

## CHAPTER IV

### DATA PRESENTATION, FINDINGS AND DISCUSSION

#### A. The Data Presentation and Findings of Research

##### 1. The Data Presentation Profile of UPT Bahasa at IAIN Madura

UPT Bahasa of IAIN Madura is a technical implementation unit under IAIN Madura and has the task of carrying out training and development language. Language centre also led by a chief that appointed by the rector and under the responsibility of the vice of chancellor 1 in the academic field and institutional development. Language centre(UPT Bahasa) itself is a member of the Language Centre Consortium (KPB) of Islamic Religious Universities (PTKI) throughout Indonesia.<sup>1</sup>

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<sup>1</sup> UPT Bahasa website <https://p2b.iainmadura.ac.id/>

### **a. Vission, Mission, and Objectives of UPT Bahasa at IAIN Madura**

#### Vission:

Making UPT Bahasa IAIN Madura as a unit that can support the community of academic and society in improving the quality of language education and communication in foreign languages, Indonesian, madurese and mastering the culture well.

#### Mission:

- 1) Providing the best service in the field of linguistics for the entire academic community.
- 2) Providing the best service in the field of language for the surrounding community
- 3) Active in regional, national and international language and language learning activities.
- 4) Maintaining and developing Indonesian language and culture.
- 5) Maintaining and developing Madurese language and culture.
- 6) Providing assistance for institutions in Madura in developing the ability of Indonesian, Arabic, English and Madurese language teacher.
- 7) Providing assistance for institutions in Madura in developing Language Self-Access.

#### Objectives:

This UPT Bahasa is intended not only for the academic community, thus are; lecturers, students and employees of IAIN Madura but also for general public. This service can help the community, especially in terms of language

related to language development, the ability to speak Arabic, English and Madurese. Not only that, students can play an active role in using this service well with their participation in language activities.

**b. Organizational Structure of UPT Bahasa**

This structure is important in an agency or organisation. This organizational structure functions for the division of tasks and responsibilities to achieve common goals. The UPT Bahasa organisational structure is a follow:<sup>2</sup>

**Picture 4.1**  
Organizational Structure of UPT Bahasa



*Source: The result of Observation at UPT Bahasa*

- Rector : Dr. H. Saiful Hadi, M.Pd
- Vice of Chancellor 1 : Dr. H. Maimun, S.Ag., M.H.I.
- Chief of UPT Bahasa : Abdul Wafi, S.S., M.Pd.
- Staff and Sectarial : Moh. Syafik, S.Pd.I
- Service of EPT/APT : LasmiFebrianingrum, M.Pd.
- Service of Translation : Dr. H. Umar Bukhory, M.Ag.

<sup>2</sup> Laboratory observation’s results of UPT Bahasa (24 of April 2024)

KristantiAyuanita, M.Pd.

Service of BIPA : SahrulRomadhon, M.Pd.

M. Arifin Alatas, M.Pd.

Service of FLDP : Eva NikmatulRabbiyanti, M.Pd.

FitriyahRahmawati, M.Pd.

Dr. Nurul Hadi, Lc, M.Pd.

Dr. Siti Maisaroh, Lc, M.Pd.

In addition, the researcher collected the data from observation, interview, and documentation to the 6<sup>th</sup> semester of TBI IAIN Madura especially students of TBI A class that has difficulties and strategies used to overcoming their difficulties. The researcher collected the data by observing the students of the 6<sup>th</sup> semester of TBI during their test of TOEFL EPT at UPT Bahasa. The researcher also conducted interviews with these students who participated in that test of TOEFL EPT. Additionally, the researcher interviewed some students from the 6<sup>th</sup> semester of TBI A class at IAIN Madura. This methodology allowed the researcher to document the students' process during the test of TOEFL and gain insights from both their experiences during the test and their overall perspectives as students in TOEFL class. Related to the research focus are; what are the students' difficulties in listening section of TOEFL EPT and what are the strategies to overcome the students' difficulties in answering listening section of TOEFL EPT.

The researcher conducted the observation, interview and documentation in the field to collect the data. At the 6<sup>th</sup> semester of TBI there is a TOEFL subject that consist of 66 students, 32 at A class and 34 at B class. Meanwhile, the researcher took six participants from each class. The test start from 22<sup>nd</sup> of April until 29<sup>th</sup> of April 2024.

The researcher observed the activities of students when the students answering the listening section's questions of TOEFL EPT. The result of observation is the researcher obtained data from the 6<sup>th</sup> semester's students of TBI at IAIN Madura. The researcher found some difficulties that faced by students during the TOEFL EPT those are: quality of recorded, cultural differences, accent, unfamiliar vocabulary, length and speed of listening, physical condition, and lack of concentration. it can be seen from picture below

**Picture 4.2**

Test of TOEFL EPT activities at UPT Bahasa



*Source: The result of observation at UPT Bahasa*

The next from this research is conducting interviews as a pivotal instrument for gathering data. The focus on students of the 6<sup>th</sup> semester in TBI A class at IAIN Madura. During these interviews, the researcher posed questions aimed for students' difficulties in listening section of TOEFL EPT and what are

the strategies to overcome their difficulties in answering listening section of TOEFL EPT.

Based on the results of research conducted by researcher, researcher will present findings of data or results of data related to the first focus obtained in the field. The data related to the title of the researcher's thesis, namely an analysis of students' difficulties in listening section of TOEFL EPT at the 6<sup>th</sup> semester of TBI IAIN Madura. The data of research was obtained from results of interviews and documentatationconducted researcher.

