

**AN ANALYSIS OF STUDENTS' STRATEGIES IN ANSWERING THE
LISTENING SECTION OF TOEFL TEST**

(A Study at English Language Education Department of UIN Ar-Raniry)

THESIS

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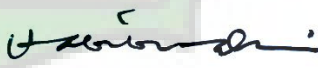
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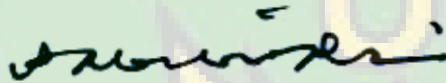
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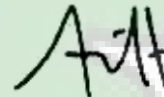
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**AN ANALYSIS OF STUDENTS' STRATEGIES IN ANSWERING THE
LISTENING SECTION OF TOEFL TEST(a Study at English Language
Education Department of UIN Ar-Raniry)**

Adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

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Saya yang membuat surat pernyataan,



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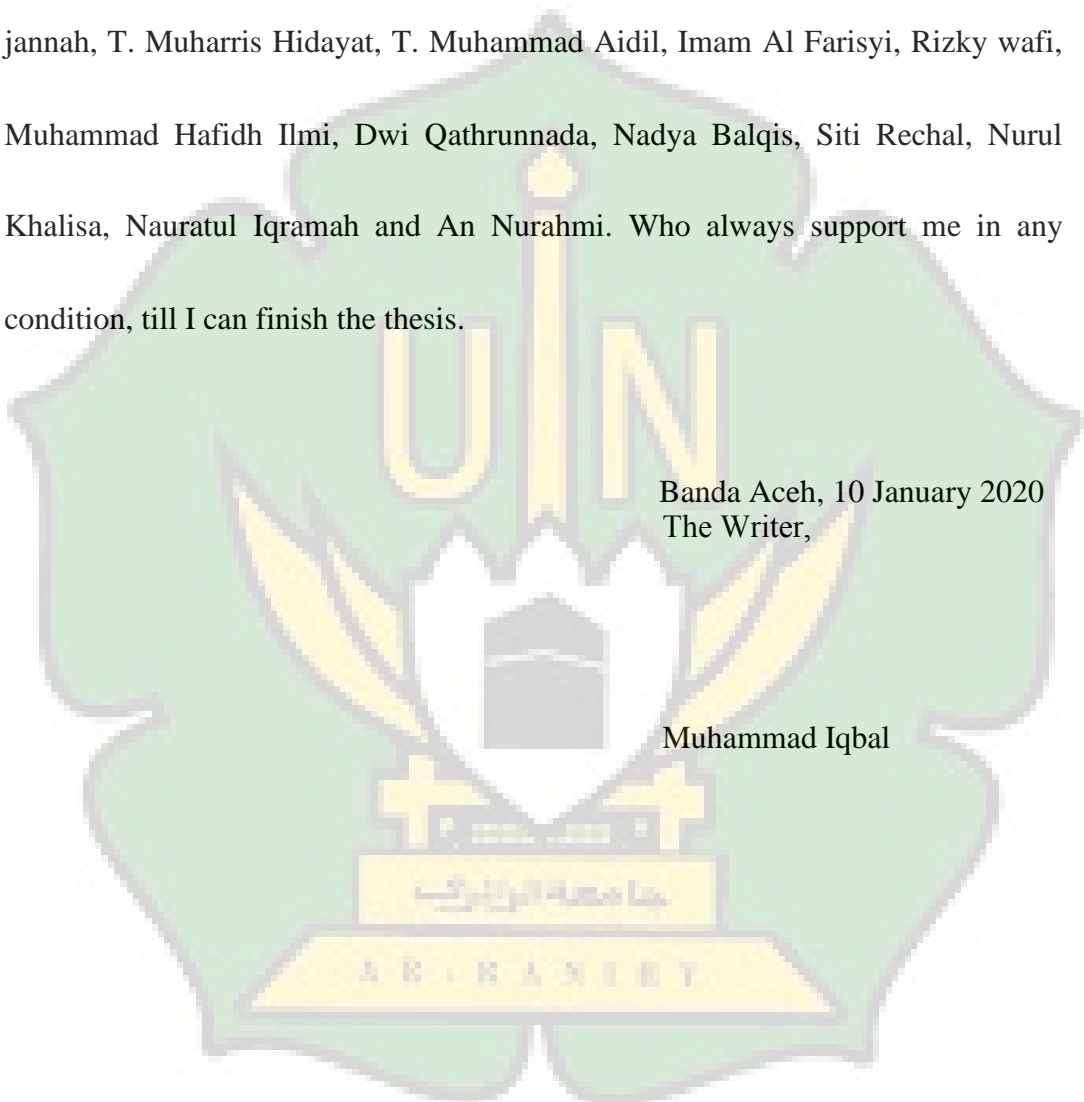
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ABSTRACT

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 Listening Section of TOEFL Test
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TOEFL is one of the proficiency tests which have been applied by many universities and institutions to test students' English language skills. It also becomes one of the graduation standard requirements in the universities for the students, including in State Islamic University of Ar-Raniry Banda Aceh (UIN Ar-Raniry). However, many students faced the problems in answering the TOEFL especially in section one which is about Listening Comprehension. This research was carried out at UIN Ar-Raniry. In which five PBI students are involved in this study. They were selected based on purposive sampling technique; only students having at least 500 TOEFL scores were chosen. The research was conducted by using qualitative method through semi-structured interview to obtain the information about students' strategies in answering the listening section of TOEFL test. The findings indicated that 12 strategies were divided into two parts based on the research questions. The strategies were implemented by students to answer the listening section. Among those top strategies are focus on the last line, guess the possible question, and focus more on detail information. For another part, the top strategies are watching movies and listening to western songs.

