

AN UNDERGRADUATE THESIS

**A STUDY ON DIFFICULTIES OF LISTENING COMPREHENSION
OF TOEFL AT STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO**



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**STATE ISLAMIC COLLEGE (STAIN) JURAI SIWO METRO
1434 H / 2013 M**

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ABSTRAK

Oleh:

ANGGA SETIAWAN

Test of English As a Foreign Language (TOEFL) adalah bagian yang tidak dapat dipisahkan dari pembelajaran bahasa Inggris. Tes ini dibutuhkan untuk mengetahui kemampuan bahasa Inggris siswa dalam bidang akademik. Banyak negara yang menggunakan TOEFL sebagai persyaratan untuk dapat masuk ke universitas atau memperoleh beasiswa. Ada tiga bagian dalam TOEFL, yaitu *Listening Comprehension*, *Structure and written expression* dan *Reading Comprehension*. Meskipun demikian, banyak siswa yang mengalami kesulitan dalam menjawab pertanyaan-pertanyaan TOEFL khususnya dalam bagian listening comprehension.

Tujuan dari penelitian ini adalah untuk mengetahui kesulitan siswa dalam menjawab soal TOEFL bagian listening comprehension dan untuk mengetahui strategi-strategi yang dapat digunakan dalam menjawab soal-soal TOEFL dalam listening comprehension. Karakteristik dalam penelitian ini adalah penelitian kualitatif dengan menggunakan pendekatan studi kasus. Objek penelitian adalah 20 siswa dari semester delapan program studi pendidikan bahasa inggris tahun akademik 2012/2013 yang telah mengikuti tes TOEFL. Teknik pengumpulan data yang digunakan adalah dokumentasi dan wawancara dan untuk teknik analisis data menggunakan model miles dan hubberman.

Hasil dari penelitian menunjukkan bahwa terdapat 5 item pertanyaan dalam TOEFL khususnya listening comprehension, yakni main idea question, detail question, inference and implied, asking behavior question, dan organization question. Hasil analisa data menunjukkan jumlah kesulitan-kesulitan dalam menjawab pertanyaan dalam TOEFL bagian listening comprehension yaitu main idea question sebanyak 20%, detail question sebanyak 22%, inference and implied question sebanyak 24%, asking behavior question sebanyak 22% dan organization question 12%.

Penelitian ini menghasilkan kesimpulan bahwa sebagian besar siswa menghadapi kesulitan dalam menjawab berbagai jenis pertanyaan dalam listening comprehension section of TOEFL. Jenis pertanyaan yang memiliki jumlah kesulitan terbesar dalam listening comprehension pada TOEFL adalah inference and implied question.

A STUDY ON DIFFICULTIES OF LISTENING COMPREHENSION OF TOEFL AT STATE ISLAMIC COLLEGE OF JURAI SIWO METRO

ABSTRACT

By:

ANGGA SETIAWAN

Test of English as a foreign language (TOEFL) is an inseparable part of English. It needs to know the student's English ability in an academic setting. Many countries used TOEFL as the requirement to enter into the university or attain scholarship. There are three sections in TOEFL namely, *Listening Comprehension, Structure and written expression and Reading Comprehension*. Nevertheless, most of students has problems to answer the questions of TOEFL especially in the listening comprehension section.

The goal of this research is to figure out what are the difficulties faces by students in the listening comprehension section of TOEFL and to know the strategies uses to answer the questions of listening comprehension of TOEFL. The characteristic in this study is a qualitative research by using case study approach. The object of the research is 20 students of eight semester of English education study program in academic year 2012/2013 who already followed the TOEFL. The data were collected by documentation and interview and miles and hubberman model was used to analyze the data.

The result of this research shows that there are 5 type of question in listening comprehension section of TOEFL namely main idea question, detail question, inference and implied question, asking behavior question and organization question. The result of data analysis illustrated the frequency of listening comprehension error in main idea question was 20%, detail question was 22%, inference and implied question was 24%, asking behavior question was 22% and organization question was 12%.

The conclusion of this research was that mostly, the students still have difficulties to any type of question in the listening comprehension section of TOEFL. The type of question that has the biggest number of difficulties in the listening comprehension section of TOEFL was inference and implied question.

DEDICATION PAGE

This undergraduate thesis is dedicated to:

- My beloved parents, Father and Mother. The biggest thanks go to both of you. I highly love you very much.
- My beloved sister, Vina Rahma Aulia. Thanks for giving spirit and smile.
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The research proposal entitles “A study on difficulties of listening comprehension of TOEFL at State Islamic College (Stain) of Jurai Siwo Metro.” The writer can not stand alone, there were many persons who contributed their meaningful hands in accomplishing his research. His big thanks to both of advisor, Widhiya Ninsiana M.Hum and Dr. Zainal Abidin, M.Ag. May Allah SWT gives them His better reward for their spending time to support and guide during the research writing process. His deepest gratitude also goes to his parents and all family who are never tried to empower his spirit.

Nobody is perfect. The writer do apologizes for all mistakes he has made in writing and presentation items. Hopefully, this research can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, August 30, 2013

The writer,

ANGGA SETIAWAN
ST.N 0952647

TABLE OF CONTENTS

TITLE.....	i
ABSTRACT.....	ii
APPROVAL PAGE.....	
iii	
RATIFICATION PAGE.....	
iv	
STATEMENT OF RESEARCH ORIGINALITY.....	v
MOTTO.....	
vi	
DEDICATION PAGE.....	
vii	
ACKNOWLEDGEMENT.....	
viii	
TABLE OF CONTENT.....	
ix	
LIST OF FIGURES.....	
xii	
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Focus of The Study.....	3
1. Problem Limitation.....	3

2.	Problem Formulation.....	4
3.	Objectives and Benefits of the Study.....	4
C.	Prior Research.....	5
CHAPTER II	THE LITERATURE REVIEW	7
A.	The Problem of Listening Comprehension.....	7
B.	Test of English as a Foreign Language (TOEFL).....	15
1.	History of TOEFL.....	16
2.	Types of TOEFL.....	18
3.	Section of TOEFL.....	20
C.	Listening Comprehension.....	23
1.	Concept of TOEFL listening comprehension.....	23
2.	Strategies for listening comprehension.....	27
CHAPTER III	RESEARCH METHODOLOGY.....	33
A.	Type and Characteristics of the Research.....	33
B.	Data Resource.....	34
C.	Data Collecting Technique.....	35
D.	Data Analysis Technique.....	35
E.	Approach.....	36
CHAPTER IV	RESULT OF THE RESEARCH.....	38

A. Description of research setting.....	38
1. STAIN Jurai Siwo Metro.....	38
2. English Education Study Program.....	41
B. General description of research data.....	44
C. Description of data analysis.....	45
CHAPTER V CONCLUSION AND SUGGESTION.....	54
A. Conclusion.....	54
B. Suggestion.....	
55	
BIBLIOGRAPHY	56
APPENDICES	58
CURRICULUM VITAE.....	59

CHAPTER I

INTRODUCTION

A. Background

In the context of English language teaching as a foreign language in Indonesia, the teaching and learning of listening is one of particular important. Test of English as a foreign language (TOEFL) as a standar test for the nonnative speaker is commonly used to measure the level of English proficiency.

TOEFL is a test to assess the ability of individual to use and to understand [English](#) in an academic setting. It is required primarily by English language college and universities. Additionally, institution such as government agencies, businesses or scholarship programs may require this test. The TOEFL currently exists in both a paper format and computer format.

At first, TOEFL is an inseparable part of English. It is consists of four section that are listening comprehension, structure and written expression, reading comprehension and Test of Written English (TWE). Yet, in the present days State Islamic College of Jurai Siwo Metro uses three sections of test namely listening comprehension, structure and written expression, and vocabulary and reading comprehension. Each section measures the students' performance among the three.

