

**AN ANALYSIS OF THE DIFFICULTIES
ENCOUNTERED BY NON-ENGLISH DEPARTMENT
STUDENT'S IN TOEFL TEST OF LISTENING
SECTION**

(A Case Study at Arabic Education Department IAIN SMH Banten)

A PAPER

Submitted to the English Education Department, the Faculty of
Education and Teacher Training, as a Partial Fulfillment of the
Requirement for the “Sarjana” Degree



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STATEMENT OF ORIGINALITY

I here with declare that the research paper I wrote as a partial fulfilment of requirements for the Sarjana degree and submitted to the English Education Department, the faculty of Education and letters wholly constitutes my own original scientific writing.

As for other persons' works whose ideas are quoted in this paper has been referred to appropriately in accordance to the prevailing legal and intellectual ethnic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

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ABSTRACT

Liyeni Pratiwi. 132301461. 2017. *An Analysis of the Difficulties Encountered By Non-English Departments Students' In TOEFL Test of Listening Section.*

This research was mainly to explore what are Non English Department Students' (NEDS) difficulties in listening comprehension, especially in doing TOEFL Test. The writer employed a qualitative method to find out the students to do solve their problems in understanding listening skills. It is a case study involving fifteen students from Eighth semester of Arabic Department students in IAIN SMH Banten, who join a test of TOEFL preparations. To collect the data the writer used archival records, interview and questionnaire are served as the data collection method. The result of this research indicates that the students' recapitulation score in listening section of TOEFL test was poor, by percentage 60% of students include 9 students of fifteen participants are very low understanding, and 40% of students' include 6 students are low understanding. It means that the students are unfamiliar to do the TOEFL test. The result of the study shows that there are some points of the students' manner to overcome their difficulties in listening section in TOEFL test are; Asking to the lecturers the unknown material, asking the unknown new vocabulary, listening English music by remembering the lyrics for new vocabulary, practicing conversation by English language, opening the dictionary before doing the test, giving motivation with friends, studying hard and improving the vocabulary mastery.

Keyword : listening difficulties, NEDS (Non English Department Students), failure, TOEFL preparation.

THE ADVISERS' APPROVAL

This is to certify that undergraduate research paper of Liyeni Pratiwi
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**“An Analysis of the Difficulties Encountered By-Non English
Department Students of TOEFL Test In Listening Section”**

(A Case Study at Arabic Education Department IAIN SMH Banten)
has been approved by the research paper advisers for further approval
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DEDICATION

This research paper is dedicated to the writer's beloved parents Mr. H. Paeran MP and Mrs. Hj. Sofidar as her first respected teachers, as well as the writer's beloved sister, Corry Rahayuningtyas, A.Md.Kes, the write's beloved brothers Darul Pamungkas, S.T, and Jaya Rachmat, for all motivation and sacrifice, advice, and prayer given to the writer.

This research paper also dedicated to all of the writer's teachers, lecturers, friends and especially for supervisor of the respected lectures H. Abdul Mu'in, S.Ag, and Ila Amalia, M.Pd., whose helped and given motivation in writing this research paper.

Thank you very much.

Thanks for the writer's beloved parents:

Mr. H. Paeran MP

And

Mrs. Hj. Sofidar

MOTTO

“As in grant my prayer, I am grateful because that’s my desire. When my prayer was not granted, I’m more grateful because that is the choose from Allah Subhanahu Wa Ta’ala.”

“Happiness is not how much money we have, but how much time we can be thankful.”

A BRIEF BIOGRAPHY

The writer, Liyeni Pratiwi, was born on February 25, 1995. She is the last daughter of three siblings. She has one sister and two brothers. Her sister name is Corry Rahayuningtyas, A.Md.Kes had finished the study in AAK (Health analysts academy) Solo. Her brother name is Darul Pamungkas., S.T also had finished has study in UIN Sunan Kalijaga in Yogyakarta. And the last brother name is Jaya Rachmat he still studied in University of Sutan Ageng Tirtayasa. Her father is retired in PT. Krakatau Steel seven years ago, and her mother is a sincere housewife. She lives in big family happily.

She graduated from her Elementary School at SD YPWKS IV in Cilegon Banten in 2006. Then she continued her Junior High School at SMP YPWKS Cilegon Banten and graduated in 2009. After graduated from SMP YPWKS, she continued to Senior High School at SMA Al-Ishlah, and graduated in 2012. And she had been a student of English Education in IAIN Sultan Maulana Hasanuddin banten since 2013. After getting the education in SMA Al-Ishlah, she became interested in learning English language and to be English Teacher.

Her hobby is singing. She has an online a store, she sells a variety of needs of women as Muslim clothes, bags, shoes and others. The writer has many interested in sports world. When she was 15 years old, she got first place in sports competition in Cilegon, named is PON in Elementary School. Unfortunately, she did not get a prize this competition. Beside this, her hobby is singing. She also joined the best choir in Cilegon. And she has face a national choir event in Cilegon March 2013 for welcome mayor of Cilegon, Mr. TB. Iman Ariyadi. But

during her time of studying at IAIN “SMH” Banten, she does not join any campus activities.

The writer completed her study at IAIN “SMH” Banten in 2017 by doing research and writing paper entitled: “An Analysis of the Difficulties Encountered By-Non English Departments Students of TOEFL Test in Listening Section.” (A Case Study of Arabic Education Department at IAIN “SMH” Banten), unders supervisor of the respected lectures H. Abdul Mu’in, S.Ag, M.M and Ila Amalia, M.Pd.

Cilegon, Mei 08th 2017

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In the name of Allah, The Most Gracious, The Most Merciful. All praise and gratitude be to Allah Subhanahu Waa Ta'ala, the King of the king, the Lord of the world, and the Master of the day after. Because of His graciousness and mercifullnes, the writer can done this research paper well.

Peace and salutation peace be upon to our great Prophet Muhammad Shalallahu A'laihi Wassalam, for his families, companions and followers. Who has brought us from the darkness to the brightness, from the bad way to the good way, this world becomes peace because of his hard effort in giving the human being advices.

After spent a long time of writing, the writer finally finished this paper on time. In this great occasion the writer would like to express gratitude to:

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9. All of the writer's friends, especially in PBI-B/2013, thanks for all of wonderful experiences and great times.

Finally, the researcher knows that this paper needs to be revised in order to get the best result. The researcher also hopes that this paper will be useful for the research especially for the writer herself. Aamiin Allahumaamiin.

Cilegon, Mei 08th 2017

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CHAPTER I

INTRODUCTION

A. Background of the Study

Test or examination take a variety of forms, ranging from informal quizzes in the classroom to formal assessment, which may be written, oral, or practical, in a public examination¹. A test is a method of measuring a person ability, knowledge, or performance in a given domain. Some tests measure general ability, while other focus on very specific competencies or objective. A multi-skill proficiency test determines a general ability level; a quiz on recognizing correct use of definite articles measure specific knowledge. The way the result or measurements are communicated may vary. Some tests, such as a classroom-based short-answer essay test, may earn the test-taker a letter grade accompanied by the instructor's marginal comments.²

A test can also to measure the students' ability. Test can help the teacher to evaluate and diagnose the students' strengths and weakness, test that proves ideal for one purpose may be quite useless for another. Beside that can to identify the students' know and what the student's don't know. So, testing is important to do for knowing how far the achievement of the students' understanding to the materials.

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

²H.Douglas Brown, *Language Assessment Principles and Classroom Practices* (USA : San Francisco State University, 2004), p. 3

There are four types of test in language testing. One of them is proficiency test³. Proficiency in the dictionary means that the quality of having great facility and competence⁴.

But in this case, proficiency means having sufficient command of the language for a particular purpose. Proficiency test is useful to measure one's language ability. The kinds of proficiency test are Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), Pearson Test of English Academic (PTE Academic), Cambridge First Certificate in English Examination (FCE), Cambridge Certificate of Proficiency in English Examination (CPE), Association of Language Testers in Europe (ALTE), International Student Admission Test (ISAT), and others⁵. Proficiency test which is prominently applied as the English standardized test in Indonesia is TOEFL.

TOEFL is obviously important to meet students' ability in English standard test. It is one of the important admission requirements for students who are planning to study abroad. It also becomes quite necessary for some the businesses, government, and scholarship program. Furthermore, it is particularly used by some institutions in Indonesia recently as the one of requirements to get a job as well. So, it will be beneficial for job seeker when they have the TOEFL certificate first.

³ Arthur Hughes, *Testing for Language Teachers* (UK : Cambridge University Press, 2003), p. 8-11

⁴ Oxford Dictionary

⁵ Arthur Hughes, Op.,cit p. 11-12

Most of the universities in Indonesia apply TOEFL test as one of students' requirements before graduation. Each university has different standard score as the requirement for graduation. Some universities use TOEFL test to measure students' skills in English. The researcher focused on the causes of student's non-English department difficulty in TOEFL test in term of listening, the researcher tried to discuss and find solution for listening section in TOEFL test. Before continue to the next case, the writer will explain little of the importance of language and English ability especially listening skill.

Language is a communication tool which unites people in social activities, by using language the people can convey their purposes and intents to each other what will be delivered, the language used by everyone in their daily activities and without language, the people will be difficulty in conveying their intents and purposes despite by action may represent the destination, but it does not complete if it is not spoken by the language.

We know that English is the international language which spoken in many countries to make a good cooperation in the field of education, economics and business. In education, English has been widely studied and used as a compulsory subject. Especially in Indonesia, English is used as a second language than their mother tongue. So every educational institution should make learning English as a compulsory subject that should be studied.

There are four basic skills in learning English taught to students, they are listening, reading, speaking and writing. According to Brown explained that listening and reading become as a receptive capabilities and speaking and writing as productive capabilities. The four English

skills were taught in elementary school, junior high school, senior high school, and universities level.

In learning foreign languages, especially English, sometimes the students find difficulties in understanding it. Listening as a part of communication is difficult for some college students, particularly non-English Department Students (NEDS). Listening is more than just vocabulary. The students have to listen carefully and accurately, and think at the same time. Yet, it is not easy to do. Some students have been learning English for a long time, yet they cannot listen carefully.

In this case the writer chose Arabic Education Department. According to previous observation, students of Arabic have difficult in studying English, especially in listening comprehension in TOEFL Test. While during TOEFL Test they can listen the audio but they can't understand what the mean the native speaker. So it causes they cannot answer the question⁶.

