figure 4.1
The Percentage of Students' Difficulties in Material



From the percentage of each item, it can be found that there were 75% of respondents said “YES”, whereas 25% of respondents said “NO”. It means the students had difficulty on Listening Material. Many problems made students challenging to answer the test, due to the weakness of the students’ ability were constraint with unfamiliar words, grammar structure, vocabulary, and long conversations. After that, to make it clear, the researcher analyzed the students’ responses.

Table 4.3
The Students’ Difficulty in Unfamiliar words

No.	Questions	Answer (Yes)	Answer (No)
1.	I find it difficult to understand the listening text in which there are too many unfamiliar words, including jargon and idioms.	16	4

1. Problems with Unfamiliar words

From the first question, there were 16 students who were unfamiliar with idioms, jargon. Most students did not learn and listen before.

Consequently, the students were confused about the difference between idioms and jargon.

Table 4.4
The Students' Difficult in Grammar Structures

No.	Questions	Answer (Yes)	Answer (No)
2.	Does listening comprehension have complex grammatical structures?	15	5

2. Problems with Complex Grammar

Based on question number two, there were 15 students responded that complex grammar affects their listening comprehension. Because the students had poor grammar, and their ability to master complex grammar structures was too bad.

Table 4.5
The Students' Problems in Understand Every Single word

No.	Questions	Answer (Yes)	Answer (No)
3.	Do you find it difficult to understand every single word of incoming speech?	14	6

3. Difficult to understand every single word in the text

Based on the result, there were 14 students had difficulties in understanding every single word in the incoming speech. Most of the students tried to understand every single word, so they needed much time to answer the test and make them out of focus.

Table 4.6
The Students' Problems in Long Spoken Text

No.	Questions	Answer (Yes)	Answer (No)
4.	When spoken text too long, does interfere	13	7

	with your listening comprehension?		
--	------------------------------------	--	--

4. Problems with long spoken text

Based on the number four, the students who had difficulty in the long-spoken text were 13 students. They had difficulty because long spoken disturbed their concentration and made them bored. Whereas, 7 students had no difficulty in long spoken text.

Table 4.7
The Students' Problems in interpret the Meaning

No.	Questions	Answer (Yes)	Answer (No)
5.	Do you find it difficult to interpret the meaning of a long-spoken text?	16	4

5. Difficult to Interpret the meaning

From the questionnaire, there were 16 students got difficulty in long spoken language. Further, most of the students had their vocabulary were very limited. Consequently, they got difficulty to interpret the meaning.

Table 4.8
The Students feel fatigued in Long Spoken text

No.	Questions	Answer (Yes)	Answer (No)
6.	Do you feel fatigued and distracted when you listen to a long-spoken text?	11	9

6. Students feel fatigued when listening long spoken text

Based on number six, there were 11 students had responded who were feeling fatigued and distracted when listening long spoken text. Because of students felt tired when they interpreted the meaning of the long-spoken text and made them out of focus.

Table 4.9
The Students' Problems in Understand Unfamiliar Topic

No.	Questions	Answer (Yes)	Answer (No)
7.	Do you find it difficult to understand listening text when the topic is unfamiliar?	19	1

7. Difficult to understand an unfamiliar topic

Based on the table above, there were 19 students who had difficulty understanding the unfamiliar topic. The lack of reading was also affected students' ability in understanding the topic.

Table 4.10
The Students' Problems in Understand Reduced Forms

No.	Questions	Answer (Yes)	Answer (No)
8.	Do you find it difficult to understand reduced form?	16	4

8. Difficult to understand reduced forms

Based on number eight, there were 16 students who were difficult with reduced forms. Because students did not learn about it. Further, students needed to know about reduced forms that make them easy to answer listening text.

Table 4.11
The Students' Problems in Understand Long Conversations

No.	Questions	Answer (Yes)	Answer (No)
9.	Do you find it difficult to understand long conversations?	16	4

9. Problems understand long Conversations

From the result, the researcher concluded that 16 students agreed that long conversation interfered with them in listening comprehension.

Most of the students did not master the vocabulary, which made them hard to get the meaning. It means that the students must learn more about the vocabulary.

Table 4.12
The Students' Problems in use background Knowledge

No.	Questions	Answer (Yes)	Answer (No)
10.	Do you use your personal experience and background knowledge of the topic to understand the spoken text?	15	5

10. Problem basic background knowledge

Based on question 10, it can be clearly shown that 15 students had used background knowledge to get the meaning of the listening text. It can help them to understand the spoken text. However, there were 5 students who did not use their background knowledge, so it was difficult for them to understand the listening.

b. Listening Difficulties Related to the Listener

Figure 4.2
The Percentage of Students' Difficulties related to the Listener

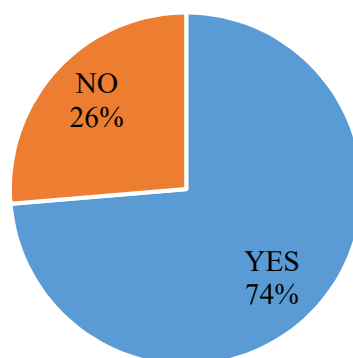


Figure 4.2 clearly shows that there were 74% of students said “YES,” whereas 25% of students said “NO.” Students found difficulties in listening also become from the listeners. To understand the listening, students needed to focus, so they must calm down while following the test. The researcher used the following table, which consisted of the students’ answers to the question.

Table 4.13
The Students’ Inability to Understanding Listening

No.	Questions	Answer (Yes)	Answer (No)
1.	Before doing listening comprehension, do you fear you cannot understand what you will hear?	14	6

1. Lack of ability to understand listening

Based on question number one, there were 14 students who feared that they could not understand what they would hear before doing the listening. The reason for this difficulty was because of a lack of confidence, knowledge, and lack of practice in listening. Besides, 6 students had no fear of understanding listening comprehension.

Table 4.14
The Students’ feel worried in the Listening

No.	Questions	Answer (Yes)	Answer (No)
2.	Do you feel worried if you do not understand the spoken text?	13	7

2. Problem with the anxiety

From the questionnaire, there were 13 students who had psychological problems. Most of them felt worried if they did not

understand the spoken text. Students must get a minimum standard to pass the TOEFL test, so they feared to get a lower result in the test.

