

CHAPTER I

INTRODUCTION

This chapter describes about the introduction of the research. It consists, what the researcher want to research and the problem of the research. It include the background of the research, limitation of the research, formulation of the research, purpose of the research, the significance of the research, and the definition of key terms.

A. Background of the Research

TOEFL (Test of English as a Foreign Language) is a widely recognized measure of English language ability. It is often required for international students' seeking admission to universities in English-speaking countries. Additionally, many employers also use TOEFL scores as part of their hiring process for non-native English speakers. According to Philips (2001), the TOEFL is a test used to assess the degree of English proficiency among non-native speakers. In many universities outside of this country, TOEFL is the registration requirement to enter the university.

There are several explanations for why so many people and students choose to take the TOEFL test. Studying abroad requires passing the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) exam. This kind of test's objective is to ascertain a students' level of English proficiency. The TOEFL exam is required for university researchers to graduate to be eligible. Many Indonesian colleges demand the TOEFL exam to graduate (Soali & Pujiani, 2020). Furthermore, according to Rahmah (2019), one of the prerequisites for

admission to Indonesian colleges is the TOEFL. Furthermore, for students to prove that they are prepared for college and that they speak English well, they must pass the TOEFL exam. Furthermore, passing the TOEFL exam is also required for international students seeking admission to Indonesian colleges.

In the TOEFL test, there are three tests: listening comprehension, structure and written expression, and also reading comprehension. Out of the three types of tests, there is one that is usually complained about by a lot of the students, which is the listening comprehension test. In this test, student should be listen to the voice from the computer or laptop which is the voice is tell them the questions in the form of conversations, stories or oral informative texts. In the listening section of the TOEFL test, there are 50 questions in the first section that assess listening comprehension. The first task for students to complete on the TOEFL test is listening, which comes before moving on to the following portion. Students are exposed to a native speaker's voice in this section. Since English is not their first language, this presents a significant difficulty for the students'. In the TOEFL test, especially in the listening section, some parts include Part A (short conversation or dialogue), Part B (long conversation), and Part C (talk). Rainy Ikhsanuddin and Sumarni's (2014) research reveals that part, or short dialogue, is the most challenging part of listening comprehension, while Abbound & Hussein's (2011) study identifies component C, or talk, as the most challenging TOEFL skill.

According to Rahayu & Eripuddin (2023), we cannot connect without language, which makes it is essential to our existence. When people speak a language

that is easy for others to understand, communication can be more successful in daily life. In communication, we use many skills, like speaking, listening, understanding, etc. It means we need listening comprehension in our daily lives to understand all we need to hear. Listening comprehension is the ability to understand spoken language at the discourse level, which includes conversations, narratives, and oral informative texts. It is the process of deriving and creating meaning.

At the University of Pasir Pengaraian, the English Study Program students' should pass the listening course to go on to the next semester. In the resarcher university, there are three steps followed by the students' to pass the listening course: listening I, listening II, and listening III. Listening I will be followed in semester 1, listening II will be followed in semester 2, and listening III will be followed in semester 4. Listening III is typically the most challenging course regarding content and difficulty.

In Listening I students' will learned about the basic of listening consists of listen to daily conversation /dialogue. The daily dialogue will discuss weekends, city transportation, and parties. The reference to study in this course is a book from Oxford University entitled "Developing Tactics for Listening". Then, in the listening II will learned about listening to story, listen to conversation about flight. Next, the Listening III will be focused on the preparation of the TOEFL test. In this course, the student will be learned about the skill and the strategies to face the TOEFL test especially in listening test. The references used in listening III is a book from Longman entitled "Complete Course For The TOEFL Test".

Besides that, after followed the three courses above, there are still many students' who experience difficulties while working on TOEFL especially in English Study Program students'. After conducting pre-observations by conducting mini-interviews with several friends, and collect the data of the students' TOEFL scores from Language Center of Pasir Pengaraian University, the researcher indicate that their listening scores are primarily low. Because of that, the researcher is interested in writing a research paper to analysis the students' difficulties in Listening section of TOEFL test with the title of the research is "An Analysis of English Study Program Students' Difficulties in Listening Test of TOEFL Preparation in University of Pasir Pengaraian".

B. Limitation of the Research

To make this research more concentrated, so the researcher make several limit for this research. Based on the research, the researcher has determined the limitations of this research :

1. The researcher will focus on internal factors and external factors of listening difficulties in TOEFL
2. The research subject will focus be on the 9th semester of the English Study Program who have followed TOEFL
3. The Research will be focused to find the difficulties in listening test of TOEFL preparation of English study program students in University of Pasir Pengaraian.

C. Formulation of the Research

The researcher formulated the research as the following questions : What are the difficulties in listening test of TOEFL preparation of English study program students in university of Pasir Pengaraian?

D. Purpose of the Research

Based on the formulation above, the purpose of this research is to find out the difficulties of the students' in listening test of TOEFL preparation.

E. Significance of the Research

1. For English teachers

The result of this research provides the difficulties and the strategies of the students while doing listening test of TOEFL. So teacher may pay attention to the difficulties of the students and can improve the learning method based on the strategies of the students while doing the listening test.

2. For students

The result of this research is the dominant difficulties of the student while doing listening test. Also, their strategies while facing the difficulties. From the result students can suit the strategy with the difficulties their mostly found while doing listening test.

3. For the Researcher

The researcher hopes this research can give some knowledge for the reader. Also, can improve the listening comprehension of the student while doing listening test especially TOEFL.