## **2. The Finding of Research**

### **a. What are the Students' difficulties in answering listening section of TOEFL EPT at the 6<sup>th</sup> semester of TBI IAIN Madura**

The severalproblem that caused students' difficulties in answering listening section of TOEFL EPT devided into two factors such as: internal and external factors. Internal factors include cultural differences and different accents. While, external factors include quality of audio, unfamiliar vocabulary, length and speech rate,and lack ofsilency.

#### **1) Internal Factors**

##### **a) Cultural Differences**

There is a informant that identified the cultural differences as a contributing factor to the difficulties encountered in responding to the TOEFL listening section namely Rofidah Wahid.

The eighth participant said:

“The topic talk about American in general such as: anatomy, history of America, science, American figures and other. I am Indonesian that’s why I felt difficult find the answer.”<sup>3</sup>

**Picture 4.10**

Interview with Rofidah Wahid as student that have passed TOEFL EPT at IAIN Madura



*Source: The result of interview with student*

b) Different Accents

There were seven informants from twelve participants are Luthfiatur, Faiqur, Izzatun, Ismail, Ayyubi, Nita and Selia said the accent is another difficulties that faced by them in answering the question in listening section of TOEFL EPT. It caused when they got misundrestood with the pronunciation of British accent. They were difficult to catch the meaning of the conversation.

The third participants said:

“Sometimes I can not catch the she speaker talk about, it because the pronunciation. I just know the writing and the speaking without known the native speaker talk about.”<sup>4</sup>

**Picture 4.11**

Interview with FaiqurRizqy I. as student that have passed TOEFL EPT at IAIN Madura

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<sup>3</sup> Wahid, direct Interview (25 April 2024, 11.30)

<sup>4</sup>FaiqurRizqyIkmillia, The Students in the 6th semester of TBI A class at IAIN Madura Pamekasan, Direct Interview. (23 of April 2024, 13.43)



*Source: The result of interview with student*

The first participants add:

“The British accent that used by the speaker also made me distracted.”<sup>5</sup>

**Picture 4.12**

Interview with Meilinda Dwina P. as student that have passed TOEFL EPT at IAIN Madura



*Source: The result interview with student*

The second participants continued:

“I also difficult to translate it when the speaker used different accent.”<sup>6</sup>

Also the sixth participant said:

“Speaker’s accent also made me difficult because the strong accent. Sometimes I can catch American accent and I can not catch another accent.”<sup>7</sup>

The seventh participant said:

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<sup>5</sup>Meilinda Dwina Wijayanti, Direct Interview (23 April 2024, 15.33)

<sup>6</sup>Rofi’ah, Direct Interview (22 April 2024, 16.01)

<sup>7</sup> Ismail, Direct Interview (24 April 2024, 14.51)



“The difficulties I've experienced are almost the same as all of them, that is, because of the use of a British accent that I'm not even able to master.”<sup>8</sup>

The eleven participants said:

“If I listen to it, it's a British and American accent that make me difficult.”<sup>9</sup>

The twelve participant said:

“I think it's really hard, the first part of the accent. Because I think the accent was British because the mix turned out to be American and it was because of the lack of practice that I heard it was foreign.”<sup>10</sup>

The explanation above can describe the difficulties that faced by the participants in the accent. The diversity of accents posed a significant challenge for participants in responding to the TOEFL listening section. The variation in accents resulted in differences in sound and pronunciation, making it difficult for participants to accurately catch the words or sentences uttered by the speaker in the audio recordings. As a consequence, four participants frequently encountered errors or inaccuracies in understanding the spoken content.

## **2) External Factors**

### **a) Quality of Audio**

There were nine informants are Luthfiatur, Adinda, Izzatun, Ismail, Ayyubi, Fida, Ummah, Nita, and Seliath that identified the quality of the recording sound as a contributing factor to the difficulties encountered in responding to the TOEFL listening section. They elucidated at that times, the clarity of the audio from the recorder was compromised, leading to difficulties in comprehending the content.

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<sup>8</sup> Al-Ayyubi, Direct Interview (25 April 2024, 10.22)

<sup>9</sup> Elizawati, Direct Interview (29 April 2024, 09.30)

<sup>10</sup> Novianti, Direct Interview (24 April 2024, 09.44)

The second participant said:

“I feel difficult when the dialogues from the speaker are not clear.”<sup>11</sup>

**Picture 4.3**

Interview with Luthfiatur Rofi'ah as student that have passed TOEFL EPT at IAIN Madura



*Source: The result of interview activities with student*

This difficulty also add by the fourth participant, she said:

“The difficulty might be some of the audio that is not clear, it cause by network interferences.”<sup>12</sup>

The fifth participant also said:

“I also have experienced problems in technical meeting part, either the speakers were too low causing the audio to be unclear.”<sup>13</sup>

**Picture 4.4**

Interview with Izzatun Nafisah as student that have passed TOEFL EPT at IAIN Madura



<sup>11</sup>Luthfiatur Rofi'ah, The Students in the 6th Semester of TBI A class at IAIN Madura Pamekasan, Direct Interview. (22 of April 2024, 16.01)

<sup>12</sup>Adinda Aprillia Putri, The Student in the 6th Semester of TBI A class at IAIN Madura Pamekasan, indirect Interview via whatsapp (23 of April 2024, 06.42).

