

CHAPTER I

INTRODUCTION

A. Research Context

Language serves as a crucial medium for conveying information from the speaker to the listener, fulfilling various communication functions. English stands out as the most widely spoken language globally, functioning as a foreign language for many. In the current era of globalization, proficiency in a foreign language, particularly English is deemed essential. There is a strong emphasis, even supported by educational policies, on the importance of learning and comprehending foreign languages, facilitating students' engagement with the world beyond their immediate surroundings.

English serves as a predominant international medium for cross-border communication. Proficiency in English is essential for individuals seeking employment opportunities or pursuing further education abroad. Competence in English is often evaluated through standardized international assessments. These assessments cater to various purposes and objectives, ranging from country-specific requirements to academic aspirations overseas. Among the well-known standardized tests,¹TOEFL stands out as a popular choice for evaluating English language proficiency.

TOEFL (Test of English as Foreign language) is the most popular test for non-native English users. Usually TOEFL used *American English* language which one the expression a little bit different with *British English* and preferred by

¹ April Liyawulan Dari, "An Analysis of The Vocational High School Students' Problems in Answering TOEIC Reading and Listening Test" (Thesis, IAIN Bengkulu, Bengkulu, 2021),1.

universities in the United States, Canada, and North American states.² TOEFL divided into several kind of model, thus are: TOEFL PBT (*Paper-Based Test*), TOEFL CBT (*Computer-Based Test*), TOEFL IBT (*Internet-Based Test*), and TOEFL ITP (*Institutional Testing Program*). The model of PBT is a TOEFL test that used paper and pencil in doing questions with rating scores ranging from 310-677. Meanwhile CBT model is a TOEFL test that used computer as a tool in doing the questions with rating scores rating from 0-300.³

²Ruangguru, "Apa Perbedaan TOEFL, IELTS, TOEIC, dan PTE?," Ruangguru, accessed from <https://www.ruangguru.com/blog/perbedaan-toefl-ielts-dan-toeic>, on 22 of October 2023 at 22.49 pm.

³Slamet Riyanto, *THE 1st STUDENT'S CHOICE TOEFL (Test of English As A Foreign Language)*, (Yogyakarta, PUSTAKA BELAJAR, 2007), 1-2.

Additionally, TOEFL ITP is English skill test that only focused in institutional needed such as in scholarship registration, FLDP acceptance requirements, and Australia Awards Scholarship (AAS). Usually, the material in this test includes 3 parts, thus are: listening Comprehension, Structure and Written Expression and Reading Comprehension. TOEFL IBT usually used as a visa application requirement for students who want to continue their study to abroad. This test is similar with TOEFL ITP, the similarities is used computer and include Listening, Reading, Writing and Speaking. Each these skills has 30 of score.⁴In addition, each universities requires a specific standard score for graduation, with no further requirements. Some universities tilize the TOEFL test as a graduation requirement or to assess student's English proficiency.

⁴ Sandra Desi Caesaria, “Perbedaan TOEFL ITP, PBT, IBT<LengkapdenganBiayaTes,” Kompas, accessed from <https://www.kompas.com/edu/read/2023/01/22/084631971/perbedaan-toefl-ity-pbt-ibt-lengkap-dengan-biaya-tes>, on 29 of October 2023 at 23.07 pm.

UPT Bahasa of IAIN Madura provides technological implementation for language services and learning development. UPT Bahasa of IAIN Madura has two languages: EPT (English Proficiency Test) and APT (Arabic Proficiency Test).⁵ Students' minimum score vary by teacher and department.

EPT (English Proficiency Test) is one of English language proficiency test in academic field. The EPT or English Proficiency Test is an English language proficiency test designed similar to the TOEFLITP that is used to measure the English language skills of participants in an IAIN Madura environment or an institution/participant who needs it.⁶ Actually, the EPT score is a prediction of TOEFL. This test is similar with another TOEFL test with the categories tested include listening, structure and written expression, and reading comprehension. Participants are allotted a total of 115 minutes to complete the test. In addition, EPT is a English test that used at UPT Bahasa of IAIN Madura by using the CBT system.