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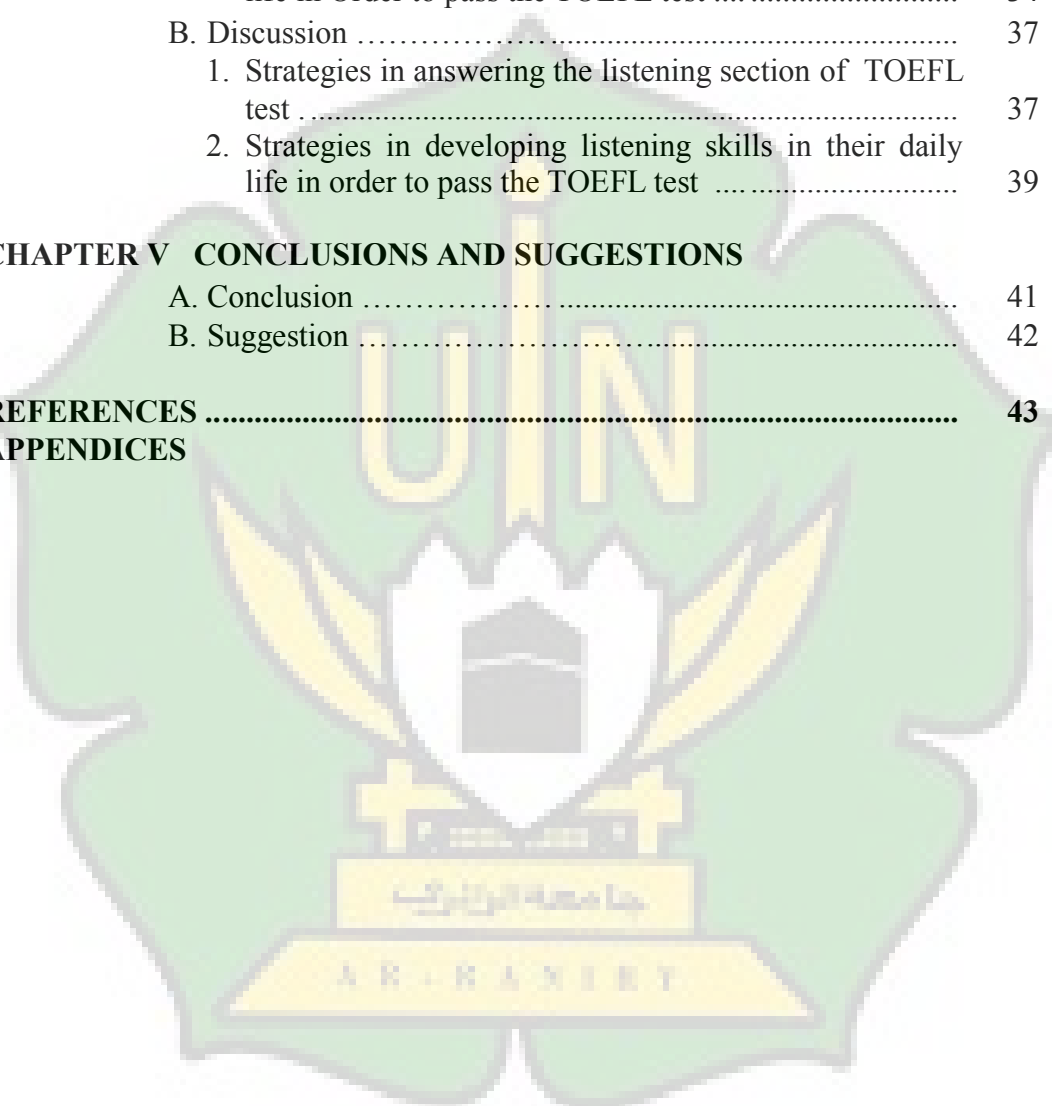
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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research questions, the objective of study, the significance of study, and the terminology of the research.

A. Background of Study

According to Safitri (2018), Indonesia is ranked 32nd out of 72 countries in the English proficiency category on an international scale, based on data from the "English Language Proficiency Index"(EF EPI). Indonesia has a total score of 52.91 in measuring English language proficiency from countries in the world and is considered an international benchmark for adult English skills.

One of the most widely used English proficiency tests in Indonesia is a test of English as a foreign language (TOEFL). According to Jamieson (2000), the purpose of the TOEFL test is to measure communicative language skills of people whose first language is not English. TOEFL scores are very important in the current environment. This can be seen from the requirements requested by universities throughout the world. Including Indonesia that their students should have a certain TOEFL score to be able to graduate.

The English proficiency requirement for university graduation has made the Indonesian college students who learn English as a foreign language (EFL) are more concerned. For instance, the English department students of UIN Ar-Raniry,

as EFL learners only get limited exposure to English. This condition causes them to have many difficulties to be proficient in English.

The students' failure in TOEFL test may be caused by several factors including lack of vocabulary mastery, test-taking strategies, and language skills. In line with this, Mahmud (2014) who has conducted relevant studies on students experiences with TOEFL at a university in Makassar has identified that the main reason for TOEFL failure experienced by students was due to several conflicting factors, such as lack of basic skills in English, training in exams, motivation in learning, and individual student differences such as age and social status.

However, it is important to know that the TOEFL test consists of three sections, namely listening, structure, and reading. Each section has its own difficulties. One of the sections that has many difficulties is the listening section this is because, in this section, the students have more problems, Such as need more attention and concentration to understand what the speaker is saying. It is difficult to understand the listening because of some factors, for instance, speaker accent, technical devices (audio), audio is played only once and many others. Laundsteen (1990) defines that listening is a process in which spoken language is converted into meaning in the mind. In the process of listening, there is a complex process in which many things happen simultaneously in the mind. It means that the students must understand the accent or pronunciation, grammar, vocabulary, and meaning of the speaker.

Moreover, each section has its own strategy to facilitate students in answering tests. For example, in the listening section, the students should wait for the next question in the paper and pencil-based test, listen carefully, read and think about the choice of answers and answer each question before the next question starts. Pyle & Page (2002) state that it is best to glance at the possibility of answer choices before listening to the reading to get an indication of the reading topic.