Table 4.15
The Students' Complex Recognize Familiar Words

No.	Questions	Answer (Yes)	Answer (No)
3.	Do you find the pronunciation familiar, but you cannot recognize the word?	13	7

3. Difficulties with unclear pronunciations

Based on number three from questionnaires, there were 13 students had a problem listening because of unclear pronunciation. Students were known with the pronunciations, but they could not recognize the words.

Table 4.16
The Students' Pay Attention to Intonation

No.	Questions	Answer (Yes)	Answer (No)
4.	Do you pay attention to the intonation of the Speakers?	17	3

4. Problem with the intonation of the speakers

From the table above, there were 17 students pay attention to the intonation of speakers. Most of them paid speaker intonation because students can recognize which questions and statements. It can help them to convey meaning. However, there were 3 students who ignored intonation. So, it was difficult for them to recognize a statement and question.

Table 4.17
The Students' Difficult to Recognize Signal Word

No.	Questions	Answer (Yes)	Answer (No)
5.	Do you find it difficult to recognize the signals, which indicate that the speaker is moving from one point to another?	16	4

5. Recognize the signals word

Based on the fifth questionnaire, the researcher concluded 16 students who had difficulty with signal words. Most of them did not know about signal words, so it was difficult to recognize signal words. It means that the students must learn more about it. However, there were 4 students can recognize the signal words because they already learn about it.

Table 4.18
The Students' Lose Focus when Getting an Expected Answer

No.	Questions	Answer (Yes)	Answer (No)
6.	Do you lose focus when got an expected answer in your mind?	12	8

6. Lose concentration when getting an expected answer

From the sixth question, the researcher concluded that 12 students lost focus when getting an expected answer. Most of them spent much time to choose the correct answer. It was because when they know what the speakers said, then tried looking for the correct answer. Therefore, it can cause them to ignore the next questions.

Table 4.19
The Students' Stop when get an Unknown Word

No.	Questions	Answer (Yes)	Answer (No)
7.	When encountering an unknown word, I stop listening and think about the meaning of the word?	14	6

7. Problems with Unknown word

The number of questions seven, the researcher concluded that 14 of 20 students were stopping when they got unknown words. It was because the students got unfamiliar words in the listening test. Therefore, they

stopped thinking about the meaning of the words. Consequently, they missed some information on the listening part.

Table 4.20
The Students' Difficult Infer the Unknown Meaning

No.	Questions	Answer (Yes)	Answer (No)
8.	Is it difficult to infer the unknown meaning word while listening?	18	2

8. Problems infer unknown meaning while listening

From the question number eight, there were 18 students who had difficulty infer the meaning. The reason for this difficulty was that students had limited knowledge about listening, and mastering vocabulary was also very poor. Thus, the students should know how to infer meaning in listening comprehension.

Table 4.21
The Students' Unable to Listen and Find the Answer

No.	Questions	Answer (Yes)	Answer (No)
9.	When you search for the answer and listen to dialogue at the same time, do you unable to concentrate?	12	8

9. Problem listen and find the answer at the same time

From the table, the researcher concluded that 12 students had problems with their concentration. It was because the students rarely practice their TOEFL listening, so they did not get used to listen and answer at the same. Besides, there were 8 students had no difficulty when finding the answer and listen at the same time.

Table 4.22
The Students' Lose Concentrations when Listen to New Words

No.	Questions	Answer (Yes)	Answer (No)
10.	Do you lose concentration when you think about the meaning of new words?	16	4

10. Problems lose focus when got new words

Based on the number ten, there were 16 students who were lost concentration when they heard new words. The reason for this difficulty because they felt panic when they could not recognize the words. Therefore, it causes them hard to concentrate.

Table 4.23
The Students' Problems Recognize the word

No.	Questions	Answer (Yes)	Answer (No)
11.	Do you find it difficult to recognize the word that you know because of the way the speaker pronounced?	14	6

11. Problems to recognize the word

From the question number eleven, there were 14 said 'Yes,' whereas there were six students said 'No.' The students were unable to recognize the word because the style speaker pronounces. The different accents may be influencing this problem. The students may not recognize it as the same pronunciation that they listened to before.

Table 4.24
The Students' Problems Predict what comes next

No.	Questions	Answer (Yes)	Answer (No)
12.	Do you difficult to predict what would come next?	16	4

12. Difficult Predict what would come next

Based on their answer, there were 16 students who were difficult to predict what would come next. The reason for these problems because of a lack of vocabulary. Therefore, they could not make understandings and conclusions based on what they heard.

Table 4.25
The Students' Problems Remember the Word

No.	Questions	Answer (Yes)	Answer (No)
13.	Do you difficult to quickly remember word or phrase you have just heard?	15	5

13. Remember word or phrase

Based on number thirteen, there were 15 students had a problem with remembering what they heard before. Most of them did not master vocabulary, so it was difficult for them to memorized many vocabularies in the listening. Then, there were 5 students had no difficulty to remember word what just student heard.

Table 4.26
The Students' Difficult with the Length Answer

No.	Questions	Answer (Yes)	Answer (No)
14.	Do you difficult to answer a question that requires other than a short answer?	14	6

14. Problems with answer require long answers

Based on the fourteen questions, there were 14 students' problems with answer the question, which required other than a short answer. The reason for these problems was that many unfamiliar words in longer

answers, so they spent much time translating the words. If the answer was short, it was easy for students to know the meaning of the answers.

Table 4.27
The Students' Difficulty listening without a transcript

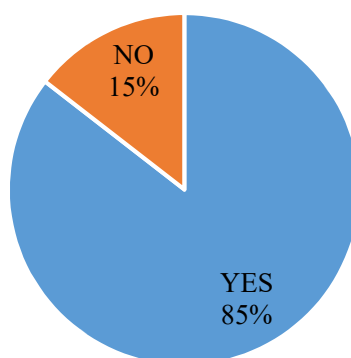
No.	Questions	Answer (Yes)	Answer (No)
15.	Do you find it difficult when listening without a transcript?	17	3

15. Problem lack of Transcripts

Based on the last question, the researcher concluded that 17 students were difficult when listening without transcripts. It was because the student had limited vocabulary and knowledge about English. In the TOEFL, the listening test did not provide transcription for test-takers.

c. Listening Difficulties Connected to Physical Settings

Figure 4.3
The Percentage of Students' Difficulties
related to Physical Settings



From the chart it showed that students found difficulties from the environment of themselves. There were 85 % of respondents said, “YES,” and 15% respondent said, “NO.” Some student’s difficulties were from poor

recording and noise around disturbing students in listening comprehension.

The researcher got the data from the table below.