F. The Definition of Key Terms

To make this research more clearly and easy to understand, the researcher defines the words in terms of this study as follows:

1. **Listening:** is an ability to recognize and comprehend the words of others. This entails comprehending the meaning of the speaker as well as his accent, pronunciation, syntax, and vocabulary (Brown 2006). In my research listening is the ability to understanding the spoken language of others.
2. **Listening test:** assesses the ability to comprehend actual speech patterns that are employed in both formal and casual academic contexts (Stirling, 2017, p. 131). In this research, the listening test that will be discussed is the listening test in TOEFL preparation. The students' or listeners listen to recordings of several conversations and discussions while taking the listening comprehension test.
3. **Listening Difficulties:** Generally, the students' difficulties dealing with listening are that they do not have such a good vocabulary bank in their memory. According to Goh in Yilmaz and Yavuz (2015), students most frequently struggle with listening when they rapidly forget what they have heard, comprehend the message but not the intended meaning, fail to recognize words they are familiar with, ignore the next section while considering the meaning, and can form a psychological representation from words they have heard.

4. **TOEFL:** formerly known as "Test of English as a Foreign Language" is an English Language Proficiency Test, primarily for students whose first language is not English and who plan to continue their education in a foreign country where English is the medium of instruction (Ramesh Adhikari, 2018). In this research, the researcher will describe the TOEFL in University of Pasir Pengaraian. Which is the TOEFL will be conducted by Computer Based Test (CBT).

CHAPTER II

LITERATURE REVIEW

This chapter is discusses about the literature review where the researcher write down the opinion from the experts. It also describes about related theories, related findings, and also about the conceptual framework that was used by the researcher. The researcher put some related theories from several experts to support this research.

A. Theoretical Background

1. Listening

a. The Nature of Listening

The responsive skill of actively attending to and understanding spoken language is known as listening. It entails hearing the words and comprehending their nuances, context, and meaning. Good listening is essential for many things, such as relationships, communication, and education. More than just a passive act of hearing, listening is an art form that calls for understanding, empathy, and active participation. An uncommon and vital skill in today's environment of noise and distractions is the capacity to listen with genuine attention.

Imagine yourself seated in a busy café, with people chatting, dishes clinking, and espresso machines running all around you. You pay close attention to the person seated across from you in the middle of this noise, paying close attention to everything they say. You hear their sounds as they speak, but you also take in the meaning behind what they're saying, the emotions in their tone, and the nuances of their facial expressions.

One of the best ways to learn and understand oral symbols is through listening (Russell & Russell in Tarigan, 2008). In addition, listening entails paying attention, understanding, and showing gratitude (Russell & Russel; Anderson in Tarigan, 2008). It means, listening can make our understanding more efficient and also showing attention to someone who we are listen to.

We can define listening as the capacity to recognize and comprehend what other people are saying. It's certainly a challenging task, but by drawing on prior information, we can aid children in understanding what they hear Sumarti et al. (2020). We can say listening is a process to get a specific information and the right information from others also can help us to avoid misunderstanding each other.

According to Nunan (2003:24) "Listening is the deliberate, active process of understanding what we hear." It means we have to interpret what we hear, because listening is an active skill. we can say listening is an activity to identify and understand what you are listening to. For example, when someone talks to you, you should determine what they are talking about, and then you can know what they are talking about.

b. Listening Comprehension

Listening is one of skill we need when we learn about language. For daily activity, we also need this skill. Compared to speaking, reading, and writing, they use this activity considerably more frequently (Ramadhika, 2014; Sadiku, 2015). It means, in our daily activity listening is very important. When we talk to someone we need this skill, when we learn in the class we need this skill, when we need

information in the office or workplace we need this skill, so listening always used in every activity.

One of the issues that students encounter is the widespread belief that listening and hearing are synonymous. A difference between hearing and listening Abd. Syakur (2020). Sadiku (2015) states that listening is hearing with understanding and gratitude. While hearing is the process of perceiving sounds, understanding and gratitude do not come with it. So hearing is not need understanding and appreciation, whereas listening is needing a knowledge while we do it.

Particularly in educational and professional settings, hearing is a very skilled skill that calls for students to pay attention to several programs to deduce meaning from texts (Jafari and Hashim, 2012; Kim, 2015). It implies that listening comprehension is a process that involves interaction, and it is crucial for the listener to keep in mind it. According to McGarrie and Abbott (2013) and Mustikanthi (2014), the teacher should be very explicit about the lesson's objective when teaching listening comprehension. The teacher should gave the specific goal when teaching listening comprehension, to make the students more understand about the goal what they should reach.

2. TOEFL

a. Definition of TOEFL

More than 10.000 institutions, universities, and organizations across more than 130 countries recognize the TOEFL exam, often known as the examination of English as a Foreign Language. It is the most respected English language

examination in the world. The TOEFL exam can assist you in achieving your goals for where you wish to study. The purpose of the TOEFL is to assess non-native English speakers' level of English language competency. More than 7.500 colleges, institutions, and licensing authorities across more than 130 countries recognize scores from the TOEFL (ETS 2009).

This test not only to asses non-native English speakers level, but also need for requirement to join a company, to get scholarship, to graduate from several university, and many more. The purpose of the TOEFL, according to Philips (2001), is to assess the degree of English proficiency among non-native speakers. Furthermore, college graduates must complete to graduate from college. Afterward, non-native students also use it to apply for scholarships to study in English-speaking nations (Astuti & Sudrajat, 2018). Samad, Jannah, and Fitriani (2017) also state that applying for a job requires taking the TOEFL.

b. Types and Sections of the TOEFL Test

1) Types of TOEFL

The TOEFL is available in three types:

a) Internet Based Test (iBT)

The most popular form of the Test of English as a Foreign Language, the TOEFL iBT (Internet-Based Test), is intended to assess non-native speakers' academic English competence. It is administered entirely online at authorized testing locations, guaranteeing uniform testing circumstances for candidates from all over the

world. Each of the four TOEFL iBT sections Reading, Speaking, Listening, and Writing—focuses on a particular skill needed for academic success. While the Listening section concentrates on understanding lectures and conversations, the Reading section entails interpreting academic literature. Both independently and through integrated tasks, including reading and listening resources, the speaking and writing parts assess the ability to articulate ideas coherently. Every section has a score between 0 and 30, which adds up to a total score between 0 and 120 that is good for two years.