However, the examinees have many problems to face this test. Among the three section of TOEFL test, listening section has become the most difficult section for the students. Not only the students of non-English department, but also the students of English department itself.

A pre-survey done based on the data from language center of State Islamic College of Jurai Siwo Metro. The test had been done on September 15, 2012 and the data took on November 14, 2012.

Based on the pre-survey data, the total of subject research is 20 students of the seventh semester. From the sections of TOEFL test, namely Listening Comprehension, Structure & Written Expression and Vocabulary and Reading Comprehension, the frequency of average score and right answer in Listening Comprehension was 40.35 (19.7%), Structure & Written Expression was 46.9 (25.9%) and Vocabulary and Reading Comprehension was 49.25 (33.6%).

The data above also shows that the students still face many problems in listening test section. Among the noticeable problems are clustering, redundancy, reduced forms, performance variables, colloquial language, time limit, stress and intonation. In this case, the researcher would like to know what is the factors that affect the students' TOEFL result at listening test section and how to solve this problem.

One of possible and plausible way to cope with the problems above is by recognizing the factors that influence the difficulties on students. A literature review identified several factors affecting listening comprehension. Amber Bloomfield maintains that some factors that affect listening comprehension are characteristic of the listener, characteristic of the passage and testing condition¹.

¹ Bloomfield, Alfred. Wayland, Sarah. et.al. *What make listening difficult?*. 2010. University of maryland. California

Referring to the benefits of the study on difficulties of listening comprehension of TOEFL, the present study focuses on the difficulties of listening comprehension of TOEFL at eight semester of State Islamic College of Jurai Siwo Metro.

B. Focus of The Study

In this research, the writer focuses on analyzing listening comprehension difficulties on the students' TOEFL result in listening comprehension section at the eighth semester students of English Education Study Program of State Islamic College (STAIN) of Jurai Siwo Metro in the academic year 2012/2013.

1. Problem Limitation

In line with the background of the study, the main purpose of this research is analyzing the listening comprehension difficulties on the students' TOEFL result in listening comprehension section at the eight semester students of English Education Study Program of State Islamic College (STAIN) of Jurai Siwo Metro in the academic year 2012/2013.

This research focuses on analyze the difficulties in listening comprehension section of TOEFL. It is caused the students have difficulties in TOEFL especially listening comprehension. Thus, there are some errors found on the students' TOEFL result in listening comprehension section.

2. Problem Formulation

The problem of this research is: “what are the difficulties commonly found on the students’ TOEFL result of listening comprehension section at the eight semester students of English Education Study Program in State Islamic College of Jurai Siwo Metro in the academic year 2012/2013?”.

C. Objective and Benefit of the Research

1. Objective of the study

This research intends to figure out what are the difficulties which are commonly found on the students’ TOEFL result in listening comprehension section of TOEFL of English Education Study Program in State Islamic College of Jurai Siwo Metro.

2. Benefit of the research

The findings of this research are beneficial for:

a. Student:

This research is aimed to be a contribution and an additional knowledge for students to answer the questions in listening comprehension section of TOEFL of English Education Study Program Students in State Islamic College (STAIN) of Jurai Siwo Metro.

b. Language Center

- a) It contributes an additional knowledge for organizers of TOEFL.
- b) The organizers will be able to apply the appropriate strategies in listening section more easily.
- c. Institution

A consideration to use the result of the research to improving students' TOEFL score as a standar measurement of students' English abilities in an academic setting.

D. Prior Reasearch

Extensive research has already been done in the area of listening. The research by Trin Vin Hien was a research about listening entitles "*Difficulties and strategies in listening comprehension*". The result of this research shows that (1) The time that students spend on studying listening is too little to improve their skill. (2) Inapproproate strategies of learners would be hindrance for their listening comprehension. (3) Listening comprehension problems are also caused by listening material and physical setting.²

Another study has already been done by Jou Yi-jun concern on the issue about "*listening strategies applied by students*". In this research, he conclude that successful listeners tended to apply self-monitoring, elaboration, and inferring strategies in the processing a listening text. The utilization of strategies appropriately will benefit students not only in participating listening exams but also in dealing with the communiacation in real lives confidently and wisely.³

² <http://www.lhu.edu.vn/139/662/>

³ Jou yi-jiun.*listening strategies applied by students*.2009.Cheng Shiu University

Underwood (1989) offers five conceivable causes of *obstacles to efficient listening comprehension*. first, listeners cannot control listening delivery. Second, listeners cannot always have words repeated. Third, listeners have a limited vocabulary. Fourth, listeners may fail to recognize the signal. Fifth, listeners may lack contextual knowledge.⁴

⁴ Osada Nobuka. *Obstacles to efficient listening comprehension*.2004.Waseda University

CHAPTER II

REVIEW OF THE LITERATURE

D. The problems of Listening Comprehension

It is inevitably to encounter a problem in the process of learning. In oxford dictionary, A problem is a thing that is difficult to deal with or to understand⁵. It means that problem is caused by difficult thing or situation that happened to the students. Lack of background knowledge and understanding of the material of learning is the prior case that bringing on a problem.

Concerned to the listening comprehension, it is simply understood that the problem of listening comprehension is a condition when students is hard to comprehend the listening material. Wayland and Amber proposed several factors that make students is difficult to get the listening comprehension⁶.

1. Characteristics of the Listener

Some factors pertaining to experience with the second language influence listening ability. These factor covers a number of prior exposure to the language; familiarity and ability to comprehend the nonnative language's phonology; vocabulary mastery; and background knowledge of topic, text, structure, schema, and culture.

⁵ A S Hornby, *Oxford Advanced Learner's*, New York, Oxford University Press, 2000, the sixth edition, p.1049

⁶ Wayland C. Sarah, Bloomfield, amber, et.al, *A Journal: What makes listening difficult?*, Maryland, Maryland University, 2010, p. i-iii

In addition, there are four cognitive abilities that affecting learners in understanding foreign language. First is working memory capacity, those who can comprehend more what they hear by using effective and efficient attending. In other words, greater working memory capacity correlates with better comprehension. Second is metacognitive strategies, is using an effective strategy such as avoiding translation, the use of this method improves listening comprehension. Third is second language proficiency and experience, when students' language proficiency increases, their ability to get the information will improves. Better comprehension also affected by compensate for misheard and cope unfamiliar words. The last is anxiety, if listeners was distracted and unable to pay attention, it will be a problem to accurately determine what they hear. Anxiety negatively impact second language listening comprehension

2. Characteristics of the passage

Researches directly examining the effect of text length on second language listening comprehension find little fact that this factor alone influence understanding difficulty. However, these researches have often explored a limited range of length or have confounded length with other factors. information density and redundancy wich are correlated with length of the text, have more consistent effect.

Across studies, listening difficulty could increase consistently by information density , even different method used to measured this factors. Redundancy improves comprehension, but the effect depends both of comprehension of the listener and redudancy type. Second language

listening comprehension also affected by passage complexity. The existence of infrequent vocabulary also increase difficulty.

Implied information comprises indirect passage, can also be more complicated for second language listeners to understand, and the ability to manage this type of information improves with second language proficiency.

At the last, second language listeners have a harder time comprehending the text with culturally specific words and idioms within. Some form of text organization influence comprehension, containing orality, that is, the extent to which passage are similar to spoken language. Text with more orality have simpler syntax, greater redundancy, more hesitation markers and pauses. These types are easier passage for second language listeners to understand.

Another factors that affects listening comprehension is the position of the necessary information to answer the question. Information from the middle of the passage is harder to recalled than the information in the beginning or in the end of the passage. Some auditory features also affect second language comprehension, covering the familiarity of the speaker's accent that influencing both of first language and second language listeners. Hesitations and pauses give listeners additional time of processing and act as cues about the speaker's upcoming utterance.

