AN UNDERGRADUATE THESIS

A DIFFICULTIES ANALYSIS OF
INFERENCE MAKING ABILITY IN TOEFL LISTENING TEST
AMONG ENGLISH DEPARTMENT STUDENTS AT IAIN
METRO

BY:

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TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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A DIFFICULTIES ANALYSIS OF

INFERENCE MAKING ABILITY IN TOEFL LISTENING TEST

AMONG ENGLISH DEPARTMENT STUDENTS AT IAIN METRO

IN THE ACADEMIC YEAR OF 2020/2021

Presented as a Partial Fulfillment of the Requirements

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in English Education Department

By:

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Sponsor   : Drs. Kuryani, M.Pd.

Co-Sponsor   : Syahreni Siregar, M. Hum

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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APPROVAL PAGE

Title : A DIFFICULTIES ANALYSIS OF INFERENCE MAKING ABILITY IN TOEFL LISTENING TEST AMONG ENGLISH DEPARTMENT STUDENTS AT IAIN METRO

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To be discussed in the Munaqosyah in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

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NOTIFICATION LETTER

Number   :
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Matter   : **In order to hold the Munaqosyah of Siti Nurmala Sari**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

    We have given guidance and enough improvement to research proposal script which is written by:

Name   : Siti Nurmala Sari
Students Number : 1601070124
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Education
Title   : A DIFFICULTIES ANALYSIS OF INFERENCE MAKING ABILITY IN TOEFL LISTENING TEST AMONG ENGLISH DEPARTMENT STUDENTS AT IAIN METRO

    It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the seminar. Thank you very much.

Wassalmu'alaikum Wr. Wb

Metro, 27 Juli 2021

Sponsor	Co-sponsor
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RATIFICATION PAGE
No. β - 3243/In-28-1/D/PP.00.9/08/2021

The Undergraduate Thesis entitled: A DIFFICULTIES ANALYSIS OF INFERENCE MAKING ABILITY IN TOEFL LISTENING TEST AMONG ENGLISH DEPARTMENT STUDENTS AT IAIN METRO written by: SITI NURMALA SARI, Student Number 1601070124, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, July 30, 2021 at 09.00-10.30 a.m.

BOARD OF EXAMINERS

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ABSTRACT

A DIFFICULTIES ANALYSIS OF
INFERENCE MAKING ABILITY IN TOEFL LISTENING TEST
AMONG ENGLISH DEPARTMENT STUDENTS AT IAIN
METRO

By: Siti Nurmala Sari

The objectives of this research were to investigate the students' difficulties in making inference, to know the cause of students' difficulties in making inference, and to investigate the way to overcome in making inference in TOEFL listening test. The researcher analyzed those phenomena based on the consideration of the students' problem in making inference in TOEFL listening test investigated in the process of pre-survey. Therefore, it is hoped that this research is beneficial in illustrating the phenomena of inference making ability in TOEFL listening test.

The method of this research was qualitative research in the form of a case study carried out at English Department Students at IAIN Metro. The primary sources of this research are the document of seventh semester students' of IAIN Metro that consists of 15 students. The researcher used observation, documentation and interview in collecting the data. The observation was conducted to know difficulties in making inference in TOEFL listening test. The interview was conducted to investigate the causes and the ways to overcome the students' difficulties in making inference in TOEFL listening test of the research objectives.

The research results show students' difficulties in making inference in TOEFL listening test that consist of propositional inferences and pragmatic inferences. In addition, the second research result is about the cause the students' difficulties in making inference in TOEFL listening test were being not able to comprehend the surface elements such as phonemes, words, intonation or grammatical category, being not able to understand pragmatic context, being not able to determine meaning of auditory input and being not able develop the gist a global or comprehensive understanding. Furthermore, another research result is about the ways to overcome the students' difficulties in making inference in TOEFL listening test including of providing the important guide of vocabulary enrichment, understanding the speech, tone and pitch of sound source, minimizing borredness, environment that is condusive and effective strategy.

Keyword: analysis, difficulty, inference, TOEFL in listening test, qualitative research.

ABSTRAK

**ANALISIS KESULITAN KEMAMPUAN MEMBUAT
KESIMPULAN DALAM TES MENDENGAR PADA
TOEFL
OLEH MAHASISWA PENDIDIKAN BAHASA INGGRIS DI IAIN
METRO**

Oleh: Siti Nurmala Sari

Tujuan dari penelitian ini adalah untuk mengetahui kesulitan siswa dalam membuat kesimpulan, untuk mengetahui penyebab kesulitan siswa dalam membuat kesimpulan, dan untuk mengetahui cara mengatasi dalam membuat kesimpulan dalam tes listening TOEFL. Peneliti menganalisis fenomena tersebut berdasarkan pertimbangan masalah siswa dalam membuat kesimpulan dalam tes listening TOEFL yang diselidiki dalam proses pra-survei. Oleh karena itu, penelitian ini diharapkan bermanfaat dalam menggambarkan fenomena kemampuan membuat kesimpulan dalam tes listening TOEFL.

Metode penelitian ini adalah penelitian kualitatif berupa studi kasus yang dilaksanakan pada Mahasiswa Jurusan Bahasa Inggris di IAIN Metro. Sumber utama penelitian ini adalah dokumen dari mahasiswa semester 7 IAIN Metro yang berjumlah 15 siswa. Peneliti menggunakan observasi, dokumentasi dan wawancara dalam mengumpulkan data. Observasi dilakukan untuk mengetahui kesulitan dalam membuat kesimpulan dalam tes listening TOEFL. Wawancara dilakukan untuk mengetahui penyebab dan cara mengatasi kesulitan mahasiswa dalam membuat kesimpulan dalam tes listening TOEFL dari tujuan penelitian.

Hasil penelitian menunjukkan kesulitan siswa dalam membuat kesimpulan dalam tes listening TOEFL yang terdiri dari inferensi proposisional dan inferensi pragmatic. Selain itu, hasil penelitian kedua tentang penyebab kesulitan siswa dalam membuat inferensi dalam tes listening TOEFL adalah tidak mampu memahami elemen permukaan seperti fonem, kata, intonasi atau kategori gramatikal, tidak mampu memahami konteks pragmatis, tidak mampu menentukan makna input pendengaran dan tidak mampu mengembangkan inti pemahaman global atau komprehensif. Selanjutnya, hasil penelitian lainnya adalah tentang cara-cara mengatasi kesulitan siswa dalam membuat kesimpulan dalam tes listening TOEFL termasuk memberikan panduan penting pengayaan kosa kata, memahami ucapan, nada dan nada sumber suara, meminimalkan kebosanan, lingkungan yang kondusif. dan strategi yang efektif.

Kata Kunci: analisis, kesulitan, kesimpulan, tes mendengarkan pada TOEFL, penelitian kualitatif.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

    Name   : Siti Nurmala Sari

    NPM   : 1601070124

    Study Program : English Education Study Program (TBI)

    Faculty   : Tarbiyah and Teacher Training

States that this undergraduated thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, July 30, 2021

268C0AJX337098808

Siti Nurmala Sari
St. ID. 1601070124

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Siti Nurmala Sari

NPM : 1601070124

Jurusan : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, July 30, 2021

Siti Nurmala Sari
NPM. 1601070124

MOTTO

x

إِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ﴿٦﴾

In fact after difficulty there are amenity (Q.S Al Insyirah: 6)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

My beloved parents, Mr. Abdul Somat, Mrs.

Siti Aisyah

who always support me by their endless love

My best friends, Eva Nurul Fadilah and Indah Sri Handayani who have given wonderful motivation for me

My beloved lectures of English Departement of State Institute

for Islamic of Metro, Lampung

My beloved almamater

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Praise to be Allah SWT the Almighty and the most merciful who has given his blessings and guidance so that the researcher can complete this undergraduated thesis. Peace and Salutation may always be upon the holy world leader, Prophet Muhammad S.A.W, the man of any good deeds who never think hard for the shake of better and better way of islamic life.

This undergraduate thesis is entitled *"A Difficulties Analysis of Inference Making Ability in TOEFL Listening Test among English Department Students at IAIN Metro"*. This undergraduate thesis is arranged as a fulfillment of requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Department os IAIN Metro.

In the second place, the researcher would like to give thanks to:

1. Dr. Hj. Siti Nurjanah, M.Ag. PIA as the Head of IAIN Metro.

2. Dr. Zuhairi, M.Pd., as the dean of the Tarbiyah and Teacher Training Faculty

3. Andianto, M. Pd., as the Head of English Education Department of IAIN Metro, who is willing to give permission for research to the researcher so that this undergraduated thesis can be arranged and also the time and direction which have been given.

4. Drs. Kuryani, M. Pd., as the first advisor and Syahreni Siregar, M. Hum., as the second advisor, who gives many advices and suggestions so that this undergraduated thesis could be finished well.

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6. All the staff of English Education Department at IAIN Metro who always help the researcher in administration.

7. My best friends Eva Nurul Fadilah and Indah Sri Handayani.

The researcher realizes that this undergraduated thesis is far from perfect, but the researcher hopes that this research be of some benefits for all the readers in general and for all the knowledge seekers in particular.

Metro, July 30th 2021
The Researcher,

Siti Nurmala Sari
NPM. 1601070124

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CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language that is used as a communication medium both in writing and orally. In Indonesia, English is a foreign language that is very rarely used in everyday life. English mastery for the Indonesian people is very important in order to be able to compete at both the national and international levels and meet the needs of both the political, economic, social, cultural, and security fields. By realizing the importance of the English language, the teaching of English is a very important effort in order to familiarize language learners to be able to use English both in writing and orally. Teaching English at least includes four language skills, including listening, speaking, reading, writing.

In addition, as one of English language skills is listening. Listening is the ability to identify and understand what others are saying. It is the process of understanding the sound and focussing on what listeners hear. Listening is a major component in language learning and in teaching process. It is the basic skill in each people before they can speak, read, and write. If the people become a good listener automatically they has a good result in another skill. The language learners will be successful if they master the language they learn to the point of using it in communication. The main point of listening skill is not just to hear and understand what the listeners hear but they should know about what the means, how the means and what the knowledge that they hear.

However, listening is not an easy language skill to master. There are many problems got by the listeners in TOEFL listening test process. Most of them have limited English vocabulary so they have difficulty in conveying

important information with the right choice of words. In addition, most beginner listeners also got obstacles, namely most of students find the difficulties in TOEFL listening test.

Moreover, inference is an important phenomenon that could be applied in listening activities. It could help one to grasp the meanings of an oral message by analyzing textual and contextual information. When the listener has difficulties in activities because of his poor linguistic skills, it is strongly recommended that the listeners apply the inference strategy efficiently.

Therefore, inference as a phenomenon that reflects the listener's ability to extract what is not explicated by the material but also to extract the meaning of an utterance that is unfamiliar to him. Inference is a skill that all listeners need in order to comprehend text. In order to figure out necessary information that the author does not explicitly tell the listener. Making inferences focuses on the way in which, having decided what the message form is (or, more probably, while arriving at this), the competent listener knows a good deal more than is actually specified in the message. Whether or not the native listener goes on to activate all this extra knowledge will depend on its relevance in the context of use.

Related to the listening problems above, the researcher had conducted a pre-survey to find out the students' problems in listening particularly in the inference making ability on students of IAIN Metro. The problems in listening got by Metro IAIN students are illustrated in the following table.

Table 1.
The Data of Pre-Survey
Students' Inference Making in Listening Skill at IAIN Metro

No.	Student's Name	Grade	Criteria
1.	AP	70	Good
2.	AA	66	Fair
3.	AH	66	Fair
4.	AP	60	Fair
5.	AK	57	Poor
6.	AC	0	Poor
7.	AS	73	Good
8.	AI	52	Poor
9.	CD	55	Poor
10.	DI	57	Poor
11.	DK	87	Poor
12.	DT	55	Poor
13.	DA	66	Fair
14.	EF	54	Poor
15.	FR	52	Poor
16.	JP	63	Fair
17.	KI	48	Poor
18.	LA	84	Good
19.	LN	66	Fair
20.	LS	57	Poor
21.	MJ	81	Good
22.	NF	57	Poor
23.	NK	76	Good
24.	PM	60	Fair

25.	RI	55	Poor
26.	SA	60	Fair
27.	SM	66	Fair
28.	ST	52	Poor
29.	SH	88	Good
30.	SF	73	Fair
31.	SN	54	Poor
32.	SU	57	Poor
33.	SA	0	Poor
34.	SW	58	Poor
35.	TR	54	Poor
36.	UM	61	Fair
37.	VI	82	Good
38.	VT	61	Fair
39.	ZN	73	Fair
40.	ZE	67	Fair

Pre-survey data of the students' listening skills are categorized into 3 criteria namely good, fair and poor. The results of categorized of listening skills are explained in the following table:

Table 2.
The Data of Pre-Survey
Students' Inference Making Ability in Listening Skill at IAIN Metro

No.	Grade	Frequency (Students)	Percentage	Criteria
1.	0-59	18 Students	45 %	Poor
2.	60-73	14 Student	35 %	Fair
3.	70-100	8 Students	20 %	Good

Based on the results of the pre-survey above it is known that the percentage of students whose listening ability achieve poor criteria is 45 %. While the percentage of students whose listening skills achieve fair criteria is 35 %. The percentage of students whose listening skills achieve good criteria is 20 %. It means that the percentage of students whose listening ability in good criteria less than the percentage of students' listening ability in poor criteria. Therefore, it can be concluded that the listening ability of students at IAIN Metro is low.