Table 4.28
Difficult to Focus because of the Poor Quality of the Recording

No.	Questions	Answer (Yes)	Answer (No)
1.	Do you lose concentration if recording a poor quality?	17	3

1. Lose concentration if recording has poor quality

Based on questions number one, there were 17 students who lose concentration if a poor recording. It was because it delays their listening comprehension, so they cannot focus on what the speakers said. Moreover, poor recording was produced with unclear sounds.

Table 4.29
Difficult to Understand Natural Speech

No.	Questions	Answer (Yes)	Answer (No)
2.	Do you find it difficult to understand natural speech, which is full of hesitation and pauses?	16	4

2. Full hesitation and Pauses in Natural Speech

Based on question number two, the researcher concluded 16 students who had difficulty to understand natural. The reason for this problem was because many speech errors in the listening text which made students difficult to understand.

Table 4.30
Difficult to Understand without Seeing Body Language

No.	Questions	Answer (Yes)	Answer (No)
3.	Do you find it difficult to understand the	15	5

	meaning of the spoken without seeing the speaker's body language?		
--	---	--	--

3. Lack of Body Language

From question number three, there were 15 students who had difficulty understand the speaker's meaning without seeing body language. It was because the student could not understand without visual support. Body language helped them with less misinterpretation and misunderstandings.

Table 4.31
Difficult to Understand with the Speaker in Variety Accent

No.	Questions	Answer (Yes)	Answer (No)
4.	Do you find it difficult to understand well when the speaker in a variety accent?	16	4

4. Variety accent of Speaker

Based on number four, there were 16 of 20 students who were difficult to understand well when the speaker in a variety of accents. It means that they had problems with speakers pronounce and vocabulary, which entirely different between British and American. Students were confused about understanding the different accents in listening comprehension.

Table 4.32
Difficult to Understand Speak too Fast

No.	Questions	Answer (Yes)	Answer (No)
5.	Do you find it difficult to understand when the speaker speaks too fast?	20	0

5. Speed delivery of listening

The number five shows that 20 students were difficult in understanding the speaker when he speaks too fast. It was because they were unable to get used to the native speakers so that students only caught some words. Native speakers usually spoke fast, and they used slang, which may be students could not understand.

Table 4.33
Difficult to Understand because of a Shortage of Pause

No.	Questions	Answer (Yes)	Answer (No)
6.	Do you find it difficult to understand when the speaker does not pause long enough?	13	7

6. Lack of pause

Based on the number six, there were 13 student's problems with a lack of pauses. Most of them were hard to understand listening because the speaker did not pause long enough. Besides, pauses provided listeners with more time to process what they needed to know. Pauses also made listeners easier to understand.

Table 4.34
Difficult to Understand if unable to be repeated

No.	Questions	Answer (Yes)	Answer (No)
7.	Do you find it difficult if unable to be repeated?	18	2

7. Unable to be repeated

Based on number seven, there were 18 students who found a problem in the spoken text if questions were unably repeated. The reason for this problem was because most of them were difficult to understand what

the speaker said if unable to be repeated. It means students should practice more and more listening TOEFL tests without replaying the record.

Table 4.35
Challenging to Concentrate if Noises Around

No.	Questions	Answer (Yes)	Answer (No)
8.	Do you find it difficult to concentrate if noises around?	18	2

8. Problem noises around

Based on question number eight, there were 18 of 20 students found it difficult to concentrate if noises around. It was because making students more distracted and makes them hard focus on listening material.

Table 4.36
Problem unclear result from s poor Quality of CD player

No.	Questions	Answer (Yes)	Answer (No)
9.	When unclear resulting from a poor-quality CD player. Does it interfere with your listening?	18	2

9. Problematical with quality of the disk

Based on question number nine, there were 18 student's difficulty when unclear sounds resulting from the poor quality of the tapes. It was because it would make the sounds of the speaker is not clear and make them lose concentration.

Table 4.37
Problem Unclear Sounds become from Poor Equipment

No.	Questions	Answer (Yes)	Answer (No)
10.	If unclear sounds resulting from poor equipment. Does it interfere with your listening comprehension?	20	0

10. Low quality of equipment

From the questionnaire, there were 20 students said yes, all of them agreed that poor equipment could interfere with them in listening comprehension. It means the equipment must have good quality so that it can produce better sounds.

3. The Analysis of Interview

Another technique of collecting data used by the researcher here was the interview. By doing interviews, the researcher got the information needed in this research. The researcher did the interviews with the Non-English Departments students of IAIN Langsa. The Interview consisted of five questions with ten respondents.

a. Students Difficulties in Listening comprehension.

The question has been asked to know the students' problems as listeners. The result had shown various answers. The result of Interview with S1, S2, S9, and S3 assumed that problems affected them because of the sounds, pronunciations and did not understand what the speakers speak if it did not have transcripts. Meanwhile, S4, S5, S6, and S7 stated their difficulties were the intonation of the speakers, the speaker's accents, and the unclear sounds because the recording quality was poor. After that, the speakers spoke too fast, and so they could not catch the clear sounds. Then as the response from the S6 and S7 said, they were from a Non-English department, so they did not learn much about the English language. Moreover, S8 and 10 expressed, they got difficulties because the spoken text was too long, and the quality of a tape recorder was poor, which might

disturb them in listening. With regard to the explanations above, the students found difficulties in listening comprehension because they did not understand what the speakers said and lack of vocabulary. The other difficulties were the length of spoken text; the speaker spoke too fast and unclear pronunciation.

b. Difficulties to Answer the Question from the speakers

Most of the students said a lack of vocabulary makes them challenging to answer the questions. Students were difficult to interpret the meaning; they just know Basic English words. The other students said the questions from the speakers were not clear. S8 assumed, "I do not know much about the meaning of listening." S6 Added, "English was difficult because of the lack of vocabulary and poor knowledge about grammar that difficult to answer questions."

The researcher also found another students' difficulty in answering questions based on the explanation of S9 and S5. They stated that many unfamiliar and long spoken cause them difficult to answer the questions. The other obstacles were unclear pronunciation and the speaker spoke too fast.

c. Lose concentration while Listening

The result of the interview showed that the noise around cause them to lose concentration when listening. However, it would become a big problem when listening. S8 stated, "Noises around me make me miss

concentration.” In addition, S7 also agreed that noise around disturbs their listening comprehension.