The test is a popular option for government organizations, immigration offices, and university admissions in English-speaking countries because it is widely accepted by more than 11,500 institutions in 160 countries. Its emphasis on actual academic situations is one of its main benefits, as it guarantees that test-takers are adequately equipped to handle the rigors of studying overseas. AI-enhanced evaluation for speaking and writing tasks is part of its standardized framework, which offers fair and consistent grading. More than 60 times a year, TOEFL iBT is offered, and in certain situations, a home edition is accessible for remote testing. Practicing with official resources, studying academic material, and taking practice exams to become comfortable with the format are all part of the test preparation process. The test's global recognition and academic focus make it a leading choice for students aiming to demonstrate their English proficiency effectively.

b) Paper-and-Pencil Test (PPT)

Sort of test The TOEFL test that is familiar to us at this point is the very first one when questions and answers are completed with a pencil and paper. Paper-and-pencil test is the term used to describe both standardized tests in which students are required to use pencils to fill in bubbles on a scannable answer sheet as well as traditional student assessment formats like written exams. In contrast to performance-based assessment, which aims to gauge deeper understanding through skills and ability, paper-and-pencil test is often used in the classroom to refer to exams that are scored objectively and are intended to measure memorization of information and lower levels of understanding.

c) Computer-Based Test (CBT)

Computer technology and related tools have been widely used in language testing over the past few decades to quickly analyze results and scores (Boeve et al., 2015; Laborda & Penalver, 2018). In between type Since the second TOEFL test was initially released in 1998, it is a relatively fresh test model. This test is administered by computer, and you will use a computer to complete the answers (Royani, n.d.). There are several advantages to using CBTs in the classroom for educators, students, and educational systems. The real-time scoring and instant feedback that CBTs offer are two advantages (Jeong, 2012). Teachers can devote more time to teaching when they have less time to grade assignments (Eid, 2005). In my University is university of Pasir Pengaraian already used the second type. It held by Language Center of Universitas Pasir Pengaraian.

Daniels and Gierl (2017) assert that computer-based testing, or CBT, has numerous advantages in educational settings. Positive interactions and communication opportunities are given to students, and they can get quick feedback (Daniels and Gierl, 2017). Additionally, CBT gives test takers the flexibility to take their exams whenever and wherever they choose. The first computerized language test was conducted in 1935 with the introduction of the IBM model 805 scoring machine in Western countries. However, the use of computers in educational assessment has been relatively slow, particularly in developing Asian nations Boeve et al., (2015)

2) The Section of TOEFL

The TOEFL exam consists of three sections, each section is designed to assess different aspects of English proficiency, such as comprehension and communication.

a) Listening Section

The listening section of most standardized examinations is meant to represent the diverse and international nature of the English language. To get them ready for communicating internationally, test-takers listen to recordings with various accents, such as British, American, Australian, and others. This portion places a strong emphasis on active listening, asking listeners to pay attention to speaker intentions and context rather than just words. Techniques for achieving success in the listening part include honing note-taking and memory recall abilities, as well as training with actual audio content such as lectures, podcasts, and news stories. This portion of all language proficiency exams is crucial for both academic and professional success, as

for giving people the skills they need to interact successfully in English-speaking settings.

The first section consists of 50 questions measuring listening comprehension. Listening is the first section of TOEFL Test which is the challenge for student before go to the next section. In this section student faced by the voice of a native speaker. This is a big challenge for students' because English is not their mother tongue. In TOEFL test especially in listening section there is some part included part A (short conversation/dialogue), part B (long conversation), and part C (talk). According to research by Rainy Ikhsanuddin & Sumarni (2014), Part A, or the short dialogue, is the most challanging portion of listening comprehension. Because they were still learning some of the skills in that section. According to Abbound & Hussein's (2011) research, component C, or Talk, is the most rigid portion of listening. According to their study, listening comprehension is the most challenging TOEFL skill.

b) Structure and written expression section

The second portion of the TOEFL exam that concentrates on written English is Structure and Written Expression. There are two sections to this segment: In (A): Structure and (B): Written expression, test-takers have 25 minutes to respond to the entire 40 questions. According to Akmal et al. (2020), While the second half consists of twenty-five questions, half A consists of fifteen multiple-choice questions with A, B, C, and D possible answers as part of sentence completion. The second section of the test will present the candidates with error-analysis type of every sentence contains a question.

The structure and written expression part is divided into the following subjects by Philips (2001); the table below shows that there are at least 10 major topics in this category:

Table 2. 1 Main Topic in section 2 of The TOEFL test

No	Name of The Topics
1	Subject-verb Agreement
2	Verb-tense Agreement
3	Word Forms
4	Reduced Clause
5	Connectors
6	Gerund and Infinitive
7	Comparisons
8	Clause-formation
9	Parallel Structure
10	Redundancy

c) Reading Section

This section is interesting since this section is quite challenging. Test takers have to manage answering questions related to long passages in the test in only 55 minutes. In this section there is will be 50 questions. Abboud and Hussein (2011) in Alfiatunnur & Kamil (2020) suggest that the short TOEFL reading comprehension portion is a challenge for English as a foreign language student.

c. General Requirements in TOEFL Test

All of the questions in TOEFL are multiple choice (with the exception of the computer-based TOEFL, which includes essay questions to assess your English writing skills in addition to other question formats like matching and highlighting words that are connected to a reading's main idea, etc.) Royani, (2022).