Consequently, the student should learn English more comprehensively to meet the standards. In other words, regardless of the difficulties encountered while they are trying to listen English conversation, they have to find some way or strategies to overcome thus difficulties.

As stated before, that is the reason of the writer chose the Department as place of case study research. The researcher is interested in researching this case in term of students' difficulties in TOEFL test of listening section in Arabic Education Department as the object of the research.

⁶ Based on Interview with Uun Sailah on November 23rd, 2016.

According to the explanation above, the writer is interested in investigating the problem. Then, the writer conducts the research entitled **“AN ANALYSIS OF THE DIFFICULTIES ENCOUNTERED BY NON-ENGLISH DEPARTMENT STUDENT’S IN TOEFL TEST OF LISTENING SECTION”**.

B. The Identification of The Problem

The researcher focused on the problem which faced by non-English Department Student in TOEFL test of listening section, especially when they listen to the native speaker and the subject included the difficulties of students and causes of students’ difficulties in TOEFL test of listening section.

C. The Limitation of The Problem

From the problem, the writer prefers to investigate what causes that makes the students felt difficult in learning English especially in learning listening TOEFL Test, and how did the students solve their problems in learning listening.

D. Statement of The Problem

Based on the background of the study above, the researcher will set out the statement problem, they are:

1. What are the difficulties faced by non-English Department student’s in TOEFL Test of listening section?
2. What strategies do the students do to overcome the difficulties?

E. The Aims of The Study

In accordance with the background and research questions, the objective of the study are:

1. To identify difficulties encountered by non-English department student's in TOEFL test of listening section;
2. To observe strategies applied by non-English department students to overcome the difficulties encountered in TOEFL test of listening section.

F. Significance of The Study

The study is expected to give contributions to both English subject lecturers and students. For lecturers, hopefully it can provide information about difficulties faced NEDS in TOEFL Test and knows the causes, factors, and their strategies used to overcome the difficulties so that the lecturers can decide which teaching strategies can be used to help the students in doing listening section in TOEFL test. Therefore, teacher can apply the suitable method for them. Hence, the teaching learning process in the class will be run well. And also the causes and factors of students' difficulties in listening section.

Meanwhile for the students, it will provide information that can be used to minimize the difficulties they encountered in the process of learning listening English. So the students can find the solution to overcome their difficulting well.

G. Key Terms

The following key terms are presented to avoid misunderstanding of several terms or concepts in this research.

1. *Listening Difficulties*

In this study, listening difficulties refer to troubles or problems encountered by non-English department students in doing listening skill. Generally, listening difficulties are troubles or problems in listening tasks that result insufficient listening proficiency.

2. *(NEDS) Non-English Department Students*

In this study, non-English department students refer to Arabic Students who are learning English. Defines non-English department students as a group of learners who have particular specialization which is not English either literally or education

3. *Failure*

Failure in dictionary means lack of success. But in this research, failure means if the student gets TOEFL PBT score less than 475 in test.

4. *TOEFL Preparation*

TOEFL Preparation is one of compulsory subjects for seventh semester students of English Education Department at IAIN Sultan Maulana Hasanuddin Banten. It is a subject that gives the opportunities for students to learn TOEFL test. So, this subject is a program that helps the students to prepare the TOEFL test better in the future.

H. Previous Study

In this study two are two related studies similar with the present study, there are:

1. THE ANALYSIS OF STUDENT'S DIFFICULTIES IN LISTENING COMPREHENSION OF SHORT DIALOGUE (A Case Study of Students' Comprehension Skill in TOEFL Preparation Course at The Second Grade of MA Darul Iman Islamic Boarding School Pandeglang

And the conclusion of the research as follows:

- a. According to the result of observation, the writer acted as observer who participated directly in the research site as an English teacher. We can see that how much the difficulties faced by students which is come from themselves, included the dominant problems are; 55% they often find the problem vocabulary knowledge, 65% they seldom feel less of self confidence when doing the test, 45% they often feel less of concentration, 55% they seldom difficult in making the prediction of what the speakers talk about, 70% they often difficult in guessing unknown words or phrase, 60% they often difficult to recognize the main point of the speaker and 40% they seldom feel depression when facing the difficulties in listening of short dialogue test..
- b. According to the result of listening short dialogue taken from TOEFL listening of short dialogue, the writer concluded some points of the students' level understanding on listening short dialogue of TOEFL preparation course comprehension was low by percentage 80% and 20% are medium understanding. It

mean that the student unfamiliar to do the TOEFL preparation course, but this is not a failure of the students, because they introduced by TOEFL test recently. This reason is appropriated to the questionnaire points which answered by the participants, included; 80% in low understanding and 20% in medium understanding. Most influenced factors are 45% knowledge, 15% motivation and 40% environments⁷.

2. THE EFFECIVENESS OF USING MUTUAL DICTATION TECHNIQUE IN TEACHING LISTENING COMPREHENSION (An Experimental Research at second grade of SMAN 1 Cinangka in academic year 2015/2016)

Based on the writer's research that has been explained on the research finding, analysis data and the interpretation of data, the writer can concluded that:

- a. Teaching listening by using mutual dictation technique at the second grade of SMAN 1 Cinangka was effective. Because it can be seen from the score of pre-test and post-test showed increasing, most of students got high score. But without used mutual dictation technique in teaching listening comprehension, the students' listening comprehension was low it can be seen from the score of pre-test that showed many students' got low score.
- b. The application mutual dictation technique in teaching listening comprehension was the right path for a language teacher,

⁷ Uum Umayah, *An Analysis of Students' Difficulties in Listening Comprehension of Short Dialogue (A Case Study of Students' Comprehension Skill in TOEFL Preparation Course at The Second Grade of MA Darul Iman Islamic Boarding School Padeglang)*, (Serang 2015), p. 120-121

because many students like learning English by using mutual dictation technique. It is can be seen when the writer teaching, the students' look very happy, enthusiasm and spirit in learning English.

- c. Teaching listening by using mutual dictation technique on student listening comprehension is great, it can be seen from the result of the data, the value of t_o (t observation) was higher than t_t (t table) $2,00 < 5,51 > 2,66$, in degree of significant 5% and 1%. It means that H_a (alternative hypothesis) of research was accepted and H_o (null Hypothesis) was rejected.⁸

⁸ Sunaroh, *The Effectiveness Of Using Mutual Dictation Technique In Teaching Listening Comprehension (An Experimental Research at second grade of SMAN 1 Cinangka in academic year 2015/2016)*, (Serang, 2015), p. 61

CHAPTER II

THEORITICAL FRAMEWORK

A. TOEFL (Test of English As a Foreign Language)

a. The History of TOEFL

The Test of English As a Foreign Language (TOEFL), is a test conducted by institutions Educational Testing Service (ETS) in the United States⁹. The TOEFL test is a test to measure the level of English proficiency of nonnative speakers of English¹⁰. It is probably the most often used examination in the admissions process of foreign students to colleges and universities. However, these school often do not consider the student's grades in schools which he or she previously attended and the records from any intensive English program in which the student was enrolled. All this depends on the school's admission criteria. The score is acceptable to given school also depends on the regulation for that particular school¹¹.

Since 1963, the TOEFL test has been used by various government agencies in the United States and internationally, such as the Ford Foundation, Fulbright, The Agency of International Development, Latin America Scholarship Program, the Colombo Plan, as well as various institutions or other agencies as a standard mastery standard mastery of the English language for prospective

⁹ Dhanny R. Cyssco & Fauzan Al Rasyid, *Cracking the TOEFL: Test Preparation Models & Problem Solving* (Jakarta : Puspa Swara, 2013), p. 1

¹⁰ Deborah Phillips, *Longman Complete Course for the TOEFL Test : Preparation For the Computer and Paper Tests*, (New York : Pearson Education, 2001), p. xiii

¹¹ Michael A. Pyle, *Cliffs TOEFL Preparation Guide*, (Delhi : Nice Printing Press), p. 4

recipients of such institutions. According to ETS, more than 27 million people from around the world have signed up to take the TOEFL test since the test was first launched.

b. TOEFL Test Design

This time, in Indonesia there is only one kind organized by ETS, TOEFL test is designed into three versions. Each version has different material tested, thus it will affect the difference of scoring scale. At first, this test is only done in writing otherwise known as paper-based test (PBT). In 1995 following a computer-based test was introduced. then, in 2006, began to use the internet based test¹²

1). Paper-Based Test (PBT)

Paper-Based Test (PBT) is a form of the test held since 1964. Each participant who take this test only requires paper and pencil to answer any given question. This test is basically intended to measure the ability and level of understanding and use of English someone at the college or university. TOEFL PBT test is divided into rib sections: Listening Comprehension, Structure and Written Expression, and Reading Comprehension, and Test of Written English.¹³

Brief descriptions of the Paper-Based Test there are three sections of the test follow:

a). Listening Comprehension

This section measures the ability to understand spoken English. The oral features of the language are stressed, and the problems tested include vocabulary and idiomatic expression as well as special grammatical constructions that are frequently used in spoken English.

¹² Vincent Darna, *Raih Skor TOEFL Tertingg*, (Jakarta : Puspa swara, 2010), p. 1

¹³ Dhanny R. Cyssco & Fauzan Al Rasyid, Op.,cit p. 1-2

Listening comprehension section consists of three parts, each of which contains a specific type of comprehension task. The first part consists of a number of short conversations between two speakers, each followed by a single spoken question. In the second and third parts of this section, the examinee hears conversations and short talks of up to two minutes in length. The conversations and talks are about a variety of subjects, and the factual content is general in nature.

b). Structure and Written Expression

The second section measures recognition of selected structural and grammatical points in standard written English. This section is divided into two parts. The first part tests an examinee's ability to identify the correct structure needed to complete a given sentence. The second part tests an examinee's ability to recognize correct grammar and to detect errors in standard written English. Therefore, in this section, the test is about the grammar questions.

c). Reading Comprehension

The third section measures the ability to read and understand short passages that are similar in topic and style to those that students are likely to encounter in North American colleges and universities. The examinee reads a variety of short passages on academic subjects and answers several questions about each passage. The questions test information that is stated in or implied by the passage, as well as knowledge of some of the specific words as they are used in the passage⁶. Therefore, in this section, the test is about the passages that the examiner must be answers the questions based on the passage¹⁴.