From the results of the pre-survey, it is known that the students at IAIN Metro got problems in listening due to the difficulties in listening skills and the low vocabulary. In addition, some of students at IAIN Metro cannot understand even do not understand words or sentences spoken in English verbally by the interlocutors. This means that listening skills in their English is lack.

Furthermore, the researcher intends to reveal the phenomenon of inference making ability in listening tes of TOEFL of students at IAIN Metro. The researcher conducted qualitative research in the form of a case study. Therefore, the researcher composed an undergraduate thesis entitled "A Difficulty Analysis of Inference Making Ability in TOEFL Listening Test among English Department Students at IAIN Metro."

B. Research Question

The research question include of:

1. What are the difficulties in making inference in TOEFL listening test among English Department Students at IAIN Metro?

2. Why are there difficulties in making inference in TOEFL listening test among English Department at IAIN Metro?

3. How to overcome in making inference in TOEFL listening test among English Department at IAIN Metro?

C. Objective and Benefits of the Research

1. Objectives based on research questions that have been formulated:

   a. To examine difficulties in making inference in TOEFL listening test among English Department Students at IAIN Metro.

   b. To investigate the difficulties in making inference in TOEFL listening test among English Department Students at IAIN Metro.

   c. In order to know how to overcome in making inference in TOEFL listening test among English Department Students at IAIN Metro.

2. Benefits of the Study, there are:

   a. For The Students

   This research as expected to be useful for students so that they are aware of their obstacles in making inferences. In addition, by being aware of difficulties in inference in listening students can arrange various efforts as a solution to improve their listening quality. Therefore, this research can be a reinforcement for students to always learn English, especially in listening skills.

   b. For The Teachers

   It is hoped that this research as useful for teachers to find out the listening problems got by students, especially in making inferences. By knowing the problem, the teacher can make an effort to deal with students' problems in making inference in listening. Therefore, this research can be done by teacher to be more creative in dealing with making inference problems.

c. For the Next Researchers

This research as be useful for the next researcher as one of the research references to consider important things from efforts to uncover the phenomenon of using inference making abilities in listening skills. This research can be a foundation to provide facts in the form of student problems in applying inference to listening. Therefore, it is hoped that the next researcher will be able to follow up on the results of this study in the future in the form of improving students' ability to apply the concept of inference to listening.

D. Prior Research

This research was done based on the consideration some prior researches in the same topic. The first prior research had been conducted by research had been conducted by Rakha Setyawan and Triastama Wiraatmaja "The Analysis of Semantic and Pragmatic Context in TOEFL Test Simulation on Listening Section".[1] The objective of the second prior research is to identify the semantic and pragmatic contexts in TOEFL test simulation on the Listening section. The research used a method on the second prior research is qualitative method. The sample of the second prior research is TOEFL simulation book with the title TOP NO 1 TOEFL SIMULATION. The result of the second prior research are several types of semantic and pragmatic context found in the test simulation.

The first prior research and this research have similarities and differences. The similarity of research topic is related to the analysis of difficulties in TOEFL listening test. Furthermore, the similarity of research method is qualitative research method. The difference lies in the research sample. This research focuses on listening test of TOEFL data of English

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[1] Setyawan, R., & Wiraatmaja, T. *"The Analysis of Semantic and Pragmantic Context in TOEFL Test Simulation on Listening Section."* Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics, s (2), (2008)

Education Department student at IAIN Metro.

In addition, the second prior research had been conducted by Kate Cain and Jane V. Oakhill, Marcia A. Barnes and Peter E. Bryant with the research title "Comprehension Skill, Inference-Making Ability, and their Relation to Knowledge ''.[2] The objective of the first prior research is to know the students' skill in listening and the problems in listening in inference making ability.

The second prior research and this research have similarities and differences. The similarity of research topic is related to causes of inference making. The similarity of research method is qualitative research method. The difference lies in the research sample. This research focuses on listening comprehension of TOEFL data of English Education Department student at IAIN Metro.. Whereas the sample of the first prior research is 12 non- native speakers of English from Spanish and Indonesian.

Moreover, the third prior research had been conducted by Siti Rahmah entitled "The Students' Problem in Listening Comprehension of TOEFL Tes".[3] The objective of the third prior research is to know the factors influencing the difficulty in answering Listening Comprehension of TOEFL test. The research used a method on the third prior research is qualitative method. The sample of the third prior research is 118 students' and the researcher took 9 students who have taken the TOEFL test more than 3 times. The result of the third prior research is the factors influencing the difficulties came from six factors including tool problem, content of listening text problem, mental condition, physical condition, environmental condition, and also time problem.

The third prior research and this research have similarities and

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[2] Kate Cain and Jane V. Oakhill, Marcia A. Barnes and Peter E. Bryant. *"Comprehension Skill, Inference-Making Ability, and their Relation to Knowledge"*: Memory & Cognition, 29 (6), 850-859 (2001)

[3] Siti Rahmah. *"The Students' Problem in Listening Comprehension of TOEFL Test":* Universitas Islam Negeri Ar-Rainiry Banda Aceh, Akademika Journal, 5 (July 2019).

differences. The similarity of research topic is related to factors of difficulties in listening test TOEFL. In addition, the similarity of research method is qualitative research method. The difference lies in the research sample. This research focuses on TOEFL listening test data of English Education Department student at State Islamic Institute of Metro. Whereas the sample of the first prior research is 118 students' and the researcher took 9 students who have taken the TOEFL test more than 3 times

Therefore, based on all of the main points of prior researches above, the researcher conducted the qualitative research had been conducted by the first prior research above. It is because the researcher would like to explore the phenomenon of inference making ability in TOEFL listening test.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of TOEFL Listening Test

1. The Definition of TOEFL Listening Test

   a. Definition of Listening Test

   Listening is a skill and any help we can give the student in performing that skill will help them to better listener.[4] Listening is the most common communicative activity in daily life we can except to listen twice as much as we speak, four times than we read and five times more than we write. [5]

   Listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skill.

   Listening comprehension is a key initial step in communication. Students will be able and better in communication when their were understand what their were being speak. So that they will know the characteristics of the target language in four skills. It means that the students will be able in communicating when they are good in listening. The nature of listening comprehension is also now better understood. Earlier views of listening saw it as the mastery of discrete skills or micro skills, which formed the focus of teaching and testing. Here means that in the past listening

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[4] Jeremy Harmer, *How to Teach English*, (Longman. Malaysia 2011), p. 98

[5] Morley, J. *Listening Comprehension in Second or Foreign Language Instruction*, in M. Celcemurcial (Ed), teaching English as a second or foreign language (2nd Ed).1991, p. 82

comprehension is hard to understand because of some reason such lack of strategy or etc.[6]

To listen successfully to spoken language, the listener needs to be able to workout what speakers mean when they use particular words in particular ways on particular occasion. Thus, listening comprehension is needed very much in communication and understanding what the speaker or native speaker said. Listening is the natural recursor to speaking; the early stages of language development in a person's first languange (and in naturalistic acquisition of other languages) are dependent on listening.

In this view of language learning, listening is the way of learning the language. It gives the learner information from which to build up the knowledge neccessary for using the language. When this knowledge is build up, the learner can begin to speak.

Furthermore, listening is an activity process in hearing the oral symbol with full attention, understanding application and interpretation to get the information, catching the content or message, and understanding the meaning of communication which is said by speaker.[7]

Listening is paying attention to and trying to get meaning from something we hear.[8] From this meaning, the researcher conclude that listening is a conscious activity. It involves a deep understanding of meaning that are sent to us in the form of sounds, word and sentences and these have to be processed by the brain.

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[6]John Flowerdew and Lindsay. Miller, *Second Language Listening Theory and Practice,* Cambridge University Press 40 West 20th Street, New York, NY 10011-4211, USA, 2005, Ix.

[7] Henry Guntur Tarigan. *Menyimak Sebagai Suatu Keterampilan Berbahasa.* Bandung: Angkasa Bandung, 2008, 3.

[8] Mary Underwood. *Teaching Listening*: Longman Handbooks for Language Teachers. New York: Longman Inc. 1989, 1.

Based on the explanation above, it is clear that listening comprehension is an active process where the listener should know what sound is, source, topic, meaning and so forth are. Therefore, listeners should use their brain for thinking. Listening comprehension is not like listening only without understanding.

b. The Definition of TOEFL Listening Test

Listening material that becomes the focus of this instruction is TOEFL Listening Test Section taught in the intermediate listening course of English education department students at IAIN Metro. It is an important material that they should learn well for passing the course and passing the TOEFL test that becomes a requirement to register for comprehension examination.

In addition, TOEFL score is also one of requirements for taking master and doctoral degree both in many universities in Indonesia and overseas. It is also really necessary for those who want to participate in short course or student exchange program to the other countries and to apply for scholarship or even for a job.[9] Thus, it is important for students to understand and to be familiar with kinds of text, typical questions, necessary information, strategies and other materials used in TOEFL listening comprehension part A, B, and C.

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[9] Slamet Riayanto, *Test Strategy for Listening Comprehension*, (Yogyakarta: Pustaka plelajar, 2007), 2.

2. The Importance of Listening Comprehension

Listening has an important role not only in daily life but also in classroom settings. The people only become aware of what remarkable feats of listening we achieve when we are in an unfamiliar listening environment, such as listening to a language in which we have limited proficiency.[10]

Most people think that being able to write and speak in a second language means that they know the language; however, if they do not have the efficient listening skills, it is not possible to communicate effectively. That is, listening is the basic skill in language learning and over 50% of the time that students spend functioning in a foreign language will be devoted to listening. According to Rost explains the importance of listening in language classroom as follows:[11]

a. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.

b. Spoken language provides a means of interaction for the learner. Because learners must interect to achieve understanding. Acces to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.

c. Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.

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[10] Kabul Tarihi, *The Importance of Listening in LanguagE Learning and Listening Comprehension Problems Experienced by Language Learners: A Literature review*, Abant Izzet Baysal Universitesi Egitim Fakultesi Dergisi. (2016), 3.

[11] Rost M, *Introducing Listening.* London: Penguin books. (1994), 141-142.

d. Listening exercises provide teachers with a means for drawing learners' *attention to new forms (vocabulary, grammar, new interaction patterns) in the language.*

To summarize, listening has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication. Emphaizing the importance of listening, listening skills are as important as speaking skills because people cannot communicate face-to-face unless both types of skills are developed together. Listening skills are also important for learning purposes since through listening

The importance of listening in language learning can hardly be overestimated. The researcher defines without internalizing linguistic information could not produce language. In the classrooms, students always do more practice listening than speaking. Listening competence is universally larger more than speaking competence.[12]

Moreover, the important skill in listening: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills. Compared with writing and reading, or even speaking, however, the development of listening receives the least systematic attention from teachers and instructional materials.

Some linguists bring listening-based methods together through the notion of comprehensible input. Acquisition can take place only when people understand messages in the target language.

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[12] Brown, H. Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy second edition*. San Frasisco State University (2000). 347.

Listening is motivated by the need to get messages out of what is heard. Foreign language learner acquires a new language by hearing in contexts where the meaning is made plain to them. Ideally the speech they hear has enough old language that the student already knows and makes enough sense in the context for the new language to be understood and absorbed. How the teacher gets the message across is not particularly important.

While language learners are often taught how to plan and draft a composition or deliver an oral presentation, learners are seldom taught how to approach listening or how to manage their listening when attending to spoken texts or messages. Although they are exposed to more listening activities in classrooms today, learners are still left to develop their listening abilities on their own with little direct support from the teacher. A possible reason for this is that many teachers are themselves unsure of how to teach listening in a principled manner.

3. The Difficulties of Listening

The language learners need to play special attention to such factors because they strongly influence the processing of speech, and can even block comprehension if they not attend to.[13]

1) Clustering

In written language we are conditioned to attend to the sentence as the basic unit of organization. In spoken language, due to memory limitations and our predisposition for " chunking '' or clustering, we break down speech into smaller groups of words.

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[13] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* second edition (San Frasisco State University 2000), 252.

Clauses are common constituents, but phrases within clauses are even more easly retained for comprehension. In teaching listening skill, therefore you need to help students to pick out manageable clusters of words, sometimes second language learners will try to retain overly long constituents (a whole sentences or even several sentences), or they will erorr in the other direction in trying to attend to every word in an utterance.

2) Redudancy

Spoken language, unlike most written language, has a good idea of redundancy. The next time you're in a conversation, notice the rephrasings, repetitions, elaborations and little insertions of "I mean'' and " you know ''. Such redundancy help the hearer to process meaning by offering more time and extra information.

3) Reduced forms

While spoken language does indeed contain a good deal of redundancy, it also has many reduce form. Reduction can be phonological, morphological, syntetic, or pragmatic. These reductions pos significant difficulties, especially for classroom learnes who may have initially been exposed to the full forms of the English language.