The TOEFL computer-based test took less than 240 minutes, whereas the paper-and-pencil version took approximately 150 minutes. The Computer-Based TOEFL takes a fair amount of time, including tutorial processes. Royani, (2022)

Three levels of foreign language proficiency are generally recognized: basic (elementary), intermediate, and advanced. For Toefl scores, experts group them into four levels (Carson, *et al.*, 1990): basic(elementary) =310 – 420; low intermediate = 420 – 480; high intermediate = 480 – 520; advanced = 525 – 627. Numerous Indonesian colleges have concluded that a students' TOEFL score (Huda, 1999). Regulations requiring college students to possess a certain level of TOEFL proficiency are relevant to the efforts to enhance the quality of university graduates. We should support it in the hopes that it will have a benefit impact Royani (2022). In my university has determined the score for graduate the TOEFL Test. For student out of English Study Program is 450. Whereas, for student of English Study Program is 500.

3. Listening Difficulties in TOEFL Test

Many listeners' challenges have an impact on them during the listening process. In actuality, listeners must simultaneously integrate what they hear with

what they already know and believe. It is seen to be a crucial concern, particularly for the listeners with poor listening comprehension.

a. External and Internal Factors

In difficulties of listening there are some problems faced by the students' which is external factor and internal factors. According to Goh (2000) in Jyoti (2020), listening issues are the internal and external factors that may interfere with listening comprehension of texts and problems with real-world processing that are connected to cognitive processes that occur at different phases of listening comprehension.

1) Internal Factors

Physical conditions and hearing issues are internal factors that might affect how well someone listens. When someone has hearing loss or harms their hearing aids, which block sound waves at a specific level, then something will go wrong with the listening procedure Kurniawati (2019) Similarly, if his physical state is worse, he will find it difficult to focus and pay attention to what other people are saying. The inability to listen to oneself is another factor. All that we hear at the same time. Many listeners are only able to hear half of the spoken messages that other people use daily. As a result, if the listener's attention is diverted, he may not always listen well. There are primarily internal factors in listening difficulties faced by the listeners,

a) Lack of Vocabulary

Understanding the meaning of what the speaker is saying or conveying is crucial to hearing and understanding what is being listened to. Due to their limited vocabulary, most students find it challenging to comprehend the speaker's message

and the context in which it is presented. There is still much unfamiliar vocabulary in the audio that the teacher plays for the class, which makes it harder for them to listen. Goh (1999) states that vocabulary impact learners' comprehension. Understanding the meaning of the words in the text is crucial to comprehension.

b) Listener interest and response

The second difficulties of listening is the interest and response of the listeners to the something what their listen to. the learner may become demotivated as a result of their lack of interest and responsiveness. For example, someone like playing football and watching football, if there is others talking about it he will listen carefully because he interesting to the topic what he listen.

Learners will study more about something if it piques their interest. Learners do not enjoy English very much, according to what they have said, because they do not know it and believe it is hard for them to learn. The comfort of learners is of utmost importance. Due to the difficulty of learning English, learners find it boring to study the content. However, when they come across listening materials, such as songs or conversations, they become more excited about the subject.

c) Poor grammar and information

If the people being listened to have weak vocabulary, poor grammar, and poor information organization, the listening process will be impeded. You can't answer a question that you cannot understand. According to Azmi Bingol et al. (2014), another factor affecting listening comprehension is unfamiliar terminology. Understanding word meanings can boost students' interest and have a positive effect on the listening

process, making it simpler for them to comprehend the speech. Some factors contributing to increased hearing difficulties include limited vocabulary and poor grammar (Graham, 2006).

d) Lack of Concentration

A listener must undoubtedly pay attention to what is being said and concentrate to understand what the speaker is trying to say. It was discovered that several factors, such as boredom, noise, students being preoccupied with deciphering a phrase they had heard, and poor audio quality, might cause students to lose focus. Most students stated that they found it difficult to focus when doing listening comprehension. Many causes make this issue happen for example the other person beside you make a noise, or your brain thinking about other things out of the listening.

e) The students' don't trust themselves

Students who have faith in their own skills will be able to get over their fear during the educational process. Student learning outcomes can also be enhanced by students' self-confidence. It can be very helping while doing something, because trust in yourself can make your ability enhanced more than you know.

f) Feel worried

In front of the many questions indeed make the student' feel worried while doing listening especially in listening test of TOEFL test. Fear and anxiety are

common emotions that students feel when taking the hearing portion of the TOEFL exam. This anxiety could result from worrying that you will give the wrong answer and lose points. Students also worry about the TOEFL questions' difficulty level, thinking they could find it difficult to understand.

g) Novel Language

Novel language is very difficult for someone didn't have read novel. Usually, the novel language is using figure of speech and difficult diction. Rahimirad & Zareee (2015) pointed out that there are a variety of challenges that arise when doing listening activities, such as novel language, unusual subjects, rapid speech rate, background noise, and unfamiliar or distinct accents.

h) Long Spoken

The texts hearing by the students' can affected the listening comprehension too. According to Azmi Bingol et al. (2014), learners' understanding can be significantly impacted by the length of the texts. When listening to a lengthy speech, the learners' level is crucial, and they need to retain the material. The shorter speech is preferable for the lower-level learners to grasp because it would be difficult for them to listen for more than three minutes. Many students had trouble following long-spoken texts when they were explained. Their inadequate vocabulary competence may have contributed to this problem because the texts frequently featured a large number of unfamiliar words that made them difficult to understand.