3. Characteristics of the testing conditions

Study points out that charging time limit makes cognitive task become harder. However, very little study has directly examined the impact

of time limits on ability in second language listening comprehension testing, using time limits on a test influence response behavior and test strategies.

Generally, listening multiple times to a passage increases comprehension. The improvement may be bigger for lower-ability listeners than higher ability listeners, but only if they have the lexical and syntactic knowledge needed to understand the text.

Another factors that fazes listening comprehension for first language and second language is noise and distortion. Especially for second language listeners, noise closely resembles the presence of greatest challenge for listeners. Faster speech rate tend to have bad effect on the comprehension of second language listeners, even advanced listeners. A slower speech rate is not necessarily beneficial or even preferred by listeners.

Note taking is an effortful activity that reduce time pressure due to difference between speaking rate and writing rate. Note taking can be damaging to second language listening proficiency when hearers are urged to take notes. Overall, the literature shows that if second language listeners are able to use a metacognitive strategy for making choice when to take notes and not, note-taking can be benefit for listening comprehension.

In line with the factors mentioned above, Brown explains more detailly that there are eight factors that affecting the students to learn listening comprehension⁷.

1. Clustering

⁷ Brown, Douglas. *Teaching by principle, an interactive approach to language pedagogy:second edition*. Longman. New york. 2001, p.252-254

In written language, students are set up to pay attention the sentence as the prominent unit of organization. In terms of memory limitation and our pre disposition for clustering in oral language, students dissecting speech into smaller group of words. even the general constituent are clauses, but it is more easily to comprehend the phrases within clauses. teacher need to assist the students to select manageable cluster of words in teaching listening comprehension. Occasionally, second language learners will try to retain a whole sentence, or they will make an error in trying to attend every word in an utterance.

2. Redundancy

Unlike most written language, spoken language has a wealth of redundancy. When students are in conversation, take note of the rephrasings, repetitions, elaborations, and little insertion of “I mean” and “you know”. It helps the listeners to have more time and extra information to process meaning. Students can drill themselves to take a benefit from such redundancy by knowing that not all new sentence or phrase contain new information and by watching for the signals or redundancy.

3. Reduced forms

Spoken language not only has a good deal of redundancy but also has many reduced forms. Reduction can be phonological, for example, “djeetyet?” for did you eat yet?, morphological like a contraction “I’ll”, syntactic such elliptical forms like “when will you be back?” “tomorrow maybe.”, or pragmatic like phone ring in a house and child answer and yells, “mom! Phone!”. These reduction are significant difficulties.

4. Performance variables

In the daily conversations, hesitations, false starts, pauses, and corrections are common. Native hearers are construct from very young ages to have such performance variables, although they can simply interfere with understanding in second language learners. See to the following conversation below:

But, uh-I also-to go with this of course if you're playing well-if you're playing well the you get uptight about your game. You get keyed up and it's easy to concentrate. You know you're playing well and you know...in with a chance then it's easier, musc easier to-to you know get in there and-and start to...you don't hane to think about it. I mean it's gotta be automatic.

It is confusing in written form, but it is the conversations that we always hear all the time. Students have to coached themselves to listen for meaning in the proces of distracting performance variables. In the usual speech, we hear ungrammtical forms by native speaker everyday, even just for a simple expression.

5. Colloquial language

Students sometimes find it surprising and hard to deal with colloquial language even they have been exposed to standard written English or text book. Idioms, slang, reduced forms and shared cultural language are all indicated at purpose of canversations. Colloquial language appear in both of monologue and dialogue.

6. Rate of delivery

Nearly, all of second language learners thinks that native speakers speak too fast. Substantively, the number and lenght of pauses is more

important to understand than speed. It is necessary for the learners to be able to comprehend a language at varying rates of speed and delivered with few pauses. In listening the hearer virtually has no chance to stop the speaker. Unlike reading, where students can stop and reread the text.

7. Stress, rhythm, and intonation

The English language features are very important for comprehension. English speech can be a specter for some learners as mouthfuls of syllables come spilling out between stress points. Because English is a stress-timed language. The sentences “the PRESident is INTerested in eLiminating the emBARgo,” with four stressed syllables, theoretically takes about the same number of time to express as “dead men wear plaid.” Intonation patterns are also very significant not just for interpreting elements such as questions, pronouncement, and emphasis but for understanding more subtle messages like sarcasm, endearment, insult, solicitation, praise, etc.

8. Interaction

Otherwise a language learner’s purpose is certainly to master some specialized skills like reading, speaking, or writing, interaction will play a big role in listening comprehension. Conversation is specifically subject to all interaction includes negotiation, clarification, attending, signals, turn-taking, and topic nomination, maintenance, and termination. So, to learn or listen is also to learn to respond and to continue a chain of listening and responding.

Butt N. Naeem offered several problems among student in understanding listening comprehension⁸:

1. Accent, pronunciation, and colloquial expressions were the major obstacles in the development of listening abilities among the students.
2. Stuttering and application of grammar rules were the problems, which frequently existed in the listening process.
3. Respondents did not consider listening disabilities and acoustic as the major problems in the comprehension of listening.
4. Dialect was the only problem among the respondents, which sometimes hindered the process of listening in the classroom teaching.

Based on the above theoretical foundation, it is clearly seen that listening is one of the most difficult material to understand by the students. There are two principal obstacles that affected learners in the process of listening that is internal factors such as background knowledge includes vocabulary mastery, accent and dialect, interaction and anxiety and external factor like testing conditions and passage features includes grammar rules, stress, rhytm, intonation, reduce form, redundancy, clustering and colloquial language.

E. Test of English As a Foreign Language

Based on Wikipedia, the test of English As a Foreign Language or TOEFL is a test of an individual's ability to use and understand English in an

⁸ Butt, M. Naeem, Syarif, M. Muazzam, et.al, A Journal: Listening Comprehension Problems among the Students, Volume 18, Number 2, 2010

academic setting designed and administered by Educational Testing Service or ETS. It was developed to address the problem of ensuring English language proficiency for nonnative speakers wishing to study at american universities. It has become an admission requirement for non-native english speakers at many english-speaking colleges and universities⁹.

Another definition is also came from ETS journal (2011), it states that The *TOEFL* test is a test to assess the English proficiency of nonnative speakers of the language who intend to study in institutions where English is the language of instruction¹⁰. It is designed to measure the English proficiency of people whose native language is not English. TOEFL scores are accepted by more than 6.000 colleges in 110 countries. The test is also used by governments, and scholarship and exchange programs worldwide.

In line with the previous definition, Mathiesen (2007) argues that The TOEFL is a comprehensive English language examination required by more than 3,000 colleges and universities in the United States, Canada, and other parts of the world. In addition, foreign born frequently need a TOEFL score for certification to practice their profession in the United States or Canada¹¹.

From the above definition, it is clear that TOEFL is a test of person's level of English to estimate the proficiency of foreigner speakers. It is used as a requirement to entering a colleges, bussiness structure, government agencies, and get the scholarship in the worldwide.

⁹ www.Wikipedia;the-free-encyclopedia.

6. ¹⁰ Educationa Testing Service, A Journal:TOEFL's program history, 2010, series 1, volume

¹¹ Mathiesen, J. Steven, *Essential words for the TOEFL*; 4th edition,BES Inc. 2007

1. History of TOEFL

a. The First TOEFL

Linguistic theories hoped for language qualification as a set of separate parts such as grammar, vocabulary and comprehension when the first TOEFL test was developed. This concern on discrete language components or skills that was agree with multiple choice measurement practices that were current at the time.