Meanwhile, some students lose concentration while they got unclear sounds, long listening, and the speaker spoke too fast. Based on the answer of S10 and S6, they did not have proper knowledge about grammar makes them lose focus, and poor preparation for the test causes them hungry while listening.

d. How students overcome their difficulties

The result of the interview with the subject, the researcher found some strategies done by the subject. Some of them had different strategies, but some of them also had the same strategies to solve their difficulties in Listening.

Related to the answers above, the researcher can interpret some points of students’ strategies to overcome their difficulties, such as: Asking their friends, watch the movie without subtitles, practice listening every day, train themselves stay focus on the test, opening google translate to know the meaning, try to catch the keyword, the find similar words as the same in the answers.

e. Students used Personal Experience

According to the students’ statements, the researcher concluded that most students used their knowledge to complete the meaning of what the speaker said and to finish the questions. As S8 said, she used her understanding to answer the questions. It is the same with S10, the subject

said, usually guessing what was experienced before, and with their experience, they could conclude. Prior knowledge is powerful and very often used to catch the meaning of listening comprehension.

B. Discussion

This part aimed to discuss the research findings explained above. It deals with two research problems. The detailed discussion about those issues are stated below.

1. Research Question Number 1: What are the difficulties faced by Non-English Department students' in the listening section of the TOEFL test?

The researcher found that the difficulties had similarities with the literature review of this study. Brown stated that students had difficulties in recognizing stress and rhythm patterns, tone patterns, intonational contours, recognize reduced forms of words, recognize vocabulary. They were also hard to retain chunks of language in short-term memory, distinguish among the distinctive sounds in the new language, detect keywords, such as those identifying topics and ideas, guess the meaning from context, and detect sentence constituents such as subject, verb, object, also prepositions.³⁷

This finding of the research was similar to Hasan's study, who found that unfamiliar words, complex grammatical structure, and length of the spoken passages are the most factors that cause students' difficulties in

³⁷ H. Douglas Brown, *Language Assessment Principles and Classroom Principles* (California: Longman, 2003), 122.

answering listening TOEFL test.³⁸ Stepanoviene agreed that one difficult for listening comprehension is limited vocabulary or knowledge of academic terms.³⁹

Based on the data from the archival records of the test, there were 20 students got a low score. According to data from the questionnaire, it could be interpreted that most of the Non-English departments had difficulties in listening. The students had four difficulties factors in the tests, as follows:

- a) In item number 7 (see Table 4.9), there were 19 students who had difficulty in the understanding of the listening text when the topic is unfamiliar. They did not know the meaning of the listening text. In this case, the researcher found the students were lack of vocabulary mastery.
- b) In item number 8 (see table 4.20), there were 18 students who had difficulty in inferring the meaning while listening. The cause of this difficulty was that students had limited knowledge about listening and lack vocabulary.
- c) In item number 5 (see Table 4.32), there were 20 students who had tried to understand when the speaker spoke too fast. Besides, they did not know how to identify the word. Therefore, Students need to get used to the native speaker so they can catch the meaning of the spoken text.

³⁸Ali Hasan, *Learners Perceptions of Listening Comprehension Problems*. Language, Culture and Curriculum, (2000), 137– 153.

³⁹Ausra Stepanoviene. “Barriers to academic listening: Research Perspective”. *Journal of Sustainable Multilingualism*, (2012), 134 – 141.

d) In item number 10 (see Table 4.37), there were 20 students who had difficulty if poor-quality equipment produces the unclear sounds. The student cannot catch the word, so they could not understand the passages.

In addition, some students still had problems when they were listening. Moreover, many problems affected them, namely; poor grammar knowledge, length of spoken text. Then, failure to focus, anxiety, various accents, pronunciation, and recognize signals word.

2. Research Question Number: What are the Students' Strategies to solve their Difficulties?

Rebecca stated that six strategies for learning Listening, and there are six strategies: memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy.⁴⁰ Memory strategy has to create mental linkages, applying images and sounds, reviewing well, and employing action and cognitive strategy involves practicing, receiving, and sending messages, analyzing, and reasoning, creating the structure for input and output. The compensation strategy had to guess strategy intelligently, and the metacognitive strategy involves centering learning, arranging and planning, and evaluating learning. Meanwhile, the affective strategies were lowering anxiety, encouraging self, and taking emotional temperature. Moreover, the social

⁴⁰ Rebecca, *Language Learning Strategies* (New York: Newbury House, 1990), 18-20.

strategy had to ask questions, cooperating with others, and empathizing with others.

Based on the findings, the researcher found some strategies employed by the students. They should have different strategies to solve their difficulties in learning. There were five strategies done by the students to overcome their difficulties in Listening. The five strategies were: they open a translator application to know the meaning of the words, Practicing listening every day, joining group discussion and asking friends, Watching the movie without subtitles, and training themselves to stay focus on the test.

From the findings above, the students practicing the sounds and translating listening passages. Then, students increasing their vocabulary by remembering through pictures. Among the six main strategies, most students used the cognitive strategies and compensation strategies to increase listening TOEFL test. Besides, the students also used social strategies is shown by asking their teacher and their friends.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and the discussions, the researcher concludes that:

1. The students faced many difficulties in comprehending the test. Many difficulties were the speakers speak too fast, unfamiliar words and topics, unclear sounds, lack of vocabulary, poor grammar, various accents, poor pronunciation, lack of concentration, and long spoken text.
2. The listening strategies used by students to overcome the difficulties in the listening of the TOEFL Test: there were they watching movies without subtitles and used the Translator application to know the meaning of passages. Moreover, some students joining group discussions and asking their friends.

B. Suggestion

Based on the conclusion above, the researcher would like to give suggestions for students, teachers, and other researchers. They are as follows:

1. The teachers should be able to observe the difficulties of listening comprehension. In order to help them solve all of the students' problems. Besides, the teacher had better give more attention and motive to their students to practice their Listening.
2. Students should practice on their own when taking the listening in the TOEFL test. The section requires the test takers' knowledge of

grammar, vocabulary, able concentration, proper pronunciation, but also the time management in the test. Therefore, practicing before the test is necessary.