4) Performance variable

In spoken language, expect for planned discourse (speeches, lectures, etc), hesitations, false starts, pauses correction are common native listeners are conditioned from very young ages to weed out such performance variable, whereas they can easly interfere with comprehension in second language learner.

5) Colloquial Language

Learner who have been exposed to standard written English

and/or "text book'' language sometimes find it surprising and difficult to deal wit colloquial language.

6) Rate of Delivery

Virtually every language learner initially thinks that the native speakers speak too fast. Actually, the number and lenght of pauses used by a speaker is more crucial to comprehension than sheer speed. Learners will nevertheless eventually need to be able to comprehend language delivered at varying rates of speed and at times, delivered with few pauses.

7) Stress, Rhythm, and Intonation

The prosodic feature of English language are very important for comprehension. Because English is a stress-timed language, English speech can be a terror for some learnes as mouthfuls of syllables come spelling out between stress points. Also, intonation patterns are very significant not just for interpreting straight forward elements such as questions, statements, emphasis but for understanding more subtle message like sarcasm, endearment, insult, solicitation, praise and etc.

8) Interaction

Unless a language learner's objective is exclusively to master some sprecialized skill like monitoring radio broadcasts or attending lectures, interaction will play a language role in listening comprehension. Conversation is especially subject to all the rules of interaction: negotiation, clarification, attending signals, turn-talking, and topic nomination, maintenance, and termination.

Based on some theories definition of listening, it can be concluded that listening skill is an active, purposeful processing of

making sense what we hear. When listening, the hearer has willingness and competence to understand what is said. Specifically, students need to know the listening competence they most frequently encounter in their academic studies in order to succesfully complete their assigment. To improve student's listening skill, the students are capable to discriminate sounds, identify main idea and listen for detail information both text and sentence.

In addition, understanding the lecturers' talk is far easier for students than understanding the native speakers'. It happens because they share the same phonological aspects with the lecturers whose first language is the same as them. Conversely, the phonological aspects of English used by native speakers are unfamiliar for them, so that they are difficult to recognize the words especially when some phonological modifications occur. The common difficulties faced by students during the listening comprehension processes are:[14]

1) In perception phase, they are difficult to recognize the words they actually know, neglect the next part of the text when thinking about the previous words' meaning, unable to adjust their processing with the speed rate of the input.

2) In parsing phase, they often quickly forget what has been heard, are unable to form a mental representation of the utterance, and do not understand the subsequent parts because of what was missed earlier.

3) In utilization phase, they tend to understand the words but not the message and get confused.

Meanwhile, the difficulty found in particular when they

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[14] Larry Vandergrift and Cristine C.M. Goh, *Teaching & Learning Second Language Listening; Metacognition in Action*, (New York: Routledge, 2012), 21-22.

listen to TOEFL Listening comprehension exercises is mostly in understanding short conversations of part A.

Through the use of metacognitive instruction in teaching TOEFL listening test section, the researcher hoped that the students would be able to manage their listening process, identify their listening problems and learn to implement the more appropriate strategies that help them to cope with those problems.

However, unlike memorizing grammatical rules, being accustomed in implementing an appropriate listening strategy is an example of procedural knowledge that needs more time to be mastered.[15] Therefore, in order to improve their listening skill in doing TOEFL listening test exercises, they must repeatedly practice to listen to them by following the stages of metacognitive instruction that can help them learn better on how to listen before and while the listening activity occurs and after the activity ends.

B. The Nature of Inference Making

1. Definition of Inference Making

The meaning of inference in Oxford Advance Learner's Dictionary is derived from word "infer" that can be defined as to research an opinion or decide that is true on the basis of information that is available.[16] Moreover, A.S. Hornby defines "inference" as:

a. To find out indirectly from what you already know to draw or make inferences from the data.

b. The act process of forming an opinion. [17]

In addition, inference is defined as any piece of information that

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[15] J. Michael O'Malley and Anna UhlChamot, *Learning Strategies in Second Language Acquisition,* (New York: Cambridge University Press, 1995), 20.

[16] A.S. Hornby, *Oxford English Dictinary*, 694.

[17] *Ibid,* 27.

is not explicitly stated in a text.[18] This definition includes relatively simple inference as well as complex, elaborative inferences and inferences that add new concepts to a text as well as those that connect pieces of the text.

Inferring is the process of creating a personal and unique meaning from text.[19] It involves a mental process that combines information gleaned from the text and relevant prior knowledge (schema).

Inference strategy is the techniques that provide information and thought for understand. It is a powerful technique to create comprehension to fill the gaps and guess the general meaning of the text. In accordance with the idea stated above, Chamot, explain "inference involves guessing the meaning of unfamiliar language based on what you know".[20] Beers in Michela kopitski, "An inference is the ability to connect what is inthe text with what is in the mind to create an educated guess".[21] Students may be able toevaluate the usefulness of a strategy for a particular task such as inferencing for reading but still not automatically transfer this strategy to another type of task, such as listening. Even though inferencing work as well for listening.

Inference is a skill that all listeners need in order to comprehend text. In order to figure out necessary information that the author does not explicitly tell the listener. Making inferences focuses on the way

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[18] GailMcKoon and Roger Ratcliff, *Inference During Reading*. (Northwestern University, 1992), 440.

[19] Jenifer Klien and Elizabeth Stuart, *Using Art To Teach Reading Comprehension Strategies*, 43.

[20]Anna Uhl Chamot, and Sarah Barnhardt, et al. *The Learning Strategies Hand Book*. New York: Longman. 1990, 19.

[21]Michela Kopitski. *Exploring the Teaching of Inference Skills*. Hamline University, Saint paul:Minnesota. 2007, 17.

in which, having decided what the message formis (or, more probably, while arriving at this), the competent listener knows a good deal more than is actually specified in the message. Whether or not the native listener goes onto activate all this extra knowledge will depend on its relevance in the context of use.[22]

Inference is a difficult skill because there are numerous types of inferences that listener need to make. Some inferences are grammatical, such as recognizing the antecedents for pronouns. Other inferences help the listener to identify author's biases, provide details about the setting, or figure out the meaning of an unknown word. There are many types of inferences that are crucial in helping the listeners comprehend the task. The listener may need to develop details or explanations about particular events, understand characters' beliefs, or offer conclusions based on facts presented in the text. These particular inferencing skills are necessary for everyday listening activity.

2. Supporting Elements of Inference Making

World knowledge is applied through the process of inference. Classify inferences into three types as follows: [23]

a. Propositional inferences

Propositional inferences are those that follow on logically and necessarily from any given statement.

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[22]Gillian Brown, *listening to spoken english,* second edition. Longman Inc United States of America, NewYork, 1990, 155.

[23] Hilyard, A, and Olson, D. R. (1978) " *Memory and Inference in the Comprehension of Oral and Written Discourse. Discourse Process, I,* 91-117

For example in the conversation below:

Women : Are you going to into water, or are you just going to lie there on the sand?

Man : I think I need to put on some suntan lotion.

Narrator : *Where does this conversation probably take place?*

a. At beauty salon   c. In a sand box

b. At the beach   d. At an outdoor restaurant

Discussion:

The keyword of conversation above is water, sound, and sutan lotion explained that the possibility of this dialogue took place on the beach. So, the answer is *(B) At the beach.*

b. Enabling inferences

Enabling inferences are related to the causal relationship between event and concepts.

c. Pragmatic inferences

Pragmatic inferences provide extra information which is not essential to the interpretation of the text, but which expands on it.

For example in the conversation below:

Women : Are you going to read those books here in the library?

Man : I think I'd rather check them out now and take them one.

Narrator : *What will the man probably do next?*

a. Sit down in the library   c. Return in the books to the shelves

b. Look for some more books   d. Go to the circulation desk

Discussion:

The man said (check them out now) meanwhile the book circulation spell was the place where the book was registered out of the library. The man will definitely go to the book circulation desk. So the correct

answer is *(D) Go to the circulation desk.*

3. Factor Influencing Inference Making Difficulty in Listening

There are several categories of students' inference making problem in listening test as: linguistic (unfamiliar words and inability to get explicit content words), paralinguistic (inability to deal with the way utterance, stress and intonation, and unfamiliar accent) and non-linguistic factors (background knowledge, environment, psychological, ineffective strategy, and inference strategy).[24]

a. Linguistic

Linguistic knowledge is needed to understand the sounds made by the others. Two major linguistic problems of inference making in students' listening comprehension were unfamiliar words and inability to get explicit content words.

b. Paralingustic

Paralinguistic is verbal communication which does not involve word. It is very important because it can change the meaning of sentence based on tone and pitch of voice. It is also a crucial component in all human communication. Even if the students as listeners do not have big problem with linguistic and paralinguistic, their inference making will still be affected by several problem of non-linguistic factor that comes from several resources.

Paralinguistic problems were the problems that students have because of inability to deal with the way utterance is spoken in order to understand themeaning of utterance and the students had more difficulty in the speed of speech.

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[24] Tri Mulya Ningsih, A Research Journal: *Factors Influencing Inference Making Difficulty of Listening,* (Pontianak: Universitas Tanjung Pura, 2013), 4-8.

c. Non-Linguistic Factors

      Students' linguistic knowledge was not always become the main factor from students' poor ability to make inference in listening comprehension. The students' psychology and the environment also gave contributions to their problem to make inference. In the side of psychology, fatigue played role for students' difficulty in making inference even though fatigue was not the most dominant factor, but it could be counted as the factor that cannot be easily predicted but easily happen as people could not easily observe when the students got tired and how much it contributed to their concentration to listen and then make inference from what was heard. The third type of non-linguistic factors was ineffective strategy.

      For strategy, students could not only match the words they hear because inference making was more than only matching words. In addition, the meaning of the speakers' utterance did not always determined by the words arranged in the sentences. That was why in effective strategy became one of factors for students' difficulty in making inference.

      In other hand, there are four difficulties in making inference in listening namely difficulties to comprehend of surface elements such as phonemes, words, intonation, or grammatical category, understanding pragmatic context, determining meaning auditory input, and developing the gist, a global or comprehensive understanding.

4. The Way to Overcome Inference Making in TOEFL Listening Test

The listening process involves four basic steps:[25]

a. Recieving the message.

- Step 1 : Receiving the massage.

    The students use sense of hearing that includes words, vocal tones, noises. And then the students use sense of sight that includes actions, facial gestures, body language, environment.

b. Interpreting the message.

- Step 2 : Interpreting the message.

    The students making sense of or understanding what their hear . First, the students try to get the general idea by determining the speakers who is involved. Next, the students needs understanding the context what is the situation, message or problem. Finally, the students finds the setting when is the time and where is the place. In order to interpret the message, the teacher need to provided guided practice by using short non fiction and fiction text to introduce inference strategy. When the students listen accurately, try to interpret the massage and used what they know and write down the key word to inferred meaning comprehension:[26]

    1) Making inferences and deductions based on the information in the text.

        Making inferences means choosing the most likely explanation from the facts at hand. For example, the students will have to look carefully at the question and at the multiple choice options available before they try to deduct the correct

[25] Santiago, Shirley. *Learning to listen*. New york: PCUPR. 2010, 1.

[26] Claudia Mewald, and Otmar Gassner, et al. *Testing Litening (Specifications for the E8-Standards Listening Tests)*. LTC Technical Report 3. Klagenfurt University, Austria. 2007, 10.

answer. Although the student will have to infer the solution, the situation or the supporting facts will clearly exclude the distractors.

2) Determining a speaker's attitude or intention towards a listener or topic can be identified through listening for gist or by paying attention to voice quality, intonation or paralinguistic features.

3) Relating utterances to their social and situational contexts can also be achieved without even having to think about the content of the text especially if the background noises back up the situation. It will be necessary to listen to the content of the input text in order to identify the social and situational context.

4) Recognising the communicative function of utterances requires the students to infer the communicative function of the input text. It will be helpful for the listener to understand the most common words identifiying communicative functions.

c. Evaluating the message
  ▪ Step 3 : Evaluating the message.

d. Responding the massage
  ▪ Step 4 : Responding to the message (Feedback).

Furthermore, that some questions you hear in the interactive listening section are inference questions. An inference is an assumption made from information that we have. That is, in the case of listening comprehension, an inference is an interpretation or a conclusion based on the information that we hear. Making inferences is a critical skill because not all important information is clearly or explicitly stated; therefore, even if we understand all the words in a listening segment, we still may not have complete comprehension.

Based on explanation above, it can be conclude that there are five strategy to making inference, namely;

1. Importing to guide vocabulary enrich

2. Encourage ability to understanding the speech, tone and pitch of sound source

3. Minimizing borredness in listening process

4. Create environment that is condusive

5. Implementing an effective stategy.

Moreover, here are two ways to improve your inference skills:[27]

a. Review your pre-listening strategies carefully and apply them:

Inferences are largely based on background knowledge. The more you know about the subject and the more you have predicted about the listening passage, the better able you will be to make inferences.

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[27] Michael Berman. *Advanced Listening : Listening strategy guide.* DynEd Internasional. 2002, 10.

b. Trust your instincts and do not be afraid to guess!