¹⁴ TOEFL Test and Score Manual, *Educational Testing Service* (USA : Princeton, 1997), p. 11-13

Table 2.1
Format of a paper TOEFL test

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

2). Computer-Based Test (CBT)

Computer-Based Test (CBT) uses a software published by ETS as the testing medium. In other words, the test participants working on the problems of computer-based TOEFL exam. In tests of this type, there are four exam sessions are Listening, Structure, Reading, and Writing. Additionally, this test lasts for 2 to 2.5 hours. CBT-TOEFL has a range of values between zero and 330 as the highest value.

Computer-Based Test TOEFL test is a type very similar to the Paper-Based Test. Computer-Based Test originally appeared in 1998, but today in some areas that do not have the means to conduct computer-Based Test, still using the Paper-Based Test. In Computer-Based Test, the test participants can see how much time they spend on each question and how much time is remaining.

However, the drawback of this test is the test participants were unable to repeat the previous question. Computer-Based Test provides a clue how to answer the question correctly. Total time spent on

Computer-Based Test for about four hours including reading the instructions.¹⁵

Table 2.2

Format of a Computer TOEFL test

Adaptive Listening	30-50 question	40-60 minutes
Adaptive Structure	20-25 question	15-20 minutes
Adaptive Reading	44-6- question	70-90 minutes
Adaptive Writing	1 essay question	30 minutes

3). Internet-Based Test (IBT)

Internet-Based Test (IBT) or TOEFL Next Generation is a recent TOEFL test form over the internet and in force since 2005, the agency specifically replace the computer-based TOEFL. The test inquiries are listening, reading, speaking, and writing. IBT TOEFL test measures the ability of understanding and use of English someone at the university level. This test will also evaluate the person's ability to combine the skills of listening, reading, speaking, and writing for academic tasks. IBT TOEFL test costs ranged between US \$ 160 - \$ 250 and each state has varying costs¹⁶. To view a list of TOEFL test center locations, visit the TOEFL website at www.ets.org/toefl.¹⁷

At the end of 2005, the Internet-Based Test (iBT) has replaced the computer-based TOEFL test or Computer-based Test (CBT) and the Paper-Based Test (PBT). First iBT was introduced in the United States,

¹⁵ Deborah Phillips Op.,cit, p. xiv

¹⁶ Dhanny R. Cyssco & Fauzan Al Rasyid, Op.,cit p. 1-2

¹⁷ Educational Testing Service, TOEFL : *TOEFL iBT Tips (How to Prepare for the TOEFL iBT)*, (USA : 2005), p. 4-6

Canada, France, Germany, and Italy in 2005 and disseminated in other countries in 2006. Meanwhile, CBT was halted in September 2006 because it was considered no longer valid. iBT consists of four sessions, each session aims to measure the basic ability to speak and focus on the use of language in the academic field as well as higher education environment.

As are the four sessions include reading, listening, speaking, and writing. The main difference with the PBT is not grammatical proficiency test, or the so-called structure and written expression. Not that you need to learn grammar, quite the contrary. Mastery of grammar will determine the smoothness of your completed orders in the iBT test.

a). Reading

Sessions reading of 3 to 5 readings, each of which contains 700 words and followed by several questions related to the reading. The theme of these readings are academic, are about things that are common in college books. In addition, the readings also contain some rhetorical functions, such as cause and effect, comparison-resistance, and arguments (opinion). In this session, participants will be asked to test the main idea, details of readings, conclusions, important information, innuendo (statement inserts), vocabulary, rhetorical purposes, the overall idea, and most recently the filling Table or complementary conclusions.

You are required to have an advanced level of understanding of the English language if you want to get good grades. English skills mediocre, you will have trouble understanding long reading, where the content is related to academic science in English.

b). Listening

Sessions listening consists of two conversations and four academic lectures or discussions. In the conversation will be heard two speakers, a student and a professor or a college staff. Meanwhile, in a lecture or discussion will sound academic discussion. In this test, participants will be exposed only matter of conversation and discussion as much as one.

Each conversation will be followed by five questions and each discussion followed by six questions. The questions were intended to measure the ability of the participants in understanding the main idea, details of important information, the implications, the ideas that are interconnected, unified information, speaker purpose and speaker attitude.

c). Speaking

Sessions speaking consists of six exercises, which exercises independent two and four exercises that are interrelated. In the independent exercise, participants were asked to give an opinion on hot topics or familiar. At this stage, the ability to speak spontaneously participants evaluated. Furthermore, in two interrelated exercises, participants were asked to read a short passage, listen to an academic lecture or conversation about college life, and answered questions by combining information corresponding to the reading or the conversation.

Then in two interrelated exercises later, participants were asked to listen to an academic lecture or a conversation about campus life and respond to the questions they hear. At this stage, the ability of the participants to unite information accurately evaluated. Participant tests allowed to make notes on what they have heard or read and use these

notes to help answer questions. Participants will also be given a little time lag before they start talking. The response by the participants will be digitally recorded and sent to ETS's Online Scoring Network (OSN) and evaluated by three to six experts.

d). Writing

Sessions writing test measures the ability of the participants in terms of writing consisting of two exercises. The first exercise in the form of training-related and the second is an independent exercise.

Table 2.3

Format of Internet TOEFL Test

Reading	3-5 passages, 12-14 question each	60-100 minutes
Listening	4-56 passages, 6 question each 2-3 conversation, 12-14 question each	60-90 minutes
Break		10 minutes
Speaking	6 tasks: 2 independent and 4 integrated	20 minutes
Writing	1 integrated task 1 independent task	20 minutes 30 inutes

c. Listening In TOEFL

TOEFL PBT encompasses three competences in TOEFL, that are divided into three TOEFL sections in which they are known as listening, structure and written expression, and reading comprehension. On the paper TOEFL test, the first section is called Listening

Comprehension. This sections consist of 6-9 parts, each of which lasted about 3-5 minutes¹⁸.

This section will present some conversation:

- 1) Short Dialogues: are two-line dialogues between two speakers, each followed by a multiple-choice question. in this section will listen to each short dialogue and question on the recording. The 30 short dialogues and 30 questions about them make up part A of the paper TOEFL.
- 2) 2). Long Conversation: are 60-90 seconds conversation on casual topics between students, each followed by a number of multiple-choice question. In this section will listen to each long conversation and each of the question that accompany it on the recording. The two conversations and the seven to nine question that accompany them make up Part B of the paper TOEFL test.
- 3) Talks: are 60-90 second talks about school life or on academic subject, each followed by a number of multiple-choice question. In this section will listen to each lecture and each of the questions that accompany it on the recording. The three lectures and the 11-13 question that accompany them make up Part C of the TOEF test¹⁹

d. Scoring TOEFL Test

Some institutions in Indonesia use TOEFL PBT version as a parameter to measure the English ability of a person the first version is PBT. It stands for Paper-Based test. The material of this test consists of

¹⁸ Dhanny R. Cyssco & Fauzan Al Rasyid, Op.,cit p. 6

¹⁹ Deborah Phillips, Op.,cit p. 22

listening, structure and written expression, and reading. The scoring scale is 310-677. The second version is CBT. It stands for Computer-Based test. The material encompasses listening, structure, reading, and writing. The scoring scale for this test is 0-300. The last is IBT. It stands for Internet-Based test. The test inquiries are listening, reading, speaking, and writing. The scoring in IBT is 0-120²⁰.

Table 2.4
Comparison Score TOEFL

Internet-Based Total	Computer-Based Total	Paper-Based Total
111-120	273-300	640-677
96-110	243-270	590-637
79-95	213-240	550-587
65-78	183-210	513-547
53-64	153-180	477-510
41-52	123-150	437-473
30-40	93-120	397-433
19-29	63-90	347-393
9-18	33-60	310-343
0-8	0-30	310

1. Scoring Paper Based Test (PBT)

TOEFL PBT (Paper Based Test) is calculated using a conversion system. That is, each correct answer has a certain value. For example one correct answer is worth 20, two correct answer is worth 21, three correct answer is worth 23, and so on. Values correct answer can be seen in the conversion table. Once the value of each part has been found, sum, for three, then multiplied by ten. Will eventually

²⁰ Educational Testing Service, TOEFL : Score Comparison Tables (USA : 2005), p. 4

obtained a score between 220 (the lowest score) to 677 (highest score).
That's your TOEFL score.

The first step, Correct answers that you have created and calculate how many correct answers. Then, match the number of correct answers by the value of the conversion table:

Table 2.5
TOEFL Score Conversion Table

Correct Number	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

For example, there were 32 correct answers on listening comprehension, 35 correct answers on the structure and written expression, and 40 correct answers on the reading comprehension. Then, the third match that number to the value of the conversion table

Table 2.6
Example Conversion Table

	Listening	Structure	Reading
the number of correct answers	32	35	40
converted scores	52	60	55

Next, calculate the conversion value in the following ways:

- a. Add the three converted scores together.

$$52+60+55 = 167$$

- b. Divide the sum by 3.

$$167 : 3 = 55,6$$

- c. Then multiply by 10^{21} .

$$55,6 \times 10 = \underline{556}$$

There are four recognized level the scores level, with a value of minimum score of 310. That is as follows.

1. 310-420 = Elementary
2. 420-480 = Lower Intermediate
3. 480-520 = High Intermediate
4. 525-677 = Advanced

2. Scoring Computer Based Test (CBT)

TOEFL CBT (Computer Based Test) has a different scale of values with PBT. If PBT score ranges from 220-677, CBT range between 0-300. How to calculate the same as the calculation of the score on PBT, by summing the scores for each session, divided by three, then multiplied by ten. The table below illustrates the scale of assessment TOEFL CBT:

²¹ Deborah Phillips, Op.,cit p. 601-602

Table 2.7
Scoring Scale of TOEFL CBT

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

3. Scoring Internet Based Test (IBT)

In the score IBT (Internet Based Test) score is obtained by combining the votes of computer and mathematical assessment by humans. This is different to test PBT and CBT were simply relying on mathematical calculations. To obtain an official value, you have to answer at least one question from each session of reading and listening, write at least one essay, and passed at least one test speaking. TOEFL IBT is done with the Internet network has four parts scale of assessment:²²

Table 2.8
Scoring Scale of TOEFL IBT

Section	Score
Reading	0-30
Listening	0-30
Writing	0-30
Speaking	0-30
Total	0-120

²² Dhanny R. Cyssco & Fauzan Al Rasyid, Op.,cit p. 11

e. TOEFL Learning

TOEFL Learning is a course that teaches all the subjects of TOEFL. Some of TOEFL Learning in Indonesia uses PBT version. The fact that TOEFL PBT encompasses three competences in TOEFL, that are divided into three TOEFL sections in which they are known as listening, structure and written expression, and reading. So the methods in learning TOEFL must be concerned with those three competences.