This test only used among themselves such as for the 6th semester of TBI in pre-test TOEFL's subject and for graduation requirements in graduate program (S-2). According to Mrs. LasmiFebrianingrum as the teacher of TOEFL subject at the 6th semester of TBI IAIN Madura said that "Students must take the pre-test of TOEFL because I want to find out how the student's ability in TOEFL before and after they learn about TOEFL directly. It is will be there is differences or changed from the score, manner how to answer, and strategies that used by students. I want to know their abilities because before they entered college, there was no English language ability test that focused in TOEFL. That is the reason why I need to ask

⁵<https://p2b.iainmadura.ac.id>

⁶ Ibid.

them to take the pre-test of TOEFL. I also want to know are student's extent able to relate in English skill such as listening, reading, and structure.”⁷ based on the statement that the students of the 6th semester of TBI should taking the pre-test of TOEFL that placed at UPT Bahasa in addition to maximizing existing facilities on campus, it is also to find out the English language skills of students in the 6th semester of TBI before learning and after learning TOEFL. It can be seen from the score, manner, and strategies used by the students both in listening, reading, and structure skills.

Listening comprehension is one of English skill that used by students in studied basic English. In this part might passed by several way such as listening music, watching TV, etc. to train our hearing, in order that the students understand that meaning. Listening comprehension is regarded as a complex process that involved by students in dynamic construction of meaning. Students undrestand the oral input from sound discrimination, prior knowledge of vocabularies, structure, grammatical, intonation and stress, as well as used of linguistic, paralinguistic, or non-linguistic clues in contextual utterance.⁸ It means comprehending the speakers have told that students' needs are prior knowledge of vocabularies, capability of students to undrestanding grammatical of sentence or phrase, recognizing stress and intonation. listening comprehension of TOEFL test consists of 3 sections with 50 questions. 30 in part A (a *short conversation/dialogue*),

⁷LasmiFebrianingrum, The Teacher of TOEFL Subject in the 6th semester of IAIN Madura, Indirect Interview. (08 April of 2024)

⁸ Deni Irawan, “Students’ Difficulties in Listening to the Dialogue,” (Thesis, UIN RadenIntan, Lampung, 2021), 13.

between 7 and 8 questions in part B (*a long conversation/dialogue*), and between 11 and 13 questions in part C (*a short lecture*).⁹

Therefore, the students should have basic skill in doing TOEFL. They should have a good ear for English, that can be obtained with a great deal of practice. Therefore with limited practice, students will find it difficult to take the TOEFL especially in Listening Comprehension. Therefore, Listening Comprehension in TOEFL aims to demonstrate student's ability to understand spoken English. Examinees must listen to the various types of passages on a recording and multiple choice questions' responds about the passages.¹⁰ It also means that listening comprehension is difficult because the students need to identify and match those things at the same time in order to comprehend what has been told.

The researcher found any previous study that matching with this research, such as research that conducted by Fatma Yuniarti and Dian Pratiwi who investigated the students' difficulties in listening comprehension. They conducted a research to measure the students' ability to understand English's short and long conversation in listening comprehension.¹¹ This study investigates the students' difficulty in doing the Genius TOEFL listening comprehension skills, while the researcher will investigate the students' difficulties in each part of listening section of TOEFL EPT.

⁹ Ibid, 11.

¹⁰ Deborah Phillips, *Longman Preparation Course for the TOEFL Test: The Paper Test*, (New York: Pearson Education, 2003), xv.

¹¹ Fatma Yuniarti and Dian Pratiwi, "An Analysis of the Students' Difficulties in Listening Section Using Genius TOEFL Application," *SMART Journal: Journal of English Language Teaching and Applied Linguistics* 8, no. 2 (August, 2022): 117.

Another research come from Titin Hajri, Jufrizal, and DelviWahyuni entitled *An Analysis of Difficulties in Answering Structure and Written Expression of TOEFL Made By English Students of Universitas Negeri Padang*. This study investigated the difficulties and reasons or causes of the mistakes by last year students department of Universitas Negeri Padang in answering structure and written expression of TOEFL.¹² However, there were 3 most difficult items such as: negation, reduced form and parallel structure items. Meanwhile, the reasons that caused students' mistakes such as: ignorance, careless, dubious and miscast.