<sup>13</sup>Izzatun Nafisah, The Students in the 6th Semester of TBI A Class at IAIN Madura Pamekasan, Direct Interview (22 April 2024, 15.29)

*Source: The result of interview activities with student*

The six participant said:

“...or from quality of recorded because I feel that from all skill, listening is the most important and it only played once.”<sup>14</sup>

**Picture 4.5**

Interview with Ismail as student that have passed TOEFL EPT at IAIN Madura



*Source: The result of interview with student*

The seven participant said:

“I did get distracted with the network but luckily the operator was so responsible with the test process and he's able to help me with the network problem.”<sup>15</sup>

**Picture 4.6**

Interview with Muhammad Sholahuddin A. as student that have passed TOEFL EPT at IAIN Madura



*Source: The result of interview with student*

The eight participants also said:

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<sup>14</sup> Ismail, The Student in the 6<sup>th</sup> Semester of TBI A Class at IAIN Madura Pamekasan, Direct Interview (24 April 2024, 14.51)

<sup>15</sup> Muhammad Sholahuddin Al-Ayyubi, The Student in the 6<sup>th</sup> Semester of TBI B Class at IAIN Madura Pamekasan, Direct Interview (25 April 2024, 10.22)

“Sometimes the server get distracted so I have to replay the audio and it caused from the bad network from.”<sup>16</sup>

The nine participant also said:

“Yes, I ever got distracted when the wifi had an error and the audio couldn't even be played, and that made me panic.”<sup>17</sup>

#### **Picture 4.7**

Interview with Muhammad Sholahuddin A. as student that have passed TOEFL EPT at IAIN Madura



*Source: The result of interview with students*

The seventh participant said:

“Maybe it's because of the lack of English accent, so I'm afraid the British accent has passed.”<sup>18</sup>

The eleventh participant also said:

“I ever get distracted and make the audio unclear.”<sup>19</sup>

#### **Picture 4.8**

Interview with Santi YonitaElizawati as student that have passed TOEFL EPT at IAIN Madura

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<sup>16</sup>Rofidah Wahid, The Student in the 6<sup>th</sup> Semester of TBI B Class at IAIN Madura Pamekasan, Direct Interview (25 April 2024, 11.30)

<sup>17</sup>Rohmatul Ummah, the student in the 6<sup>th</sup> semester of TBI B class at IAIN Madura, Direct Interview (25 April 2024, 11.44)

<sup>18</sup> Al-Ayyubi, Direct Interview (25 April 2024, 10.22)

<sup>19</sup> Santi YonitaElizawati, The Student in the 6<sup>th</sup> Semester of TBI B Class at IAIN Madura, Direct Interview (29 April 2024, 09.30)



*Source: The result of interview with student*

The twelve participant said:

“Yes, disruptions in audio quality due to network interference might interfere with my listening experience. I will need to find a technical solution to fix the problem.”<sup>20</sup>

#### **Picture 4.9**

Interview with Putri SeliaNoviati as student that have passed TOEFL EPT at IAIN Madura



*Source: The result of interview with student*

From the explanation, that the quality of the recording of sound significantly influences students' performance in the TOEFL listening section. Therefore, it is imperative for the listening section to ensure good network, provision of clear recording devices or sound systems. This measure aims to facilitate students in comprehending the spoken content presented in the listening audio, ultimately enhancing their overall experience and performance in the test.

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<sup>20</sup> Putri SeliaNoviati, The Student in the 6<sup>th</sup> Semester of TBI B Class at IAIN Madura, Direct Interview (29 April 2024, 09.44)

## b) Unfamiliar vocabulary

In this kind of difficulty, all participants such as: Meilinda, Luthfiatur, Faiqur, Adinda, Izzatun, Ismail, Ayyubi, Rofidah, Ummah, Akbar, Nita, and Selia felt difficult to match or catch the unfamiliar words or new vocabularies. It can be seen from their statement.

The first participants said:

“Yes, I felt difficult anyway because of unfamiliar vobabulary.”<sup>21</sup>

The second participant add:

“Additionally, my limited vocabulary adds my difficulties to undrestanding because we also prohibited to use mobile phone when the test ongoing.”<sup>22</sup>

The third participant continued:

“And sometime I feel interfere with unfamiliar words. Unfamiliar vocabulary also make me difficult, bu I can catch and match it by myself.”<sup>23</sup>

The fourth participant said:

“The other difficulties is from my own lack ovocablary. There are some word and meaning that I missed and finally to repeat. Meanwhile, there are some vocabulary that I do not know the meaning and make some of them empty. I mean, I do not undrestand the whole thing and also forgot.”<sup>24</sup>

The fifth participant said:

“Moreover when I got new vocabulary then I do not undrestand the meaning.”<sup>25</sup>

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<sup>21</sup>MeilindaDwinaWijayanti, The Students in the 6th Semester of TBI A Class at IAIN Madura Pamekasan, Direct Interview. (23 of April 2024, 15.33)

<sup>22</sup>LuthfiaturRofi'ah, The Students in the 6th Semester of TBI A class at IAIN Madura Pamekasan, Direct Interview. (22 of April 2024, 16.01)

<sup>23</sup>FaiqurRizqylkmillia, The Students in the 6th semester of TBI A class at IAIN Madura Pamekasan, Direct Interview. (23 of April 2024, 13.43)

<sup>24</sup>AdindaAprillia Putri, The Student in the 6th Semester of TBI A class at IAIN Madura Pamekasan, indirect Interview via whatsapp (23 of April 2024, 06.42)

<sup>25</sup>IzzatunNafisah, The Students in the 6th Semester of TBI A Class at IAIN Madura Pamekasan, Direct Interview (22 April 2024, 15.29)

The sixth participant continued:

“Sometimes I have difficult when I got unfamiliar words.”<sup>26</sup>

The seventh participant said:

“Sometimes I do found the unfamiliar vocabularies kak.”<sup>27</sup>

The eighth participant said:

“Yes kak, there are similar pronunciation that I have been heard and I don't have a lot of vocabulary to remember, so it's hard to understand.”<sup>28</sup>

The ninth participant said:

“Yes, my difficulties is about the word that I never heard.”<sup>29</sup>

The tenth participant said:

“Ya of course, because I just have little vocabulary. So that, this one of the most difficult for me.”<sup>30</sup>

The elevent participant said:

“Yes, because we have got to figure out what it means, because we just found that new vocabulary, and we have to understand what that means.”<sup>31</sup>

The twelve participant said:

“Of course, I think it's a very poor vocabulary, so a lot of things are incomprehensible about my own lack of vocabulary.”<sup>32</sup>

Based on their responses above, can be conclude that unfamiliar vocabularies is the roots of their difficulties. Hence, the unfamiliar vocabularies become crucial in their undrestanding of listening skill.