If you guess wrong, try to determine why you were wrong and move on that is what learning is all about.

Inferred meaning comprehension includes implicit understanding and drawing inferences from input texts, the information is not clearly stated and the answer therefore requires more careful listening. Inference means going beyond the surface information to see other meanings which are no where explicitly stated in the text. The students will listen for gist to activate their background knowledge of the topic to anticipate the content of the input text and the possible solution to identify the appropriate listening strategies. The quicker students are able to achieve this, the better their chances to focus on the correct part of the input text. These cognitive and strategic processes contribute to successful inferred meaning comprehension.[28]

Making inferences means choosing the most likely explanation from the facts at hand, it may be helpful for the students' to know that they make inferences every day. If they infer that something has happened, they do not see, hear, feel, smell, or taste the actual event. However, from what they know about the event, it makes sense to assume that it has happened.

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[28]*Opcit*, 10.

CHAPTER III

RESEARCH METHODOLOGY

A. The Types and Characteristics of Research

The researcher considers the phenomena of inference making in TOEFL listening test to be explored. The researcher decides to use qualitative research to examine difficulties in making inference in their TOEFL listening test, to investigate difficulties in making inference in their TOEFL listening test, and to know how to overcome in making inference in their TOEFL listening test among English Department Students At IAIN Metro.

The type of this research is qualitative research. Qualitative research is research that aim to reveal the fact of social phenomenon in human life.[20] Based on definition, it can be concluded that qualitative research is the research that investigate to get understanding the problem of human or social by individual or groups in deep analysis. The aim of qualitative research is describing and to explain the phenomenon. The understanding of phenomenon gets from investigate and describe the phenomenon through narration. The research procedure of qualitative research that result descriptive data written or spoken from the participants and the behavior that is observed.

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[20] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, Third Edition (USA: SAGE, 2009), 4.

The characteristic of this research focuses on the descriptive qualitative research. A survey taken by the researcher to describe phenomena and to describe summarize. The survey is used to get a good step of certain thing in the descriptive research. In line with the explanation above, the researcher uses descriptive qualitative research to do this research entitled "A Difficulties Analysis of Inference Making Ability in TOEFL Listening Test among English Department Students at IAIN Metro".

B. Data Resources

In this research the researcher divides the sources into two items. They are primary and secondary sources.

1. Primary sources

    The primary sources of this research are students document about their inference making ability in TOEFL listening test that was given by lecturer of listening subject at IAIN Metro. In addition, another the primary source of this research is the result of the interview that was conducted by asking some questions to the English Education Departments students.

2. Secondary sources

    The secondary source in this research is from the documentation result, the books both in the printed form and in electronic book, and the academic articles written in journals that are related to the research.

C. Data Collecting Technique

        The method of collecting data is the most major step in research, since the main purpose of the study is to obtain data. Creswell explained that there are several methods in collect the data. There are observation, interview, questionnaire, documents or documentation, and audio-visual material.[29] While based on Patton in Raco, the documents are written and stored material. Documents can be memorabilia or correspondence. There are also documents that are audio-visual.[30] So according to Patton, audio visual cannot be separated to documentation because audio visual include to the one of data in documentation type. In this research, methods of data collection that was given by researcher are observation, documentation, and interview.

        In this research the researcher used three techniques to collect the data that are observation, documentation, and interview.

1. Observation

        Observation is the main data collection in qualitative research method.[21] In this research, the researcher observed the students TOEFL listening test document got from the lecturer of listening subject at IAIN Metro. The process of observation was done by referring to the research questions.

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[21]*Ibid*., 431

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[29] John W. Creswell, *Research Design Quallitative, Quantitative, and Mixed Methods Approach, Third Edition*, (California: Sage Publication, 2009), 178.
[30] J.R. Raco, *Metode Penelitian Kualitatif.*, 111.

2. Documentation

   The researcher uses documentation technique to collect the data in this research. In the qualitative research, document is valuable source of information. The researcher got the data of students' TOEFL Test got from Language Development Unit at IAIN Metro.

3. Interview

   According to Donald Ary, interview is data collecting technique related to the opinion and the information get from people.[22] Interview is the process gather data from participants. The researcher gives question for participants and gets the answer.

   According to Donald Ary, interview consist of three types there are structured interview, unstructured interview, and semi or partially structured interview.[23] According to Nigel Fielding"s in Gibson and Brown interview is conducted in various ways there are face to face, telephone, online chat-room, email, etc.[24] Therefore, interview can be done face to face, telephone, online chat-room, and email to get the information.

   The researcher used structured interview with the mode online chat-room in this research. The numbers of students that had been interviewed were 15. In this case, the researcher conducted the interview to the students in order to method to collect the data about the causes and the solution of students' difficulties in inference making ability in TOEFL listening test by the students of English Education Department in the seventh semester at IAIN Metro.

D. Data Analysis Technique

Analysis of the data is essential part in the research study, because the result becomes a conclusion from all of the research. Analysis as three concurrent flows of activity that are data condensation, data display, and conclusion drawing/verification.

The researcher would apply interactive model to analyze the data. The components of this analysis model are pictured by this figure.
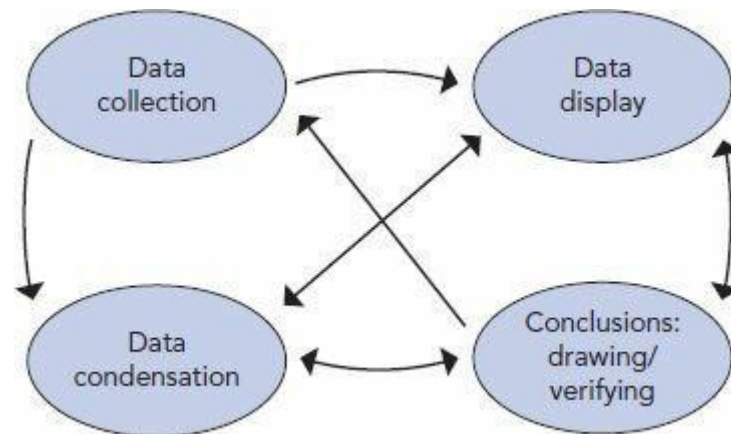

Figure *1* Component of Data Analysis: Interactive Model

Data analysis by Matthew B. Miles and A. Michael Huberman conducts the following steps:[25]

1. Data Collection

   Data collection means the process of the researcher collect data. The researcher collects the data based on the aim or objectives of the research. In this case, the researcher collect the data of students' listening in English got from the lecturer of listening subject at IAIN Metro.

2. Data Condensation

   Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming the data from interview transcripts, documents, and other materials. In this case, the researcher specified the data related to the difficulties in making inference in listening test of TOEFL, particularly in inference making by referring to the research questions.

3. Data Display

   A display is a step of data processing consist of arranging and display information to conclude. In this case, the researcher displayed the research data by using word.

4. Conclusion Drawing and verification

   It is the final step of data processing to show the core of the research. It is used to display the research result. After getting the research results, the researcher concluded them clearly by answering the research questions.

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[25] Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis*, Third Edition (USA: SAGE, 2014), 31-33.

E. Research Approach

In this research the researcher used six steps in the process of research, as follows:[26]

1. Identifying a Research Problem

   The researcher analyzed the phenomenon that happen in the process of research. Identifying a research problem begins with identifying the topic based on the phenomenon. It consists of specifying issues to study, developing a fact for studying, and suggesting the significance of the study.

2. Reviewing the Literature

   Reviewing the literature is investigate the theory that related to the topic of research. It refers to the academic literature that can be developed in research topic. It was got by the researcher in scientific book, journal, journal article from various sources both online or offline source.

3. Specifying a Purpose for Research

   The next step after identifying a research problem and reviewing the literature is specifying purpose for research. Specifying purpose for research is main center for researcher. The aim is to solve the problem to know the researcher be able to achieve or not the research.

4. Collecting Data

   The researcher collected the data uses various instrument to support the research. The instruments are observation, documentation, and

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[26] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition (USA: Pearson, 2012), 7.

interview. The collecting data refers to the researcher's objective and it is developed based on academic literature.

5. Analyzing and Interpreting the Data

The next step after collecting data is analyzing and interpreting the data. The researcher analyze the data based on the research objective. The aim of it is to answer the research objective. The next step is interpreting the data to investigate the research result.

6. Reporting and Evaluating Research

The final step is reporting and evaluating the research. The researcher developed a written report and distribute that use the information.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. **Result of The Result**

1. **Description of the Research Setting**

   a. **The Historical Background of IAIN Metro**

   1) **The Brief History of IAIN Metro**

   The previous name of IAIN Metro is STAIN Metro that was built on April 23 to 25, 1997 based on Decree of President RI No.11, 1997 on March 21, 1997. IAIN Raden Intan Bandar Lampung related with the establishment of STAIN Metro which has begun from Lampung Islamic Welfare Foundation (YKIL) that consist of religion figures and effort of elite. Based on the discussion in YKIL, it consists of two facilities, Education faculty and Islamic Law faculty that domiciled in Tanjung Karang. Based on decision of President of Indonesia No. 27, 1963, YKIL should at least consist of three faculties in order to accomplish Al-Jami''ah. YKIL open new faculty that was domiciled in Tanjung Karang. It was Ushuludin faculty. IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung in 1993. [27] Furthermore, the Education and Islamic Law Faculty were established in Metro in 1967. STAIN was legalized based on

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[27]Takenfromhttp://metrouniv.ac.id,accessedonSeptember14 th ,2020

the Decree of President RI No.11, 1997. It was the history of establishment of STAIN Jurai Siwo Metro.

The preparation status of STAIN to IAIN has been done during the leadership of Prof. Dr. Syaripudin, M.Ag. in 2010 and was planned to be realized in 2012 next year. The change of status to IAIN consist of two majors with 9 courses. The transition for status of STAIN to IAIN was in 2016. This status change based on Presidential Regulation No.71 August, 2016. All STAIN students becomes IAIN students.

The location of State Islamic Institute (IAIN) Metro is in Metro, Lampung. IAIN Metro is a favorite institution that has vision and missions. The vision is being an Innovative Islamic College of Education in socio-Eco techno-preunership based on Islamic values and Indonesian. The missions are implementing Islamic values in the implementation of education, research, and community service, building a productive and innovative academic culture in resource management through scientific studies, learning models, and research, growing socio- ecotechno-preneurship of academicians in the implementation of three pillars of university, implementing a professional and cultivated institutional management system based on information technology.[28]