3. The result of this study should be used as an additional reference for the next research.

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APPENDIX 1
QUESTIONNAIRE

Name:

Department:

Reg. Number:

Date:

1. Section I Listening Material

Instruction: 1. Choose the answer below by encircling “Yes” or “No”! 2. Choose just one answer according to your idea, you cannot choose more than one answer! 3. You are free to have a notion, do not worry. Because your score will not be determined by your answer!		
1.	I find it difficult to understand the listening text in which there are too many unfamiliar words, including jargon and idioms.	Yes / No
2.	Do listening comprehension have complex grammatical structures?	Yes / No
3.	Do you find difficult to understand every single word of incoming speech?	Yes / No
4.	When spoken text too long, does interfere your listening comprehension?	Yes / No
5.	Do you find difficult to interpret the meaning of a long spoken text?	Yes / No
6.	Do you feel fatigue and distracted when you listen a long spoken text?	Yes / No
7.	Do you find difficult to understand listening text when the topic is unfamiliar?	Yes / No
8.	Do you find difficult to understand reduced form?	Yes / No
9.	Do you find difficult to understand long conversation?	Yes / No
10.	Do you use your own personal experience and background knowledge of the topic to understand the spoken text?	Yes / No

2. Section II Listeners' Factor

1.	Before doing listening comprehension, Do you fear you cannot understand what you will hear?	Yes / No
2.	Do you feel worried if you do not understand the spoken text?	Yes / No
3.	Do you find the pronunciation familiar, but you cannot recognize the word?	Yes / No
4.	Do you pay attention to intonation of the Speakers?	Yes / No
5.	Do you find difficult to recognize the signals, which indicate that the speaker is moving from one point to another?	Yes / No
6.	Do you lose focus when got an expected answer in your mind?	Yes / No
7.	When encountering an unknown word, I stop listening and think about the meaning of the word?	Yes / No
8.	Is difficult to infer the meaning unknown word while listening?	Yes / No
9.	When you search answer and listen dialogue at the same time, do you unable to concentrate?	Yes / No
10.	Do you lose concentration when you think the meaning of new words?	Yes / No
11.	Do you find difficult to recognize the word that you know because the way speaker pronounced?	Yes / No
12.	Do you difficult predict what would come next?	Yes / No
13.	Do you difficult to quickly remember word or phrase you have just heard?	Yes / No
14.	Do you difficult to answer a question, which requires other than a short answer?	Yes / No
15.	Do you find difficult when listening without a transcript?	Yes / No

3. Section 3 Problem related to the physical setting

1.	Do you lose concentration if recording a poor quality?	Yes / No
2.	Do you find it difficult to understand the natural speech, which is full of hesitation and pauses?	Yes / No
3.	Do you find it difficult to understand the meaning of the spoken without seeing the speaker's body language	Yes / No
4.	Do you find difficult to understand well when the speaker in a variety accent?	Yes / No
5.	Do you find it difficult to understand when the speaker speaks too fast?	Yes / No
6.	Do you find it difficult to understand when the speaker does not pause long enough?	Yes / No
7.	Do you find difficult if unable to get repeated?	Yes / No
8.	Do you find difficult to concentrate if noises around?	Yes / No
9.	When unclear resulting from a poor quality CD player. Does interfere with your listening?	Yes / No
10.	If unclear sounds resulting from poor equipment. Does interfere with your listening comprehension?	Yes / No

APPENDIX 2

INTERVIEW

1. What problem that affects your listening comprehension as a listener?
2. What makes you difficult to answer the question from the speaker during listening?
3. What makes you lose concentration during listening comprehension?
4. What are the strategies that you used to overcome difficulties in listening?
5. Have you ever used your own personal experience or background knowledge to answer the question in listening? Why?

APPENDIX 3
QUESTIONNAIRE RESULT

1. Section I Listening Material

No.	Questions	Answer (Yes)	Answer (No)
1.	I find it difficult to understand the listening text in which there are too many unfamiliar words, including jargon and idioms.	16	4
2.	Does listening comprehension have complex grammatical structures?	15	5
3.	Do you find it difficult to understand every single word of incoming speech?	14	6
4.	When spoken text too long, does interfere with your listening comprehension?	13	7
5.	Do you find it difficult to interpret the meaning of a long spoken text?	16	4
6.	Do you feel fatigued and distracted when you listen to a long spoken text?	11	9
7.	Do you find it difficult to understand listening text when the topic is unfamiliar?	19	1
8.	Do you find it difficult to understand reduced form?	16	4
9.	Do you find it difficult to understand long conversations?	16	4
10.	Do you use your own personal experience and background knowledge of the topic to understand the spoken text?	15	5

2. Section II Listeners' Factor

No.	Questions	Answer (Yes)	Answer (No)
1.	Before doing listening comprehension, Do you fear you cannot understand what you will hear?	14	6
2.	Do you feel worried if you do not understand the spoken text?	13	7
3.	Do you find the pronunciation familiar, but you cannot recognize the word?	13	7
4.	Do you pay attention to the intonation of the Speakers?	17	3
5.	Do you find it difficult to recognize the signals, which indicate that the speaker is moving from one point to another?	16	4
6.	Do you lose focus when got an expected answer in your mind?	12	8
7.	When encountering an unknown word, I stop listening and think about the meaning of the word?	14	6
8.	Is it difficult to infer the unknown meaning word while listening?	18	2
9.	When you search for the answer and listen to dialogue at the same time, do you unable to concentrate?	12	8
10.	Do you lose concentration when you think about the meaning of new words?	16	4
11.	Do you find it difficult to recognize the word that you know because of the way the speaker pronounced?	14	6
12.	Do you difficult to predict what would come next?	16	4
13.	Do you difficult to quickly remember word or phrase you have just heard?	15	5
14.	Do you difficult to answer a question that requires other than a short answer?	14	6
15.	Do you find it difficult when listening without a transcript?	17	3

3. Problem Related to the Physical Setting

No.	Questions	Answer (Yes)	Answer (No)
1.	Do you lose concentration if recording a poor quality?	17	3
2.	Do you find it difficult to understand the natural speech, which is full of hesitation and pauses?	16	4
3.	Do you find it difficult to understand the meaning of the spoken without seeing the speaker's body language	15	5
4.	Do you find it difficult to understand well when the speaker in a variety accent?	16	4
5.	Do you find it difficult to understand when the speaker speaks too fast?	20	0
6.	Do you find it difficult to understand when the speaker does not pause long enough?	13	7
7.	Do you find difficult if unable to be repeated?	18	2
8.	Do you find it difficult to concentrate if noises around?	18	2
9.	When unclear resulting from a poor quality CD player. Does it interfere with your listening?	18	2
10.	If unclear sounds resulting from poor equipment. Does it interfere with your listening comprehension?	20	0

APPENDIX 3
INTERVIEW TRANSCRIPIT

1. RESPONDENT 01

A : Sebelum ingin memulai wawancara saya ingin tau, nama siapa dan jurusan?