The problems expressed in the statement above show that the students need the right strategies in the TOEFL are important to analyze, especially in the listening section. Moreover, the strategies used by students are very important in increasing the TOEFL score in the next test. These are the reasons why the writer wants to analyze students' strategies. It is expected that the learning process can be effective to improve the TOEFL test results of the English department students of UIN Ar-Raniry. For additional information, that TOEFL is divided into two types, the Paper-Based Test (PBT) and the Internet-Based Test (IBT). In this case study, the writer focused on TOEFL PBT test. In accordance with the statement above, the writer is interested in analyzing the strategies used by students who have reached at least 500 TOEFL PBT scores in the title **"An Analysis of Students' Strategies in Answering the Listening Section of the TOEFL test."**

B. Research Questions

Based on the background of the study, the writer formulated two main research questions as follows:

1. What are strategies used by students in answering the listening section of the TOEFL test?
2. How do students develop such strategies in order to answer the listening section correctly?

C. Objectives of Study

1. To identify the strategies that students use in answering the listening section of the TOEFL test.
2. To investigate how the students develop the strategies to improve their listening skills in answering the listening section of the TOEFL test.

D. Significance of Study

This study provides some details information concerning the student's strategies in answering the listening section of the TOEFL test.

In addition, the writer expects that the result of this research become additional information for the teacher in determining the appropriate strategies in increasing students skill in listening. The writer also expects that the result will be able to give useful information for the readers in increasing their TOEFL score, especially in the listening section.

E. Terminology

1. Strategy

The term "strategy" can be defined as a general action plan (Oxford Learners' Pocket Dictionary, 1995) cited in (Safitri, 2018). In Longman's dictionary, this can be defined as a special plan to win success (Longman Dictionary of American English, 2000). Referring to the definition above, it can be understood that strategy is the way/plan to reach the defined goal.

2. Listening section

In the listening section, students listen to dialogues and academic talks, and they will be tested on their ability to understand them. The students will hear each passage only once, and then they answer questions after the dialogue is finished. The listening questions ask about the main idea, supporting details, and the way the speakers use language. The students need to answer each listening question based on what is stated or implied by the speakers. The students have to keep their ears on for the entire Listening section because there is audio for the questions, they are not just seen on paper.

3. TOEFL test

Test of English as a Foreign Language (TOEFL) is used to evaluate the English proficiency of foreign language learners (ETS, 2006, p. 3). This test is highly recognized as a standard language testing in English language and had been "internationally recognized and respected" (Warfield et al., 2013). In addition, The

TOEFL score has been used as the requirement for non-native applicants in American and English speaking colleges and universities (Sharpe, 2013).



CHAPTER II

LITERATURE REVIEW

This chapter discusses literatures that define specific terms in the study. In addition, the researcher also attempts to explain some theories of various experts that are relevant to the topic. The terms that the writer analyzed include the nature of TOEFL, Types of TOEFL, Paper-Based Test (PBT), and Internet-Based Test (IBT), Administering of TOEFL Test, Prediction TOEFL, ITP TOEFL, Listening Section tips and strategies and Overview of Strategies in Preparing for the TOEFL

A. Nature of TOEFL

Some definitions are given by experts relating to the TOEFL. All propose is that TOEFL is a standardized test at the International level. Phillips (2001) states that TOEFL is a kind of English test in the world. It is only addressed to people who are not using English as their native language but as a second or a foreign language. It is a model used for academic purposes to measure an English foreign language learner's English skill.

The English as a Foreign Language test better known as the TOEFL was developed in 1963, it is a test model to test your ability or competence in English. A number of very well-known testing scholars have been and some of them are still involved in policy making and in the test construction test procedures. This has been jointly managed since 1965 by the Educational Testing Service and the College Board. This is perhaps the test most often used in the process of admitting foreign language students to colleges and universities in the United States.

In addition, Yilmaz and Zwier (2005) state that the TOEFL test is the most widely accepted English-language test in the world. It is also the most highly respected English-language test in the world. In fact, it's the only test that simulates university classroom and campus life and was developed with the help of leading universities.

TOEFL is a standardized test has been widely used by international students who continue their studies in foreign countries. Some students complete their test after having the test frequently. The standardized TOEFL score for admitting a University is different from other ones. The TOEFL score, which should be gained by students, is ruled by the authority at campus chosen. Besides it might be used in academic purposes, TOEFL is also used in the institutions such as government agencies and businesses. Some government offices have started applying TOEFL as one of the requirements in job promotion or in their staffs' recruitment. This case is also followed by some businesses doers at private factories. By applying TOEFL as one of the requirements in job promotion and staff recruitment, the service qualities of the institutions are always kept well. In order to get success in completing the TOEFL test, Saifuddin (2006) proposes that it is important to have well prepared for the test previously. The purpose of TOEFL preparation is to help students understand how to prepare for the test effectively and to help you build the English skills you need to succeed.

B. Types of TOEFL

There are two types of TOEFL tests, those are:

1. The Paper-Based Test (PBT)
2. The Internet-Based Test (IBT)

The test has been advanced all the time from firstly introduced which was the Paper-Based Test (PBT) to the Internet-Based Test (IBT). Nowadays, IBT TOEFL has been used more often than PBT TOEFL. Nikolaieva (2016) also mentions in her research that IBT TOEFL is the most popular type of TOEFL in all over the world where English is a non-native language. And it is also the reason why she chooses IBT TOEFL to be observed. But, even though the test has been developed to Internet-Based Test (IBT), PBT TOEFL is still administered and accepted by countries.

The explanation of two types of TOEFL currently administered around the world will be explained below.