In teaching learning process, there are some factors which affect the successful of students' achievement in getting knowledge. The factors can be from students or teacher. According to H. Douglas Brown theory in *Principles of Language Learning*, the principles are students motivation and teacher's strategies. Therefore, the researcher wants to analyze the factors that causes of the students failure in doing reading TOEFL test²³.

II. Listening

a. The Definition of Listening

Listening is one of four basic skills in learning English, it is very important to be studied especially in senior high school. It is because listening as a basic skill of the student to catch out English conversation in order to make them understand about what the speaker say and what the speaker means. This involves understanding a speakers' accent and pronunciation, his grammar and his vocabulary and grasping the speakers' meaning.

²³ H.Douglas Brown, Op.,cit p. 20

This is appropriate to the definition which described by Pollard that listening is one of the receptive skills and as such it involves the students in capturing and understanding the input of English. While reading the other receptive skill, involves the students in understanding and interpreting the written word²⁴.

In the classroom, students have to listen carefully and attentively to the lectures and classroom discussion in order to understand and retain the information for later recall. In the other hand, that listening is not only the first of the language arts skills developed, it is also the skill most frequently used both the classroom and daily life. Clearly, much of the educational process is based on skills in listening.

The students have to spend most of their time in listening to what the lecture says, for instance, giving the material of English in the classroom, listening ability plays a significant role in the development of other language arts skills. Listening can also helps the students to build their vocabulary, develop their language proficiency, and improve their language usage.

According to Miller which was quoted by Ausra on her English journal that more than forty percent of our daily communication is spent on listening, thirty-five percent on speaking, about sixteen percent in reading, and only nine percent on writing. Yet listening remains one of the least understood processes in language learning

²⁴ Lucy Pollard, *Lucy Pollard's Guide to Teaching English*, (Copyright Lucy Pollard, 2008), p. 39

despite the recognition of critical role it plays both in communication and in language acquisition²⁵.

Therefore, learning listening has the target great influence on students to improve their skills in learning English as English foreign learners. Despite they assumed that listening is more than difficult to be learned than the other skill of English learning. However, this does not become an obstacle for the lectures in doing their obligation to teach them for improving their skills especially in listening skills.

Despite Gilakjani mentioned on his English journal that arguing what is successful listening, “understanding is not something that happens because of what a speaker say, the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what we know to what he hears and trying to understand what the speaker means”²⁶.

However, skill students will not be improved best without the guidance from the lecturer. The lecturer plays such a significant in building up their skills. By each lesson, the lecturer shows the ways in each stage to the student in listening comprehension. Generally, there are three stages: pre-listening, while-listening, and post-listening.

According to Richard adapted by Douglas Brown that there are micro macro skills that needed in an enable listener.

Microskills:

²⁵ Ausra Stepanoviene, *Barriers to Academic Listening : Research Perspectives*, Sustainable Multilingualism. 1 (2012), P. 134-135

²⁶ Abbas Pourhossein Gilakjani, *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement*, *Forum: Journal of Language Teaching and Research*, Vol. 2, No. 5 (September, 2011), p. 978

- a. Discriminate among the distinctive sounds of English
- b. Retain chunks of language of different length in short-term memory
- c. Recognize English stress patterns, words in stressed and unstressed position, rhythmic structure, intonation contours, and their roles in signaling information
- d. Recognize reduced forms of words
- e. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance
- f. Process speech at different rates of delivery
- g. Process speech containing pauses, errors, corrections and other performance variables
- h. Recognize grammatical words classes (nouns, verbs, etc.) systems (e.g. tense, agreement, pluralization) patterns, rules and elliptical forms.
- i. Detect sentence constituents and distinguish between major and minor constituents
- j. Recognize that a particular meaning may be expressed in different grammatical forms
- k. Recognize cohesive devices in spoken discourse

Macroskills:

- l. Recognize the communicative functions of utterances, according to situations, participants, goals.
- m. Infer situations, participants, goals using real-world knowledge.

- n. From events, ideas, and so on, described, predict outcomes, infer links and connection between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- o. Distinguish between literal and implied meanings.
- p. Use facial, kinesic, body language, and other nonverbal clues to decipher meanings.
- q. Develop and use a battery of listening strategies, us as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof²⁷.

b. The Definition of Listening Comprehension

Listening comprehension is one of the most importance processes in the English Language with the students' listening exercise can improve some other English language skills. Listening comprehension is a lesson vehicle for teaching elements of grammatical structure and allow new vocabulary items to be contextualized within a body of communicative discourse.

Listening comprehension is a process, a very complex process, and if we want to measure it, we must understand how that process works. An understanding of what we are trying to measure is the starting point for test construction. The thing we are trying to measure is called a construct. Thus, the first task of the test developer is to understand the construct, and then secondly to make a test that

²⁷ Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco : Longman, 2004), p. 121

somehow measure that construct. This is construct validity, and ensuring the right construct is being measured is the central issue in all assessment²⁸.

Listening are skill which impacts in specific ways upon the classroom context in general and upon the individual learner in particular²⁹. Listening is identifying the sounds of speech and processing into words and sentence. When process listening, it use ears to receive some words and use brain to convert the words into messages the mean something.

It has already known that ear is one of the very important of body organ, that ear is an appliance that is listening bad and good something that or listen something result text record sound or native spoken language. In teaching students comprehension as a foreign language, the people must realize that one is possible without the other. The listener in this case probably heard the actual sounds of the utterance quite clearly and oven distinguished words and listening not only helps people to speak clearly to other people. Listening is an active process of constructing meaning, and that is done by applying knowledge to the incoming sound³⁰.

Based on the statement above, the writer can conclude that listening is very important skill. Without listening we don't know what the people say or feel to us and also difficult to communicative with

²⁸ Gary Buck, *Assessing Listening*, (Cambridge University Press, 2001), p. 1

²⁹ John Field, *Listening In The Language Classroom*, (USA : Cambridge University Press, 2008), p. 56

³⁰ Andrew Wright, David Betteridge & Michael Buckby, *Games For Language Learning*, Third Edition (Cambridge University Press, 2006), p. 44

other. Because before we speak we listen first. Beside that, not only the proof of importance listening but also listening should be taught due to become a good listener and soon a good speaker.

c. Types of Listening Task

Listening process need understanding, responding, and evaluating, the teachers of English language have to choose the type of listening for the approach of listening comprehension.

The comprehension approach also favors a single type of listening task:

- 1) The listener has to identify various points of information within the next;
- 2) Listening therefore demands a high level of attention throughout the passage;
- 3) The points that are targeted are selected by the teacher or materials writer, not by listener
- 4) The listener is often required to focus upon micro-points rather than macro-one³¹.

There are many different ways of classifying task type. They can be classified according to the role of the learners: whether they are involved in reciprocal or non reciprocal listening. They can be classified according to the types of strategies demanded of the listeners: listening for gist, listening for specific information, making inferences based on what they hear, and so on.

³¹ John Field, Op.,cit p. 59

d. Types of Listening Process

Several models have been developed to explain how the listening process. Function in adults they are:

1) The Bottom-Up Model

According to the bottom-up models, listener build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentence.

2) The Top-Down Model

Top-down model emphasize the use of previous knowledge in processing a text rather than relying upon the individual sounds and words. The top-down model was developed when researchers considered the fact that experimental subjects are unable to identify truncated sounds in isolation from the words they form a part of, whereas subjects are quite able to identify truncated words so long as they are presented with the surrounding context. For example, when presented with the sound /m_/ it is not possible to predict which sound follows it.

3) The Interactive Model

An important advantage of the interactive model over hierarchical models, whether they be bottom-up or top-down, is that it allows for the possibility of individual variation in linguistic processing. From the pedagogic point of view, this opens up the

possibility of a model that is sensitive to individual learning styles, on the one hand, and group needs, on the other³².

e. The difficulties of Listening

In receiving the material in the classroom, the student will find many difficulties which they faced during learning activities occurred. That was causes of the language which being learned is not their mother tongue, which they used every day, of course it will be a problem to the students if they have not some preparation before receiving the material. The difficulties of listening are as follows:

- 1). Clustering: attending to appropriate “chunks” of language – phrases, clause constituents.
- 2). Redundancy: recognizing the kinds of repetitions, rephrasing, elaborations, and insertions that unrehearsed spoken language often contains, and benefiting from that recognition.
- 3). Reduce forms: understanding the reduce forms that may not have been a part of an English learner’s past learning experiences in classes where only formal “textbook” language has been presented.
- 4). Performance variables: being able to “weed out” hesitation, false starts, pauses, and corrections in natural speech.
- 5). Colloquial language: comprehending idioms, slang, reduced forms, shared cultural knowledge.
- 6). Rate of delivery: keeping up with the speed of delivery, processing automatically at the speaker continues.

³² David Nunan, *Second Language And Learning*, (Heinle & Heinle, 1999), p.215

- 7). Stress, rhythm, and intonation: correctly understanding prosodic elements of spoken language, which is almost always much more difficult than understanding the smaller phonological bits and pieces.
- 8). Interaction: managing the interactive flow of language from listening to speaking to listening, etc³³

³³ H.Douglas Brown, Op.,cit p. 122

CHAPTER III

REASERCH METHODOLOGY

A. The Method of Research

The researcher method in this research is a qualitative descriptive method as a case study. The writer chooses case study because a case study is a research to analyze an issue, or a problem. In this context, the issue or problem which is discussed about to investigated NEDS' difficulties TOEFL test in listening section and their strategies to overcome the difficulties encountered.

The qualitative research describes the phenomena that occurring in the social environment, this is in accordance with Robert K. Yin explained that a case study is one of the social science research methods.³⁴ The point of the study is conducted by a researcher who performed in the social environment as well as their daily lives in from of problems specific issues that were examined as detailed as possible.