Hence, this research aims to understand the difficulties that faced by students in the 6th semester of TBI in answering the TOEFL EPT. Therefore, the researcher choose this semester to analyze specific difficulties within the context of the test of TOEFL EPT in the 6th semester of TBI that held at the UPT Bahasa. The objective of the researchers is to focus on students at the 6th semester of TBI because they already passed the test and have a more mature understanding of English and have completed most of the English courses. They are also preparing themselves for the future when students are faced with the TOEFL test as a requirement for either academic or other professional purposes.

The students of English Teaching Learning Program at IAIN Madura have difficulties in TOEFL EPT. It is based on the students' answers that they said have problems with unfamiliar vocabulary, different accents, length and speech rate, and others. It could be that the students less practice and caused students do not have good ear for the topic.

¹² Titin Hajri, Jufrizal, and DelviWahyuni, "An Analysis of Difficulties in Answering Structure and Written Expression of TOEFL Made By English Students of Universitas Negeri Padang," *Journal of English Language Teaching* 7, no. 1 (March, 2018): 93.

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Based on the explanation above the researcher interested to conduct and analyzing the research entitled *An Analysis of Students' Difficulties in Listening Section of TOEFL EPT at the 6th Semester of TBI IAIN Madura*.

B. Research Focus

At Pedoman Karya Tulis Ilmiah (PPKI) mentioned research focus is a situation that originates the relationship between two or more of factors which generate a situation that raises problem, tentative, and situational in accordance with the actual phenomenon and requires effort to answer it.¹³ Additionally, research focus it self is a situations that cause problems then wrap them up in several questions. Based on the statement above, the researcher find the problem of this research are:

1. What are the students' difficulties in listening section of TOEFL EPT at the 6th semester of TBI IAIN Madura?

¹³ IAIN Madura, *Pedoman Penulisan Karya Ilmiah Edisi Revisi*, (IAIN Madura, Pamekasan, 2020), 29-30.

2. What are students' strategies to overcome students' difficulties in answering listening section of TOEFL EPT at the 6th semester of TBI IAIN Madura?

C. Research Objective

Creswell states that researcher objective is a statement of intend for study that declares specific goals that investigator plans to achieve in a study.¹⁴ Research objective is used to find out and solving problem of research. Based on the research objective above, the researcher formulates the purposes of the study below :

1. To describe the students' difficulties in listening section of TOEFLEPT at the 6th semester of TBI IAIN Madura.
2. To describe the students' strategies in answering listening section of TOEFL EPT test at the 6th semester of TBI IAIN Madura.

D. Significance of Study

According to John W. Creswell and David Creswell that significance of study include a specific section describing the importance problem for different groups that may profit from reading to creates a clear rationale for the importance of study.¹⁵

Research objectives can be drawn from this reserach are:

1. Theoretical significance

¹⁴ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (United State, Pearson, 2012), 111.

¹⁵ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Design*, (United Kingdom, Sage Publication, 2018).

- a. It is expected to be a new reference in the library of IAIN Madura which talk about TOEFLEPT.
- b. It is expected to decrease students' difficulties in doing TOEFL EPT especially in listening comprehension section.

2. Practical significance

a. English teacher

It is expected to support the students for increasing their abilities in discussing TOEFL EPT in listening comprehension. Moreover, expected to ask students listening the dialog in TOEFL so that they not surprised when asked to discussing TOEFL.

b. Students

The students expected to listening a dialog which is related with the material that will be studied.

c. Next researcher

It is hoped that this study can be used as a reference for those who interested this topic and could find the results from the problems that faced by students.

d. School

It is hoped that this study could make a significant contribution to schools that the TOEFL test very important for the students to mastery their TOEFL especially in listening section.

E. Definition of Study

1. TOEFL (Test of English as Foreign Language) is a standardized examination crafted to evaluate the English language competency of

individuals from non-English speaking backgrounds aspiring to join universities or academic institutions. This comprehensive assessment evaluate candidates across various language skills including listening, reading, speaking, and writing.