1. Paper-Based Test (PBT)

The Paper-Based Test (PBT) is a pencil-paper-used test. It is a traditional examination which is the first type of TOEFL. It has been used since 1964. Nowadays, this test is only used in some countries where the Internet-Based Test (IBT) is not available.

PBT TOEFL test is used by colleges or other institutions to test their students. It is just admitted in the colleges or institutions where the examinees took the test. Most of the test-takers are the students who are going to take their thesis final examinations. The scores that they have to achieve are different based on their

departments such as for English department students it is 500, whereas for other departments are 400.

In addition, the score will be valid only for one year. This test will take time for about two hours. Before proceeding to take the test in the colleges, the examinees usually have to ask all the information about the examination will be taken to the test center or language center. For example, especially in the State Islamic University of Ar-Raniry, TOEFL PBT is conducted by Language Development Centre (LDC). Moreover, in taking this test, the test-takers should register immediately to get a test seat because these tests tend to be limited.

Furthermore, TOEFL PBT score is higher than the TOEFL IBT. Phillips (2001) stated that the lowest score achieved on the PBT TOEFL test is 217 while the highest score is 677 which is based on the score of the whole sections.

PBT TOEFL consists of three time-separated sections which are listening comprehension, structure and written expression, and reading comprehension with multiple-choice questions. The details of each section will be explained below.

a. Listening Comprehension

Listening is a receptive skill. Listening comprehension means that we do not only listen to the voices or sounds but also understand more about the recording. Listening comprehension is used to evaluate the ability of test-takers in understanding spoken American English including speakers' accent or pronunciation, the speakers' grammar and vocabulary, and meaning comprehension.

According to Fanani (2014) (This section has three parts and the examinees have to answer 50 questions in 30-40 minutes. In part A, it consists of 30 questions. In this part, we will hear several short conversations between two people and one question after each conversation. In part B, there are 8 longer questions. The conversations happened between two people as well but the examinees have to focus on several questions after each conversation. Whereas in part C, there are 12 questions. In this part, we will not hear a dialog between two people like the conversations before, but we will hear short monologs. It has the same questions form as part B.

b. Structure and Written Expression

According to Phillips (2001), structure and written expression are used to evaluate the test-takers' ability in structure and written English. This section consists of 40 questions which are divided into two parts named part A (structure) and part B (written expression). In part A, there are 15 completing sentences questions. It means that there are missing words in each question and we have to choose the possible answer to complete it. The second part is part B. In part B, there are 25 questions for identifying grammatical errors in sentences.

The questions consist of a sentence with underlined words or phrases labeled with letters A, B, C, and D. The test takers have to identify the errors. To answer all of the questions of this section, they have 25 minutes.

c. Reading Comprehension

This section is used to evaluate the ability of test-takers in understanding English passages. In this section, the test-takers have to read about 5 or 6 passages

and answer the questions referred to the passages. This section has 50 questions which take about 30 minutes to complete. The test-takers have to answer multiple-choice questions concerning the ideas and the meaning of words in the passages (Phillips, 2001).

2. Internet-Based Test (IBT)

Internet-Based Test (IBT) is the newest type of TOEFL. Even though PBT is still used, but IBT TOEFL has replaced the position of others. This test is tested first in the USA, Canada, France, Germany, and Italy in 2005. Then it was published by other countries in 2006 while CBT TOEFL is terminated in the same year (Sudarmono, 2013).

This test concerns the test-takers' ability to communicate. It can be assessed in the speaking section. This test consists of four sections, which are reading, listening, speaking, and writing tests. There is no structure or grammatical section in this test. But it does not mean that the test-takers do not need to learn it, because the mastery of structure determines other sections. Without mastering grammar, it will not be easy to do the test well.

According to Abboud and Hussein (2011, p. 8), the form of Internet-Based Test (IBT) is figured in the following table.

Table 2.1: The Internet-Based Test (IBT) Program format

Test Section	Number of Questions	Timing
Reading	3-5 passages, 12-14 questions each	60-100 minutes

Listening	4-6 lectures, 6 questions each 2-3 conversations, 5 questions each	60-90 minutes
Break		
Speaking	6 tasks: 2 independent and 4 integrated	20 minutes
Writing	1 integrated task 1 independent task	20 minutes 30 minutes

To sum up, the Internet-Based Test (IBT) takes for about 4,5 hours with break time in the middle of the test hours. This TOEFL is organized about 30-40 times a year. The total score of this TOEFL is limited on a scale of (61-120) (Sudarmono, 2013).

C. Administering of TOEFL Test

Based on its standardization, TOEFL is divided into two types of standardization, those are:

1. Prediction TOEFL

TOEFL is a trademark of ETS (Educational Testing Service) which means that it is administered by ETS. The certificate of TOEFL test is scored by ETS. It

means that the TOEFL test that is not administered by ETS (Educational Testing Service) is not the real TOEFL. It is called Prediction TOEFL.

As its name, Prediction TOEFL is the TOEFL test that is predicted. It is administered by institutions or courses which are not handled by ETS. The question asked in this test is gotten from TOEFL book, such as Longman, Barron, ETS Powerprep, or held by the institutions that provide the test. So, the question is illegal and the accuracy of the score is not valid. In addition, the certificate is named "TOEFL Prediction Certificate" without ETS logo which is published by the institution where the test is taken.

TOEFL can be used for some requirements, such as for applying for short courses, scholarships, or applying for a job in some countries. However, the prediction TOEFL test can only be used as an evaluation of learning process or prediction of TOEFL score before the test-takers sit for the real TOEFL examination, and cannot be used for other purposes. So, if the test-takers only want to evaluate themselves in English proficiency, they just have to take prediction TOEFL. If they want to take the TOEFL test for the requirements in applying for a job or scholarship, taking this test is not appropriate.