According to Crosswell, the case study is an exploration of a "bounded system or a case (or multiple cases) overtime through detailed, in depth data collection involving multiple sources of information rich in context."³⁵ According to adelman stated that a case study should not be equated with observational studies as this would rule out historical case studies.³⁶

³⁴ Robert K. Yin, *Studi Kasus Desain Dan Metode (ed. Revisi)*, (Jakarta : Raja Grafindo Persada, 2003), p. 1.

³⁵ Patricia A. Duff, *Case Study Research in Applied Linguistic* (New York : Taylor and Francis Group, 2008), p. 22.

³⁶ David Nunan, *Research Method's in Language Learning* (New York : Cambridge University Press, 1992), p. 74

A case study may therefore be designed to explore and describe phenomena using various constructs, to test theory, to build theory or explanations, to generate hypotheses, to test hypotheses, or to illustrate theoretical insights by way of case vignettes. The purpose of case study is to understand the complexity and dynamic nature of the particular entity and to discover systematic connections among experiences, behaviors, and relevant features of the context. This emphasis on complexity and of a holistic understanding of the individual's knowledge or performance is.

The definition of case study presented before, emphasized that a case study is a bounded entity or instance. Although groups, organizations, and countries may be the focus of case studies, those investigating issues of a psychological or linguistic nature typically undertake the detailed description and analysis of an individual subject from whom observations, interviews, and family or life histories and other narratives provide the primary database.

Generally, the case study is strategy used on the principal questions of a regarding the "how" or "why" question. This study was conducted to control the events of the contemporary phenomenon in a real life.

B. Research Schedule

1. Time and Place of The Research

To collect the data of the research, the writer conducted a field research of Arabic Students' The State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten. The writer chooses this department because the department has good in improving

the students' skill in language ability especially in Arab Language. The students had to speak using foreign language they have to communicate to other people in the college using Arabic, and also they material is Arabic. They were usual in using foreign language, so that case makes the writer prefer to choose the Department as the place of research. Also the location of the campus is same located to the writers, that will make easier to the writer do this research. The writer started this research on March 27th until April 20th of 2017

2. The Instrument of The Research

Some instruments are needed to collect the data. Based on Louis Cohan cites that “the observer as participant is known as a researcher to the group, and maybe has less extensive contact with the group”³⁷. From the definition, the writer concludes that position of the researcher known by the other participant.

As a strengthening of the data, the writer conducts the interview and questionnaire from students about their difficulties faced when they do the tests.

C. The Participant

In this study, the writer involved the participants as the unit of second analysis. The writer chose 15 student of Arabic academic year 2017-2018 eighth semester who join TOEFL test at IAIN Banten 2017.

³⁷ Louis Cohen, *et al*, *Research Method in Education*, (New York: The Taylor & Francis e-Library, 2007), p. 404

D. The Technique of Data Collection

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

Meanwhile, Robert K. Yin mentioned that the sources of evidence used as a focus for data collecting of case study included;³⁸

- a. Documentation
- b. Archival records
- c. Interviews
- d. Direct observations
- e. Participant observations

There in completing this data the writes will use some techniques to get the authentic data as follow:

- 1). Archival records

In several research archival records is so important that it could be the object of recovery and extensive analysis. Archival records can produce qualitative and quantitative information. Numerical data (quantitative information) is often relevant and available for case studies, as well as data on non-numerical (qualitative information). Generally archival records produced for a specific purpose and a specific audience anyway.

Therefore, as a complement of the validity of a research, the writer will take the archival records the result of students' final test TOEFL in listening section from PPB (*Pusat Pengembangan Bahasa*) *IAIN Banten*, and a list of names that follow TOEFL Test. It

³⁸ Robert K. Yin, *Studi Kasus Desain Dan Metode (ed. Revisi)*, (Jakarta : Raja Grafindo Persada, 2003), p. 103

encompassed all data to clarify the interview result of the students' difficulties in listening section.

Therefore, the writes uses the formula to analyze the data from answer sheet students as follow:³⁹

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

N

P = Percentage

F = Frequency of true answer

N = Number of sample

2). Interview

Interview has an important role to strengthen the research evidence beside documentation or questionnaire, because by making the interview, the researcher can get more factual information from the informants. In other words, interview has an essential source of information for the case study.

Generally, in a case study research, the researchers used interview model of open-ended interview. This case has been described by Robert K. Yin that the researcher can ask respondents about the facts an of event besides their opinion about the event which is occur there⁴⁰. In some situations, the researchers could even ask the respondents to be able to summon their own opinion on certain events and can use these propositions as a basis for further research.⁴¹

³⁹ Louis Cohen, *op.cit.*, 411

⁴⁰ Robert K. Yin, *Studi Kasus Desain dan Metode (ed. Revisi)*, (Jakarta : Raja Grafindo Persada, 2003), p.103-109

From these explanations, the writer does the interview to get the complete data about the ability of students' of listening in TOEFL test and their barriers in listening comprehension, also the causes of the students' difficulties.

3). Questionnaire

Questionnaire include open-ended and close-ended questions. The purpose for mixing of both close-ended and open-ended response are the former is easier to collate and analyze, the responses to the later will provide more flexibility, so that the respondent can give more accurate answer based on their experiences.

E. The Technique of Data Analysis

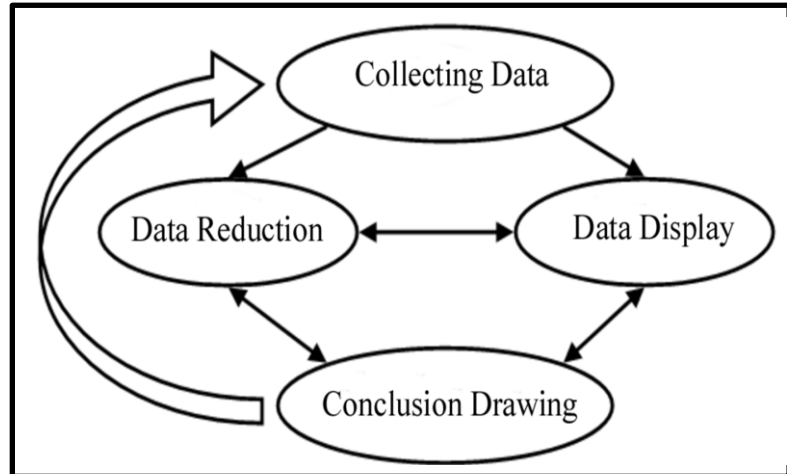
Data analysis was the next step of the research activity after the writer conducted the data which gotten. In this case, Robert K. Yin explained that there are three principles of data collection; the research should use multiple sources of evidences (such as; rational use multiple sources evidences, and demands use multiple sources evidences), creating the basic data of case study (such as; case study notes, documentation, tabulation, and narration) and maintain a range of evidence.

In this research, the data will be analyzed by using content analysis. In analyzing the data, the researcher use matrix analysis from Miles and Huberman that explain the analysis as consisting of three concurrent flows of activity: Data Reduction, Data Display, and Conclusion Drawing and Verifying.⁴²

⁴² Matthew, B. Miles & A. Michael Huberman, *Qualitative Data Analysis (Second Edition)*, (USA : Sage Publications, 1994), p. 10-12

Figure 3.1

Components of Data Analysis : Interactive Model



a. Data Reduction

Data reduction referred to the process of selecting, simplifying, abstracting, and transforming the data that appeared in written-up field notes or transcriptions. Data reduction often forced choices about which aspects of the assembled data should be emphasizes, minimized, or set aside completely for the purpose of the research.

b. Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. Looking at displays helps us to understand what is happening and to do something, either analyze further or take action, based on that understanding.

c. Conclusion Drawing and Verification

The third stream of analysis is conclusion drawing and verification. From the start of data collection, the qualitative analyst is beginning to decide what things mean. This is not done in a single step. The analyst is looking for regularities, patterns, explanations, possible configurations, causal flows, and propositions. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing. It is used to describe all of the data that will be collected to be written in the conclusion, which is easily understood by the researcher and others.

CHAPTER IV

RESEARCH FINDING

A. Data Description

In this chapter, the writer would like to present the description of data collection. The population of this study was taken from a student of Arabic The State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten who join TOEFL test in University academic year 2017/2018.

Data of the research was taken from archival records of students TOEFL test result. In this research, the writer involved participants are included of 15 students of Arabic. The goal of the research is intended to find out the accurate data in accord with the research title. To know the result of data gained from the research, the writer describes the data in other make it easy to be analysed by presenting the result of identification and classification.

The following section will describe the result of the investigation by conducting interviews and the result of data TOEFL test, to become reinforcements for the accuracy of the study which are followed by discussion and finding.

B. Analysis of Data

According to Patton that quoted by Kasiram, the data analysis is the process of arranging the order of the data, organizing it in a pattern,

category and description of the basic unit⁴³. The data analysis was intended to organize the data, the data collected are numerous and consist of field notes and comments of the researcher, images, photographs, documents such as report, biographies and articles.

After requiring the data collection, the next step is data processing or data analysis base on the result of test.

1. Preliminaries

- a. Check the result of tests

2. Tabulation

- a. Check the score on item tests

- b. Given a score on items tests

3. Distributing the score of the test by counting on percentage according to the formula that the formula of data processing technique the writer uses is descriptive analysis technique (percentage), with the percentage from the frequency of information and divided with number of case, the formula follows:

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

P = Percentage

F = Frequency of true answer

N = Number of sample

In other hand, the data will be analyzed by using content analysis. In analyzing the data, the researcher used matrix analysis from

⁴³ Moh. Kasiram, *Metodologi Penelitian Kualitatif-Kuantitatif*, (2010, Malang, UIN Maliki Press), 288

Miles and Huberman that explain the analysis as consisting of three concurrent flows of activity:

- a. Data Reduction
- b. Data Display
- c. Conclusion Drawing and Verifying.⁴⁴

C. The Result of Data Test

From the test result of the students the writer have the archival records of students' final test TOEFL in listening section from PPB (*Pusat Pengembangan Bahasa*) IAIN Banten there are 32 students join TOEFL test. The participant did the cloze test taken from TOEFL preparation course of listening section. They did the test three times which consist of a series of meeting. Check the result of tests and then classified the score.