At this early phase, the necessity to value other important skills was recognized. These other important skills included speaking, writing and “integrative” skills that required test takers to combine discrete language components in the service of communication. Study and development continued over the following years with the main goal of incorporating these skills in future assessments while the first TOEFL test did not appraise these skills.

b. A Suite of TOEFL Tests.

The second primary period of TOEFL development, attention shifted to the expansion of the TOEFL construct belonging to speaking and writing In the 1970’s. A multiple-choice TOEFL test that assessed reading, listening, and structure and written expression continued to be administered.

Speaking and writing tests is also developed separate by ETS. The first is the TSE Test, formerly known as the Test of Spoken English, was developed primarily to value the oral skills of international graduate

students who were being considered for positions as teaching assistants. The TWE Test, also known as the Test of Written English, introduced in 1986, comprised of a single essay written in response to a brief query or topic. The TWE test required test takers to develop and organize ideas and express it using exact English vocabulary and grammar.

c. The Modern TOEFL Test.

In the 1990's the TOEFL program considered how to make a new TOEFL to be more reflective of communicative competence. The construct of communicative competence that would guide the design of the new test was elaborated further as communicative language use in academic environment. In academic contexts, language use engages both receptive (listening, reading) and productive (speaking, writing).

An important part of the development of the test specifications was to assure that the associated test questions were comparable across tasks and that they could be developed in sufficient numbers to support ongoing test development. The TOEFL program has pioneered innovations in language marke that were consistent with advances in our understanding of language competence and with developments in technology for more than 40 years.

2. Types of TOEFL

a. The Paper Version

The TOEFL PBT test is a paper based test that measures your ability to use and understand English in a classroom setting at the college or university level. It accurately values how well you can listen, read and use correct structure of English. This test is available in limited areas.

Deborah philips write that the following chart outlines the probable format of a paper TOEFL test¹².

Listening comprehension	50 question	35 minutes
Structure and written expression	40 question	25 minutes
Reading comprehension	50 question	55 minutes
Test of written English	1 essay question	30 minutes

b. The Computer Version

The test item format was changed within the same three section structure. Accordingly, the TOEFL board initiated a broad effort under which language testing will evolve in the twenty-first century. it was the first incremental step in this board test-improvement effort when the computer-based TOEFL test (TOEFL Cbt) officially introduced in 1998.

Various constituencies called for a new TOEFL test that would be more reflective of communicative competence models, include more constructed-response tasks and direct measures of writing and speaking, include tasks that integrate the language modalities tested, and provide more information than the paper-based

¹² Philips, Deborah. *Complete course for TOEFL test*. 2001.Longman. New York. p.xiv

TOEFL test about the ability of international students to use English in an academic environment¹³.

The following chart outlines is the probable format of a computer TOEFL test:

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

c. TOEFL iBT

TOEFL Ibt was launched in the United States in September 2005 and was gradually introduced to the worldwide from 2005 to 2006. TOEFL IBT was evolved in response to a request by institutions to serve test that would measure nonnative speakers' ability to communicate in English in an academic setting.

This kind of test have several excess than the previous test are as follows¹⁴.

1. Measure the ability to communicate by combining all four language skills that are reading, listening, speaking , and writing.
2. It is academically-focused, measuring the kind of English used in academic settings.
3. Gives fair and objective scoring.
4. Provides valid and reliable information to support score users to make effective decision.

¹³ *Ibid* p.xiv

¹⁴ English testing service Journal. *TOEFL test and score data*. 2005 p.4

TOEFL iBT takes about four hours long, and all of the sections are taken on the same day. These integrated tasks are made to simulate the academic experience. Internet connection enables ETS to deliver the test at official test centers in the wider locations. Speaking and writing tasks are scored by multiple choice, rigorously trained raters who provide unbiased, objective evaluations of the responses via the online scoring network.

3. Section of TOEFL

a. Section one, 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. The stimulus material and oral questions are recorded in standard American English and the response or answer options are printed in the test books.

There are three parts in the Listening Comprehension section, each contains a specific type of comprehension task. The first part consists of a number of short conversations between two speakers and followed by a single spoken question. The examinee must choose the best response to the question about the conversation from the four options printed in the test book.

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 topics. The examinee is asked several questions about what was heard after each conversation or talk. The students must choose the one best answer from the choices in the test book. Questions for all parts are spoken only one time.

b. Section two, Structure and Written Expression

Section two measures recognition of selected structural and grammatical points in standard written English. The language tested is formal, rather than conversational. The topics of the sentences are of a general academic nature so that individuals in specific fields of study have no advantage. When topics have a national context, they refer to history, culture, art, or literature. However, knowledge of these contexts is not needed to answer the structural or grammatical points being tested. 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 examinee reads incomplete sentences printed in the test book. From the four responses provided for each incomplete sentence, the examinee have to choose the word or phrase that best completes the given sentence. Only one of the choices fits correctly into the particular sentence.

The second part tests an examinee's ability to recognize correct grammar and to detect errors in standard written English. Here the examinee reads sentences in which some words or phrases are underlined. The examinee must identify the one underlined word or phrase in each sentence that would not be accepted in standard written English.

c. Section three, Reading Comprehension

Third section measures the ability to read and comprehend short passages that are similar in topic and style to those that students are likely to encounter in 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 is about the 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 passage. To avoid creating an advantage to individuals in any one field of study, sufficient context is provided so that no subject-specific familiarity with the subject matter is required to answer the questions. Questions are asked about factual information presented in the passages, and examinees may also be asked to make inferences or recognize analogies., The questions can be answered by reading and understanding the passages in all cases.

F. Listening Comprehension

1. Concept of TOEFL Listening Comprehension

Listening comprehension of the TOEFL examine your ability to comprehend spoken English. participant will hear taped conversations to which you will make responses. Part A and B contain samples of informal English. Idiomatic expressions and two-word verbs are common in these parts.

Mathiesen explains the concept of listening comprehension of TOEFL test are as follows¹⁵.

a. Single Statement

In this part examinee will listen to a single statement from a man or a woman. Student must choose one of the four sentences that has closest in meaning to the one they heard in the test book. The type of question that including to this concept of question is inference and implied question.

Examinee will hear:

To get to the post office, cross the street, go three blocks, and you'll see it right on the corner.

Examinee will see:

(A) The post office is right on the corner.

¹⁵ Mathiesen, *Op. Cit* Chapter 1

- (B) The post office is at the next corner.
- (C) The post office has a cross near it.
- (D) The post office is three blocks away.

The correct choice is C, which most closely gives the same meaning as the sentence. To cope this type of question, It is important for the participant to know that if similar sounding words or the same words appear in an answer choice, that answer choice is seldom correct.

b. Short Dialogs

This part contains of short dialogs followed by a question about what the speaker said in the conversation. Generally, key information is found in the second speaker's sentence. student have to understand the meaning of the conversation and also the context , such as the time or place in which it could happen. The correct choice directly answers the question. Inference and implied question and asking behavior question was categorized into this concept of question.

Examinee will hear:

(Man) Did you get to go shopping last night?

(Woman) They'd already locked the doors by the time I got there.

(Man) What does the woman mean?

Examinee will see:

- (A) She arrived in time to shop.
- (B) She was too late.

(C) She locked the doors.

(D) She had to buy the door.

The correct choice is B. Since the doors were locked when she arrived, she could not have gone shopping. Facing the type of question, The examinee need to note that the other choices use words heard in the conversation. Choices that contain such words are usually not correct.

c. Extended Conversation / Mini talks

In this part you will hear an extended conversation or a mini talk. The English in this section is generally more formal and academical, typical of English conversation or lectures that take place in a university or college setting. After each conversation or minitalk, there are between four and eight spoken questions about its content. Student must choose answer from among the four choices that appear in the test book. Main idea question, detail question and organization question belongs to this concept of question.