### c) Length and Speech Rate

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<sup>26</sup> Ismail, The Student in the 6<sup>th</sup> Semester of TBI A Class at IAIN Madura Pamekasan, Direct Interview (24 April 2024, 14.51)

<sup>27</sup> Al-Ayyubi, Direct Interview (25 April 2024, 10.22)

<sup>28</sup> Ummah, Direct Interview (25 April 2024, 11.44)

<sup>29</sup> Wahid, Direct Interview (25 April 2024, 11.30)

<sup>30</sup> Akbar, Direct Interview (25 April 2024, 12.09)

<sup>31</sup> Elizawati, Direct Interview (29 April 2024, 09.30)

<sup>32</sup> Novianti, Direct Interview (24 April 2024, 09.44)

The six participants gave different statements about difficulties in answering the listening section of TOEFL EPT. Part of them, especially in eighth participants such as: Luthfiatur, Adinda, Ismail, Rofidah, Ummah, Akbar, and Nitasaid that they felt difficult in length and speed of listening's audio and it caused that they do not understand the meaning of the topic itself.

The second participants said:

“Long conversation make me difficult because I should manage my time well. Hence, when I focus in one topic, it will waste my time. Moreover, I just have 1 hours to answer it.”<sup>33</sup>

The third participants said:

“I felt difficult to understand each part of listening section of TOEFL EPT. Moreover, the third part which very long conversation. In addition, when the speaker speaks too fast and I do not know the accent., it will make me difficult to comprehend the meaning of the topic. I think there are many conversation that speaks too fast and make me surrender in answering the question of listening.”<sup>34</sup>

The sixth participant said:

“Personally from my own experiences, if the topic too long, I can not comprehend 100%. It is can be 80-90% because of the long conversation.”<sup>35</sup>

The eighth participant said”

“It is so make me difficult kak. Fortunately, in TOEFL used American accent and it can solve my little bit comprehension the audio.”<sup>36</sup>

The ninth participant said:

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<sup>33</sup>LuthfiaturRofi'ah, The Students in the 6th Semester of TBI A class at IAIN Madura Pamekasan, Direct Interview. (22 of April 2024, 16.01)

<sup>34</sup>FaiqurRizqyIkmillia, The Students in the 6th semester of TBI A class at IAIN Madura Pamekasan, Direct Interview. (23 of April 2024, 13.43)

<sup>35</sup> Ismail, The Student in the 6<sup>th</sup> Semester of TBI A Class at IAIN Madura Pamekasan, Direct Interview (24 April 2024, 14.51)

<sup>36</sup> Wahid, Direct Interview (25 April 2024, 11.30)



“For the long dialogue that made me break the focus, and usually I'm just focusing on the main topic.”<sup>37</sup>

She also explained about her difficulties in speed rate of the audio that have been told by the native speaker, “Yes, and I have to repeat again to understand the topic because I afraid that I choose the wrong answer.”

The tenth participant add:

“Yes, because I should comprehend the topic and it make me harder when more it gets.”<sup>38</sup>

He also explained about his difficulties in speed rate of the audio that have been told by the native speaker, “I think in listening section the native speaker faster than non-native.”

The eleventh participant also said:

“Yes, because when the native speaks too fast, it caused me do not comprehend when the native talk about.”<sup>39</sup>

Based on their statement above, it is evident that the duration and pace of the listening materials played a crucial role in the difficulty experienced in responding to the TOEFL listening section. According to Bingol's theory who proposed that when speakers articulate at a faster-than-usual rate, listeners may encounter challenges in apprehending specific words.<sup>40</sup> Consequently, eighth participants reported difficulties in addressing listening TOEFL questions, underscoring the impact of the length and speed of the listening passages on test performance.

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<sup>37</sup> Ummah, Direct Interview (25 April 2024, 11.44)

<sup>38</sup> Akbar, Direct Interview (25 April 2024, 12.09)

<sup>39</sup> Elizawati, Direct Interview (29 April 2024, 09.30)

<sup>40</sup> Bingol, *Listening Comprehension*, 4.

#### d) Lack of Silency

From the six participants, most of the said that their physical condition can make them difficult to catch the answer. The six participants such as: Meilinda, Luthfiatur, Faiqur, Adinda, Izzatun, and Ismail.