B : Nama saya Muhammad Sahdi, prodi PAI.

A : Jadi masalah apa yang mempengaruhi listening comprehension anda?

B : Pertama ya dari kita mendengarkan, dari suara listening tersebut, selanjutnya dari kita sendiri yang kurang memahami apa yang disampaikan.

A : Yang membuat sulit menjawab soal itu apa juga?

B : Dari kita juga, pertama dari kita yang kurang memahami arti apa yang di sampaikan, kedua kurang nya kita menguasai makna apa yang di sampaikan, karena kurang nya vocabulary, itu aja.

A : Pernah kehilangan konsentrasi gak selama mengikuti ujian tersebut?

B : Pernah, karena pertama kita mendengarkan, habis itu kita mengartikan apa yang di sampaikan kata- kata itu langsung lewat, asik memikirkan yang sudah lewat, habis itu ada kawan berbisik jadi terganggu konsentrasi kita.

A : Jadi strategi apa yang anda gunakan untuk mengatasi kesulitan tersebut?

B : Mungkin, Kita lebih fokus mendengarkan apa yang disampaikan dan kanan kiri tidak ada yang ribut.

A : Jadi pernah memakai pengalaman sendiri gak?

B : Jelasnya pernah, karena apa yang kita tau itu yang kita jawab.

2. RESPONDENT 02

A : Pertama-tama saya ingin tau nama, jurusan nya

B : Nama saya Annisa Fathia Rahmi, saya dari jurusan PAI

A : Nah, jadi masalah apa yang mempengaruhi Listening Comprehension anda sebagai pendengar?

B : Masalahnya sih kayak umum aja, kayak apa, gk ngerti bahasa inggris nya, pengucapan nya, kosakatanya susah untuk di pahami kalau tidak ada teksnya.

A : Apa yang membuat kamu sulit menjawab pertanyaan pembicara saat listening?

B : Ya sulit menjawab ya pasti karena kita gak tau apa yang di bicarakan apa, jadi gak tau jawaban nya.

A : Apa yang membuat anda kehilangan konsentrasi selama mengikuti test listening?

B : Sama kayak tadi sih, karena kita gk ngerti jadi kita gk konsen ini apa sih. Ada satu kata oh ini, mungkin ini eh bukan, jadi ada yang ngerti ada gak ngerti, susah pokoknya listening.

A : Strategi apa yang anda gunakan untuk mengatasi kesulitan listening?

B : Kalau belajar listening harus sering-sering dengar film tanpa subtitles ini membuat kita terbiasa dengan bahasa mereka jadi bisa tau.

A : Pernah menggunakan pengalaman sendiri untuk menjawab soal TOEFL?

B : Gak pernah, kebanyakan asal aja sih, iya tebak juga.

3. RESPONDENT 03

A : Sebelum saya mulai wawancara saya ingin tau nama, jurusan dan angkatan tahun berapa?

B : Nama saya Hasanuddin, jurusan PAI angkatan tahun 2015

A : Jadi masalah apa yang mempengaruhi listening comprehension anda?

B : Mungkin dari tata bahasa nya yang kurang jelas ataupun mungkin memang, tidak terbiasa dalam mengikuti pertanyaan listening maka itu yang mempengaruhi listening comprehension dalam test listening tersebut.

A : terus yang membuat sulit dalam menjawab pertanyaan listening apa?

B : Kurang jelas nya pembicaraan dari speakers yang memberikan sebuah pertanyaan

A : Hal apa yang membuat kamu kehilangan konsentrasi selama mengikuti test listening?

B : Mungkin cara pertanyaan dari speakers, jadi membuat itu kurang, jadi yang membuat konsentrasi buyar karena mungkin terkejar oleh pertanyaan terlalu cepat

A : Strategi apa yang anda gunakan untuk mengatasi kesulitan listening itu

B : Strategi nya mungkin menenangkan diri dulu atau menyamankan diri jadi istilahnya supaya tidak terlalu gugup dan konsentrasi kembali normal lagi, Jadi strateginya bisa juga dengan belajar dan berlatih tiap hari

A : Pernah memakai pemahaman sendiri gak dalam menjawab soal listening?

B : Pernah sih, Asal tebak aja, mungkin karena sulit dalam menjawab nya, jadi pakai pemahaman pribadi.

4. RESPONDENT 04

A : Boleh saya tau nama dan jurusan nya apa?

B : Perkenalkan nama saya Muhammad Wahyu Julianto Lado, jurusan prodi Matematika

A : Jadi masalah apa yang mempengaruhi anda dalam listening comprehension sebagai pendengar?

B : Pertama intonasi yang di dengarkan sedikit kurang jelas, dan dari aksen dari si pembicara

A : Apa yang membuat kamu sulit dalam menjawab soal listening?

B : Seperti yang saya jawab tadi, ketika aksen, intonasi dan bahasa yang diucapkan itu tidak jelas ketika berbicara. Sehingga kita sulit memahami apa artinya.

A : Hal apa yang membuat kamu kehilangan konsentrasi dalam mengikuti test?

B : Salah satunya ketika CD rusak ataupun ketika terjadi suara-suara berisik yang berasal dari luar kelas.

A : Jadi strategi apa yang anda gunakan untuk mengatasi kesulitan yang tadi?

B : Belajar , dan duduk yang paling depan agar jelas suaranya

A : Pernah memakai pengalaman sendiri saat menjawab listening test?

B : Belum pernah

5. RESPONDENT 5

A : Oh ya sebelum wawancara saya ingin tau nama , sama jurusan nya

B : Nama saya Ahsanul Amri jurusan HES

A : Masalah apa yang mempengaruhi listening anda?

B : Saya kurang memahami grammar yang diucapkan oleh speakers , karena kualitas rekaman nya kurang, setelah itu basic saya bukan dari bahasa inggris jadi menurut saya terlalu cepat di putar karena grammar yang saya pahami tidak tangkap

A : Apa yang membuat sulit menjawab soal listening?

- B : Karena terlalu cepat diputar dan kualitas rekaman buruk yang kurang.
- A : Apa yang membuat kamu kehilangan konsentrasi selama listening?
- B : Ributnya teman-teman disamping
- A : Strategi apa yang anda gunakan kesulitan dalam listening?
- B : Saya hanya menangkap kata-kata apa yang saya pahami, lalu saya cerna sendiri dan saya jawab
- A : Pernah memakai pemahaman sendiri dalam menjawab soal listening?
- B : Pernah, karena saya tak paham soal jadi saya menjawab dengan pemahaman sendiri.