2) External Factors

Speaking skills, style, speakers, and material aspects are examples of external factors Kurniawati (2019). The topic at hand may affect how someone listens. New content will pique listeners' interest more than older been familiar with or knowledgeable about. The attention of the listener may also be diverted by the speaker element. Speakers with experience and a composed demeanor, for instance, will have greater persuasive power than those with anxiety. In addition, aspects like the technology and visualization employed can affect how the information is presented, as well as its style, presentation, and delivery method. There are explanations about the external factors of the listening difficulties,

a) Strange Accent and the speaker's speed also Unclear Pronunciation

In this context, accents refer to different methods of speaking English. Additionally, the speaker's accent makes it challenging for the kids to comprehend what she is saying. When someone speaks with a British accent, the pronunciation differs significantly from that of an American accent. Based on Goh (1999), speaking at a different "normal" speed depends on the language. When listening to an audio with a speaker whose first language is English, students whose first language is Chinese will find it challenging to understand what the speaker is saying.

The speaker's accent and speed might influence how well the audience understands the subject. The audience needs time to comprehend the details provided by the speaker. The audience will then have less time to think if the speaker speaks more quickly. Furthermore, Graham (2006) states that difficulties in comprehending

the listening text are caused by the rapid delivery of text, inability to recognize and identify words in a stream of input, rapid speech tempo, and unfamiliar vocabulary.

Additionally, when students are engaged in a listening exercise and unable to comprehend, they will not be able to finish the assignment on time. According to my observations in listening classes, when students are working on a listening assignment, they want me to talk slowly and play the audio file more than once. Thus, the main issues with hearing are associated with the topic, the linguistic characteristics, the content, the physical setting, the psychology of the students, the speakers' accents, and the speech rate.

b) Unclear Pronunciation

Learners also encounter difficulties with native speakers' pronunciation. A group of words known as homonyms have the same meaning but are pronounced differently. This difficulty is so hard to face by the learners or listeners because if cannot adapted with the pronunciation, it can be hard to answer the question from the speaker.

c) Poor Quality of Sound System

The low quality of sound system or presents problems for people and has a significant effect on their ability to listen to audio. This problem develops because poor quality of sound system produces hazy noises, which make it difficult for people to understand the audio because they can't hear it well.

B. Previous Research Findings

Previous research is an essential element in write a research. This part should be available in every research to achieves maximum results, to avoid plagiarism, and to know the scientific building. Also, this part is to support the research and describe the differences of the research. In this part, the researcher will provide the previous research related to this research.

First, Fitria (2021), entitled “*An Analysis of The Students’ Difficulties in TOEFL Prediction Test of Listening Section*” the purpose of this study is to see the students’ difficulty in doing the TOEFL prediction test, especially the listening section in ITB AAS Indonesia. Using a questionnaire, this study employs descriptive qualitative research methodology. The result shows that the students’ difficulty in doing TOEFL listening is both external and internal factors. In external factors, include: 1) the speaker’s accent, 2) the speaker’s speed, 3) the speaker’s intonation/emphasis, 4) the speakers’ pause in pronouncing a sentence, 5) the choice of words and foreign terms conveyed by the speaker, 6) the sentence structure conveyed by the speaker is too complex, 7) audio interruption causes the audio sounds less/unclear. In internal factors, include: 1) Students do not have previous experience doing TOEFL test, 2) Students have lack practice in TOEFL listening, 3) Students have limited time in doing TOEFL listening test, 4) Students feel a lot of listening questions which consist of 50 questions, 5) Students do not have hearing impairment in listening, 6) Students have memory limitations when listening to TOEFL, 7) Students lack of motivation and enthusiasm, 8) Students lack

concentration or focus, 9) Students have limited mastery of foreign/unfamiliar vocabularies, 10) Students feel boredom when listening. From the result of this study, the researcher can summarize the student's difficulties while doing listening test of TOEFL is caused by two factors, internal factor and external factor.

Second, Rina & Tiarina (2021), entitled "*An Analysis of English Department Students' Difficulties in Answering TOEFL Test of Listening Comprehension.*" This study tries to determine the factors contributing to English students' difficulties in answering the listening comprehension portion of the TOEFL exam. Students from Universitas Negeri Padang's English department who took the TOEFL exam between August and December 2020 served as the study's sample. To help them investigate their issues, 63 questions were provided. In this work, descriptive quantitative research is employed. The findings indicated that students in the English department disagreed that they had trouble answering the listening comprehension portion of the TOEFL exam. They overcame the challenges of responding to the TOEFL listening comprehension test by utilizing cues and guessing the answer. This previous study has similarity with researcher, in this research the researcher subject is student same with the previous study.

Third, La'biran & Dewi, (2023), entitled "*Exploring Students' Difficulties in TOEFL Listening.*" The purpose of this study was to determine the difficulties that students faced when taking the TOEFL preparation tests as part of the FKIP UKI TORAJA English Study Program. Twelve eighth-semester English Department students from FKIP UKI Toraja participated in this study. The study used an

interview-based descriptive qualitative methodology to gather data. After that, the data was examined through three primary phases: data reduction, data visualization, and conclusion drawing. Following analysis and discussion of the data, it is possible to draw three key conclusions about the challenges that UKI Toraja's eighth-semester English Department students have when listening to TOEFL preparation exams. Every category has a unique set of difficulties. Regarding listening comprehension, pupils struggle with challenging grammatical structures, comprehending spoken conversation word for word, deciphering long-spoken texts, and coming across unexpected language. Students also struggle with listening skills such as anxiousness, guessing meanings of unfamiliar words, lack of focus, mispronounced words, trouble remembering things, becoming distracted, and listening without transcribing. In addition, learners encounter physical environment barriers like subpar records or tapes, insufficient apparatus, and ambient sounds. From this previous study the researcher find out how to collecting data, and how to analyze the data.