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[28]*Ibid.,*

2) **Organization Structure of IAIN Metro**

The Organization Structure of IAIN Metro in academic

year 2016/ 2017, as follows:
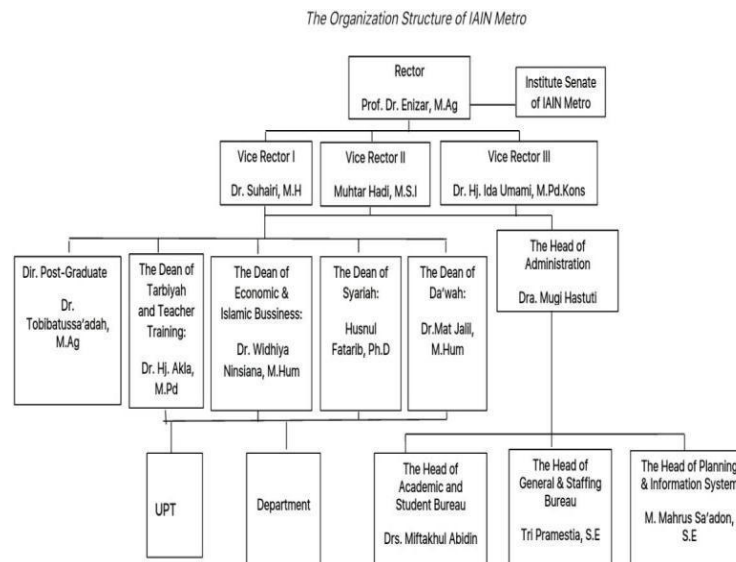

Figure 2TheOrganization Structure of IAIN Metro
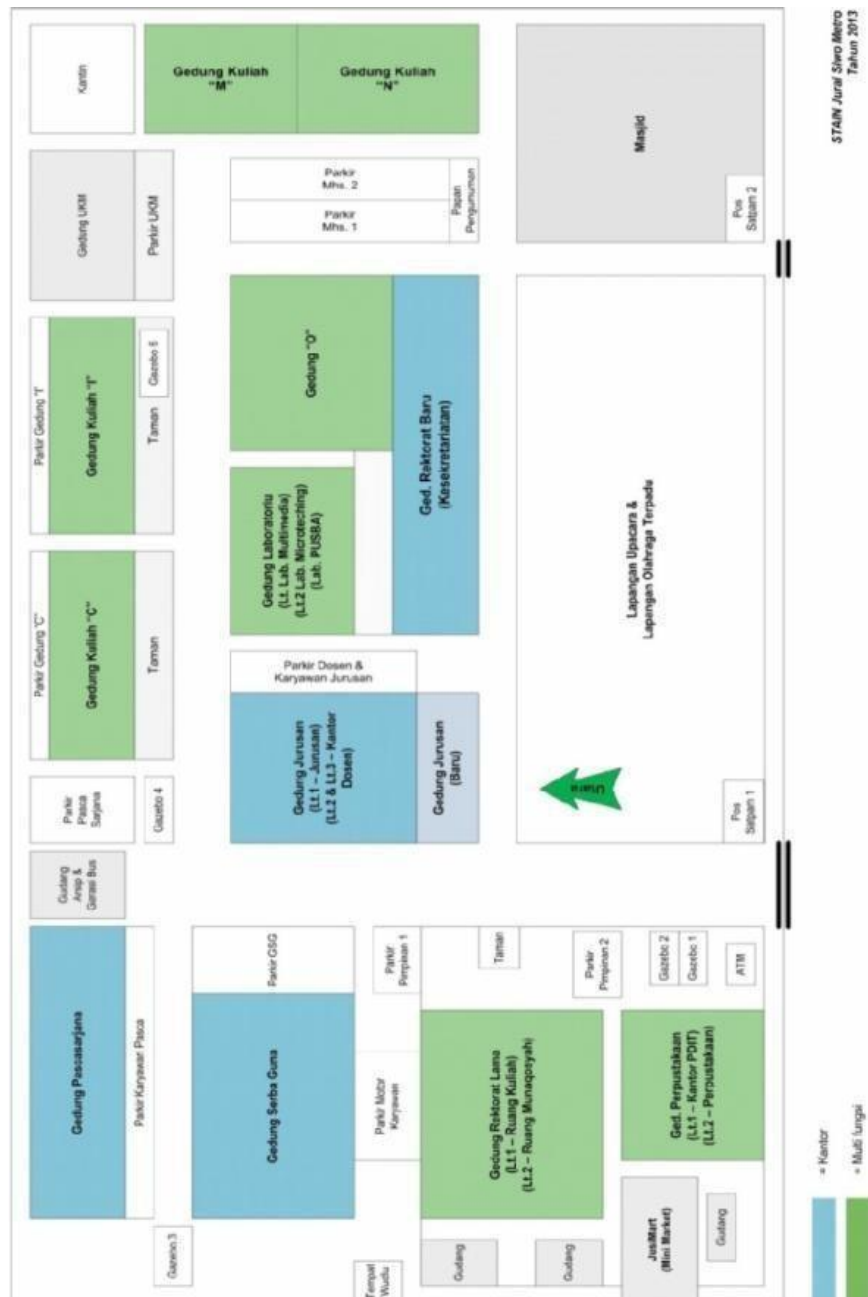
3) The Location Sketch of IAIN Metro

Figure 3Location Sketch of IAIN Metro Campus 1
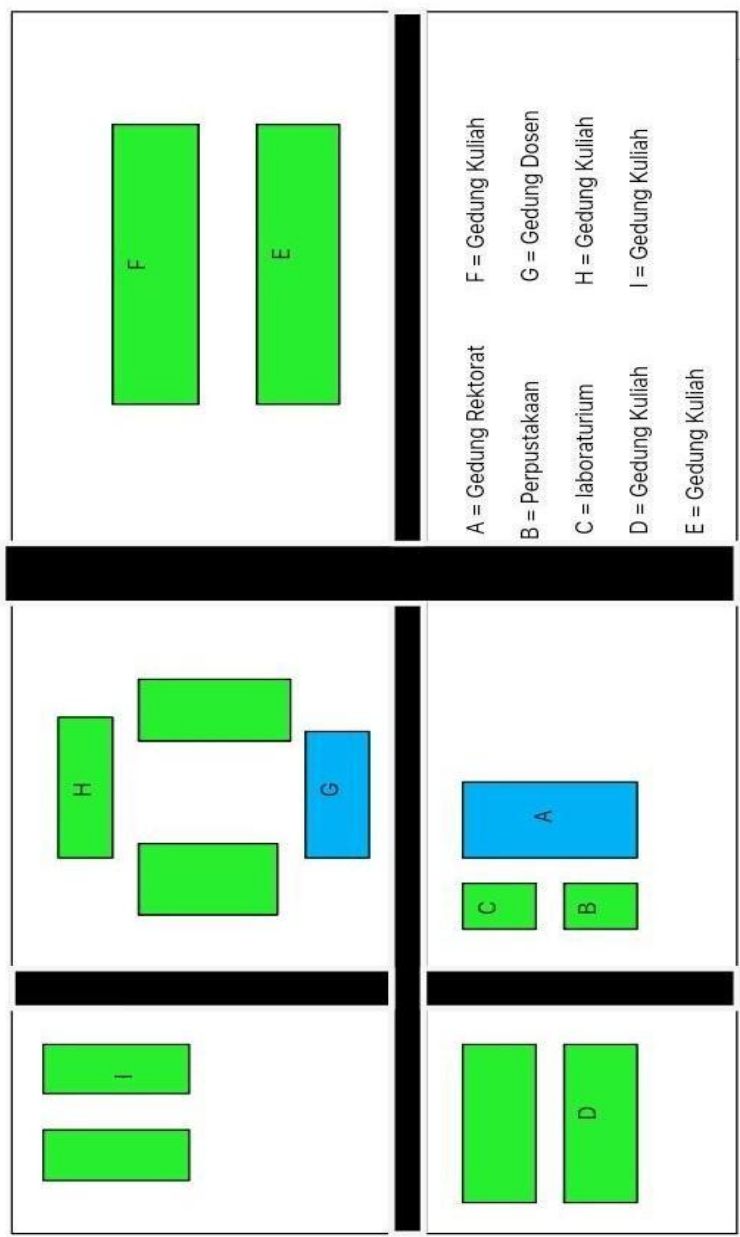
Figure 4 The Location Sketch of IAIN Metro Campus

4) **The Condition of Lecturer of TBI**

The condition of lectures of TBI in IAIN Metro in

academic year 2017/2018 based on the educational

background as follows:

Table 1
Total of Lecturers Educational Background of TBI in IAIN
Metro

No	Educational Background	Total
1.	S1	-
2.	S2	30
3.	S3	2
	Total	32

Source: Documentation of IAIN Metro in academic year2017/2018
taken from The General Buraue

2. **Description of the Research Result**

Description of Research Result refers to the rese3arch question

including of *What are the difficulties in making inference in TOEFL*

listening test among English Department Students at IAIN Metro; Why

are there difficulties in making inference in TOEFL listening test among

English Department Students at IAIN Metro; How to overcome in making

inference in TOEFL listening test among English Department Students at

IAIN Metro;

a. The students' difficulties in making inference in TOEFL listening test among English Department Students at IAIN Metro

In collecting the data of the first research question, the researcher used the techniques of observation. Therefore, the instrument is observation.

1) The Data Analysis Based on the Observation

The data result of observation sheet related with the students' difficulties in making inference in listening test of TOEFL. The data analysis is illustrated in the following table:

Table 2
The Students' Difficulties in Making Inference in Listening Test of TOEFL

No.	The Students' Difficulties in Making Inference in Listening Test of TOEFL	Frequency	Percentage
1.	Proposition Inferences	12 students	80 %
2	Enabling Inferences	-	0 %
3	Pragmatic Inferences	3 students	20 %
	Total	15 students	100 %

Based on the result of the data that have been analyzed, the researcher investigated that there are students' difficulties in making inference in listening test of TOEFL that include in two categories namely: preposition inferences and pragmatic inferences.

Furthermore, the researcher will give the brief description of data analysis result as follows:

a) Proposition Inferences

Based on the result of observation, it is investigated that the students got difficulty making proposition inference in listening comprehension of TOEFL. One of the difficulty is explained in the following students's answer of TOEFL test:

The question:

Man　　: The science project is due next week.

Women　: I suppose I'll have to start working on it now.

Narrator : *What does the man mean?*

a. He hasn't yet begun his project.

b. He's supposed to do his science project next week.

c. He needs to star working on changing the due date.

d. He's been working steadily his science project.

The student's answer is (C) He's needs to star working on changing the due date.

The correct answer actually is **(A) He hasn't yet begun his project.**

The observation result proved that there are 12 students of 15 students who are not able to make propositional inferences. It means that most of the students (12 students or 80 %) get difficulty in making propositional inferences that refer to those that follow on logically and necessarily from any given statement.

b) Enabling Inferences

The result of observation provided the data that enabling inferences that refer to those related to the causal relationship between event and concepts was not found.

c) Pragmatic Inferences

The research result conducted by observation prove that the students got difficulty making pragmatic inference in listening comprehension of TOEFL. One of the difficulty is explained in the following student's answer of TOEFL test:

The question:

Man   : I just got back from the market.

Women : So you did do the shopping!

Narrator : *What had the women assumed about the man?*

a. He had not gone to the store.

b. He was still at the market.

c. He was going to take care of the shopping.

d. He always went to the market.

The student's answer is (C) He was going to take care of the shopping.

The correct answer actually is **(A) He had not gone to the store.**

Based on the result of observation, it is investigated that there are 3 students of 15 students who are not able to making pragmatic inferences. It means that most of the students (3 students or 20 %) do not get difficulty to making pragmatic inferences that provide extra information which is not essential.

In addition, it was investigated that there are 12 of 15 students who are not able to making propositional inferences. It is because the highest percentage (80%) belongs to that difficulty.

Based on the observation data above, there are two kinds of the most dominant of making inference in TOEFL listening comprehension including of Propositional Inferences and Pragmatic Inferences.

b. The Causes of Difficulties in Making Inference in TOEFL Listening Test among English Department Students at IAIN Metro

The second research objective is to analyze the causes of difficulties in making inference. In collecting the data done by interview. Interview was conducted by giving the questions to the students on online. The result of interview as follows:

1) Difficulties to comprehending of surface structure elements such as phonemes, words, intonation, or a grammatical category.

There are 9 out of 15 students who have difficulty in the listening process. It means that 60% who get difficulties. Based on the interview result, in the listening process the students get difficulties in comprehending of surface structure elements such as phonemes, words, intonation or grammatical category. Meanwhile, 40% students do not consider comprehending of surface structure elements is difficult, but it is depend on the questions.

2) Understanding pragmatic context

All of students do get difficulty in understand the pragmatic context contained in listening audio. It means that 100% students who have problem in understand pragmatic context, because the students are difficult in making pragmatic inferences that provide extra information which is not essential to

the interpretation of the text, but which expands on it. Based on the interview result, the students as listeners do have big problem with understanding pragmatic context, because comprehend pragmatic is unique from another linguistics comprehension and it needs contextual information.

3) Determining meaning of auditory input

There are 11 of 15 students who have difficulty in determining of auditory input, because auditory perception some students have problem with auditory memory (recalling what they have just heard) and sequential memory (recalling in correct sequence of words or utterance) they have just heard. It means that, 73 % students who get difficulties. Moreover, some students feel worried and stressed when they miss some words of the audio, so it is difficult to make inference.

4) Developing the gist, a global or comprehensive understanding

There are 14 of 15 students who have difficulty related to developing the gist especially in comprehensive understanding. It means that, 93 % students who get difficulties. Based on the interview result, the students have difficulty when the process of listening, because speakers do not always provides all necessary information that they refer to and that they only utter the most obvious pieces of information for listeners to supply as bridging assumptions. Thus, the students must be able to comprehensive understanding and make inference it.

Table 3
The Causes of Difficulties in Making Inference in TOEFL Listening
Test among English Department Students at IAIN Metro

No	The Causes Difficulties in Making Inference in TOEFL Listening Test	Frequency	Percentage
1.	Difficulties in comprehending of surface structure elements.	9 students	60 %
2.	Difficulties to understand the pragmatic context.	15 students	100 %
3	Difficulties in determining meaning of auditory input.	11 students	73 %
4.	Difficulties in developing the gist, a global or comprehensive understanding.	14 students	93 %

c. The Way to Overcome in Making Inference in TOEFL Listening Test among English Department Students at IAIN Metro

The third research objective is to analyze the way to overcome in making inference in TOEFL listening test. In collecting the data, the researcher used the technique of interview. Interview was conducted by giving the questions to the students on online. The result of interview as follows:

a. Importing to guide vocabulary enrich

Based on the result of interview, all of the students (15 students) important to guide vocabulary enrich to overcome in making inference in TOEFL listening test. It means that 100% students important to guide vocabulary enrich. In the process of interview, the students told that if they have more vocabulary, it will easy to understand the text. They said, listening and vocabulary are definitely related if students know the meaning off all the words used by a speaker, they are likely to have a better understanding of the material.

b. Encourage ability to understand the speech, tone and pitch of sound source

The result of observation provided the data that all of the students (15 students) said that to help encourage ability to understand the speech, tone and pitch of sound source in the listening process is always practice like listening music, podcast especially in English to able make inference.

c. Minimizing borredness in listening process

The research result conducted by observation proved that there are students told to minimize borredness is take a break, relax and make in fun so that they are easy in making inference on TOEFL listening test, because sometimes students feel tired and bored to listen if the discourse is too long. In addition, they also feel more difficult to concentrate.

d. Create an environment that is condusive

Based on the result of interview, there are students told that the learning environment is very influential on students learning outcomes, so as to create a condusive environment that is by creating learning with a pleasant atmosphere.

e. Implementing an Effective Strategy

The research result conducted by observation proved that the students said that to implementing an effective strategy in the listening process could not only match the words they hear because inference making was more than only matching words. In addition, the meaning of the speakers' utterance did not always determined by the words arranged in the sentences. That was why in effective strategy became one of factors for students' difficulty in making inference.