2. ITP TOEFL

ITP is an abbreviation of the Institutional Testing Program. The test that is given for this test is the Paper-Based test. ITP TOEFL test is used to evaluate the English proficiency of non-native English speakers (ETS, 2016). This test is administered by authorized institutions such as courses, universities or colleges handled by ETS (Educational Testing Service). Although ITP (Institutional Testing

Program) TOEFL is administered at the local place, the material given in this test is international standardization. The question is given from ETS with academic questions.

The result of this test can be used not only to measure the test-takers' proficiency in English, but also for admission requirement in applying for a job or scholarship abroad such as Australia Awards Scholarships, StuNed, Fulbright, or Erasmus Mundus. But, even though the result of this test can be used for the requirement in some universities abroad, the certificate is still not internationally approved. In addition, TOEFL ITP scores are valid for two years since the test date. Because English proficiency of the test-takers can change considerably in a relatively short period of time, scores more than two years cannot be reported or verified (ETS, 2016, p. 3).

D. Listening Section tips and strategies.

Most people think that listening comprehension is the most difficult section compared other sections in the PBT TOEFL test. In the reading and structure section, people can anticipate the problem by learning more about grammar, memorizing vocabulary, and doing more practice. But in the listening section, people cannot learn whole things in short time. They have to prepare for the test for a long time. Whereas to get a successful TOEFL, mastery of listening comprehension section is very influenced.

There are three parts of this section, which are short dialogues, long conversation, and monologues. It has many problems to answer the questions. Rainy, Ikhsanuddin, and Sumarni (2014) conducted research on 22 students of the

fourth semester of English Education Study Program FKIP Tanjungpura University. Based on their research, they found that the most difficult part of the TOEFL listening comprehension test is short dialogues with 51.67% which have eight problematic aspects (who, what, where, emphatic expression of surprise, idioms, negative with comparatives, “almost negative” expression, wishes, synonyms, and double-negative expression). And among the eight of them, the most problematic aspect is double-negative expressions (23%).

Furthermore, according to Gear & Gear (as cited in Kadri, 2012, p.18), there are 6 problems that are often experienced by the test-takers in short dialogues part of listening comprehension in PBT TOEFL. Those are:

- a. Sound and word confusion
- b. Time, quantity, and comparison
- c. Meaning of certain idioms and phrasal verb
- d. Various structures
- e. Problem with remembering details
- f. Problem in understanding meaning from context.

Rainy et al (2014) also state that the most problematic aspect in long conversation and talks is about the topic. In addition, in Cambridge preparation for the TOEFL test (as cited in Kadri, 2012, p. 18), they state that there are three problems often happened in a long conversation and talk part, namely:

1. Problem with topic

In order to be able to make understandable and fascinating conversations and talk, the test-takers have to comprehend the topic thoroughly, and have wide

knowledge about the related topics. The topic of conversation will be given at the beginning. Yet most of the topic will be changed in the middle of the conversation. It gets the test-takers in the trap.

2. Problem with details

It is about reference, restatement, and numerous detail. Generally, the human brain can focus on one thing. It follows the precede statements or anything. To upgrade the ability of the brain to concentrate, the test-takers have to work hard to be able to focus on the similar but not exactly the same thing. Sometimes, the speaker does not repeat a detail thing with the same word to confuse the examinees. They sometimes prefer using pronouns and phrases to refer to the details. They will not restate directly with the same words, but they will change the words with similar meanings.

3. Problem with inferences

Inferences sole can be gotten by understanding the speakers well. To understand well, the test-takers have to listen carefully to all words said by them. Sometimes, the test-takers do not get the answer because they think that the answer was not stated in the conversation. But actually, it can be understood by listening to details stated or through implied meaning.

The problems above may be faced by people, even for English department students. Whereas, for non-English department students it will be more often face, because they do not learn English deeply and specifically in their departments. They had never learned more about idioms, phrasal verb, the variety of structures, tips and tricks in answering the listening questions, etc. They also seldom practice

listening in English. So, they have more challenges in answering listening comprehension in PBT TOEFL.

In listening test, the examinees hear the conversation of American native speakers. To make it easy, they have to know their dialect and accent, pitch, the daily used vocabulary, etc. Actually, there is an unexpected challenge as well such as getting the terrible sounds tool. It is also can be the challenge for the test-takers. And for non-English department students, to reduce the challenges, they have to learn harder from basic and practice more often.

Moreover, according to Phillip (2001), listening section is tested in the first that the test-takers will begin the PBT TOEFL test. This section consists of fifty questions, the test-takers will listen to the recording of the first part is the short dialogue. In this part, the test-takers will listen only once recording also in the other part of listening section. In the short dialogues, the test-takers have to listen carefully to answer the questions. The test-takers need the strategies to answer the question, according to Phillip (2001), there are some strategies to help the test-takers in answering the questions.

a. Focus on the last line

In the short dialogues there are two people in conversation, then followed by the narrator who will ask the question. Often, the question is about the second man. But this case is not always happen.

b. Choose answer with synonym

Often in the short dialogues, the correct answer is the the synonym or similar to the meaning but different sound.

c. Avoid similar sounds.

Often in the short dialogues, the incorrect answers are the similar sounds but it is very different meaning with the correct answer. So, the test-takers must be careful and avoid the similar sounds.

d. Anticipate the topics.

very helpful for overall understanding if the test-takers know what topics to expect in a long conversation. Therefore, the test-takers should try to anticipate the topics that the test-takers will hear. Therefore, a useful strategy is to look briefly at the answers in the exam book, before test-takers actually hear the conversation on the recording.

e. Anticipate the questions

will greatly help your ability to answer individual questions with lengthy conversations if you can anticipate what questions will arise and listen specifically to answers to those questions. The test-takers can be quite certain that one of the questions will be about where the conversation takes place, since the test-takers are sure that this is one of the questions, you can listen carefully for clues that will give you the answer.