Fourth, Atmowardoyo (2022), entitled “*An Analysis of Students' Difficulties in Listening Comprehension at Senior High School.*” The purpose of this study is to ascertain the listening challenges that students encounter. This study was carried out at a senior high school in Polewali Mandar, West Sulawesi, using the descriptive research methodology. Using a random sampling procedure, thirty-one eleventh grade students were chosen to participate in the study. An interview and a questionnaire were used to collect the data. According to the data analysis results, students struggle with listening comprehension due to a variety of factors, including a lack of

vocabulary, a lack of interest in English, pronunciation issues, a lack of focus, accents, speakers who talk too quickly, topic switching, and a lack of self-confidence.

Fifth, Ulminarika, (2023), entitled “*Students' Difficulties in Answering the TOEFL Listening Test.*” The purpose of this study was to determine the challenges that students at the University of Serambi Mekkah, Banda Aceh's English Department, encountered when responding to the TOEFL listening test. This study employed a descriptive quantitative research design. Twenty-five students who completed the TOEFL preparation course participated in this study. The author used a questionnaire to gather data, and the percentage formula was used to assess the information collected. The study's findings demonstrated that the following four reasons are primarily to blame for students' struggles with the TOEFL, particularly in the listening section: (1) conversational implicature; (2) idiomatic expression; (3) lack of vocabulary; and (4) lack of practice. With a 76% weight, the first factor conversational implicatures was the most significant. Regarding the study's findings, the author makes some recommendations based on the previously mentioned conclusions. Lecturers should advise students to focus more on implicature variables since they appear to be one of the more challenging aspects for them to respond on the TOEFL listening part.

Sixth, Rahmi et al., (2020), entitled “*Investigating Medical Students' Difficulties in TOEFL Listening Test.*” The purpose of this study to look at how students responded to listening challenges when taking the TOEFL listening section and how they overcame those challenges. The online questionnaire attached to

Google Forms was used to collect the necessary data for this descriptive qualitative research study. One hundred medical students at the Syiah Kuala Language Center's UP3BI class (Unit Pengembangan Program Pendamping Mata Kuliah Bahasa Inggris) received the questionnaire. There were two versions of the questionnaire. Students' personal information from the listening skill questionnaire made up section one. Section two of the questionnaire consisted of listening difficulties.

Seventh, Sihite et al., (2023), entitled “*Listening Difficulties of EFL Students on Short Talk of the ITP TOEFL.*” This study examines the challenges students have when listening to academic oral discourses, which are frequently featured on the ITP TOEFL's Listening Section (section C). This study examined the sixth-semester TOEFL students in the English Literature Department using quantitative and qualitative research methods. For research, 42 students were involved. The hearing comprehension test and the questionnaire were used as the data collection methods. The listening comprehension test measures the test takers' capacity to comprehend academic subjects. The questionnaire results showed that some of them did not know enough English sounds to meet the six criteria, which led to misconceptions in their responses.

Eighth, Yuniarti et al., (2022), entitled “*An Analysis of The Students' Difficulties in Listening Section Using Genius TOEFL Application.*” The goal of this study is to determine how complex the Genius TOEFL application is for students to complete, particularly the listening portion. This study employs a descriptive qualitative research methodology. The outcome demonstrates that the students'

listening difficulties on the TOEFL are internal and external. External factors include the accent, intonation, and pace of the native speaker. Internal factors include the students' lack of practice, lack of prior experience with the Genius TOEFL application Test, lack of hearing impairment, lack of concentration, limited vocabulary, difficulty finding keywords, and ignorance of the best way to answer the question.

Ninth, Aprino & Lubis, (2022), entitled “*English Students' Difficulties in Understanding Listening Section of The TOEFL Test.*” This research used a descriptive quantitative method, with 18 students serving as the population's total and another 18 students serving as the sample. The questionnaire used in the study was taken from Hamouda in Raini (2019). The goal of the research is to determine the challenges and the dominant factor faced by English students in understanding the listening section of the TOEFL test. According to the study's findings, the physical environment has the highest percentage (by using the mean) and the dominant factor (by 50%), with the biggest challenge facing UNIB's English students being their inability to focus in the presence of background noise and distorted audio from subpar CD players.

Tenth, Rahma et al. (2022), entitled “*EFL Students' Difficulties in Answering Listening TOEFL of Short Dialogue Test.*” This study looks into the components of the listening comprehension exam that Universitas Teuku Umar undergraduate students find most challenging. Thirty students who have taken the TOEFL exam more than three times were the subject. Qualitative descriptive research was used in

the study. Interviews with students and their TOEFL results provided the data. The Longman Complete Course for the TOEFL Test was used as the source of the 13 short dialogue aspects that were the focus of this study. These aspects included (synonyms, similar sound, Who, What, and Where, Passive, Negative Expression, Double Negative, Negative with Comparative, "Almost Negative," Expression of Surprise, Expression of Agreement, Uncertainty and Suggestion, Wishes and Untrue Condition, Idiomatic Expression). As a result, it was determined that synonyms, idiom words, similar sounds, and uncertainty and suggestion were the most challenging components of the brief dialogue reading test.

Furthermore, many researchers discuss student difficulties in listening test of TOEFL as we can see above. However, with the large amount of research carried out, there are still many more students who experience difficulties in taking the TOEFL listening test. So, in this research, the researcher wants to see what difficulties are faced by the English Study Program students' at the University of Pasir Pengaraian.