B. Discussions

There are three research results that include of the students' difficulties in making inference in TOEFL listening test, the causes of difficulties in making inference in TOEFL listening test and the way to overcome in making inference in TOEFL listening test. The research results are discussed as follow:

1. The Students' Difficulties in Making Inference in TOEFL of Listening Test

The first research result is the students' difficulties in making inference in TOEFL listening test. The theory of difficulties got by the students in making inference in TOEFL listening test was adopted from A. Hilyard and D.R Olson including of propositional inferences, enabling inferences and pragmatic inferences.[31]

Based on the observation result, each percentage of students' difficulties in making inference in TOEFL listening test, as follows:

a. The percentage of difficulties in propositional inferences is 80%

b. The percentage of difficulties in enabling inferences is 0%

c. The percentage of difficulties in pragmatic is 20%

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[31] Hilyard, A, and Olson, D. R. (1978) " *Memory and Inference in the Comprehension of Oral and Written Discourse. Discourse Process*

Therefore, based on the discussion above, it is concluded that the most dominant of students' difficulties in making inference in TOEFL listening test is propositional and pragmatic inferences.

2. **The Causes of Difficulties in Making Inference in TOEFL Listening Test**

The second research results are the causes difficulties in making inference in TOEFL listening test, the researcher used the instrument of interview with the students developed from theories taken from Tri Mulya Ningsih. There are several causes the students do in making inference in TOEFL listening test that consist of difficulty to comprehend of surface structure elements such as, phonemes, words, intonation or grammatical category, difficulty to understand pragmatic context contained in the listening audio, difficulty in determining meaning of auditory input, and difficulty in developing the gist a global or comprehensive understanding.[32]

Based on the result of interview, the researcher analyzed the causes difficulties in making inference in TOEFL listening test, including in following:

a. Difficulties to comprehending of surface structure elements such as phonemes, words, intonation, or a grammatical category.

There are 9 out of 15 students who have difficulty in the listening process. It means that 60% who get difficulties. Based on the interview result, in the listening process the students get difficulties in comprehending of surface structure elements such as phonemes, words, intonation or grammatical category. Meanwhile, 40% students do not consider comprehending of surface structure elements is difficult, but

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[32] Tri Mulya Ningsih, A Research Journal: *Factors Influencing Inference Making Difficulty of Listening,* (Pontianak: Universitas Tanjung Pura, 2013), 4-8.

its depend on the questions.

b. Understanding pragmatic context

All of students do get difficulty in understand the pragmatic context contained in listening audio. It means that 100% students who have problem in understand pragmatic context, because the students are difficult in making pragmatic inferences that provide extra information which is not essential to the interpretation of the text, but which expands on it. Based on the interview result, the students as listeners do have big problem with understanding pragmatic context, because comprehend pragmatic is unique from another linguistics comprehension and it needs contextual information.

c. Determining meaning of auditory input

There are 11 of 15 students who have difficulty in determining of auditory input, because auditory perception some students have problem with auditory memory (recalling what they have just heard) and sequential memory (recalling in correct sequence of words or utterance) they have just heard. It means that, 73 % students who get difficulties. Moreover, some students feel worried and stressed when they miss some words of the audio, so it is difficult to make inference.

d. Developing the gist, a global or comprehensive understanding

There are 14 of 15 students who have difficulty related to developing the gist especially in comprehensive understanding. It means that, 93 % students who get difficulties. Based on the interview result, the students have difficulty when the process of listening, because speakers do not always provides all necessary information that they refer to and that they only utter the most obvious pieces of information for listeners to supply as bridging assumptions. Thus, the students must be able to comprehensive understanding and make

inference it.

3. **The Way to Overcome in Making Inference in TOEFL Listening Test**

The third research is the way to overcome in making inference in TOEFL listening test. The theory of the way to overcome in making inference in TOEFL listening test was adopted from Tri Mulya Ningsih including of important to guide vocabulary enrich, understand the speech, tone and pitch of sound source, minimize boredness, create an environment that is condusive and implementing an effective strategy.[33]

In conclusion, based on the research result of the analysis between theory and the result of interview, there are two way to overcome in making inference in TOEFL listening test that are to important to guide vocabulary enrich. If the students have more vocabulary it will easy to understand the text. The students told, listening and vocabulary are definitely related if students know the meaning off all the words used by a speaker, they are likely to have a better understanding of the material. In addition, environment that is condusive and effective strategy as the way to overcome in making inference. in the listening process could not only match the words they hear because inference making was more than only matching words. Furthermore, the meaning of the speakers' utterance did not always determined by the words arranged in the sentences

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[33] *Ibid*

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher briefly illustrates the conclusion of the research that provides the research results. The first one is about students' difficulties in making inference in TOEFL listening test consist of propositional and pragmatic inferences.

In addition, the second research result is about the causes difficulties in making inference in TOEFL listening test caused by being not able to comprehend of surface elements such as phonemes, words, intonation or grammatical category, being not able to understand pragmatic context, being not able to determine meaning of auditory input and develope the gist a global or comprehensive understanding.

Furthermore, the third research result is about the way to overcome the students' difficulties in making inference in TOEFL listening test including important to guide vocabulary enrich, understanding the speech, tone and pitch of sound source, minimize borredess, environment that is condusive and effective strategy.

B. Suggestion

The researcher provides some suggestion the students, the lecturer, as follows: the first, it is suggested that the students to improve their ability to make inference in listening test, real life communication through media such as movies, videos, and English language broadcast was needed to be emphasized. It is suggested for the students should have training to identify available clues in utterances and then make use of them for appropriate

inference making. The second, it is recommended that the English lecturers to use effective strategy to motivate students in making inference in TOEFL listening test.

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APPENDICES

1. **Blueprint of Observation Sheet**

   The Difficulties In Making Inference In TOEFL Listening Test Among

   English Department Students At IAIN Metro

No	Aspect	Sub Aspect	Reference
1.	Propositional inferences	The students are difficult in making propositional inferences that refer to those that follow on logically and necessarily from any given statement	Hilyard, A, and Olson, D. R. (1978) " Memory and Inference in the Comprehension of Oral and Written Discourse. Discourse Process, I, 91-117.
2.	Enabling inferences	The students are difficult in making the enabling inferences that refer to those related to the causal relationship between event and concepts	
3.	Pragmatic inferences	The students are difficult in making pragmatic inferences that provide extra information which is not essential to the interpretation of the text, but which expands on it.	

2. **The Blueprint of Documentation Sheet**

No	Aspect
1.	The historical background of IAIN Metro
2.	Organization structure of IAIN Metro
3.	The location sketch of IAIN Metro
4.	The condition of lecturers of TBI
5.	The students' TOEFL listening test document

3. **Blue Print of Interview Sheet**

    A. The Causes of Difficulties in Making Inference in TOEFL Listening Test among English Department Students at IAIN Metro

No	Aspect	Sub Aspect	Reference
1.	Linguistic factors	The students have lack of linguistic knowledge is needed to understand the sounds made by the others	Tri Mulya Ningsih, A Research Journal: Factors Influencing Inference Making Difficulty of Listening, (Pontianak: Universitas Tanjung Pura, 2013), 4-8.
2.	Paralinguistic factors	The students have limited paralinguistic in the form of verbal communication which does not involve word.	
3.	Non-Linguistic factors	The students have limited non-linguistic factors as the important component that help students in making inference.	

    B. The way to overcome in Making Inference in TOEFL Listening Test among English Department Students at IAIN Metro

No	Aspect	Sub Aspect	Reference
1.	Improving Students' Linguistic Factors	Linguistic knowledge is important used by listeners to comprehend the source of sounds.	Tri Mulya Ningsih, A Research Journal: Factors Influencing Inference Making Difficulty of Listening, (Pontianak: Universitas Tanjung Pura, 2013), 4-8.
2.	Supporting the Students' Paralinguistic Factors	Paralinguistic factors are very important because it can change the meaning of sentence based on tone and pitch of voice. It is also a crucial component in all	

No.			
		human communication.	
3.	Providing Non-Linguistic Factors	Students' linguistic knowledge was not always become the main factor from students' poor ability to make inference in listening comprehension. The students' psychology and the environment also gave contributions to their problem to make inference.	

4. Observation Sheet

Analysis of students' difficulties in making inference in TOEFL listening test

No.	Data	Types of Inference					
		Propositional		Enabling		Pragmatic	
		Appropriate	Inappropriate	Appropriate	Inappropriate	Appropriate	Inappropriate
1.	SE	✓		✓			✓
2.	RD		✓	✓		✓	
3.	AP		✓	✓			✓
4.	LA		✓	✓		✓	
5.	AS		✓	✓		✓	
6.	KH		✓	✓			✓
7.	BY		✓	✓			✓
8.	AL		✓	✓			✓
9.	NS		✓	✓			✓
10.	EN	✓		✓			✓
11.	IS		✓	✓			✓
12.	MP		✓	✓			✓
13.	SA		✓	✓			✓
14.	EI		✓	✓			✓
15.	RA		✓	✓		✓	✓
Total		2	13	15	0	4	11

5. **Interview Sheet**

   A. The Causes of Difficulties in Making Inference in TOEFL Listening Test among English Department Students at IAIN Metro

   1. The question that are given to the Lecturer of IAIN Metro to analyze the difficulty of inference making ability in listening test of TOEFL , as follow: In the listening process, do the students get difficulties in comprehending of surface structure elements such as phonemes, words, intonation, or a grammatical category?

   2. Is it hard for the students to understand the pragmatic context contained in the listening audio?

   3. Are the students difficult in determining meaning of auditory input?

   4. Do the students find difficult in developing the gist, a global or comprehensive understanding?

   B. The Way to Overcome in Making Inference in TOEFL Listening Test among English Department Students at IAIN Metro

   1. Is it important to guide the students in vocabulary enrichment to overcome the students' difficulties in making inference on TOEFL listening test?

   2. What are the ways to help the students encourage their ability to understand the speed, tone and pitch of sound sources in the listening process so that they are able to make inferences on TOEFL listening test?

3. How to minimize the students' boredness so that they are easy in making inference on TOEFL listening test?

4. What are the ways to create a condusive environment in the listening process so that students can make inference on the process of TOEFL listening test?

5. How to familiarize students with apllying effective strategies in listening process so that they can make inference on the process of TOEFL listening test?
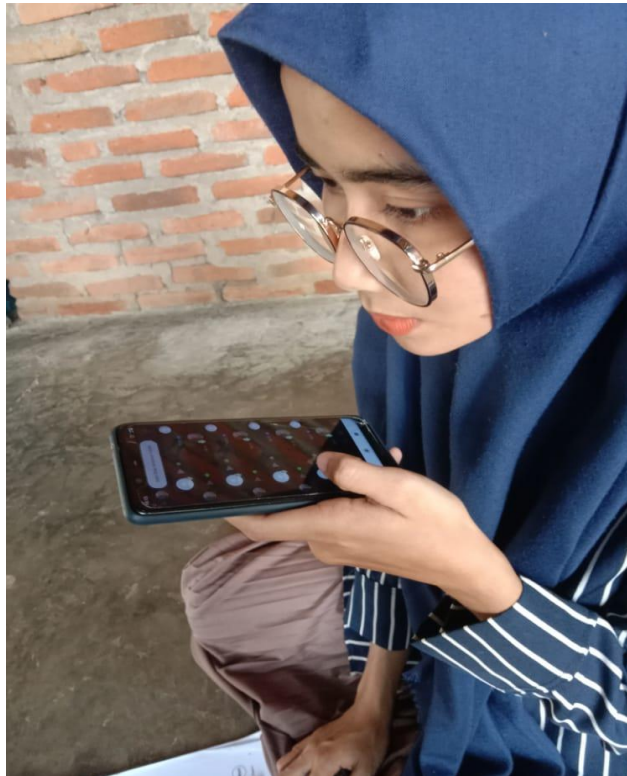
1. DOCUMENTATION SHEET

The researcher collect the data

The Researcher interview students of TBI
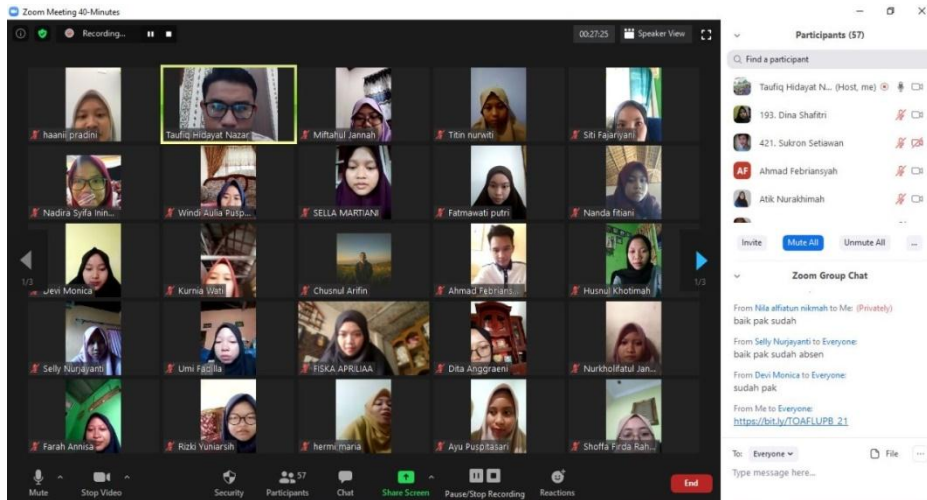

The Researcher interview students of TBI

Implementation of TOEFL Test Day 2

Giving Directions about TOEFL Test

Online TOEFL Test

Online TOEFL Test

SATUAN ACARA PENGAJARAN (SAP)

Mata Kuliah   : TOEFL I
Kode Mata Kuliah : -
Kredit Semester   : 0/2 SKS
Semester   : VII (Tujuh)

Buku Referensi:
1. Deborah Phillips, Longman Introductory Course for the TOEFL Test, Addison Wesley Longman, New York, 1996.
2. Deborah Phillips, Longman Preparation Course for the TOEFL Test, Addison Wesley Longman, New York, 1996.