Table 4.1
The Students' Result of Listening Section

NO	INITIAL NAME	INSTRUMENT	SCORE		CRITERIA OF STUDENTS' UNDERSTANDING
			TRUE	FALSE	
1	AJ	50	8	42	Very Low Understanding
2	FDD	50	7	43	Very Low Understanding
3	H	50	16	34	Low Understanding
4	HN	50	11	39	Low Understanding
5	IS	50	14	36	Low Understanding
6	LS	50	10	40	Very Low Understanding

⁴⁴ MattheW, B. Miles & A. Michael Huberman, *Qualitative Data Analysis (Second Edition)*, (USA : Sage Publications, 1994), p. 10-12

7	M	50	8	42	Very Low Understanding
8	NEN	50	11	39	Low Understanding
9	NK	50	12	38	Low Understanding
10	R	50	13	37	Low Understanding
11	RDS	50	7	43	Very Low Understanding
12	RS	50	16	34	Low Understanding
13	US	50	12	38	Low Understanding
14	UH	50	14	36	Low Understanding
15	YA	50	8	42	Very Low Understanding
16	RN	50	12	38	Low Understanding
17	DMW	50	11	39	Low Understanding
18	KK	50	9	41	Very Low Understanding
19	SRK	50	11	39	Low Understanding
20	RN	50	13	37	Low Understanding
21	B	50	13	37	Low Understanding
22	M	50	13	37	Low Understanding
23	LBK	50	9	41	Very Low Understanding
24	IF	50	13	37	Low Understanding
25	TM	50	9	41	Very Low Understanding
26	SH	50	11	39	Low Understanding
27	MRSN	50	16	34	Low Understanding
28	SLSF	50	3	47	very Understanding
29	EH	50	12	38	Low Understanding
30	ARF	50	8	42	Very Low Understanding
31	HRMN	50	8	42	Very Low Understanding
32	A	50	11	39	Low Understanding

From the table above, the writer presents the results of participants' test, includes the number students of corrects answer from 50 instruments, then the writer calculate with formula and then make the understanding category uses the formula:

SCORE	CATEGORY
41- 50	Very High Understanding
31- 40	High Understanding
21- 30	Medium Understanding
11- 20	Low Understanding
1- 10	Very Low Understanding

D. The Data From Questionnaire

The writer collects the data of questionnaire, the data description showed by tabulation which is conducted by the writer to explain clearly about the difficulties in learning listening dialogue. In this section, we will see that the close-ended and open-ended questionnaire conducted also the participant checklist of questionnaire sheets.

Table 4.2
The Student's Problems on TOEFL in Listening Section

NO	INITIAL NAME	NO	PROBLEMS	FREQUENCY			
				NEVER	SELDOM	OFTEN	ALWAYS
1	AJ	1	Less of vocabularies knowledge				✓
		2	Less self confidence	✓			
		3	Less of concentration			✓	
		4	Difficult in making the prediction of what the speakers' talk about			✓	
		5	Difficult in guessing unknown words or phrase			✓	
		6	Difficult in recognizing the main points		✓		
		7	Feeling depressed when find difficult		✓		
2	FDD	1	Less of vocabularies knowledge			✓	
		2	Less self confidence		✓		
		3	Less of concentration			✓	
		4	Difficult in making the prediction of what the speakers' talk about			✓	
		5	Difficult in guessing unknown words or phrase			✓	
		6	Difficult in recognizing the main points				✓
		7	Feeling depressed when find difficult	✓			
		1	Less of vocabularies knowledge			✓	

3	H	2	Less self confidence			✓	
		3	Less of concentration		✓		
		4	Difficult in making the prediction of what the speakers' talk about			✓	
		5	Difficult in guessing unknown words or phrase		✓		
		6	Difficult in recognizing the main points		✓		
		7	Feeling depressed when find difficult		✓		
		4	HN	1	Less of vocabularies knowledge		
2	Less self confidence				✓		
3	Less of concentration				✓		
4	Difficult in making the prediction of what the speakers' talk about					✓	
5	Difficult in guessing unknown words or phrase				✓		
6	Difficult in recognizing the main points					✓	
7	Feeling depressed when find difficult				✓		
5	IS	1	Less of vocabularies knowledge				✓
		2	Less self confidence			✓	
		3	Less of concentration			✓	
		4	Difficult in making the prediction of what the speakers' talk about		✓		
		5	Difficult in guessing unknown words or phrase		✓		
		6	Difficult in recognizing the main points			✓	
		7	Feeling depressed when find difficult		✓		
6	LS	1	Less of vocabularies knowledge		✓		
		2	Less self confidence			✓	
		3	Less of concentration			✓	
		4	Difficult in making the prediction of what the speakers' talk about			✓	
		5	Difficult in guessing unknown words or phrase		✓		
		6	Difficult in recognizing the main points		✓		
		7	Feeling depressed when find difficult		✓		
		1	Less of vocabularies knowledge			✓	
		2	Less self confidence		✓		
		3	Less of concentration			✓	
		4	Difficult in making the prediction of			✓	

7	M		what the speakers' talk about				
		5	Difficult in guessing unknown words or phrase		✓		
		6	Difficult in recognizing the main points		✓		
		7	Feeling depressed when find difficult		✓		
8	NEN	1	Less of vocabularies knowledge				✓
		2	Less self confidence		✓		
		3	Less of concentration			✓	
		4	Difficult in making the prediction of what the speakers' talk about		✓		
		5	Difficult in guessing unknown words or phrase		✓		
		6	Difficult in recognizing the main points			✓	
		7	Feeling depressed when find difficult			✓	
9	NK	1	Less of vocabularies knowledge			✓	
		2	Less self confidence		✓		
		3	Less of concentration			✓	
		4	Difficult in making the prediction of what the speakers' talk about		✓		
		5	Difficult in guessing unknown words or phrase		✓		
		6	Difficult in recognizing the main points			✓	
		7	Feeling depressed when find difficult			✓	
10	R	1	Less of vocabularies knowledge			✓	
		2	Less self confidence			✓	
		3	Less of concentration		✓		
		4	Difficult in making the prediction of what the speakers' talk about			✓	
		5	Difficult in guessing unknown words or phrase		✓		
		6	Difficult in recognizing the main points		✓		
		7	Feeling depressed when find difficult		✓		
11	RDS	1	Less of vocabularies knowledge			✓	
		2	Less self confidence		✓		
		3	Less of concentration			✓	
		4	Difficult in making the prediction of what the speakers' talk about				✓
		5	Difficult in guessing unknown words or phrase				✓

		6	Difficult in recognizing the main points			✓	
		7	Feeling depressed when find difficult		✓		
12	RS	1	Less of vocabularies knowledge				✓
		2	Less self confidence			✓	
		3	Less of concentration				✓
		4	Difficult in making the prediction of what the speakers' talk about				✓
		5	Difficult in guessing unknown words or phrase		✓		
		6	Difficult in recognizing the main points		✓		
		7	Feeling depressed when find difficult			✓	
13	US	1	Less of vocabularies knowledge			✓	
		2	Less self confidence				✓
		3	Less of concentration				✓
		4	Difficult in making the prediction of what the speakers' talk about				✓
		5	Difficult in guessing unknown words or phrase			✓	
		6	Difficult in recognizing the main points		✓		
		7	Feeling depressed when find difficult	✓			
14	UH	1	Less of vocabularies knowledge			✓	
		2	Less self confidence		✓		
		3	Less of concentration				✓
		4	Difficult in making the prediction of what the speakers' talk about		✓		
		5	Difficult in guessing unknown words or phrase			✓	
		6	Difficult in recognizing the main points			✓	
		7	Feeling depressed when find difficult			✓	
15	YA	1	Less of vocabularies knowledge			✓	
		2	Less self confidence				✓
		3	Less of concentration				✓
		4	Difficult in making the prediction of what the speakers' talk about		✓		
		5	Difficult in guessing unknown words or phrase			✓	
		6	Difficult in recognizing the main points			✓	
		7	Feeling depressed when find difficult	✓			

Table 4.2 shows that kind of students' difficulties of themselves when answer the TOEFL questions. For the result of questionnaire, we will see at the next section.

Table 4.3
The Material Problems Felt by Students

NO	INITIAL NAME	NO	PROBLEMS	FREQUENCY			
				NEVER	SELDOM	OFTEN	ALWAYS
1	AJ	1	Less in understanding of grammatical sentence				✓
		2	Less in understanding of idioms			✓	
		3	Difficult in understanding long listen			✓	
		4	Difficult in listening of speech speedy		✓		
		5	Difficult in understanding different accents				✓
		6	Difficult in understanding unfamiliar topic				✓
		7	Difficult in understanding of the content			✓	
2	FDD	1	Less in understanding of grammatical sentence		✓		
		2	Less in understanding of idioms		✓		
		3	Difficult in understanding long listen			✓	
		4	Difficult in listening of speech speedy		✓		
		5	Difficult in understanding different accents		✓		
		6	Difficult in understanding unfamiliar topic				✓
		7	Difficult in understanding of the content				✓
		1	Less in understanding of grammatical sentence				✓
		2	Less in understanding of idioms				✓

3	H	3	Difficult in understanding long listen		✓		
		4	Difficult in listening of speech speedy			✓	
		5	Difficult in understanding different accents			✓	
		6	Difficult in understanding unfamiliar topic				✓
		7	Difficult in understanding of the content		✓		
4	HN	1	Less in understanding of grammatical sentence			✓	
		2	Less in understanding of idioms			✓	
		3	Difficult in understanding long listen			✓	
		4	Difficult in listening of speech speedy				✓
		5	Difficult in understanding different accents		✓		
		6	Difficult in understanding unfamiliar topic			✓	
		7	Difficult in understanding of the content			✓	
5	IS	1	Less in understanding of grammatical sentence			✓	
		2	Less in understanding of idioms			✓	
		3	Difficult in understanding long listen				✓
		4	Difficult in listening of speech speedy			✓	
		5	Difficult in understanding different accents				✓
		6	Difficult in understanding unfamiliar topic		✓		
		7	Difficult in understanding of the content		✓		
6	LS	1	Less in understanding of grammatical sentence		✓		
		2	Less in understanding of idioms		✓		
		3	Difficult in understanding long listen			✓	
		4	Difficult in listening of speech speedy				✓
		5	Difficult in understanding different accents		✓		
		6	Difficult in understanding unfamiliar topic		✓		