C. Conceptual Framework

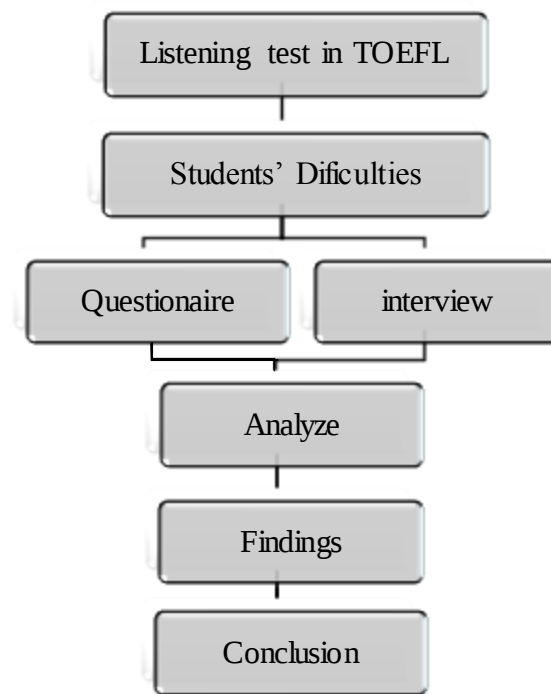


Figure 2. 1Conceptual Framework

In this section, the researcher made a concept for this research. The conceptual above is showing the process of this research will be done. The first step in this research, the researcher is ensure the students' who will get the difficulties in listening test of TOEFL Test by following the research objectives. The researcher using two instrument to collecting the data, include of questionnaire and interview. From the questionnaire and the interview, the researcher will analyze the data and find the students' difficulties in listening test of TOEFL.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses the research method used. It consists of the research design, the setting of the research, population and sample of the research, instrument of the research, the technique of collecting data, and the technique of analyzing data. From the research methodology mentioned above will describes in this section.

A. Research Design

The research design of this research is descriptive qualitative because the purpose of this research is to see the difficulties of 9th semester of English study program students' in listening test of TOEFL. Based on Sugiyono (2010) who states that qualitative research is descriptive. It means that collected data was in the form of words rather than number.

Qualitative research involves conducting investigations inside an authentic environment, examining real-life experiences and daily existence. "To produce a rich description and in-depth understanding of the phenomenon of interest," is the aim of a qualitative investigation. The actual or cultural experiences of individuals in their natural environments (Magilvy, 2003, p. 123).

B. The Setting of the Research

This research conducted at University of Pasir Pengaraian, particularly to 9th semester of English Study Program Student. It will be conducted by smartphone of the students'.

C. Population and Sample of the Research

The population of this research is English study Program students' of Pasir Pengaraian University. Research of any kind always has objectives. Objectives,

Explain the research topics either directly or indirectly. The study's objectives provide clarification regarding which group the research findings can be generalized for or applied to. In study, this kind of group is called a population Shukla (2020). The collection or grouping of all the units to which the research findings are applied is referred to as the population Shukla (2020).

Based on this research, the researcher is using a purposive sampling because the sample of this research is English study Program students' who has taken TOEFL. In this research the researcher has taken 35 students' for doing questionnaire and 25 students' for the interview. According to Lenaini & Artikel (2021), Purposive sampling is a non-random sampling method where researchers ensure the citation of illustrations through the method of determining suitable special identities with research purposes so it is hoped that it can be done respond to research cases.

D. Instrument of the Research

In this section the researcher will explain about the instrument of this research. According to Sugiyono (2016), A tool for measuring observed social and natural events is called a research instrument. In this study, the researcher will use a questionnaire and interview as the instrument.

1. Questionnaire

The first instrument used to complete the data in this research is questionnaire. Codó (2009), states that questionnaires is a productive way to quickly and methodically collect quantitative data about communities. Furthermore, Similar

to interviews, questionnaires are help gather declarative data, but they are not appropriate for gathering performance data. In addition, the directed style of questioning and the closed-ended nature of the replies severely limit the amount of information that can be gathered Codó (2009). The researcher uses a closed questionnaire in this research. According to (Andrew et al., 2011, p. 82) in Fitria (2021), the respondent had to select from a list of pre-planned answers. In this research, the researcher used google form to share the questionnaire as the media. The researcher questionnaire uses internal factor and external factor of the student difficulties as the question. It is written down on the table below.

Table 3. 1. Internal Factors of Student Difficulties

No	Statements	Indicators				
		Totally Agree	Agree	Sometimes	Disagree	Totally Disagree
1.	Limited vocabulary negatively affects students' listening comprehension.					
2.	Students often struggle to understand unfamiliar vocabulary in audio					

	materials.					
3.	A strong vocabulary is essential for comprehending spoken.					
4.	Listener interest influences the effectiveness of listening activities.					
5.	Students are more engaged when the topic is relevant to their interests.					
6.	Students find it difficult to focus during listening activities due to distractions.					
7.	Poor grammar in spoken texts makes it harder for students to understand the message.					
8.	Anxiety can interfere with students' ability to perform well on listening tests.					
9	Self-confidence is essential for overcoming challenges in listening comprehension.					

10	Students often feel worried about answering questions correctly in listening tests.					
11	Familiar vocabulary can help listeners better understand audio, even with unclear pronunciation.					
12	Understanding novel language can be challenging for students unfamiliar with literature.					
13	Boredom during listening tasks leads to decreased concentration.					
14	Listening to music or relatable conversations can increase student engagement.					
15	Self-doubt can prevent students from fully participating in listening activities.					
16	Familiarity with the topic increases comprehension during listening tests.					

17	Students are likely to perform better on listening tests when they are well-prepared.					
18	Frequent practice with listening materials improves overall listening skills.					
19	Familiar vocabulary can help listeners better understand audio, even with unclear pronunciation.					
20	Good organization of spoken information enhances comprehension.					
21	Listening anxiety can be reduced with practice and familiarization with the test format.					
22	Lack of information before taking the TOEFL test makes the test feel difficult.					
23	Maintaining health before taking the TOEFL test can help in taking TOEFL test.					