E. Overview of Strategies in Preparing for the TOEFL

Before taking this International Standard English Test, participants must prepare themselves as best they can. Physical and psychological preparation is needed to achieve maximum performance. According to Drs. Vincent Darna M.Pd

(2011), there are several strategies in preparing for TOEFL taken from various sources:

1. Based on the Information Bulletin for TOEFL and TSE

- a. TOEFL is designed to measure a person's English language ability which can only be achieved after studying and practicing with insufficient time.
- b. Participants must have a good understanding of specific instructions for working on each part. This will greatly help participants to save time so that they can pay more attention to their test questions.

2. Based on Goodman

- a. The three main provisions for TOEFL participants to take the exam are confidence in their abilities or confidence, current knowledge for English and well prepared preparation.
- b. Up to date the knowledge of the current English language knowledge possessed by the participants is a big help for TOEFL participants.
- c. For questions that test verbal ability (listening) as well as writing skills, especially understanding of reading texts, participants are advised to be able to find sentences and keywords that will be very helpful in answering. Especially for listening comprehension, these things are usually marked by the speaker's pressure and tone.

3. Based on Moreno

For each TOEFL, participants must prepare themselves especially preparation by practicing and working on several models of TOEFL training, this provides the following benefits:

- a. Participants know what to learn so that they can work better during the TOEFL.
- b. Participants will recognize their weaknesses. By self-diagnosing, participants will try to minimize and even eliminate weaknesses.
- c. Participants will have experience in conducting tests. Learning will work well if participants have mastered the whole problem.
- d. Participants are more confident so they will make very steady steps in facing the exam.
- e. Experienced participants will increase their abilities because they will feel dissatisfied with the choice or answer they choose. He will try to find reasons why the other options are incorrect, and this will make it more solid if you have to take a similar test on another occasion.

4. Based on Sharpe

- a. Preferably, participants are not too focused on vocabulary preparation, but on listening, structure, writing and reading skills. By practicing this aspect of the skill, participants can apply techniques or tips to do it. Conversely, memorizing vocabulary words up to hundreds of words will only help a little in the exam. This is because there are thousands of words that can be tested, while each other is a loose word in the context of an independent sentence.
- b. Participants would be wise to spend one hour each day practicing rather than once a week for four hours. The first way will give you far better results.
- c. For listening comprehension exercises, aside from TOEFL model tapes, participants are often advised to listen to English news on radio and

television, lectures from native speakers in English, and as much as possible to have direct dialogue or join in conversations with native speakers (speakers) native to American English).

5. Based on Sullivan

- a. The day before taking the TOEFL, participants are advised to: a) Read all the personal notes about the TOEFL preparation. b) Remember all the tips and tricks that have been learned for the next day. c) Prepare yourself for a good night's sleep and enough for fresh thoughts to return the next day.
- b. On the day of the exam, participants must: a) Have enough breakfast. b) Not too much to drink because interference is not allowed to leave the chair. c) Have arrived at the test site half an hour before starting the test.

In the book *Preparing Students for Computer Based TOEFL*, there are steps for students in preparing for Computer-Based TOEFL and other types of TOEFL because they are made by ETS (Educational Testing Services) that develop and assess TOEFL. These steps are:

- c. Get TOEFL material to start exam preparation.
- d. Learn about changes in test format, how tests are arranged, and what each part of the test measures.
- e. Learn how TOEFL works and be given a score.
- f. Learn how to use test taking strategies that will enable them to do their best.

In the *TOEFL Test Prep Planner* book there are also some other tips that will help make the exam day run smoothly:

- g. Set your alarm early. Give yourself plenty of time to get ready. If you have trouble waking up, ask a friend to call you.
- h. Get plenty of rest. Don't stay up, and avoid caffeine the night before the test. Try to stay relaxed.
- i. Eat delicious food. Don't skip meals on exam day. Eat something with protein and a piece of fruit to help your mind stay alert.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents a research design, participant, a technique of data collection, a technique of data analysis, and a brief description of research location

A. Research design

In this research, the writer used qualitative research to collect and analyze the data. Berg (2007) explains that the qualitative method refers to meanings, concepts, definitions, characteristics, metaphors, symbols and descriptions. Moreover, Creswell (2014) defines that Qualitative research is a design of the study which concerns the phenomenon or explores the social problems. It is procedural resulting in descriptive data orally and textually from people and their observable behavior.

The writer believes that qualitative methods provide the necessary data analysis to gain information about the strategies used by students who have reached at least 500 or/and above scores of TOEFL.

B. Participants

This research was conducted at UIN Ar-Raniry by involving English department students as the participants. The population of this study was English Department Students from batch 2014 who have passed the score 500 or/and above in TOEFL test. Purposive sampling technique was employed in order to find suitable participants for this research. Purposive sampling technique is an intentionally

selected to choose participants based on their qualities in order to achieve a depth understanding which corresponds with the study (Etikan, 2016). This technique also has some advantages such as far less complicated to set up, considerably less expensive, and perfectly qualified to be used in the research.

Furthermore, prior to choosing the participants, the TOEFL scores of the population were firstly acquired from The Language Development Center of UIN AR-Raniry. The participants were 5 students of English Department of UIN Ar-Raniry. The criteria from the participants is participants of batch 2014 have range the lowest and the highest score

C. Technique of data Collection

In collecting the data, researchers need various methods and measuring instruments to obtain the data. There are different types of measurement instruments that can be used as simple devices depending on the design of the research. They include interviews, questionnaires, observations, focus group discussion and experiments. The research instruments are simply tools to acquire relevant information to the research (Wilkinson David and Peter Birmingham, 2003).

The writer chose the interview technique for the purpose of this study. The technique is an appropriate method to use when the topic of research is discussed about feeling, perspective, thought and experiences. An interview is a research tool that can be defined as a person-to-person structured conversation for the purposes of finding meaningful data that has to be collected, analyzed, and validated (Griffee,

2012). Interviews can be designed depending on the needs being addressed and the information in three types: there are a structured interview, semi-structured interview, and unstructured interview (Edwards, 2013). The writer used a semi-structured interview where the interviewer is free to ask for clarification and even add follow up questions to get the information from the interviewee.