From the first participant said:

“Sometimes long conversation could bothered my focus. The noising around could make me unfocus.”<sup>41</sup>

The second participant said:

“Conversely, if I focus on the questions, I may run out the time. Therefore, I must devide my focus between the questions on the computer and allocation of time.”<sup>42</sup>

The third participants also said:

“When I feel confuse, I will forget what the speaker talk before an it make me difficult to answer, to find the topic idea, and make me difficult to comprehend about what the speakertalk about.”<sup>43</sup>

The fourth participants said:

“Sometimes because of too focus, it ends up being pressure, only the end part is remembered.”<sup>44</sup>

The fifth participant add:

“My concentration be distracted when our surrounding are so noising.”<sup>45</sup>

The six participants continued:

“I personally can not stay in noising area. So when listening something, it should very quiet such as seseorang yang tiba-

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<sup>41</sup>MeilindaDwinaWijayanti, The Students in the 6th Semester of TBI A Class at IAIN Madura Pamekasan, Direct Interview. (23 of April 2024,15.33)

<sup>42</sup>LuthfiaturRofi'ah, The Students in the 6th Semester of TBI A class at IAIN Madura Pamekasan, Direct Interview. (22 of April 2024, 16.01)

<sup>43</sup>FaiqurRizqyIkmillia, The Students in the 6th semester of TBI A class at IAIN Madura Pamekasan, Direct Interview. (23 of April 2024, 13.43)

<sup>44</sup>Aprillia Putri, Indirect Interview via whatsapp (23 of April 2024, 06.42)

<sup>45</sup>Nafisah, Direct Interview (22 April 2024, 15.29)

tibamasukmasukkedalamruangankarenamempunyaikepentingandenganstaf UPT Bahasa and it so disturb my concentration.”<sup>46</sup>

Based on their responses above, it becomes apparent that students may encounter difficulties in addressing listening TOEFL questions due to their physical condition. Difficulties in maintaining focus on the listening audio can arise and noising around them, leading to a loss of concentration. Consequently, this impediment may hinder students' ability to effectively comprehend and respond to the content of the listening passages.

**b. What are the students' strategies to overcome the students' difficulties in answering the listening section of TOEFL EPT at the 6<sup>th</sup> semester of TBI at IAIN Madura**

The second question in this research asked about students' strategies to overcome the students' difficulties in answering listening section of TOEFL EPT.

There were eight main points of listening strategies used by students to overcome their difficulties in listening section of TOEFL EPT, thus are: repeating strategy, matching the words, used a mental note, more practice, choosing similar word/phrase, guessing randomly, paying attention, and built confidence.

**1) Repeating Strategy**

In this strategies only four participants from twelve participants those name are Luthfiatur Rofi'ah, Meilinda, Sholahuddin Al-Ayyubi, and Rohmatul Ummah who explained about their strategy that related with this strategies. There are two sets of strategies that related with students' strategy are practicing, and analyzing

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<sup>46</sup> Ismail, Direct Interview (24 April 2024, 14.51)

and reasoning. The practicing set include repeating strategy. The participants repeating the audio to comprehend the topic.

The second participant said:

“Then, the strategy that I used to take this test if I still can not understand the meaning is repeating the audio until I understand.”<sup>47</sup>

The seventh participant said:

“Yes I did, and I also limit for myself to repeat the audio to improve my skill.”<sup>48</sup>

The ninth participant said:

“But in long conversation, I should repeat and repeat until I can catch the answer.”<sup>49</sup>

## **2) Matching the Words**

Hence, the one set of this strategies is analyzing and reasoning. This strategy used to construct words or compare and contrast words or expressions between the target language and the native language to make students easier in learning listening.

The first participant said:

“I take the words I hear and then match the words with the answer.”

The second participant said:

“Also, if there's a conversation that I don't understand, it should be matched back to the previous sentence or to the following sentence.”

The seventh participant said:

“My strategies is always matching every possible words in the question with the audio.”

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<sup>47</sup>LuthfiaturRofi'ah, The Students in the 6th Semester of TBI A class at IAIN Madura Pamekasan, Direct Interview. (22 of April 2024, 16.01)

<sup>48</sup> Al-Ayyubi, Direct Interview (25 April 2024, 10.22)

<sup>49</sup> Ummah, Direct Interview (25 April 2024, 11.44)

Based on the statement above can be analyze that the answer related with cognitive strategies, used to help learners to obtain knowledge, understand of linguistic system, for example, learners could understand the meaning of words from contexts, link new information with existing schema. This is one of classification strategy that used by students to overcome their difficulties in answering the listening section of TOEFL EPT.

### **3) Useda Mental Note**

In this strategy also conducted by one participant from twelve participants which explained by FaiqurRizqywho answered about strategies that related with this strategies. According to Teng, this strategiespertain to methods through which learners store information to enhance memory retention. Employing these techniques can assist students in improving their ability to recall important information.<sup>50</sup>

The third participant said:

“My strategy is same among short conversation and long conversation because I used strategy mental note. As we know that we can take a note in TOEFL but we can use mental note.”<sup>51</sup>

### **4) More Practice**

In this strategy also conducted by seven participants from twelve participants which explained by Adinda, Ismail, Rofidah, Ummah, Santi Yonita, and Seliawho answered about strategies that related with this strategies.

The second participant said:

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<sup>50</sup> Teng, *Language Learning*, 149.

<sup>51</sup>FaiqurRizqyIkmillia, The Students in the 6th semester of TBI A class at IAIN Madura Pamekasan, Direct Interview. (23 of April 2024, 13.43)

“I usually start watching youtube related to English-language movies, to add vocabulary and to train my hearing so that I don't get strangers listening to English.”

The sixth participants said:

“I usually listen to English audio, podcasts or movies more often than before. If I personally prefer a movie and listening English conversation, then yes listen to the audio of the movie. Sometimes I listen to an English-language podcast.”

The eighth participant said:

“If I always a native saying on youtube there is a chanel that last a long time, there is a question that is also good at TOEFL.”

The ninth participant said:

“IDo more practice by listening English videos to become more accustomed to listening to English conversations. At the time of the exam, I read the answer first and then listened to the audition.

The elevent participant add:

“I often listening for questions that related with listening. So, my strategy is to practice listening more often.”

The twelve participant also said:

“Learn from the vocabulary add-on first. Continue as the test is repeated and remembered again slowly. So,I just learning while adding vocabulary in answering listening.”