Examinee will hear:

Man: Good morning, ladies and gentlemen. Welcome to this tour of one of the nation's most important cities, Chicago. Before we begin, I'd like to give you some background information that will make the tour more enjoyable for you. The city was founded in 1837. Its strategic location on Lake Michigan quickly made it the

center of commerce for the Midwest section of the country. It is currently the third largest metropolitan area In the United States. The city's site is generally level, built mostly on glacial plain. The narrow Chicago River extends one mile inland from Lake Michigan, where it splits, dividing the city into North, West, and South sides. Chicago's weather is subject to rapid changes, but generally the climate is cold and windy in the winter, and hot and humid in the summer.

Woman: What gave Chicago an advantage over other Midwest cities?

Examinee will see:

- (A) Its level site.
- (B) Its location on Lake Michigan.
- (C) Its large population.
- (D) Its location along the Chicago River.

Remember that participant will not have a written copy of the speaker's talk or conversation and they will only hear it once. To encounter this problem, students must concentrate on details, such as names, dates, and the main idea of the selection that you hear. Do not read the choices as you listen to the talk. Listen carefully and try to remember what you hear.

2. Strategies for Listening Comprehension

Steve Brown assumes that there are four effective strategies to improved listening comprehension are as follows¹⁶.

¹⁶ Brown, Steve. Teaching Listening.2006. cambridge university press, New York. P 2-7

a. Activation of Prior Knowledge for Improved Listening Comprehension

One very important idea for teaching listening is that listening courses must make use of students' prior knowledge in order to improve listening comprehension. Prior knowledge is organized in schemata (the plural form of schema): abstract, generalized mental representations of our experience that are available to help us understand new experiences.

The idea of prior knowledge is one part of the cognitive model of language processing. That model says that when people listen or read, we process the information we hear both top-down and bottom-up. *Top-down* means using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand. *Bottom-up* processing means using the information we have about sounds, word meanings, and discourse markers like *first, then* and *after that* to assemble our understanding of what we read or hear one step at a time.

Students obviously need both bottom-up and top-down processing skills in listening as well. Students must hear some sounds (bottom-up processing), hold them in their working memory long enough (a few seconds) to connect them to each other and then interpret what they've just heard before something new comes along. At the same time, listeners are using their background knowledge (top-

down processing) to determine meaning with respect to prior knowledge and schemata.

In summary, listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge.

b. Systematic Presentation of Listening for Main Ideas, Listening for Details, and Listening and Making Inferences

Students always have a purpose for listening. Having a purpose helps them listen more effectively. Teacher can help students listen more effectively if we spend some time teaching them about purposes for listening.

Systematically presenting (1) listening for main ideas, (2) listening for details, and (3) listening and making inferences helps students develop a sense of why they listen and which skill to use to listen better. Teachers can build skills by asking students to focus on their reason for listening each time they listen

If students know why they are listening, they are more focused. Think back to the statement that the human mind is limited in its ability to process information. Teachers can help students understand what they are hearing if we activate their prior knowledge, teach them (or remind them of) the words that are useful for the listening task, and tell them the purpose of their listening.

c. Stimulating Integration of Real-World Cultural Information for Students to Know and Share

Teaching students about something other than the language they are learning is a logical outcome of the idea of Communicative Language Teaching (CLT) because one of the principles of CLT is the presentation and practice of meaningful language in a context. When we teach materials in a context, we move beyond language as a set of example sentences to language as it is situated in the world.

The primary place language is situated is in culture. Most students of a foreign language are interested in the culture of the places where the language they are studying is spoken. English presents an interesting case with regard to culture because it is now an international language.

Students will naturally wish to share their own culture and learn about other cultures through the medium of English. This sharing of culture is potentially very motivating. It is motivating to hear about cultures you're unfamiliar with, and it is motivating to find the words to describe your own culture in English. Teachers know that keeping students' interest is key to learning, especially in classrooms where motivation can sometimes be a problem.

The base on which most motivational research has been done is the distinction between instrumental motivation and integrative motivation. With respect to language learning, instrumental motivation is the desire to pass a test or obtain a qualification while

integrative motivation is the desire to be a part of the culture that speaks that language. Real-world, interesting cultural information teaches students something new. It also leads to increased motivation.

d. Presentation of Extensive Listening Tasks Leading to Personalized Speaking

When we think of listening textbooks and classes, we have a tendency to think of students listening to a recording and doing a task. They overhear other people talk and then react to that conversation. This sort of task is important because it allows teachers to isolate student responses and thereby gauge the progress the students are making on listening skills. Courses that focus exclusively on listening skills can be quite effective, and some programs have a curriculum that necessitates a class devoted solely to listening.

Two-way speaking tasks, sometimes called jigsaw tasks, require students to share some information with others; Closed tasks, which have only one acceptable outcome or answer, lead to more negotiation than open tasks, for which there is more than one acceptable outcome.

Good speaking tasks often have an element of pre-task planning. One of the recurring problems with the communicative approach to language teaching has been that teachers sometimes do not fully prepare students for the tasks they will be doing. Teachers often see the course as moving through the textbook, completing one activity, and then moving on to the next.

These ideas can be expanded to provide a clear, coherent syllabus for a listening class. A listening class needs a warm-up stage to activate students' prior knowledge. Once the listening tasks have been completed, if time allows, speaking tasks using the same topic (as well as the same vocabulary and structures) can be done in pairs or groups to give practice in interpersonal (face-to-face) listening. Within each speaking task, ideas about planning and recycling language can be applied.

In conclusion, teachers can build on listening tasks to provide speaking practice. At the same time, speaking tasks give students practice in listening to each other.

CHAPTER III

RESEARCH METHODOLOGY

This section is concerned with the research method implemented in this writing. It covers the Types and Characteristic of the Research, Data Resource, Data Collection Technique, Data Analysis Technique, and Approach.

A. Types and Characteristic of the Research

In this writing The researcher analyzes one section of TOEFL namely listening comprehension section. The writer investigates the difficulties ordinarily made by participant in TOEFL specifically for listening comprehension section. Qualitative research is employed to analyze the students' error in TOEFL result particularly in listening comprehension section.

The type of qualitative research used is a case study. According to the Creswell a case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection¹⁷. The writer chooses this approach because the writer wants to analyze learners' difficulties in listening comprehension on TOEFL students' result. Several procedures are available for conducting a case study. The writer adopts the procedures generally as follows¹⁸: (1) determining focus to the research and formulating the questions. (2) determining case, collecting and analyzing the data. (3) supplying collecting data instrument. (4) evaluating and analyzing the data. (5) making report.

¹⁷ Creswell, John W. *Educational Research Methodology: Fourth edition*. Pearson Education. Boston. 2011, p. 465

¹⁸ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif R&D*, Penerbit Alfabeta, Bandung, 2009, p. 219.

B. Data Resource

There is no population as data resource in the qualitative writing, but commonly called social circumstance consisting of three elements such as place, actors and activity. Purposive sampling as a type of non-probability sampling technique, used by the writer in this study. It focuses on sampling techniques where the participants that investigated are based on the judgement of the researcher. The participants is twenty of the seventh semester students of Education English Study Program in State Islamic College Jurai Siwo Metro in the academic year 2012/2013 who followed the TOEFL test. Data resource is the students' document from Language Center of State Islamic collage of Jurai Siwo Metro.

In order to build this research, the writer uses primary and secondary resource. Students' document of TOEFL uses as primary resource and secondary resource is an interview result.

C. Data Collection Technique

For gathering the data the writer uses some instruments. The instruments used in conducting research are as follow:

1. Documentation

Documentation is a method that uses a written source such as public documentation (like newspaper, magazines, official report) or private documents (like journals, diaries, letters and e-mails). Documentation is used as written evidence in the research. The researcher chooses the students'

formal document those are the students' listening comprehension result of TOEFL from Language Center of State Islamic College of Jurai Siwo Metro.