The major advantage of the methods is suitable to obtain in-depth information systematically from students of the interviewee. It can help the writer to explain confusing and ambiguous questions in detail. Besides that, the interview may be considered as one of the effective ways and user-friendly because it just talks like a natural and regular way. It also does not presuppose any statistical analysis and interview data can be combined with other kinds of data. However, it has disadvantages including bias from participants, inaccessibility to wealthy respondents due to fear of insecurity. The amount of data can be collected through this method usually limited compared to questionnaire method. The interview can be conducted personally or through telephone or electronic mailing system.

The writer has conducted an interview and has set off a meeting with respondents for their strategies in answering the listening section of TOEFL test. The respondents have some questions to answer based on the purpose of the study. Materials that could be used to seek all the information during the interview period include a tape recorder and paper.

Moreover, all interviews were in English and were tape-recorded, and the writer took the notes simultaneously. Each interview took about 15-30 minutes. In

this research, the interview started with some warming up questions. The theme of the questions was divided into two main topics: the first topic focuses on participants' strategies during the test and the second one focuses on their strategies in their daily life in order to pass the TOEFL test.

D. Technique of data analysis

In this study, The data were analyzed descriptively. Before the analysis was done, the data were acquired from transcript several times before coding the transcript into two theme. Further, the transcript and the note taken before were required to create a written narrative data. For the record, taking note during the analysis process is essential to avoid misinterpretation in analyzing the data (Griffiee, 2012) Then, the writer wrote a summary of coded data.

E. Brief Description of Research Location

The research took place at Universitas Islam Negeri Ar-Raniry (UIN), Banda Aceh. UIN Ar-Raniry (State Islamic University) is the Islamic University under the authority of Department of Religious Affairs. According to the presidential decree number 64 the year 2013, UIN Ar-Raniry was given as a new name for the previous IAIN (The State Institute for Islamic Studies) Ar-Raniry. UIN Ar-Raniry was firstly established on October 5th, 1963. It is located at Jl. Ar-Raniry Kopelma Darussalam (Lingkar Kampus) – Banda Aceh. The name of Ar-Raniry was taken from Syeikh Nuruddin Ar-Raniry who reigned from 1637-1641. He has contributed a very valuable in developing Islamic thought in Southeast Asia, especially in Aceh.

UIN Ar-Raniry which is currently headed by Prof. Dr. H Warul Walidin AK MA as the rector which has graduated thousands of scholars and some professors. As an Islamic University, it does not only concern about Islamic affairs but also on general knowledge with some branches. There are nine faculties in UIN Ar-Raniry, they are Syariah and Law Faculty, Faculty of Education and Teacher Training, Ushuluddin and Filsafat Faculty, Dakwah and Communication Faculty, Adab and Humaniora Faculty, Science and Technology Faculty, Economic and Islamic Business Faculty, Social and Government Faculty, and the last is Psychology Faculty. The Faculty of Education and Teacher Training is one of the biggest Faculty in UIN Ar-Raniry. The aim of Faculty of Education and Teacher Training is to educate pious Muslim to become an expert in education and teaching of Islam that is able to develop and proficient in implementing knowledge in various educational institutions.

The faculty has eleven departments which are classified based on their specific studies and programs. The study took place at the Department of English Language Education of Ar-Raniry State Islamic University (PBI), one of the departments of the faculty. The objective of the Department of English Language Education is to educate and prepare its undergraduate students to be educational experts and professional teachers in teaching English. The department is presently led by Dr. T. Zulfikar, S.Ag. M.Ed, which has 32 permanent, 35 adjunct lecturers and 918 students. PBI is one of the most favorite departments not only within the Faculty of Education but also within Ar-Raniry State Islamic University. This is proved that high enthusiast from hundreds of newcomers enroll to register every

year. The majority of students completed their study within the expected candidature period, which is 4 years. Most students graduate with high qualification and good merit. A large number of graduates receive job immediately with some of them awarded scholarships, such as LPDP, AAS, NZAID, Fulbright, USAID, LPSPDM, DAAD to undertake their master's degree in Australia, the United State of America, the United Kingdom, New Zealand, and some other developed countries.

PBI is one of the departments employing teaching staffs, graduating from overseas universities. It has 11 teaching staffs holding a doctorate degree from Australia, Germany, and Malaysia, and has more than 15 teaching staffs graduating from overseas universities. PBI also employs adjunct teaching staff whose degrees are from different universities in USA, UK, Australia, and some other foreign countries.

PBI also provides some supporting facilities for academic activities such as multimedia room, which provides sound system, radio, television, DVD player, projector, and computers; library which provides academic and non-academic books, cassettes, newspapers, encyclopaedia, dictionaries, and theses which had been written by the students of the Department of English Language Education as the partial fulfilment of the requirement for Degree of Bachelor Education.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The writer has conducted the research through the technique of collecting data as stated in the research method. The collected data were dedicated to answer the research questions as follows:

1. What are strategies used by students in answering the listening section of the TOEFL test?
2. How do students develop such strategies in their daily life in order to answer the listening section correctly?

The writer interviewed five students at English Education Department of UIN Ar-Raniry. The writer asked some questions to analyze the strategies in answering the TOEFL test. To show the result of the research clearly, the findings were categorized based on the research question as follows:

1. Strategies in answering the listening section of the TOEFL test.

The result showed that there were 7 strategies found from the participant based on research question.

a. Focus on the last line

The writer found that there were three out of five students who said that focusing on the second speaker was a good strategy for part one in the listening section. Focusing on the last line probably contains the answer. Participant 1 said,

"I think many people use this strategy, you have to focus on the second speaker because most of the questions are in the last conversation".