6. RESPONDENT 06

- A : Sebelum saya memulai wawancara saya mau tau nama dan jurusan nya?
- B : Nama saya Darwis Syahputra jurusan HES
- A : Oh ya masalah apa yang mempengaruhi listening comprehension anda sebagai pendengar?
- B : Permasalahanya berawal dari saya tidak tahu atau kurang jelas, dan suaranya kurang jelas, habis itu pengucapan nya terlalu cepat.
- A : Terus apa yang sulit dari listening nya?
- B : Karena saya tidak paham, bahasa inggrisnya sulit, kosakata nya semua pakai dan ada rumusnya karena memang saya tidak paham.
- A : Apa yang membuat kehilangan konsentrasi ?
- B : Pertama karena lapar , kedua cepat kali ngomong nya , ketiga karena saya kurang dengar dan kurang jelas jadi hilang konsentrasinya
- A : Jadi strategi apa yang anda gunakan dalam mengatasi kesulitan listening?
- B : Mungkin dengan berlatih listening tiap hari

A : Pernah memakai pemahaman sendiri gak dalam menjawab soal?

B : Pernah, karena tau sendiri

7. Respondent 07

A : Sebutkan nama dan jurusan nya apa?

B : Maulina dari Prodi PMA

A : Masalah apa yang mempengaruhi listening comprehension anda?

A : Karena basic nya gk ada bahasa inggris ya terakhir bahasa inggris itu kan waktu semester dua jadi seterusnya pelajaran matematika umum gitu

A : terus kesulitan dalam menjawab soal apa?

B : Karena basis nya dari bahasa inggris itu gak ada jadi ya agak susah mengartikan nya kadang pun memahami bahasa inggris atau mengartikan nya masih sulit , Cuma tau kata2 dasarnya saja dan kalau listening panjang agak susah.

A : Apa yang membuat kamu kehilangan konsentrasi saat listening?

B : misalnya kalau lagi serius di ganggu atau di ajak ngobrol itu konsentrasi nya hilang atau ada bahasa yang sulit di mengerti otomatis fokus bahasa itu sendiri

A : Strategi apa yang anda gunakan untuk mengatasi kesulitan listening?

B : Nyari kata yang sama dengan pertanyaan dan jawabanya pasti terdapat kata yang sama

A : Pernah memakai pemahaman sendiri saat menjawab soal listening?

B : Tidak pernah

8. Respondent 08

A : Boleh tau nama dan jurusan nya apa?

B : Nama saya Ola Safitri jurusan Hes

A : Masalah apa yang mempengaruhi anda dalam listening comprehension?

B : Karena terlalu panjang dan saya juga tidak mengerti arti listening tersebut

- A : Apa kesulitan anda dalam menjawab soal listening?
- B : Artinya banyak yang saya tidak tahu
- A : Apa yang membuat anda kehilangan konsentrasi?
- B : Mungkin terlalu ribut di sekeliling saya
- A : Strategi apa yang anda gunakan untuk mengatasi kesulitan dalam listening?
- B : Saya membuka google translate
- A : Pernah memakai pemahaman sendiri saat menjawab soal listening?
- B : Ya pernah, karena sangking gak tau nya lagi gimana cara menjawab jadi yaudah pakai pemahaman sendiri aja.

9. Respondent 09

- A : Bisa sebutkan nama dan jurusan nya apa?
- B : Saya Wahyunda Akbar dari jurusan PAI
- A : Masalah apa yang mempengaruhi anda dalam listening comprehension?
- B : Ngomongnya terlalu cepat sama kurang jelas
- A : Apa kesulitan anda dalam menjawab soal listening?
- B : Ketika ada kata-kata yang agak sulit di pahami dan terlalu panjang dan cepat
- A : Apa yang membuat anda kehilangan konsentrasi?
- B : Saat suaranya tuh tidak jelas
- A : Strategi apa yang anda gunakan untuk mengatasi kesulitan listening?
- B : Fokus dan cermati apa yang di katakan
- A : Pernah memakai pengalaman sendiri gak?

B : Pernah, Pahami teks nya lalu apa yang ada di teksnya seperti ada dijawab

10. Respondent 10

A : Bisa perkenalkan diri dulu nama jurusan?

B : Perkenalkan nama saya Jaizul Azmi dari jurusan ekonomi syariah fakultas.

A : Masalah apa yang mempengaruhi anda dalam listening comprehension sebagai pendengar?

B : Menurut pengalaman saya dari tape recorder suara yang dikeluarkan agak terganggu apa mungkin dari ruangan yang sempit jadi penyampainya yang saya terima kurang jelas

A : Kesulitan apa dalam menjawab soal listening?

B : Di karenakan saya sendiri kurang menguasai vocabulary dari dalam bahasa tersebut

A : Apa yang membuat anda kehilangan konsentrasi?

B : Di karenakan materi yang panjang dan pemahaman saya bahasa inggris kurang dan kebisingan dari sekitar.

A : Strategi apa yang anda gunakan untuk mengatasi kesulitan listening?

B : Biasanya saya sharing dengan kawan dan menonton film berbahasa Inggris

A : Pernah memakai pemahaman sendiri dalam menjawab soal listening?

B : Sering, biasanya menebak-nebak apa yang pernah alami dan dengar itulah yang saya simpulkan.