2. Listening section is the process of listening involves actively receiving and interpreting auditory stimuli or information through the ears, with the intention of understanding and making meaning from the message being conveyed .
3. Students' difficulties is when students encounter obstacles that impede their ability to learn effectively, such as struggling to remember information or maintain focus which makes it challenging to comprehend the lesson.

F. Previous Study

The first study by IkaFantri entitled *An Analysis of Students' Difficulties in Completing TOEFL Test of Reading Comprehension at Institut Prima Bhakti Course Pamekasan*. The result of this research divided into two, such as students' difficulties in completing TOEFL test and the strategies that used by students in passing TOEFL. The first result is students' difficulties in completing TOEFL test through observation and interview, those are: a. Finding main idea, b. Finding synonym of word, c. Understand unfamiliar word, d. Understand the passage, e. Time management. The second result is about students' difficulties in passing TOEFL test, those are: a. Enrich vocabularies, b. Guess the meaning of the unfamiliar words, c. Reading English passage more, d. Skimming and scanning.¹⁶

¹⁶IkaFantri, "An Analysis of Students' Difficulties in Completing TOEFL Test of Reading Comprehension at Institut Prima Bhakti Course Pamekasan," (Thesis, IAIN Madura, Pamekasan, 2021), 55-56.

The similarities with Ika's research are students' difficulties and used descriptive as method and qualitative as design. The differences is Ika's research focused the difficulties that faced by students on reading comprehension at Institut Prima Bhakti's course in TOEFL class, while the researcher focused on listening comprehension at the 6th semester of TBI IAIN Madura Pamekasan.

Second study by April Liya Wulan Dari entitled *An Analysis of the Vocational School Students' Problems in Answering TOEIC Reading and Listening Test*. The result of this research indicate that there were two factors are external and internal that become students' problems in answering TOEIC reading and listening test. Internal factors include things like students' inability to comprehend the subject, their lack of knowledge of recent language, and their failure to prepare for the TOEIC test. Meanwhile, in the external factors that arise outside of students' control, such as a lack of recent facilities to assist students' test-taking fluency.¹⁷

The similarities with Wulan's research is used descriptive qualitative design and interview as a data collection. The differences between Wulan's research with the researcher are focused analyze students' problem in TOEIC reading and listening test at SMKN 3 Seluma and the researcher focused on the XII class that have passed the VIERA selection. Meanwhile, the researcher analyze students' difficulties in TOEFL listening section on the 6th of TBI IAIN Madura Pamekasan.

The third study by Anggia Putra, Rayendriani Fahmei Lubis, and Sri Ramadhani Siregar entitled *An Analysis on English Students' Difficulties in*

¹⁷Wulan Dari, "An Analysis of the Vocational High School Students' Problems in Answering TOEIC Reading and Listening Test," 49.

TOEFL Test of Structure and Written Expression Section at IAIN Padangsidimpuan. The results of this research divided into two, thus are: 1. The difficulties on aspects of structure from the students were consisted of WIAS (What is a sentence), word choice, word order, verb form and parallelism. From this five grammatical aspects, WIAS (What is a sentence) was the highest percentage (72.85%) that students could not answer the questions correctly, so concept was the hardest one for the students. Moreover, showed that verb form which 25.71% of participants could not answer correctly, that least the difficult one for the students. 2. The difficulties on aspects of written expression, the researcher encountered from the students was consisted of part of speech, plural, verb form, pronoun errors, prepositional errors, article, parallelism and conjunction. From these aspects, pronoun aspects was 82.86% consist of the highest problem and the most difficult one for the students. And another difficult aspect for students was plural showed 28.57% of participants could not answer correctly.¹⁸

The similarities with this research are the design in qualitative, discuss about students difficulties in TOEFL test but different in the variables. This research focused in structure and written expression, while the researcher focused in listening section of TOEFL test at the 6th semester of TBI IAIN Madura Pamekasan.