		7	Difficult in understanding of the content		✓		
7	M	1	Less in understanding of grammatical sentence			✓	
		2	Less in understanding of idioms			✓	
		3	Difficult in understanding long listen			✓	
		4	Difficult in listening of speech speedy				✓
		5	Difficult in understanding different accents			✓	
		6	Difficult in understanding unfamiliar topic			✓	
		7	Difficult in understanding of the content				✓
8	NEN	1	Less in understanding of grammatical sentence		✓		
		2	Less in understanding of idioms		✓		
		3	Difficult in understanding long listen			✓	
		4	Difficult in listening of speech speedy			✓	
		5	Difficult in understanding different accents			✓	
		6	Difficult in understanding unfamiliar topic			✓	
		7	Difficult in understanding of the content			✓	
9	NK	1	Less in understanding of grammatical sentence			✓	
		2	Less in understanding of idioms			✓	
		3	Difficult in understanding long listen				✓
		4	Difficult in listening of speech speedy			✓	
		5	Difficult in understanding different accents			✓	
		6	Difficult in understanding unfamiliar topic		✓		
		7	Difficult in understanding of the content			✓	
		1	Less in understanding of grammatical sentence			✓	
		2	Less in understanding of idioms			✓	
		3	Difficult in understanding long listen		✓		

10	R	4	Difficult in listening of speech speedy		✓		
		5	Difficult in understanding different accents		✓		
		6	Difficult in understanding unfamiliar topic			✓	
		7	Difficult in understanding of the content		✓		
11	RDS	1	Less in understanding of grammatical sentence			✓	
		2	Less in understanding of idioms				✓
		3	Difficult in understanding long listen				✓
		4	Difficult in listening of speech speedy				✓
		5	Difficult in understanding different accents			✓	
		6	Difficult in understanding unfamiliar topic				✓
		7	Difficult in understanding of the content				✓
12	RS	1	Less in understanding of grammatical sentence			✓	
		2	Less in understanding of idioms			✓	
		3	Difficult in understanding long listen		✓		
		4	Difficult in listening of speech speedy		✓		
		5	Difficult in understanding different accents		✓		
		6	Difficult in understanding unfamiliar topic			✓	
		7	Difficult in understanding of the content			✓	
13	US	1	Less in understanding of grammatical sentence		✓		
		2	Less in understanding of idioms		✓		
		3	Difficult in understanding long listen			✓	
		4	Difficult in listening of speech speedy			✓	
		5	Difficult in understanding different accents			✓	
		6	Difficult in understanding unfamiliar topic		✓		
		7	Difficult in understanding of the			✓	

			content				
14	UH	1	Less in understanding of grammatical sentence				✓
		2	Less in understanding of idioms			✓	
		3	Difficult in understanding long listen			✓	
		4	Difficult in listening of speech speedy			✓	
		5	Difficult in understanding different accents		✓		
		6	Difficult in understanding unfamiliar topic		✓		
		7	Difficult in understanding of the content				✓
15	YA	1	Less in understanding of grammatical sentence		✓		
		2	Less in understanding of idioms			✓	
		3	Difficult in understanding long listen			✓	
		4	Difficult in listening of speech speedy		✓		
		5	Difficult in understanding different accents			✓	
		6	Difficult in understanding unfamiliar topic			✓	
		7	Difficult in understanding of the content				✓

Table 4.3, shows the difficult faced by the students about the material on TOEFL in listening section. Not only of the internal problems of themselves, but also the material in TOEFL is affects the difficulties.

E. The Result from Interview

To find out the reason why the students got difficulties in TOEFL test especially in listening section, the writer did an interview to all students of Arabic who join the TOEFL test. In doing her interview, the writer gave for about eleven questions related to the topic

and teaching learning English especially in listening comprehension which must be answered by the students. After the writer finished interviewing, the writer found some reason why they got the difficulties in learning English material especially in listening comprehension.

According to the interview, there are some factors causing students difficult in learning listening. The difficulties happened because there were many students who haven't mastered in the vocabularies, because the influence factor is the students' habit in learning foreign language prefer Arabic than English, it cause that they felt that English was difficult in pronouncing well. Beside that the most influence is that the students' not like English language, they are very like Arabic. It is caused they was difficult in learning English. Consequently the students not understand what the native speaker talks about when they do TOEFL test in Listening section. But in this case they have some difficulties in encouraging their English skill caused many factors which have been stated by the writer before

F. The Interpretation Data

After conducting several stages of data analysis of case study research, starting by the score of test and interview. The writer concludes the data collection by making tabulation and percentages as follows:

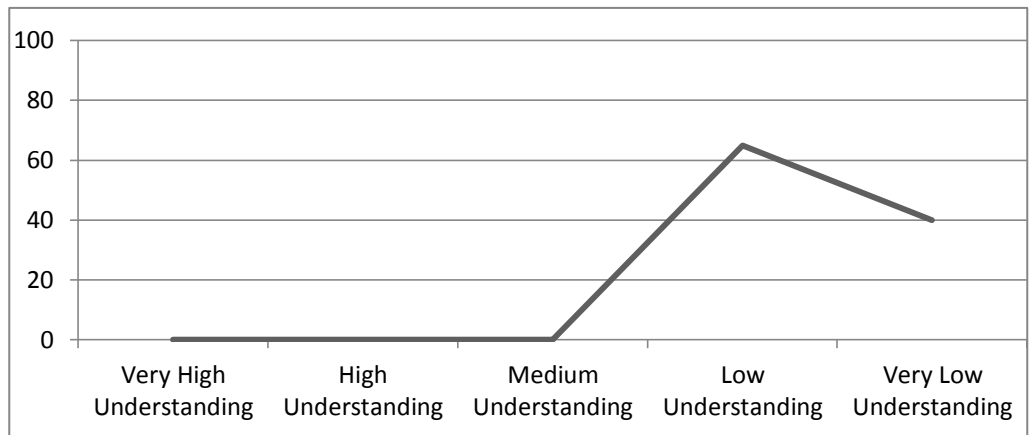
1. Student's Classification Scores

Table 4.4

Student's Classification Score

NO	SCORE	RESPONDENT	NUMBER OF STUDENT	CRITERIA	PERCENTAGE
1	41-50	32	-	Very High Understanding	0%
2	31-40	32	-	High Understanding	0%
3	21-30	32	-	Medium Understanding	0%
4	11-20	32	21	Low Understanding	65%
5	1-10	32	11	Very low Understanding	35%

Figure 4.1
Students' Classification Scores



The figure 4.1 shows that level understanding of the students was low, by percentage 60% and 40% very low understanding. It means that the students unfamiliar to do the TOEFL in listening

section, but this is not a failure of the students, because they introduced by TOEFL recently.

2. Students' Problems

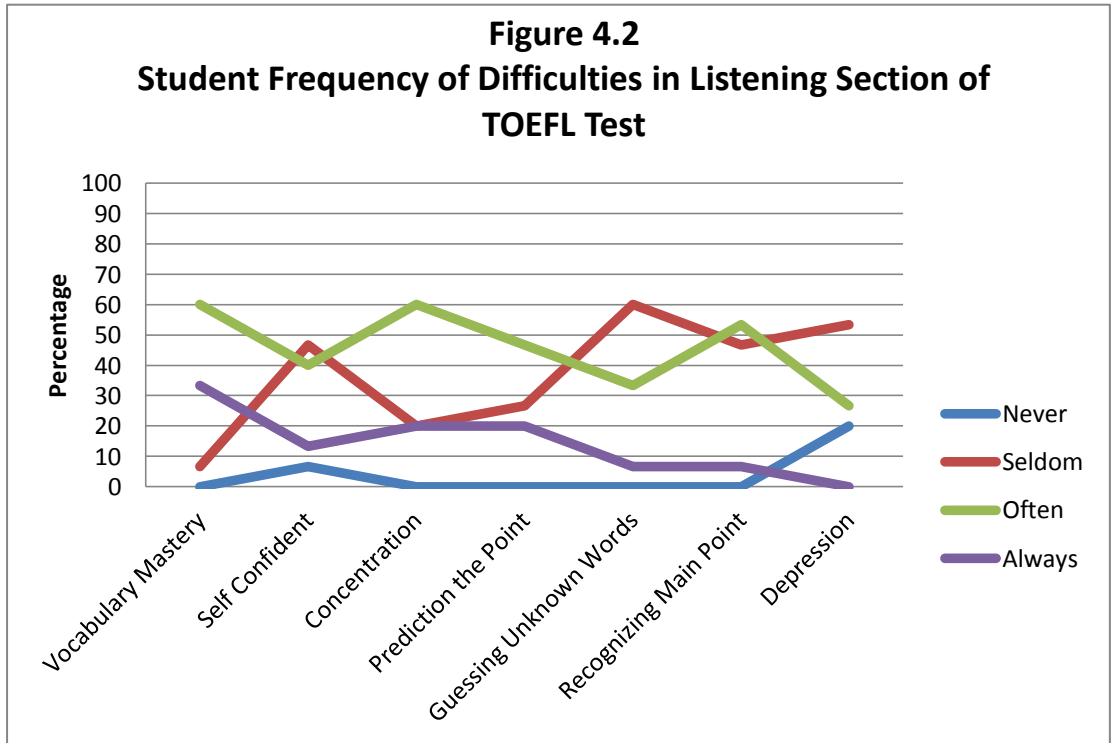
Table 4.5

**The Questionnaire Result of Students' Difficulties in Listening
Section of TOEFL Test**

NO	THE PROBLEMS	RESPONDENT	FREQUENCY			
			NEVER	SELDOM	OFTEN	ALWAYS
1	Less of vocabularies knowledge	15	0	1	9	5
2	Less self confidence	15	1	7	6	2
3	Less of concentration	15	0	3	9	3
4	Difficult in making the prediction of what the speakers' talk about	15	0	4	7	3
5	Difficult in guessing unknown words or phrase	15	0	9	5	1
6	Difficult in recognizing the main points	15	0	6	8	1
7	Feeling depressed when find difficult	15	3	8	4	0
Total			4	38	48	15

Table 4.6
The Percentage of Students' Difficulties in Listening Section of
TOEFL Test

NO	THE PROBLEMS	FREQUENCY			
		NEVER	SELDOM	OFTEN	ALWAYS
1	Less of vocabularies knowledge	0%	6.67%	60%	33.3%
2	Less self confidence	6.67%	46.67%	40%	13.3%
3	Less of concentration	0%	20%	60%	20%
4	Difficult in making the prediction of what the speakers' talk about	0%	26.67%	46.67%	20%
5	Difficult in guessing unknown words or phrase	0%	60%	33.3%	6.67%
6	Difficult in recognizing the main points	0%	46.67%	53.3%	6.67%
7	Feeling depressed when find difficult	20%	53.3%	26.67%	0%



From the chart above, we can see that how much the difficulties faced by the students which is coming from themselves, include the dominant problem are; 33.3% often of finding the problem of vocabulary knowledge, 46.67% seldom of feeling less of self confident when doing test, 60% often of feeling less concentration, 46.67% often of feeling difficult in making prediction of what the speaker talk about, 60% seldom of feeling difficult in guessing unknown words or phrases, 53.3% difficult to recognize the main point of the speaker and 53.3% seldom of feeling depression when facing the difficulties in listening section.