Based on the statement above, we can analyze that they remembered the topic or the word in their mind because theycan not take a note or search it in mobile phone. They are do more practice while applying when the test ongoing.

Therefore, one of them used a mental note in each part of listening section of

TOEFL EPT to save it in her mind. According to Cambridge dictionary that make a mental note is to make an effort to remember something.<sup>52</sup>

### 5) Guessing Randomly

The students gave various answers to overcome the listening section of TOEFL EPT. From the twelve participants, five of them used strategies that related with compensation strategies namely: Meilinda, Izzatun, Ismail, Rofidah, and Selia. As a result, compensating strategies are regarded as an intelligent guessing tool since listeners predict systematically by employing cues without listening to every word.<sup>53</sup> This strategy involves utilizing other clues and linguistic clues to make educated guesses about unclear or missing information.

The first participant said:

“If I do not know, so I guess randomly.”

The fifth participants said:

“In addition, to choosing answers that have similar words or phrase in the audio that contain those phrases.”<sup>54</sup>

The sixth participants said:

“Ya, if I do not know anything at all, just guessing the answer randomly based on what I catch the audio last time.”<sup>55</sup>

The eleventh participant said:

“And I choose randomly if I usually don't know at all.”

The twelve participant said:

“If I don't understand at all, I will fill in randomly.”

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<sup>52</sup> Cambridge Dictionary, accessed from <https://dictionary.cambridge.org/dictionary/english/mental-note>, on 27 May 2024 at 02.32.

<sup>53</sup> Huy, An Investigation Into, 25-26.

<sup>54</sup> Adinda Aprillia Putri, Indirect Interview via WhatsApp (23 of April 2024, 06.42)

<sup>55</sup> Ismail, Direct Interview (24 2024, 14.51)

Based on the statement above that we can analyze that they used their own clues in answering the listening section of TOEFL EPT. According to Oxford's theory that cited in Huy's article that compensation strategies serve as tools for listeners to compensate for gaps in their understanding when they encounter unclear or missed information. By utilizing clues present in the context, listeners can make educated guesses to infer the meaning of words or pieces of information that were not heard clearly.<sup>56</sup>

### **6) Paying Attention**

Based on the interview, there are four participants that used metacognitive strategies to overcome the difficulties in answering the listening section of TOEFL EPT thus are: FaiqurRizqy, IzzatunNafisah, Ismail, and Ayyubi. These strategies have some strategy, one of them is paying attention. Concentrating is one of attention that can aid listeners in directing their focus towards listening tasks, materials, and activities.

The fourth participant said:

“Meanwhile, if I do not understand about the short and long conversation, sometimes I listen to introductory comment. Which one in introductory comment, will give us the topic idea about what the speaker will talk about. Ya, and I catch it word by word and I match by myself.”<sup>57</sup>

The fifth participant said:

“If you have a strategy for working on these questions, you have to pay attention about the questions that have been given. Not paying attention about what you hear, but paying attention about the matter. Sometimes

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<sup>56</sup>Huy, *An Investigation Into*, 25.

<sup>57</sup>FaiqurRizqyIkmillia, Direct Interview. (23 of April 2024, 13.43)



there is too much dialogue but you don't understand the problem and you don't understand it either.”<sup>58</sup>

The six participants continue:

“Personally, I only focus on the audio, because sometimes there is people who tell me to look at it first the instruction and then listen to the audio. That manner actually will break my focus, because I listen about the audio while I understand the questions and that answers what makes me forget. So I just focus on the audio, while I close my eyes and just focus on listening.”<sup>59</sup>

The seventh participant said:

“Lose my focus isn't mean that I lose my focus but it's like giving my focus to the other question, audio and the main idea so I not only focusing on one question.”

From the statement above it can be analyzed that they used metacognitive strategy to overcome their difficulties in listening section of TOEFL EPT by paying attention for the task, material, and main idea. According to the theory, that it is crucial to cultivate learners' understanding of metacognitive strategies. Initially, learners must grasp the concept of metacognitive strategies, as they play a pivotal role in helping learners comprehend the nature of a learning task.<sup>60</sup>

## **7) Built Confidence**

Based on the interview, only one person that related with this strategies namely participants that used affective strategies to overcome the difficulties in answering the listening section of TOEFL. This strategies have three sets thus are: lowering listeners' anxiety, encouraging themselves, and taking their emotion temperature. Therefore, encouraging themselves that related with students'

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<sup>58</sup>IzzatunNafisah, The Students in the 6th Semester of TBI A Class at IAIN Madura Pamekasan, Direct Interview (22 April 2024, 15.29)

<sup>59</sup> Ismail, Direct Interview (24 April 2024, 14.51)

<sup>60</sup> Ibid, 150.

strategies to overcome her difficulties. This strategy for delivering encouraging statements helps listeners boost their confidence in accomplishing listening assignments. She believes in herself that she can solve the difficulties by comprehending the context “I used feeling. Whatever the context is, it's the answer that's close.”<sup>61</sup>

## **B. The Discussion of Research**

In this part, the researcher would like to discuss about the students' difficulties in listening section of TOEFL EPT at the 6th semester of TBI IAIN Madura Pamekasan. It also will be showcased students' strategies to overcome students' difficulties in answering listening section of TOEFL EPT at the 6th semester of TBI IAIN Madura.

### **1. Students' difficulties in listening section of TOEFL EPT at the 6<sup>th</sup> semester of TBI IAIN Madura**

Listening plays a pivotal role in acquiring knowledge, understanding diverse perspectives, and addressing human challenges. It's a fundamental skill required for learning a foreign language, as it enhances our ability to absorb and process information effectively. Particularly in proficiency tests like English exams, listening skills are crucial for receiving clear feedback and advancing language proficiency. Learning thrives on input, and the listening section of exams provides an ideal platform for enhancing language skills. Moreover, the improvement of listening abilities often correlates with better speaking skills. In

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<sup>61</sup>Elizawati, Direct Interview (29 April 2024, 09.30)

essence, listening holds significant importance in language acquisition as it mirrors real-life communication scenarios. Therefore, many students who has difficulties in the proses of TOEFL EPT especially listening section.