The next study conducted by LiniDiora and Rusdi Noor Rosa entitled *An Analysis of Students' Difficulties in Listening Comprehension: A Descriptive Study at English Language and Literature Departement FBS UNP.* The results of

¹⁸Anggia Putra, RayendrianiFahmeiLubis and Sri RamadhaniSiregar, "An Analysis on English Students' Difficulties in TOEFL of Structure and Written Expression Section at IAIN Padangsidimpuan," International Conference on English and Education 1, no. 1 (2020): 1.

this study showed the difficulties that faced by students in listening comprehension related into three categories, thus are the listening material, the listener and the physical setting. Beside that, the factors of difficulties that cause by students' in listening comprehension are shame to ask the lecturer about the material, having

emotional disturbances, the material's explanation from lecturer is too fast, lack of reward and reinforcement and unfocused.¹⁹

The similarities in this research with the researcher are: this research used descriptive qualitative research method and investigated students' difficulties. And the differences are focused in students' difficulties in listening material at K-2 class of English language and literature department FBS UNP which consists of 32 students. While the researcher focused in students' difficulties in listening section of TOEFL PBT at the 6th semester of TBI IAIN Madura Pamekasan.

The last study by Anjani Aliyah entitled *An Analysis of the Difficulties Encountered by non-English Departement Students in Listening Section of TOEFL*. This study showed the results from the students in two factors, there were external and internal factors. The external factors include: the speakers' accent, the speakers' speed, complexity of sentences, length of sentences, idioms, unfamiliar vocabularies, noise from outside, and room temperature. While the internal factors include: lack of vocabulary and the difficulty in answering the restatement question, negative question, long conversation and monolog part question. Therefore, the researcher claimed that listening skills cannot be improved just in a short time.²⁰

The similarities with this study are describe about the difficulties that faced by students in listening section of TOEFL and used qualitative research. While the

¹⁹LiniDiora and Rusdi Noor Rosa, "An Analysis of Students' Difficulties in Listening Comprehension: A Descriptive Study at English Language and Literature Departement FBS UNP," *Journal of English Language Teaching* 9, no. 1 (2020): 87, <https://doi.org/10.24036/jelt.v9i1.107957>.

²⁰ Anjani Aliyah, "An Analysis of the Difficulties Encountered by non-English Departement Students in Listening Section of TOEFL," (Skripsi, UNISMA, Malang, 2022), vii.

differences are this study used narrative inquiry design and the researcher used descriptive design. Another differences is this study was conducted to 5 non-English Departement students of Unisma, while the researcher conducted to English department students at the 6th semester of IAIN Madura.

Table 1.1 previous study

Writer Name / Year	Title	Similarities	Differences
IkaFantri / 2021	<i>An Analysis of Students' Difficulties in Completing TOEFL Test of Reading Comprehension at Institut Prima Bhakti Course Pamekasan</i>	Discuss about the difficulties that faced by in TOEFL also used descriptive qualitative design.	The study focused of students' difficulties at reading comprehension part.
April Liyawulan Dari / 2021	<i>An Analysis of the Vacational School Students' Problems in Answering TOEIC Reading and Listening Test</i>	This study used descriptive qualitative design and interview as the collection of data.	She analyzed problem of students, while the researcher analyzed difficulties that faced by students.
Anggia Putra, RayendriyaniFahmeiLubis, and Sri Ramadhanisiregar / 2020	<i>An Analysis on English Students' Difficulties in TOEFL Test of</i>	This study used qualitative research.	This research used document analysis method,

	<i>Structure and Written Expression Section at IAIN Padangsidimpuan</i>	Discuss about students' difficulties but different variable with the researcher.	whereas the researcher used descriptive analysis method, also triangulation of technique, whereas the researcher used triangulation of time.
LiniDiora and Rusdi Noor rosa / 2020	<i>An Analysis of Students' Difficulties in Listening Comprehension: A Descriptive Study at English Language and Literature Departement FBS UNP</i>	Used descriptive qualitative design and analyze about students' difficulties.	The object of this research are focused on students at K-2 class of English language and literature department and consist of 32 students.
Anjani Aliyah / 2022	<i>An Analysis of the Difficulties Encounterd by non-English Departement Students in Listening Section of TOEFL</i>	Analyze about students' difficulties that faced by students and used qualitative	the writer used narrative inquiry design and conduct to non-English department students of UNISMA.

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