3. Material Problems

It should be noted that in addition the difficulties occurred to the students themselves, but the material of TOEFL preparation course of short dialogue test has many difficulties felt by the students who unfamiliar and seldom to listen to the native speaker. Furthermore the explanation will describe on table below:

Table 4.7

The Questionnaire Result of Students' Difficulties in Listening Section of TOEFL Test

NO	THE PROBLEMS	RESPONDENT	FREQUENCY			
			NEVER	SELDOM	OFTEN	ALWAYS
1	Less in understanding of grammatical sentence	15	0	5	7	3
2	Less in understanding of idioms	15	0	4	9	2
3	Difficult in understanding long listening	15	0	3	9	2

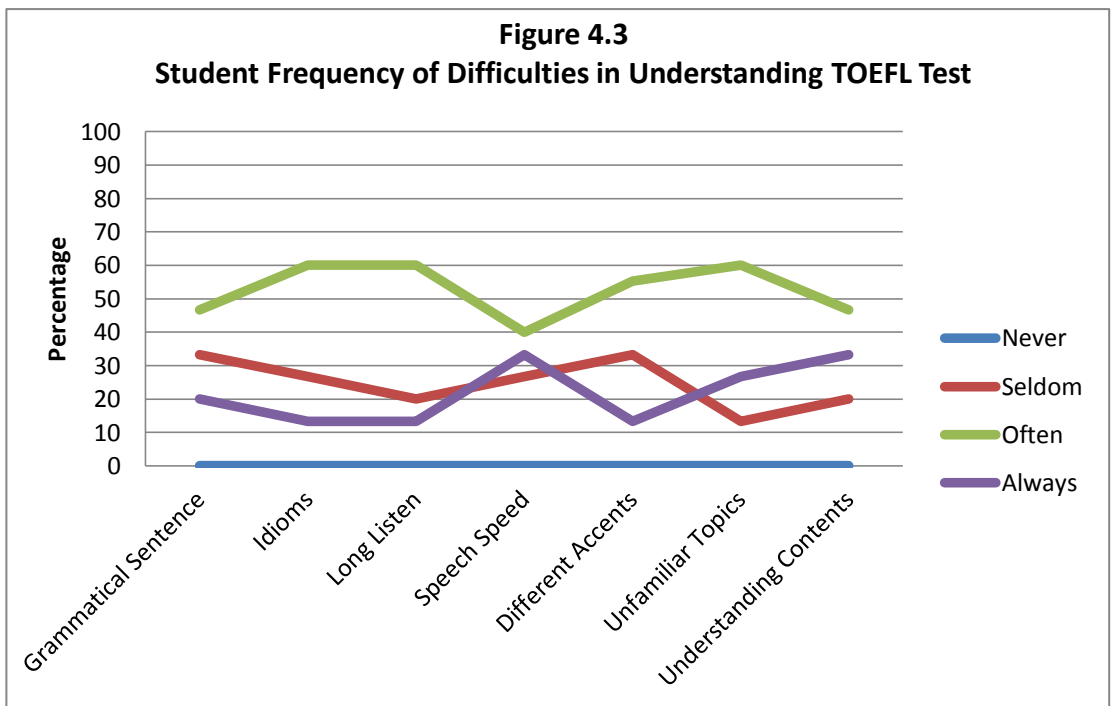
4	Difficult in listening of speech speed	15	0	5	6	5
5	Difficult in understanding different accents	15	0	5	8	2
6	Difficult in understanding unfamiliar topic	15	0	2	9	4
7	Difficult in understanding of the contents	15	0	3	7	5
Total			0	27	55	23

For making the easier analysis, the writer has done the percentage of material difficulties which has been collected from the data of questionnaire consist from 15 students as participants, the result are include the dominants problem in material such as; 46.67% of the students often difficult in understanding the grammatical sentence, 60% they often difficult in understanding idioms from the test, 60% they often difficult in doing the long listening, 40% they often difficult of speed speech of the speaker, 53.3% they often difficult in understanding different accents, 60% they often difficult in understanding unfamiliar topic, and 46.67% they often finding the difficulties in understanding the contents. Then the sharpen explanations will be mention on the table 4.8 and figure 4.3 as follows:

Table 4.8
The Percentage of Students' Difficulties in Material Listening
Section of TOEFL Test

NO	THE PROBLEMS	FREQUENCY			
		NEVER	SELDOM	OFTEN	ALWAYS
1	Less in understanding of grammatical sentence	0%	33.3%	46.67%	20%
2	Less in understanding of idioms	0%	26.67%	60%	13.3%

3	Difficult in understanding long listening	0%	20%	60%	13.3%
4	Difficult in listening of speech speed	0%	33.3%	40%	33.3%
5	Difficult in understanding different accents	0%	33.3%	53.3%	13.3%
6	Difficult in understanding unfamiliar topic	0%	13.3%	60%	26.67%
7	Difficult in understanding of the contents	0%	20%	46.67%	33.3%



Based on the results of data that has been presented, there are several categories of difficulty listening type that has been described by H. Douglas Brown. The difficulties of listening are as follows:

1. Clustering 60%
2. Interaction 53.3%

3. Colloquial Language 60%
4. Stress, Rhythm, and Intonation 40%
5. Rate of Delivery 40%

4. How do the students overcome their difficulties?

In this section, the writer gave the open-ended interview to the participants on what the students' manner to overcome their difficulties in listening.

After participating in several stages of the activities provided by observer, the students can infer what their weaknesses are in doing listening of TOEFL test. Therefore, the students can able consciously to make their plans to overcome their problems in listening.

The following table, explore the students' opinion as their problem solving below:

Table 4.9

The Students' Opinion to Solve Their Difficulties in Learning Listening

NO	INITIAL	STUDENTS' MANNER
1	AJ	I will ask the lecture when I'm not understand the material to explain again the material
2	FDD	I will seek out new vocabularies and listening English music
3	H	I have to prepare before doing TOEFL test by open dictionary
4	HN	I will understand the sentence and add vocabulary
5	IS	I will study harder every day
6	LS	I will listen English music and remembering the

		lyrics
7	M	I will listen English music and translate the lyrics into Indonesia and I will study more the grammatical sentence
8	NEN	I will more seek out the vocabulary and listening English such as speech or music
9	NK	I will study harder in grammatical sentence and seek out new vocabulary
10	R	I will more conversation with English language
11	RDS	I will join the course and remember the vocabularies
12	RS	I will remember new vocabularies, conversation with English language or listen English music
13	US	I will listen English music and conversation English language step by step
14	UH	I have to give motivation with friends and conversation with them and listening music English
15	YA	I will focus to explain from lecture and the practice

According to the table, the writer can interpret some points of students' planning to overcome their difficulties such as:

- a. Asking to the lecturer the unknown the material
- b. Asking the unknown the new vocabulary
- c. Listen English music by remembering the lyrics for new vocabulary

- d. More often practice conversation with English language
- e. Open the dictionary before doing the test
- f. Give motivation
- g. Study hard and improving the vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

B. Conclusion

Finally, the writer gets results from the various stages of data collection and the writers has been analyse the data collected by making the conclusions below:

1. There are two types of students' difficulties in listening section those are students' problem and materials' problem that has been found some percentage. For more details, here are the result. We can see that how much the difficulties faced by students problems which is come from themselves, include the dominant problems are; 33.3% often of finding the problem of vocabulary knowledge, 46.67% seldom of feeling less of self confident when doing test, 60% often of feeling less concentration, 46.67% often of feeling difficult in making prediction of what the speaker talk about, 60% seldom of feeling difficult in guessing unknown words or phrases, 53.3% difficult to recognize the main point of the speaker and 53.3% seldom of feeling depression when facing the difficulties in listening section. Meanwhile, the results are included the dominants problems in the material such as; 46.67% of the students often difficult in understanding the grammatical sentence, 60% they often difficult in understanding idioms from the test, 60% they often difficult in doing the long listening, 40% they often difficult of speed speech of the speaker, 53.3% they

often difficult in understanding different accents, 60% they often difficult in understanding unfamiliar topic, and 46.67% they often finding the difficulties in understanding the contents.

2. There are some points of the students' manner to overcome their difficulties are: Asking to the lecturer the unknown the material, asking the unknown the new vocabulary, listen English music by remembering the lyrics for new vocabulary, often practice conversation with English language, open the dictionary before doing the test, give motivation, study hard and improving the vocabulary mastery.

C. Suggestion

Considering the result of this study, the writer would like to give some suggestion. They are as follows:

For the students

1. The students can be used information provides to minimize the difficulties they encountered in the process of learning English
2. The students should be more active in practicing English ability such as by making English daily conversation in the classroom and encouraging English knowledge by listening to many course
3. The students must have a great motivation on themselves that more enthusiast in learning English, especially in developing their listening skill
4. The students can usual to do the listening test, and more often to listen the English announcements or news.

5. The last, it is suggested for further researchers to involve larger respondents from more than one department in order to get better findings that will represent the study better.

For lecturers,

1. Hopefully by looking at the information provided in this study about difficulties faced by NEDS in TOEFL test and their strategy used to overcome the difficulties,
2. The lectures can decide which teaching strategies can be used to help the students improving their listening skills and can help them to overcome their problem in learning listening, make the students interested when they study English, and actively involved in the activities.
3. The lecturers can habituate the students' to do any listening test like TOEFL not only for one time, but also more than it, in order the students' can learn and usual to do the listening test. So that they will have a lot of prepares to do TOEFL test

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