Students' difficulties with listening stem not only from the complexity of the listening materials but also from deficiencies in their English language skills. Effective listening requires concentration, which can be disrupted by feelings of nervousness or anxiety. When students are anxious, they struggle to maintain focus, hindering their ability to comprehend spoken English. Therefore, difficulties in listening comprehension often arise from a combination of factors, including language proficiency and emotional state.

The result from interview showed several difficulties that faced by students. The difficulties devided into two kind, there were internal and external factors. The internal factors such as:cultural differences and different accent. Meanwhile, the external factors such as: quality of audiolenght and speed rate in listening, accent, unfamiliar vocabulary, and physical condition. Thus are the difficulties that will discuss by the researcherbased on difficulties that encountered by AdindaAprillia Putri, FaiqurRizqyIkmillia, MeilindaDwina, LuthfiaturRofi'ah, IzzatunNafisah, Ismail, Muhammad Sholahuddin Al-Ayyubi, Rofidah Wahid, Rohmatul Ummah, Moh. Akbar, Santi YonitaElizawati, and Putri SeliaNoviantiduring test below:

#### **a. Internal Factors**

There are two factors that caused students' difficulties, there were cultural differences and different accents.

### **1) Cultural differences**

Cultural differences is a lower difficulties that faced by students in answering listening questions of TOEFL EPT. This difficulties hinder student to comprehend the topic because most the topic talk about American in generally. It can effect disinterest for students in listening section.

### **2) Different accents**

Unfamiliar accent such as British and American can cause difficulty in listening comprehension and familiarty with various accents both native and non-native speaker significantly aids in improving listening comprehension for students. Accents can also affect students in understanding the topics because the accents that always heard can also become a students's habit. Such as American English that usually listen to, then they will find it difficult to understand the topic if the speaker uses a British English accent. This problem is often experienced by students when answering the listening's questions of TOEFL EPT.

## **b. External Factors**

There are four factors that caused students' difficulties, there were quality of audio, unfamiliar vocabulary, length and speech rate, lack of silency.

### **1) Quality of audio**

Based on the finding above, poor audio is also one of the causes of students' difficulties in answering listening questions of TOEFL EPT. This difficulty usually influenced by the distrupction of the internet network which causes the

audio to be cut or cannot be played, causing the audio unclear and reducing the time to answer on listening questions. These distractions cause time and make the students rush through the questions. Therefore, quality of audio can also determine the quality of students in listening comprehension. Majority, students explained the difficulty in the audio recorded caused by poor network that made the quality of recorded is bad. Therefore, the poor audio often made the students difficult to catch the topic and caused the audio can not be played well and clearly.

## **2) Unfamiliar vocabulary**

The researcher found the root of the difficulties experienced by students namely unfamiliar vocabulary. Majority, students said that they find difficult to answer and comprehend the listening's question of TOEFL because of the lack of vocabulary they have. Therefore, it makes them unfamiliar with new vocabulary, especially the vocabulary used in TOEFL is academic language. When the students are familiar with the meanings of words, it can arouse their interest and motivation, thereby positively influencing their listening comprehension skills. However, the multiple meanings of words can cause confusion to students if not used correctly within their respective contexts.<sup>62</sup> Therefore, ensuring proper contextual usage is essential to prevent misunderstanding and enhance comprehension.

## **3) Length and speed of listening**

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<sup>62</sup> Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review," *Canada Center of Science and Education* 9, no. 6 (May, 2016): 127, <http://dx.doi.org/10.5539/elt.v9n6p123>.

Long spoken text is also the cause of students' difficulties in doing listening question. This difficulty is usually experienced by students when they start hearing to long and conversations in part b and part c in listening section of TOEFL. Lower-level students often difficult to maintain focus for long periods of time, especially when tasked with listening activities that last longer than three minutes. Meanwhile short conversation make easier for students and reduce their tiredness. Another reason that make students difficult is in listening test is the speed rate. When the speakers talk at an accelerated pace, listener may encounter difficult in capturing target word.<sup>63</sup>

#### **4) Lack of Silency**

Motivation plays a pivotal role in students' ability to comprehend listening. It can be difficult for students to maintaining the concentration in a foreign language classroom. In listening comprehension, brief lapses in attention can significantly hinder students' understanding. Moreover, when students find interesting topic, their comprehend will tends to improve. However, listening comprehension can still feel tedious and requiring substantial effort to avoid missing key information, even when the students are interested in the topic. Majority, students felt disturbed by the noise around them when they are answering the listening section of TOEFL EPT.

## **2. Students' strategies to overcome the students' difficulties in answering the TOEFL EPT at the 6<sup>th</sup> semester of TBI at IAIN Madura**

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<sup>63</sup> Ibid, 4.

Following interviews with students, the researcher identified four predominant listening strategies employed by students to enhance their TOEFL listening scores: cognitive, memory, compensation and metacognitive strategies. Among these strategies, the majority of students reported utilizing the compensation strategy to overcome their difficulties in listening section of TOEFL EPT.