2. Interview

Creswell maintains that the researcher conducts face-to-face interview with the participant. The writer will give unstructured and generally open-ended questions that are few in number to get answer from the participants¹⁹. The interview will be conducted to gather the data about the students' difficulties in listening comprehension.

D. Data Analysis Technique

The process of data analysis can make sense out text and image data. The generic steps covers the following steps²⁰: The researcher would employ Miles and Huberman Model to analyze the data. The components of this analysis model are drew by this figure.

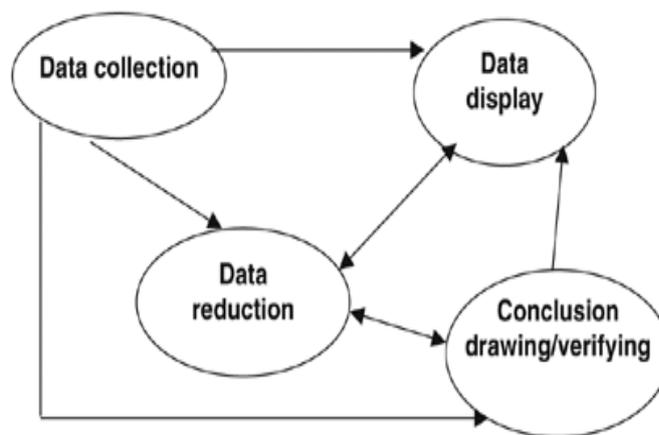


Figure I. *Analysis Components of Miles and Huberman Model*

¹⁹ Creswell, John W. *research design, usa: sage publication, inc. 2003 p. 213*

²⁰ Sugiyono, *Op.cit*, p.246

Data analysis by Miles and Huberman model conducts the following steps:

- 1) Data collection is the step when all data will be used to complete the research.
- 2) The writer reduces the data by summarizing and choosing specific things.
- 3) The writer displays the data in the form of graphics, figures, or charts.
- 4) Lastly, the researcher verifies his research by making conclusion of data findings.

E. Approach

This research uses qualitative approach. This means that this research take place in the natural condition. This make possible to the writer to develop the level of detail about individual or place and to be extremely involved in real experiences of the students²¹. In the other words, the researcher will have much more chance to do this writing in many place by qualitative research.

The kinds of this research namely qualitative descriptive, it means describing to the real situation or interpreting and explaining detailly. It also can be defined as state what somebody or something is like. It can be said that descriptive qualitative is narrating and paraphrasing data related to the acts. Variables and phenomenon that happen during the observation, and give reports based on the fact.

Case study used by the writer as a research method to do an intensive analysis of an individual unit. This study makes possible to get an appropriate data from the participant by depth interview in many aspects of the subject that related to the research.

²¹ Creswell, Opcit. p.181

CHAPTER IV
RESULT OF THE RESEARCH

A. Description of Research Setting

a. A Brief History of the Establishment of STAIN Jurai Siwo Metro

The existence of STAIN Jurai Siwo Metro is inseparable with the history of IAIN Raden Intan Bandar Lampung. Referring to the data which could be traced, apparently the existence of IAIN Raden Intan Bandar Lampung began from the effort of elite and religion figures that were joined together in Yayasan Kesejahteraan Islam Lampung (YKIL) which was established in 1961 in Tanjung Karang and lead by Raden Muhammad Sayid.

In the discussion which was conducted by elite and religious figures, it was dealt to find two faculties, Tarbiyah and Syari'ah faculty, which were domiciles in Tanjung Karang, under shelter and responsibility of Yayasan Kesejahteraan Islam Lampung (YKIL).

In 1967, the Tarbiyah and Syari'ah Faculty were established in Metro by the request of Metro Society, Lampung Tengah, to YKIL. Moreover, by the agreement of the dean of Tarbiyah Faculty IAIN Raden Fatah Palembang in Tanjung Karang, Tarbiyah Faculty in Metro was transformed into a long-distance class of Tarbiyah Faculty IAIN Raden Fatah Palembang in Tanjung Karang.

As an effort to realize the founding of IAIN Al Jami'ah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time. Therefore, Yayasan Perguruan Tinggi Islam Lampung (Yaperti) formed a state-owned committee maker and penjami'ahan committee at once which wee officially ratified by Minister of Religious Affairs RI through the Decree No. 162/67 on December 16, 1967 with the following personnel:

Chief : H. Zainal Abidin Pagar Alam
(Regional Leader Governor Level I in Lampung)
Secretary : R. H. A. Basyid
Secretary : Muhtar Hasan. SH (Sekda Level I in Lampung)
Exchequer : H. Zakaria Nawawi.

Finally, through the persistent struggle and knowing no fatigue, it realized the dream of Lampung society to found IAIN Al'jami'ah based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named "Institute Agama Islam Negeri Al Jami'ah Al Islamiah Al Humiah Raden Intan Lampung" together with the making state-owned Syari'ah and Ushuludin Faculty in Tanjung Karang and Tarbiyah Faculty in Metro.

Then, after IAIN Raden Intan Lampung was officially opened, the long distance class of Tarbiyah Faculty in Metro Lampung Tengah was decided to be a self-supporting Tarbiyah Faculty as Tarbiyah Faculty IAIN Raden Intan Lampung in Metro through the Decree of Minister of Religious Affair No. 188, 1968.

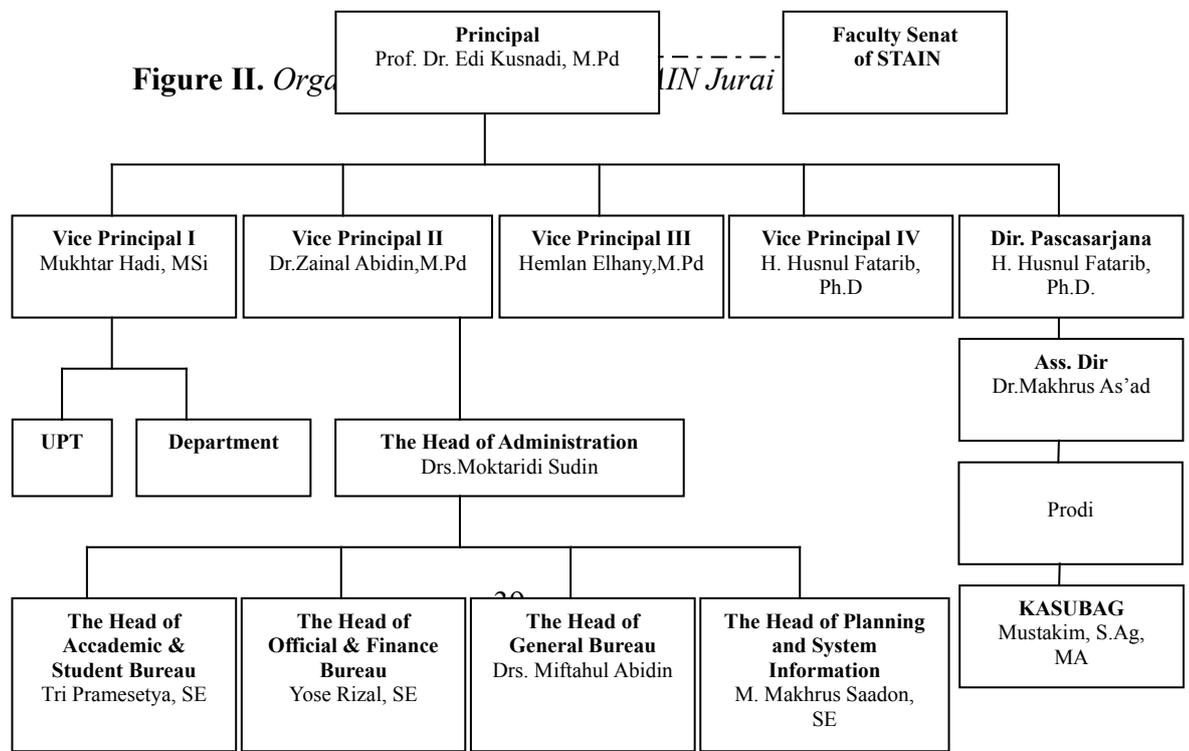
It was not far from the change of name IAIN Raden Intan Tanjung Karang to IAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 21, 1996 about Settlement of Institutional Faculties IAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN).