DOCUMENTATION





AUTOBIOGRAPHY

Name : **HAFEZ AL ASSAD**

Register Number : 1042015006

Place / Date of Birth : Kemuning, November 05 1997

Sex : Male

Religion : Islam

Marital Status : Single

Hobbies : Reading and Traveling

Father's Name : Muslim

Mother's Name : Nuraini

Address : Desa Keumuning Desa Keumuning Kec.
Peureulak Kota

Education

- Elementary School at SDN 1 Peureulak, 2009
- Junior High School at SMPN 1 Peureulak, 2012
- Senior High School at SMKN 1 Idi, 2015
- Student of English Department of FTIK of IAIN Zawiyah Cot Kala
Langsa from 2015-2020



Perpanjangan SK Tanggal 25 Februari 2020

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA
NOMOR 146 TAHUN 2020

T E N T A N G
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

- Menimbang** : a. Bahwa untuk Kelancaran Penyusunan Skripsi mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Langsa Institut Agama Islam Negeri (IAIN) Langsa, maka dipandang perlu menunjuk Pembimbing Skripsi.
- b. Bahwa yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk ditunjuk dalam tugas tersebut.
- Mengingat** : 1. Undang-Undang Nomor : 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor : 60 Tahun 1999, tentang Pendidikan Tinggi.
3. Peraturan Presiden Republik Indonesia Nomor : 146 Tahun 2014 Tentang perubahan Sekolah Tinggi Agama Islam menjadi Institut Agama Islam Negeri (IAIN) Langsa.
4. Peraturan Menteri Agama Republik Indonesia Nomor : 10 Tahun 2015 tentang Organisasi dan tata kerja Institut Agama Islam Negeri (IAIN) Langsa.
5. Surat Keputusan Menteri Agama Republik Indonesia Nomor : B.II/3/17201, tanggal 24 April 2019 Tentang Pengangkatan Rektor Institut Agama Islam Negeri (IAIN) Langsa yang definitif.
6. Surat Keputusan Rektor Nomor : 140 Tahun 2019, tanggal 09 Mei 2019. Tentang Pengangkatan Dekan Dan Wakil Dekan IAIN Langsa
7. DIPA Nomor : SP DIPA-025.04.2.888040/2020. Tanggal 12 November 2019

M E M U T U S K A N :

- Menetapkan** :
- Pertama** : Menunjuk Dosen Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa :

1. **Dedi Suheri, MS, Ph.D**
(Membimbing Isi)
2. **Muslem, S.Pd., M.Pd., M.TESOL.**
(Membimbing Metodologi)

Untuk membimbing Skripsi :

N a m a : **HAFÉZ AL ASSAD**
Tempat / Tgl.Lahir : Kemuning, 21 Febuari 1997
NIM : 1042015006
Fakultas/ Program Studi : FTIK / Pendidikan Bahasa Inggris
Judul Skripsi :

NON ENGLISH DEPARTMENT STUDENTS' DIFFICULTIES IN TOEFL LISTENING TEST AT IAIN LANGSA

- Kedua** : Bimbingan harus diselesaikan selambat-lambatnya selama 1 (Satu) Tahun terhitung sejak tanggal ditetapkan;
- Ketiga** : Kepada Pembimbing tersebut di atas, diberi honorarium sesuai dengan ketentuan yang berlaku pada Institut Agama Islam Negeri (IAIN) Langsa.
- Keempat** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dan apabila terdapat kekeliruan dalam penetapan ini akan diadakan perbaikan sebagaimana mestinya.-
- Kutipan Surat Keputusan ini diberikan kepada yang bersangkutan untuk dapat dilaksanakan sebagaimana mestinya.-

Ditetapkan di : **Langsa**
Pada Tanggal : **25 Februari 2020 M**
01 Rajab 1441 H





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI LANGSA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Kampus Zawiyah Cot Kala, Jln. Meurandeh – Kota Langsa – Provinsi Aceh – Telp. 0641-22619/23129
Fax. 0641-425139 E-Mail : Info@iainlangsa.ac.id

Nomor : 1902 /In.24/FTIK/TL.00/11/2019
Sifat : Biasa
Lampiran : -
Perihal : Mohon Izin Untuk Penelitian Ilmiah

Langsa, 07 November 2019

Kepada Yth,

Rektor IAIN Langsa
c/q Kepala Lembaga Bahasa
di -

T e m p a t

Assalamu'alaikum Wr. Wb.

Dengan hormat,

Dengan ini kami beritahukan kepada Bapak/Ibu bahwa mahasiswa kami yang tersebut di bawah ini:

N a m a : **Hafez Al Assad**
N I M : 1042015006
Semester/Unit : IX (Sembilan) / I (Satu)
Jurusan/Prodi : FTIK/Pendidikan Bahasa Inggris (PBI)
A l a m a t : Keumuning Kec. Peureulak Kab / Aceh Timur

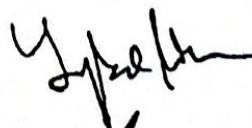
bermaksud mengadakan penelitian di Lembaga Bahasa yang Bapak/Ibu pimpin, sehubungan dengan penyusunan Skripsi yang berjudul:

NON-ENGLISH DEPARTMENT STUDENTS' DIFFICULTIES IN TOEFL LISTENING TEST AT IAIN LANGSA

Untuk kelancaran penelitian dimaksud kami mengharapkan kepada Bapak /Ibu berkenan memberikan bantuan sepenuhnya sesuai dengan ketentuan yang berlaku, segala biaya penelitian dimaksud ditanggung yang bersangkutan.

Demikian harapan kami atas bantuan serta perhatian Bapak/Ibu kami ucapkan terima kasih.

Dekan,


Iqbal

Tembusan :

- Kepala Lembaga Bahasa IAIN Langsa
- Ketua Prodi PBI



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI LANGSA
UPT PENGEMBANGAN BAHASA

Jln. Meurandeh – Kota Langsa – Aceh Telp. 0641-22619/23129
Fax. 0641-425139 E-mail : lpbahasa@iainlangsa.ac.id
Website : <http://iainlangsa.ac.id>

SURAT KETERANGAN PENELITIAN

Nomor: 33/In.24/PBH/10/2019

Assalamu'alaikum Wr.Wb.

Kepala UPT. Pengembangan Bahasa Institut Agama Islam Negeri Langsa dengan ini menerangkan bahwa:

Nama : Hafez Al Assad
NIM : 1042015006
Semester/Unit : IX (Sembilan) / 1 (Satu)
Jurusan/Prodi : FTIK/Pendidikan Bahasa Inggris (PBI)
Alamat : Keumuning Kec. Peureulak Kab / Aceh Timur

Telah melakukan penelitian (*research*) di UPT. Pengembangan Bahasa Institut Agama Islam Negeri Langsa pada tanggal 11 s/d 15 November 2019 dengan judul skripsi: ***"Non English Department Students' Difficulties In TOEFL Listening Test at IAIN Langsa"***. Dan juga telah membahas tujuan penelitiannya kepada kami yang berkaitan dengan kegiatan English Proficiency Test (Tes TOEFL) pada mahasiswa Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Langsa.

Demikian surat keterangan penelitian ini dibuat untuk dipergunakan seperlunya.



Langsa, 18 November 2019

Kepala UPT Pengemb. Bahasa

Cu Intan Meutia