#### **a. Repeating Strategy**

This strategy related with cognitive strategies is one of strategy in learning listening strategies that classified into four sets such as: practicing, reviewing and sending messages, analyzing and reasoning, and creating structure for input and output.<sup>64</sup> However, practicing strategy that already used by three students from twelve participants namely LuthfiaturRofi'ah, Muhammad Sholahuddin Al-Ayyubi, and Rohmatul Ummah. In practicing itself utilizing two strategies, namely identifying and applying formulas and patterns, repeating strategy, assists learners in leveraging auditory input to aid in recalling relevant information stored in long-term memory. In addition, the student used repeating strategy in answering the questions of TOEFL EPT. As an example, employing the repeating strategy, individuals can reiterate information to enhance retention. Additionally, they can identify familiar patterns to deduce meanings and utilize them for comprehension.

#### **b. Matching the Words**

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<sup>64</sup>Huy, *An Investigating Into*, 25.

This kind of strategy related with cognitive strategies is one of strategy in learning listening strategies that classified into four sets such as: practicing, reviewing and sending messages, analyzing and reasoning, and creating structure for input and output.<sup>65</sup> In this strategies, students matching the answer with the questions. On the other hand, the students also matched the synonym of the questions. This strategies applied by four students from twelve participants, such as: Muhammad Sholahuddin Al-Ayyubi, MeilindaDwina Putri, LuthfiaturRofi'ah, AdindaAprillia Putri, and Rohmatul Ummah.

### **c. Used a Mental Note**

This kind of strategy with memory strategies precisely mnemonic strategies is another students' strategies that used by one of participant namely FaiqurRizqyIkmillia to overcome the difficulties namely mental note. Mental note is one of tactic in answering questions in TOEFL especially in listening section because it related with audio that has been hear by the participant. During the previewing process, learners may occasionally cross-reference the information you believe you heard with the information provided in the answer choices.<sup>66</sup>Memory strategies involve techniques through which learners encode and store information to enhance memory retention. These methods aid students in improving their ability to recall vital information. For instance, learners can deepen their comprehension and retention by linking new knowledge to existing knowledge.

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<sup>65</sup>Ibid, 25.

<sup>66</sup>Bruce Rogers, *The Complete Guide to the TOEFL Test: PBT Edition* (Boston: Heinle Cengage Learning, 2011),71.



#### **d. More Practice**

This strategy related with memory strategy. Memory strategies encompass strategies such as using keywords, sound, physical movements, or spatial associations. These methods aim to help students transform complex or unfamiliar information into easier-to-manage forms.<sup>67</sup> This strategies used by seven students from twelve participants, such sa: AdindaAprillia Putri, Rohmatul Ummah, Rofidah Wahid, Ismail, Moh. Akbar, YonitaElizawati, and Putri SeliaNovianti. While, more practice as the students' strategies to overcome their difficulties in listening section of TOEFL EPT. They have been more practice before doing TOEFL test to train their knowledge in order make easier when the test ongoing. In addition, this strategy related with memory strategy especially applying sound.

#### **e. Guessing Randomly**

This studentsstrategy related with compensation strategies. Compensation strategies is kind of strategies that related with students' strategies in answering listening section of TOEFL EPT. It included eight students from twelve participant there were: FaiqurRizqyIkmilia, AdindaAprillia Putri, Ismail, LuthfiaturRofi'ah, MeilindaDwina Putri, IzzatunNafisah, Rofidah Wahid, and Selia Putri Novianti. Compensation strategies assist listeners in compensating for gaps in their knowledge when they encounter unclear information. As a result, they can utilize contextual clues to infer the meanings of words or pieces of

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<sup>67</sup>Teng, *Language Learning Strategies*, 150.

information.<sup>68</sup> There are two strategies in compensation strategies are linguistic clues and other clues. Most of participants in this research used clues guessing randomly. An introductory comment functions as a concise statement preceding the core content of a text, conversation, presentation, or any mode of communication. It serves to offer context, establish the mood, or introduce the subject matter that will be explored in more depth. In written formats, it often acts as an initial paragraph or sentence, engaging the reader and priming them for subsequent information. Similarly, in spoken communication, it provides an initial glimpse or directs the trajectory of the conversation. Essentially, an introductory comment initiates the flow of the main content that ensues.

#### **f. Paying Attention**

Metacognitive strategies there are specific techniques in this strategies, one of them is paying attention. Paying attention aids listeners in directing their focus towards listening tests, materials, and activities. Six students from twelve participants applied paying attention (centering your learning) that related with this strategies are FaiqurRizqyIkmillia, IzzatunNafisah, AdindaAprillia Putri, Rohmatul Ummah and Ismail. Two of them paying attention to introductory comments while doing test. An introductory comment functions as a concise statement preceding the core content of a text, conversation, presentation, or any mode of communication. It serves to offer context, establish the mood, or introduce the subject matter that will be explored in more depth. Another students paying attention to the audio and the answer.

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<sup>68</sup>Ibid, 26.

### **g. Built Confidence**

This strategy related with affective strategies. Affective strategies that is minimally experienced by students with three sets of strategies were lowering listeners' anxiety, encouraging themselves, and taking their emotion temperature. One of the strategies that related with the students is encouraging themselves. this strategies increase students' confidence in finishing the listening task by used its feeling to choose the best answer, her name is Santi YonitaElizawati. Differences in how well people learn foreign languages have also been linked to individual variations in personality traits, motivation levels, and feelings of anxiety. Recognizing these factors emphasizes a growing emphasis on understanding learners' emotional states and experiences. Affective strategies involve learners recognizing their emotions (like anxiety, frustration, or satisfaction) and understanding which aspects of their learning environment or tasks trigger these feelings. The strategy of encouraging yourself refers to how learners encourage themselves to be motivated. The strategy of taking your emotional temperature asks learners to assess their feelings, motivations, and attitudes toward learning a new language.<sup>69</sup>

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<sup>69</sup>Teng, *Language Learning*, 150.