Based on the suggestion, point of view, and instruction from the regent of Regional Leader, in essence to consider that STAIN was domiciling in Lampung Tengah while Lampung Tengah resident had

tradition and culture which came from nine clans (marg/turunan) known well by the society at large as “Jurai Siwo”, it seemed that “Jurai Siwo” could be used as the name of STAIN Metro.

As the consideration of the Decree of President No. 11, 1997 on March 21, 1997 about the change and authentication of Faculty outside central institute to be STAIN, hence, on June 30, 1997, 33 STAINs all over Indonesia were ratified by Minister of Religious Affair RI all at once in Jakarta, whereas each newly temporary ratified principal of STAIN was the leader of the faculty before it was converted to STAIN with the changing of “Dean” into “Pejabat Sementara Ketua”.

Now, STAIN (State Islamic College) of Jurai Siwo Metro became one of higher education in metro. As one of favorite universities, STAIN Jurai Siwo Metro has vision and mission. Its vision is to create a qualified and competitive Islamic institution. To accomplish the vision, it composes some missions, namely developing three pillars of university, creating an academic person which is smart, skillful, and has a good normal, and developing and spreading technology and Islamic culture.



b. English Educational Study Program

English Education Program (PBI) is one of Strata 1 (S1) majors of Tarbiyah Faculty in State Islamic College (STAIN) Jurai Siwo Metro. Historically, S1 PBI STAIN Jurai Siwo Metro came from Diploma 3 (D3) English Education that was opened in 2002.

In implementing education, English department stands on its vision, namely: creating professional students in English education who can integrate Islamic values and academic dimensions. This will cause the students have a high bargaining. The vision then is enlarged in some missions, namely:

1. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.
2. Building and developing humanist, democratic, and modern academic atmosphere.
3. Growing the professionalism ethic through theoretical knowledge basic mastery.

4. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
5. Applying integrated education system which is able to give a significant input for education development.

In the context of IPO (*input, process, and output*), PBI major of STAIN Jurai Siwo Metro can be shortly described as follows. Firstly, it is related to the students' input. From the education background, PBI students are graduated from MAN/MAS/Pesantren, and SMU/SMK. From the family's social and economic condition, some PBI students come from low and middle economic.

Secondly, related to education process, English department is handled by the institutional lecturer, uninstitutional lecturer, and additional lecturer with education classification as follows: 4 people of S3, 19 of S2, and 3 of S1. The ratio of lecturer and students is 1: 21. To increase lecturer's work and supporting media affectivity, control system is done toward infraction and giving punishment according to the rule. Related to the this case, there is a role that manage the students, lecturer, and educator, and also SOP (Operational Procedure Standard) which manage learning that is produced by quality guaranty institution unit. Besides that, PBI is supported by local curriculum appropriated with Islamic Institutional context, education and professionalism. The combination, then, is explored in five categories of lecturing lesson, namely:

- a) Personality Development Lesson 13,64 %

- b) Skill and Knowledge Lesson 42,21 %
- c) Creation Skill Lesson 20,78 %
- d) Creation Behavior Lesson 15,58 %
- e) Social Life Lesson 7,79 %.

The assessment toward PBI students always be holistic so that contains three education aspects, namely: cognitive, affective, and psychomotor. Meanwhile, to increase academic quality, English department frequently develops conducive academic atmosphere so that there is a dynamic, open, and polite relationship among the academy parts.

Thirdly, from output dimension (graduate), every student who studies in English department of STAIN Jurai Siwo Metro, is predicted to be professional in English.

B. General Description of Research Data

Listening comprehension section in TOEFL is a test to measure the students' ability to understand spoken English. In listening comprehension section of TOEFL there are five kinds of questions that are involved in 50 questions. They are *main topic questions, detail questions, inference and implied questions, asking behavior and organization questions.*

Each type of question has different purpose. *Main idea questions* test your ability to understand gist or main idea and purpose of you have heard. These question are not about specific details. Some gist question focus on the purpose while others focus on the content. *detail questions* ask about one

piece of information in the passage rather than the passage as a whole. *Inference and implied questions* asked the information that is not directly stated in the text. *Asking behavior* is determine the attitudes and opinions about the topics. The last, *Organization question* ask about how each lecture is organized.

Regarding to the object of this research, the writer specified his main object to the students' TOEFL result of listening comprehension section. In this part, the writer describes the data that used as primary source. The data was taken from Language Center of State Islamic College Jurai Siwo Metro. It is about the students' TOEFL result of listening comprehension section as documentation and observation result. The writer took 20 students' TOEFL result as the data resource. The questions of listening comprehension section of TOEFL consist of 50 questions.

The number of main idea question are 7 items, detail question are 17 items, Inference and implied question are 23 items, asking behavior question are 2 items and 1 item for organization question.

C. Description of Data Analysis

The data were analyzed based on the framework proposed by Miles and Huberman model. This model consists of some steps to qualitatively analyze the data finding. The steps are:

1. Data Collection

This is the first step before the data are lively analyzed. The writer got the students' TOEFL and interview result as a sample in this research. Accordingly, the writer decided to observed 20 worksheets taken from Language Center and 20 respondents of the eight semester students of English Education Study Program.

2. Data Reduction

Data reduction means the writer selected the most important parts or the main points of all datum he had gotten by summarizing and choosing specific things. The writer here, specified the difficulties in listening comprehension section of TOEFL.

a. Main Idea/ Understanding gist Question

The question related to main idea questions are:

14. What are they probably discussing?

35. What's wrong with Friday classes?

38. Why is housing limited this year?

39. What is the main topic of the lecture?

41. Why does the professor discuss an experiment with dummies?

45. What is the lecture mainly discussed?

46. What happened at the potsdam conference?

The test items in the listening comprehension section of TOEFL are 50 and the number of main idea question are 7 items.

Frequency of error from 20 students in main idea question for number 14 was 17, number 35 was 12, number 38 was 18, number 39 was 8, number 41 was 14, number 45 was 8 and number 46 was 14. The total frequency of error from 7 items in main idea question was 91 or 20% from whole items of listening comprehension section of TOEFL.

b. Detail Question

The question related to detail questions are:

- 5. *What does the man say about bob?*
- 7. *Where does this conversation probably take place?*
- 10. *Where does the conversation...?*
- 15. *What does the woman say about...?*
- 18. *What does the man say about...?*
- 20. *What does the man say about...?*
- 31. *What initiated this conversation?*
- 32. *What does she need...?*
- 33. *Where will young woman ...?*
- 34. *Who is the man?*
- 36. *What are the roommates considering for...?*
- 42. *What is true of baby birds whose...?*
- 44. *Where did this talk probably...?*
- 47. *What part did US President Harry Truman play...?*
- 48. *Which factor probably...?*

49. *Who announced the opening of...?*

50. *Who were “wall woodpecker”?*

There are 17 items of detail question from 50 questions of listening comprehension of TOEFL. Totally, writer found 239 frequency of error from 20 students in detail questions or 22% from entire items of listening comprehension section of TOEFL. Amount of errors for question number 5 was 13, number 7 was 18, number 10 was 15, number 15 was 11, number 18 was 18, number 20 was 15, number 31 was 11, number 32 was 14, number 33 was 12, number 34 was 9, number 36 was 9, number 42 was 16, number 44 was 13, number 47 was 19, number 48 was 16, number 49 was 14 and question number 50 was 16.

c. Inference and Implied Question

The question related to inference and implied questions are:

Question number 1-4, 6, 8, 9, 11-13, 16, 17, 19, 21, 23, 25, 27, 28 and 30 has the same form question that is “What does the man/woman mean?”