Ming gu ke	Pokok Bahasan dan TIU	Sub Pokok Bahasan dan Sasaran Belajar	Teknik praktek/pem belajaran	Media	Tugas	Refer ensi
1	LISTENING COMPREHENSION TIU: Mahasiswa dapat memahami strategi dalam menjawab soal listening comprehension.	Listening Part A Question: 1. Strategi Skill1: Focus on the second line 2. Strategi Skill 2: Choose answer with synonyms 3. Strategy Skill 3: Avoid similar sounds Sasaran belajar:: 1. Mahasiswa dapat menjawab pertanyaan dari kaset tentang focus on the second line. 2. Mahasiswa dapat menjawab pertanyaan dari kaset yang berkaitan dengan sinonim. 3. Mahasiswa dapat menjawab pertanyaan dari kaset yang berkaitan dengan kata-	Mengerjakan soal dan diskusi	Papan tulis, tape recorder, kaset, OHP dan pengeras suara	-	2

		kata yang tidak mirip dengan suara di kaset.				
2	LISTENING COMPREHENSION TIU: Mahasiswa dapat memahami strategi dalam menjawab soal listening comprehension.	Listening Part A Question: 1. Strategi Skill 4: Draw Conclusion about *who, what, where* 2. Strategi skill 5: Listen for *who* and *what* in passive 3. Strategi Skill 6: Listen for *who* and *what* with multiple nouns Sasaran belajar: 1. Mahasiswa dapat menjawab pertanyaan dari kaset tentang siapa, apa, dan di mana. 2. Mahasiswa dapat menjawab pertanyaan dari kaset tentang siapa dan apa dalam kalimat pasif. 3. Mahasiswa dapat menjawab pertanyaan dari kaset tentang siapa dan apa dalam frase benda.	Mengerjakan soal dan diskusi	Papan tulis, tape recorder, kaset, OHP dan pengeras suara	-	2
3	LISTENING COMPREHENSION TIU:	Listening Part A Question: 1. Strategi Skill 7: Listen for negative expressions	Mengerjakan soal dan diskusi	Papan tulis, tape recorder, kaset, OHP dan pengeras	-	2

		2. Strategi Skill 8: Listen for double negative expressions 3. Strategy Skill 9: Listen for "Almost negative" expressions Sasaran belajar: 1. Mahasiswa dapat menjawab pertanyaan dari kaset tentang ungkapan kalimat bermakna negatif. 2. Mahasiswa dapat menjawab pertanyaan dari kaset tentang ungkapan negatif ganda dalam sebuah kalimat. 3. Mahasiswa dapat menjawab pertanyaan dari kaset tentang ungkapan kalimat yang mirip negatif.		suara		
Mahasiswa dapat memahami strategi dalam menjawab soal listening comprehension.						
4	LISTENING COMPREHENSION TIU: Mahasiswa dapat memahami strategi dalam menjawab soal listening	Listening Part A Question: 1. Strategi Skill 10: Listen for negatives with comparatives 2. Strategi Skill 11: Listen for expressions of agreement 3. Strategy Skill 12: Listen for expressions of uncertainty and	Mengerjakan soal dan diskusi	Papan tulis, tape recorder, kaset, OHP dan pengeras suara	-	2

	comprehension.	suggestion Sasaran belajar: 1. Mahasiswa dapat menjawab pertanyaan dari kaset tentang kalimat negatif dalam komparatif. 2. Mahasiswa dapat menjawab pertanyaan dari kaset tentang ungkapan persetujuan. 3. Mahasiswa dapat menjawab pertanyaan dari kaset tentang ungkapan ketidakpastian dan saran.				
5	STRUCTURE TIU: Mahasiswa dapat memahami strategi dalam menjawab soal structure dalam TOEFL.	Structure: 1. Skill 1: Subjects and verbs 2. Skill 2: Objects of preposition 3. Skill 3: Present participles Sasaran belajar: 1. Mahasiswa dapat menjawab pertanyaan tentang subjek dan predikat dalam kalimat bahasa Inggris. 2. Mahasiswa dapat menjawab pertanyaan tentang objek preposisi dalam kalimat bahasa Inggris. 3. Mahasiswa dapat	Mengerjakan soal dan diskusi	Papan tulis, OHP dan pengeras suara	-	1

		menggunakan present participle dalam sebuah kalimat bahasa Inggris dengan benar				
6	STRUCTURE TIU: Mahasiswa dapat memahami strategi dalam menjawab soal structure dalam TOEFL.	Structure: 1. Skill 4: Past Participles 2. Skill 5: Coordinate Connectors 3. Skill 6: Adverb clause connectors Sasaran belajar: 1. Mahasiswa dapat menjawab pertanyaan tentang past participle dalam kalimat bahasa Inggris dengan benar. 2. Mahasiswa dapat menjawab pertanyaan tentang penggunaan kata penghubung dalam kalimat majemuk setara dengan benar. 3. Mahasiswa dapat menjawab pertanyaan tentang penggunaan kata penghubung dalam adverb clauses dengan benar.	Mengerjakan soal dan diskusi	Papan tulis, OHP dan pengeras suara	-	1
7	STRUCTURE TIU: Mahasiswa dapat memahami strategi dalam	Structure: 1. Skill 7: Noun Clause connectors 2. Skill 8: Noun clause connector/subjects 3. Skill 9:	Mengerjakan soal dan diskusi	Papan tulis, OHP dan pengeras suara	-	1

		Adjective clause connectors Sasaran belajar: 1. Mahasiswa dapat menjawab pertanyaan tentang penggunaan kata penghubung dalam noun clauses dengan benar. 2. Mahasiswa dapat menjawab pertanyaan tentang penggunaan kata penghubung dalam noun clauses yangbberfungsi sebagai subjek dengan benar. 3. Mahasiswa dapat menjawab pertanyaan tentang penggunaan kata penghubung dalam adjective clauses dengan benar.				
menjawab soal structure dalam TOEFL.						
8	STRUCTURE TIU: Mahasiswa dapat memahami strategi dalam menjawab soal structure	Structure: 1. Skill 10: Adjective clause connectors/subjects 2. Skill 11: Agreement after prepositional phrasse 3. Skill 12: Agreement after expressions of	Mengerjakan soal dan diskusi	Papan tulis, OHP dan pengeras suara	-	1

		quality				
	dalam TOEFL.	Sasaran belajar:				
		1. Mahasiswa dapat menjawab pertanyaan tentang penggunaan kata penghubung dalam adjective clauses yang berfungsi sebagai subjek dengan benar.				
		2. Mahasiswa dapat menjawab pertanyaan tentang agreement sesudah prepositional frases dengan benar.				
		3. Mahasiswa dapat menjawab pertanyaan tentang agreement setelah ungkapan yang menyatakan quality dengan benar.				

9	STRUCTURE TIU: Mahasiswa dapat memahami strategi dalam menjawab soal structure dalam	Structure: 1. Skill 13: Agreement after certain words 2. Skill 14: Parallel structure with coordinate conjunctions 3. Skill 15: Parallel structure with paired	Mengerjakan soal dan diskusi	Papan tulis, OHP dan pengeras suara	-	1

	TOEFL.	conjunctions Sasaran belajar: 1. Mahasiswa dapat menjawab pertanyaan tentang agreement setelah kata tertentu dengan benar. 2. Mahasiswa dapat menjawab pertanyaan tentang pararel structure yang dihubungkan dengan coordinate conjunctions dengan benar. 3. Mahasiswa dapat menjawab pertanyaan tentang pararel structure dengan conjunctions yang berpasangan dengan benar.				
10	UJIAN TENGAH SEMESTER					
11	READING COMPREHENSION TIU: Mahasiswa dapat memahami strategi dalam menjawab soal Reading Comprehension dalam TOEFL.	Reading Comprehension: 1. Skill 1: Answer main idea questions correctly 2. Skill 2: Recognize the organization if ideas 3. Skill 3: Answer stated detail questions correctly Sasaran belajar: 1. Mahasiswa	Mengerjakan soal dan diskusi	Papan tulis, OHP dan pengeras suara	-	2

		dapat menjawab pertanyaan tentang mean idea suatu teks dengan benar. 2. Mahasiswa dapat menjawab pertanyaan tentang organisasi ide sebuah paragraf dengan benar. 3. Mahasiswa dapat menjawab pertanyaan yang menanyakan detail sebuah teks dengan benar.				
12	READING COMPRE HENSION TIU: Mahasiswa dapat memahami strategi dalam menjawab soal Reading Comprehen sion dalam TOEFL.	Reading Comprehension: 1. Skill 4: Find "unstated" details 2. skill 5: Find pronoun referents 3. Skill 6: Answer implied detail questions correctly Sasaran belajar: 1. Mahasiswa dapat menjawab pertanyaan tentang pernyataan yang tersirat dalam suatu teks dengan benar. 2. Mahasiswa dapat menjawab pertanyaan tentang pronouns reference dengan benar.	Mengerjakan soal dan diskusi	Papan tulis, OHP dan pengeras suara	-	2

		3. Mahasiswa dapat menjawab pertanyaan tentang maksud yang tersirat dari suatu pertanyaan dengan benar.				
13	READING COMPRE HENSION

TIU: Mahasiswa dapat memahami strategi dalam menjawab soal Reading Comprehen sion dalam TOEFL. | Reading Comprehension:
1. Skill 7: Answer tranition questions correctly
2. Skill 8: Find definitions from structural clues
3. Skill 9: Determine meanings from word parts

Sasaran belajar:
1. Mahasiswa dapat menjawab pertanyaan tentang transisi pertanyaan dengan benar.
2. Mahasiswa dapat menjawab pertanyaan tentang definisi dari suatu klu dalam teks dengan benar.
3. Mahasiswa dapat menjawab pertanyaan tentang makna kata dengan benar. | Mengerjakan soal dan diskusi | Papan tulis, OHP dan pengeras suara | - | 2 |
| 14 | READING COMPRE HENSION

TIU: | Reading Comprehension:
1. Skill 10: Use context to determine | Mengerjakan soal dan diskusi | Papan tulis, OHP dan pengeras suara | - | 2 |

	Mahasiswa dapat memahami strategi dalam menjawab soal Reading Comprehension dalam TOEFL.	meanings of difficult words 2. Skill 11: Use context to determine meanings of simple words 3. Skill 12: Determine where specific information is found Sasaran belajar: 1. Mahasiswa dapat menjawab pertanyaan tentang bagaimana menggunakan konteks untuk menentukan makna kata yang sulit dengan benar. 2. Mahasiswa dapat menjawab pertanyaan tentang bagaimana menggunakan konteks untuk menentukan makna kata yang sederhana dengan benar. 3. Mahasiswa dapat menjawab pertanyaan tentang bagaimana menemukan informasi khusus dapat ditemukan dengan benar.				
		UJIAN AKHIR SEMESTER				

2. Result of Interview

1. LA

Part A

1. I Not really, sometimes easy. It's depend on what text that I read.

2. Yes, because some audios have a bad voice and not clear to hear.

3. Not really.

4. Yes it is.

Part B

6. Yeah, if we have more vocabulary, it will easy to understand the text.

7. Always practiced like listening music or some conversation.

8. Make it fun, maybe imagine something fun.

9. Quiet, listen carefully

10. Do what we practice always, and guessing (sometimes) what the topics about.

2. SE

Part A

1. Not really, it depends on the questions and instructions. Sometime Grammatical make it difficult to understand.

2. Yes, sometime I don't know the meaning of the questions, there are some words that I have never heard and the pronouncation make it confuse

3. Yes, because the pronouncation different in accent that I have learned before

4. Yes, the conversation on the audio is too fast, so it's a little difficult to determine the point

Part B

1. Yes it's very important.

2. Students should be given training levels of speed from slow to fast in TOEFL listening.

3. Take a break and relax for a while maybe it is enough.

4. Creating a quiet place without any other sound is enough.

5. Prepare ourself in a relax, comfortable and good condition.

3. AP

Part A

1. Yes, I do. Frequently is about words.

2. Yes, it is.

3. Not really.

4. I do. By the word we doesn't use hear it before.

Part B

1. Yes, indeed.

2. Practice more, like to listen to more podcast and audio recording.

3. Give an advice about it.

4. Sure, much better if listening process is held in a laboratory or vacuum room (I don't know what it's call) and other way is by collecting the phones.