24	The psychological state of students can significantly influence their listening comprehension abilities.					
25	Focusing too much on one question can hinder people from working on other questions.					

Source: (Fitria, 2021)

Table 3. 2 External Factors of Student Difficulties

No	Statements	Indicators				
		Totally Agree	Agree	Sometimes	Disagree	Totally Disagree
1	Different accents can make it challenging for learners to understand spoken English.					
2	Students often struggle to comprehend speakers with unfamiliar accents.					
3	The speed at which a speaker talks can affect listening comprehension.					
4	Listeners need time to process information					

	when it is spoken quickly.					
5	Homonyms and similarly pronounced words can confuse listeners during comprehension tasks.					
6	Unclear pronunciation can lead to misunderstandings in listening comprehension.					
7	A poor-quality sound system negatively impacts students' ability to hear audio clearly.					
8	Hazy audio can make it difficult for learners to understand spoken language.					
9	The physical setting, such as background noise, can distract listeners during exercises.					
10	The psychological state of students can influence					

	their listening comprehension.					
11	Students are more likely to succeed in listening tasks when the audio is clear and of high quality.					
12	Pronunciation difficulties can lead to frustration during listening activities.					
13	Clear articulation by speakers is crucial for adequate listening comprehension.					
14	Background sounds can interfere with the clarity of audio in listening exercises.					
15	Training in listening skills should include exposure to various accents and speech rates.					
16	Having experience taking TOEFL before can enhance the					

	listening skill.					
17	Lack of Practice and learning about TOEFL.					
18	Too much playing while doing TOEFL make student failed in doing TOEFL.					
19	Limited time in doing Listening section of TOEFL puts the students in hurry.					
20	Disturbing by the People around you, makes you lose your focus.					
21	Long-spoken texts can be challenging for students to follow, especially if they are inexperienced.					
22	Understanding the speaker's accent is critical for successful listening comprehension.					
23	Students often feel overwhelmed by long					

	listening passages.					
24	Rapid speech can be a significant barrier to understanding spoken language.					
25	Lack of preparation before taking TOEFL preparation can impact your listening test.					

Source: (Fitria, 2021)

2. Interview

Interview is used to collect more data from the students' as the supporting and detail data for support the questionnaire before. Interview is one of the most popular methods for gathering data in qualitative research. In this research, the researcher used structure interview method. According to (St. John, Freya A. V, Keane, Jones, Milner Gulland, & Cadotte, 2014) in Mannan (2020) in the structured interview method the researcher use a pre-formulated set of questions to gather data. An identical set of questions is used for every interview, allowing them to compare transcripts while preventing the interviewee from directing the conversation. There is 10 interview questions will use by the researcher as listed below.

1. Which part of listening test is the most difficulties in TOEFL?
2. Do you feel afraid or worried when taking the listening test in TOEFL?

3. Does unclear pronunciation from the speaker's affect your listening comprehension?
4. Does lack of vocabulary affect your listening comprehension while doing TOEFL?
5. Have you ever lost concentration while taking the TOEFL listening test?
Please explain the effect to your listening test!
6. Does the computer and the device you use when taking TOEFL affect your listening test?
7. Do you find the pace of speech or accents in TOEFL listening materials challenging?
8. How does your interest in the listening topics influence your performance during the TOEFL listening test?
9. Do you feel that your memory skills (short-term or working memory) affect your ability to recall details from the audio?
10. How does the overall test environment, including the seating arrangement and room setup, affect your ability to stay focused during the listening section?

E. The Technique of Collecting the Data

To collect the data for this research, the researcher will use two instruments questionnaires and interviews. There 2 phases are doing by researcher, the first phase is doing questionnaires by send the link of the questionnaires via WhatsApp individually. And the second phase is doing interviews indirectly or directly depend

the conditions and situations. The step of collecting the data will be done in accordance with the following steps:

1. Select the sample of this research.
2. Send the link of the questionnaires via WhatsApp
3. The participants or the sample will be doing the questionnaires on their smartphone
4. Interviews will be done on campus and online via Google Meet
5. The answers of the questionnaires will be submitted in the Google form
6. Analyze the data by the answer of the questionnaire also the interview, and describe the conclusion.

F. The Technique of Analyzing the Data

In this chapter will describe about the technique to analyzing the data. In this research, the researcher using closed questionnaire. According to Ari Kunto (2010:195) there are two types of questionnaires depending on how they are answered: open-ended and closed-ended. Open-ended questionnaires allow respondents to respond to the questions in their own words, while closed-ended questionnaires provide the answer; all the respondent has to do is select one of the options. The interviews do to know more deeply about the student difficulties in listening test of TOEFL. There are 5 options in the questionnaire there are Totally agree (sangat setuju), Agree (setuju), Sometimes (kadang), Disagree (tidak setuju), Totally disagree (sangat tidak setuju).

To analyze the data from the questionnaire and the interview, the researcher will change the data to form a proportion formula. According to Sudijono (2014, p. 43) pointed out the formula as follows:

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Number of Percentage

f = Obtained Frequency

N = Number of Frequency/ Sample

After the students' do the questionnaire, the researcher will collect the total score of the students' and process the data with the formula above. Researcher divided the data based on the difficulties in the questionnaire and grouping the data by the options and get the percentage. The percentage will used to know the score of each statement in percentage.

Table 3. 3 Interval of The Percentage

Category	Score
Totally Agree	5
Agree	4
Sometimes	3
Disagree	2
Totally Disagree	1