24. *What does the man imply?*

26. *What does the woman imply about...?*

37. *Why does the roommate say this...?*

43. *What does the professor imply about...?*

The total frequency of students' errors related to the inference and implied questions from 20 students are 354 from 23 questions. The error's frequency of Item number 1 was 17, number 2 was 14, number 3 was 18, number 4 was 15, number 6 was 14, number 8 was 14, number 9 was 16, number 11 was 13, number 16 was 16, number 17 was 19, number 19 was 15, number 21 was 8, number 23 was 17, number 24 was 19, number 25 was 18, number 26 was 16, number 27 was 17, number 28 was 14, number 30 was 13, number 37 was 18 and the last, question number 43 was 15. The students' errors in inference an implied question are 24 % from all items of listening comprehension section of TOEFL.

d. Asking Behavior

The question related to implied detail questions are:

22. *What does the man suggest...?*

29. *...what should they do?*

In this type of question, 17 from 20 students gave wrong answer for question number 22 and 11 from 20 students made false answer in the question number 29. The total errors from both questions are 28 or 22% from 50 question of listening comprehension section of TOEFL.

e. Organization Question

The question related to organization questions are item number (40) *How do male birds use songs?*, 8 from 20 students made wrong answer in this type of question or 12% from entire question of listening comprehension section of TOEFL.

As the second instrument, an open-ended questions was designed in order to recognize the problems and obstacles encountered by students during listening process in the listening section of TOEFL. To collect specific data, The researcher personally visited all the respondents to have face to face interview. The total respondents is 20 of seventh semester students of English department. This interview session took on June 21- June 25 in the college and students' house. From the second instrument, the writer found several information about the difficulties in the listening comprehension section of TOEFL.

Question 1: What do you know about TOEFL?

Generally, all respondents states that TOEFL is a test to measure students' English ability which is consist of three section that are listening comprehension section, structure and written expression and reading comprehension.

Question 2: Why TOEFL is important?

Mostly, students assumes that TOEFL is important because the score of TOEFL is needed as a requirement to entering the college, get the job and scholarship and requirement of graduation from STAIN Metro.

Question 3: What is the difficulties that you always faces in the listening section of TOEFL?

The data presented elicited that most of the respondents believed that Speed of speech, unfamiliar topics, unknown words and poor tape quality were the major problems which always faced by the participants during the listening process in the TOEFL listening comprehension section. It was further highlighted that lack of background knowlede, long listening text, noises and lack of time were the problems which quite often hindrance to the respondents during listening section, while problem of anxiety, different accents, redundancy and hesitation sometimes existed in the process of listening. Whereas colloquial language and note-taking were never considered as a problem by the respondents during listening section of TOEFL.

Question 4: How do you solve that problem?

Most of the respondents try to solve the problems in the listening comprehension of TOEFL by enrich their vocabulary, make a good preparation, practice continuously, listen to English song, Watching English movies and do more exercises.

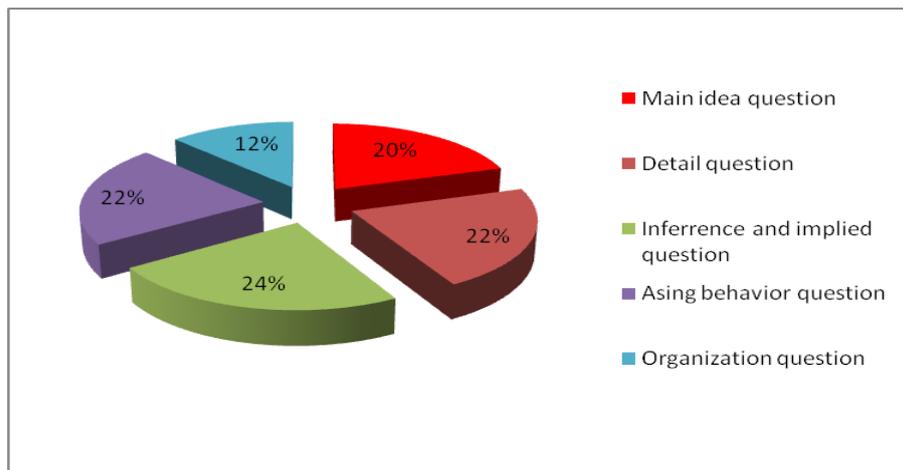
3. Data Display

Data display is classified the data according to certain types or groups. Using graphics or charts to display the data can be very good to make the data easy to be read. In addition, it should be able to describe the whole or certain parts of the research.

From 20 answer sheets of TOEFL taken from language center, the writer found that the frequency of difficulties of *main idea question* are 91

items, *detail question* are 239 items, *inference and implied question* are 354 items, *asking behavior question* are 28 items, and *organization question* are 8 items. The following chart is to describe the analysis data result:

Figure III. *Frequency of difficulties in listening comprehension section of TOEFL*



4. Drawing/verifying

The result of this analysis describes that in fact there are some listening comprehension errors commonly made by students in listening comprehension section of TOEFL. The writer, furthermore, found five common errors, namely *main idea and understanding gist question* has 20% error items, *detail question* has 22%, *inference and implied question* has 24%, *asking behavior question* has 22%, *organization question* has 12%. Accordingly, the biggest difficulties that commonly face by student is *inference and implied questions* and the smallest difficulties is *organization question*. The difficulties are caused by the statement of *implied questions* that is not state in the conversation. So,

the students should infer the answer by themselves by analyzed the context of the text.

The correction of TOEFL result should be conducted. Because as previously state that the aim of this research is to positively avoid the same difficulties and use the good strategy in answer the questions by analyzing the difficulties in listening comprehension section of TOEFL.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The discussion was concluded that based on the students' TOEFL result of 20 students of eight semester of English education study program of State Islamic College of Jurai Siwo Metro, there are many difficulties in

the listening comprehension section that encountered by the students. From the question of listening comprehension of TOEFL namely *main idea and understanding gist question, detail questions, inference and implied questions, asking behavior and organization questions*. Meanwhile, There are four major abstacle from material and test condition that are speed of speech, unfamiliar topics, unknown words and poor tape quality.

The frequency of listening comprehension difficulties in *main idea question* are 20%, *detail question* are 22%, *inference and implied question* are 24%, *asking behavior* are 22%, and *organization question* are 12%.

The conclusion of this research is that inference and implied question is the most difficult questions in the listening comprehension section of TOEFL. Meanwhile, Speed of speech, unfamiliar topics, unknown words and poor tape quality clearly appears as the problems that come from characteristics of material and testing condition.

B. Suggestion

Considering the discussion of the research, the writer proposes suggestion as follow:

1. For the institution and Language Center:
 - a). To follow up this research, the institution and language center (PUSBA) should organize some programs to improve the students strategy in TOEFL test.

2. For the students
 - a). The students should enhance their listening practice.
 - b). The students should use some strategy to answer the question in TOEFL.
 - c). The students should enrich their vocabulary.
 - d). The students should prepare their self well before they follow TOEFL test.
3. For the researcher:
 - a). The researcher should enhance his knowledge about TOEFL and errors deeply to support his research.

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CURRICULUM VITAE



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