5. By join to several TOEFL training, learning by doing and so on.

4. RD

Part A

1. Sometime I got difficult but sometime not really difficult.

2. Yes, pretty hard for me.

3. Not really difficult somehow.

4. Of course.

Part B

1. Very important, because in English if we don't know about vocabulary we don't know anything.

2. Often practice doing listening for TOEFL questions, surely they will understand themselves without understanding the techniques of understanding the speed of notes etc.

3. Mixing songs, movies and audio into TOEFL listening lessons.

4. Learning in a soundproof room, using clear audio and audio visuals and limiting students in the learning process.

5. Use good media, give it a break, do the exercise and give it a little ice breaking.

5. KA

Part A

1. Not really, I think it depend on the question. Sometime I faced the difficult part in grammatical category and vocabulary mastery.

2. Yes, sometimes I faced difficultis in understanding the question.

3. Yes, because sometimes the pronounciation is sounds wird for me and occasionally the speaker speak fastly so I could not understand the discourse.

4. Yes, sometimes the conversation on the audio is too fast, or pronounciation sounds wird. So it's little difficult to understand the point.

Part B

1. Of course it is very important.

2. I think we should train as much as possible from slow level into speed level.

3. I think take some break during the practice can effective to overcome boredness.

4. Usually a quiet environment make me confortable when do the listening activity.

5. Prepare a good environment, practice a lot, take some break.

6. AS

Part A

1. Yes.

2. Yes, because the native saying too fast.

3. Yes, because I'm not training a lot.

4. No, I don't find it.

Part B

1. Learn TOEFL a lot.

2. Practice

3. If I bored I take a rest.

4. I search in internet.

5. My strategy is find the last word in listening section.

7. NAS

Part A

1. Yes, I do.

2. Yes, it is.

3. Yes, I do.

4. Yes.

Part B

1. Yes.

2. The way are listen English music podcast, learn more English especially in TOEFL listening comprehension.

3. We can learn it start from easy audio first.

4. We can make comfort room.

5. Catch the main point it.

8. NK

Part A

1. Yes, I get difficulties in phonemes and grammatical category.

2. Yes. It's hard. Because native speaker may pronounce every word or sentence quickly.

3. Yes.

4. Yes, I find it quite difficult.

Part B

1. Yes, of course its important.

2. Often try to listen to podcast articles.

3. Set ourself up to be more relaxed and understand the essence of the material listening to.

4. By adjusting the distance between students and one another, then giving a good start and enjoy.

5. By ofte doing basic listening exercise, listening to songs and their lyrics, then gradually learning the essence.

9. NN

Part A

1. Yes, I get difficulties in comprehending of surface structure elements.

2. Yes.

3. Yes.

4. Global.

Part B

1. Yes.

2. Many practice.

3. By listening music.

4. By learn it with friends.

5. Many practice.

10. NS

Part A

1. Sometimes I get it.

2. Yes of course.

3. Sometimes, yes I am.

4. Yes, I do

Part B

1. Yes, it's very important.

2. I will practice it more with song or movie.

3. I will use the podcast that I like.

4. It will held in room that specially design for listening only.

5. Used the podcast which the language can understood by the student.

12. SSS

Part A

1. Yes, I get difficulties in comprehending of surface structure elements such as phonemes, words, intonation or grammatical category.

2. Yes, because to understand pragmatic context is very hard in the listening audio.

3. I think no.

4. Yes, I do

Part B

1. Oh yeah, it's very important to enrich vocabulary to overcome difficulties in making inference.

2. I think listening music and podcast.

3. I think to minimize borredness is we can learn together with friends that is make interesting.

4. I think we can create environment that is quite so we can make inferences on TOEFL listening test.

5. I think we should to understand some information that is not directly to interpret the meaning of utterance.

13. UMA

Part A

1. Yes, I get it.

2. Yes, it is.

3. Sometimes, yes I am.

4. Yes, I do

Part B

1. Of course it very important to guide vocabulary enrichment so we can make inference.

2. It means that we can learn by listening podcast or music.

3. I think we can quite and we can stay focus about information on TOEFL listening test to making inference.

4. Make a special place for discussion about making inference for TOEFL listening test that is interesting.

5. Continue to repeat until we memorize the strategy and we can choosing the most likely explanation.

14. MNH

Part A

1. Yes, I get it.

2. Yes of course, because pragmatic context is very difficult.

3. Yes, it is very difficult. Because sometimes my auditory have problem if native speaker speak too fast.

4. Yes, I do

Part B

1. Yes it's very important, because if we have rich vocabulary we are likely to have a better understanding of the material.

2. I think we can increase their ability through movie/film, podcast, music especially in English.

3. Use creative learning, so we could not bored in the learning process and can make inference.

4. By learn with friends that is funny and smart so we can discussion together.

5. We can always practice and we can review our knowledge about information that we hear so we can make inference.

15. YM

Part A

1. Yes, I do.

2. Yes, it is very hard for me when in the process of listening audio.

3. Yes of course, because when in the process listening if auditory input can't clear, so it can misunderstanding.

4. Yes, I do

Part B

1. Of course it is very important.

2. I think always listen broadcast.

3. We can follow circle that is interesting and make a fun so we can't borredness in making inference.

4. I think we can focus to understanding what we hear and don't noisy.

5. I think first is we should to receiving the message that we hear and then interpreting the message and make a draw conclusion.

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Siti Nurmala Sari
NPM : 1601070124

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu, 20 April 2020	✓		- Penulisan gunakan Times New Roman. - Pake skala interval dalam data presentase. - Tambahkan "why" dalam RD. - Uraikan bagi siapa saja dalam benefit op study	
2.	Rabu, 03 Juni 2020	✓		- Acc chapter I Continue chapter II.	
3.	Senin, 08 Juni 2020	✓		- Acc chapter II. Continue chapter III	
4.	Rabu, 17 Juni 2020	✓		- Characteristic of research-nya belum jelas.	
5.	Kamis, 18 Juni 2020	✓		- Acc Bab I, II, dan III	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.I.
NIP. 19750610 200801 1 014

Dosen Pembimbing 1

Drs. Kuryani Utih, M.Pd.
NIP. 19620215 199503 1 001

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Siti Nurmala Sari   Jurusan   : TBI
NPM : 1601070124   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa, 08 April 2020		✓	- Ganti Penelitian menjadi library research.	
2.	Selasa, 14 April 2020		✓	- Penelitian belum sesuai.	
3.	Selasa, 05 Mei 2020		✓	- Bab I lampirkan dan jelaskan hasil pre-survey. - perbaiki menjadi "how to overcome … - cari referensi dari jurnal berkaitan dg inference. - Bab III diperjelas dan dilengkapi.	
4.	Selasa, 19 Mei 2020		✓	- ACC Bab I, II, III	

Mengetahui,   Dosen Pembimbing II
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.I.   **Syahreni Siregar, M. Hum**
NIP. 19750610 200801 1 014   NIP. 197608142009122004

Nomor   : B-1512/In.28.1/J/TL.00/05/2019
Lampiran : -
Perihal   : IZIN *PRA-SURVEY*

Kepada Yth.,
DEKAN FTIK IAIN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**SITI NURMALA SARI**
NPM	:	1601070124
Semester	:	6 (Enam)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ANALYSIS OF INFERENCE MAKING ABILITY IN LISTENING SKILL AMONG ENGLISH DEPARTMENT STUDENTS AT IAIN METRO.

untuk melakukan *pra-survey* di FTIK IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 20 Mei 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Nomor   : B-3453/In.28.1/J/TL.00/11/2019
Lampiran   : -
Perihal   : **BALASAN IZIN PRA-SURVEY**

Assalamu'alaikum Wr. Wb.
Yang bertanda tangan dibawah ini Kepala Jurusan Tadris Bahasa Inggris
menyatakan:

Nama   : SITI NURMALA SARI
NPM   : 1601070124
Semester   : 7 (Tujuh)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   : AN ANALYSIS OF INFERENCE MAKING ABILITY IN
             LISTENING SKILL AMONG ENGLISH DEPARTMENT
             STUDENTS AT IAIN METRO

Berdasarkan surat nomor B-1506/In.28.1/J/TL.00/05/2019 tentang Izin Pra-
Survey di FTIK IAIN METRO.
Bahwa mahasiswa tersebut diatas telah melaksanakan Pra-Survey di FTIK IAIN
METRO.
Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Metro, 05 November 2019
Kepala Jurusan TBI

Ahmad Subhan Roza, M. Pd
NIP. 19750610 200801 1 014

Nomor	: B-3104/In.28.1/J/TL.00/11/2020	Metro, 27 November 2020
Lampiran	: -	
Perihal	: **BIMBINGAN SKRIPSI**	

Kepada Yth.,
1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Syahreni Siregar, M.Hum. (Pembimbing II)
Di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Siti Nurmala Sari
NPM	:	1601070124
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	TBI
Judul	:	A Difficulty Analysis of Inference Making Ability in Listening Comprehension of TOEFL among English Department Students at IAIN Metro .

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
    a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
    b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
    a. Pendahuluan ± 1/6 bagian
    b. Isi ± 2/3 bagian
    c. Penutup ± 1/6 bagian
Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-3170/In.28/D.1/TL.00/12/2020   Kepada Yth.,
Lampiran : -   Rektor IAIN METRO
Perihal   : **IZIN RESEARCH**   di-

                                                          Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3169/In.28/D.1/TL.01/12/2020, tanggal 08 Desember 2020 atas nama saudara:

Nama	:	**SITI NURMALA SARI**
NPM	:	1601070124
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "A DIFFICULTY ANALYSIS OF INFERENCE MAKING ABILITY IN LISTENING COMPREHENSION OF TOEFL AMONG ENGLISH DEPARTMENT STUDENTS AT IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselengaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

                                        Metro, 08 Desember 2020
                                        Wakil Dekan I,

                                        Dra. Isti Fatonah MA
                                        NIP 19670531 199303 2 003

PERMOHONAN SURAT IZIN RESEARCH

Kepada Yth.,
Dekan Fakultas
di-
    IAIN Metro

Assalamu'alaikum Wr. Wb.

Saya yang bertanda tangan di bawah ini:

Nama	:	SITI NURMALA SARI
NPM	:	1601070124
Fakultas	:	Tarbiyah
Jurusan	:	Pendidikan Bahasa Inggris (PBI)
Semester	:	9 (Sembilan)
IPK Sementara	:	**3,67** *(Tiga Koma Enam Tujuh)*
Alamat Tempat Tinggal	:	RT.001 RW.001 DESA MUJIRAHAYU KECAMATAN SEPUTIH AGUNG KABUPATEN LAMPUNG TENGAH HP. 085383105554

Dengan ini mengajukan permohonan Surat Izin Research dalam rangka menyelesaikan Tugas Akhir/Skripsi. Judul dan Tempat Research sebagai berikut:

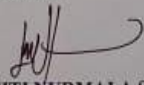|		
Judul Tugas Akhir/Skripsi	:	A DIFFICULTY ANALYSIS OF INFERENCE MAKING ABILITY IN LISTENING COMPREHENSION OF TOEFL AMONG ENGLISH DEPARTMENT STUDENTS AT IAIN METRO
Tempat Research	:	IAIN METRO

Sebagai bahan pertimbangan, berikut ini saya lampirkan persyaratannya:
1. Asli Kartu Rencana Studi (KRS) terbaru (memprogram Tugas Akhir/Skripsi)
2. Fotokopi Pengesahan Proposal
3. Fotokopi Surat Bimbingan Skripsi yang dikeluarkan Jurusan
4. Fotokopi Kartu Konsultasi Bimbingan Skripsi Acc BAB I-III (untuk S1), Acc Outline (untuk D3)

Demikian Surat Permohonan ini saya sampaikan, atas perkenannya diucapkan terima kasih.

Wassalamu'alaikum. Wr. Wb.

Metro, 03 Desember 2020
Pendaftar,

SITI NURMALA SARI
NPM 1601070124

88203006566

CURRICULUM VITAE

I am Siti Nurmala Sari. I was born in Mujirahayu, September 12, 1996. I am the last child of married couple Mr. Abdul Somat and Mrs. Siti Aisyah.

I was enrolled my study at SD N 1 Gayau Sakti on 2003-2009. I continued my study at MTs Jauharotul Mualimin on 2009-2012. I continued my study at MA Roudlotut Tholibin on 2012 and completed in 20015.

After graduating MA Roudlotut Tholibin, I continued my study at Metro city. In 2016, I was registered as a student of S1 English Education Department State Institute for Islamic Studies of Metro. Then, I takes study as an S1 Students of English Education Department at State Institute for Islamic of Metro.