Many students follow this strategy. participant 2 also added that "Focusing more on the second speaker is the right strategy for the part of a short dialogue because the question is always about the second speaker".

b. Focus on the whole conversation

Even though focus on the last line is a good strategy for part one, but focus on the whole conversation is also helpful, it depends on how the test takers use it. However, there is a participant who thinks differently, participant 3 states that he doesn't really care about the strategy mentioned above, he fully focused on the conversation and the questions asked. "I have heard about listening strategies, but those strategies didn't work for me, because I believe that when people rarely listen to native speakers speak, it is useless to use the strategy".

From the statement, participant 3 tried to explain that the process of developing listening skills is important to do. To make it easier for students to answer and better understand what is the topic of conversation. so test-takers more easily determine the answers.

c. Avoid similar sounds

In the short dialogue part, there was participant 4 who added a strategy, namely, avoid similar sounds. Participant 4 said that "I think this strategy is very

useful for students who lack vocabulary because it actually sounds like an answer but it is totally wrong”.

The strategy is very helpful for the test-takers who confuse about the conversation and do not understand what they talk about. So, the test takers do not need to worry. They just have to choose the answer which different sound from what they heard.

d. Answer with synonym

Participant 4 added that he used the strategy namely answer with a synonym. “I think the students need to use this strategy, it is work for students who lack vocabulary. But this only works for part one of listening tests”.

e. Scanning the possible answer

Scanning is the most important strategy for participant 4 who stated that “Besides the strategy I mentioned before. in part one, I use the scanning strategy. when the narrator reads an instructor, I scanning as much as possible the answer. Because I think it will describe the question. For example, for the first question, the question will be , and the next question, it will be, and usually, I can get twenty questions. This is for description about the question will be”.

From the statement, doing the scanning strategy can be helpful for the test-takers because it helps the test takers to get a description of the question and to make the test-takers easy to decide the right answer.

f. Guessing the possible question

In the next part of listening section, participant 1 explained that the strategy for parts two & three is the same. Guessing the possible question to anticipate what will be the answer is a good strategy. So, when the narrator reads the direction. The test-takers should rush to see possible answers on the answer sheet and try to guess what will be the question from the available answers. So that test-takers can focus more on capturing information and listen more carefully. As the participant 1 said that “I try to guess what will be the question based on the answer sheet. If the answer bunch of numbers, I try to listen to the conversation and more focus to get which years that something important happens. So, I can answer it correctly”.

g. Focus more on detail information

In parts two & three the test-takers should focus more on detail information from the conversations. the participant 1 argued that “For the last strategy, I try to focus more on the name or pronoun from the conversation. When they say she or he, I will focus more on who is he or she”.

Try to focus on the detail information from the conversation is one of the strategies that the test-takers can use in parts two & three. Because some of the questions are about detail information.

In addition, participant 4 added “In the second and the last part of the listening section, I used the same strategy, it is marked off. Because I think the question in sequence with the answer sheet. So while the narrator reads the text, I

get ready to mark off the answer sheet. But in the TOEFL test, you can not mark off the answer sheet. So, I just mark off the answer with my mind”.

So, after focusing more on detail information and get the information talked about on the answer sheet, the test-takers should ready to mark off the answer during the conversation. Then the test takers can easily get the answer while the questions asked.

2. The strategies in developing listening skills in daily life in order to pass the TOEFL test.

After interviewing, the result showed that the students have various ways to develop their listening skills in order to pass the TOEFL test. There were 5 strategies that the participant used during their daily life to develop their listening skills.

a. Watching the movie

Watching movies is one of the strategies favored by the participant in developing listening skills. The writer found this fact from the results of the interviewees. this as stated by participant 2 said “I got three ways to develop my listening skills. First of all, I used to watch the movie without any subtitles, it will help us to focus more on the movie. In addition, participant 1 added: “In my daily life, I like to watch a lot of videos which are speaking English. Watch the movies that used the English language and a lot of songs. I think, it because I practice to listen a lot, it will help me while facing the listening test”.

From both participants' explanation, we understand that the aim is to train to listen to become familiar with English words and accent. so that when accustomed to words in English, when answering the test it becomes easier by understanding the topic of conversation.

b. Watching Oxford online English

Even though watching the movies is fun to do. Watching oxford online English is another strategy to develop listening skills. For the participant 3 watching oxford online english is more fun. According to participant 3 “In my daily life, I used to watch oxford online English. It is a video on youtube. It provides a talk between two native speakers. They talk many things in English, sometimes it talks about the vacation, environmental issues, so that helps me so much in answering my listening section”.

The statement which is stated by the participant above, showed how important the strategies in his daily life in order to develop his listening skills. By the strategies above, it is helpful to answer the listening test.

c. Watching TED talk videos

The same as watching movies and oxford online english, watching TED talk videos is a strategy with the same goal. It is to develop the listening skills. participant 2 stated watching TED talk is the one of strategies that she used. As the participants 2 said “The last one is watching more TED TALK videos”.

d. Listening to podcast

Watching maybe the fun strategies one, but not always the students have free time to watch movies, ted talk, or oxford online English. But listening to podcast you can do whenever and wherever you want, even there is no time. As the participant 2 stated that “The next one is I listen to a podcast. I like to listen to podcast many times, it easy to understand and catch the information”. The participan 5 also added that “But I have the strategy that I think can increase my listening skills, when I ride my motorcycle to the campus, it takes about fifty minutes. It really far from my home and nothing to do. So I often listen to the podcast, or sometimes listen to the BBC in order to increase my listening skills”.

e. Listening to western song

The same as listening to podcast, listening to western song is also helpful to develop the listening skills in order to pass the TOEFL test and more fun to do in all time. As the participant 4 said that “In my daily life, I love to listen to the western song, I just love it. In the case of the TOEFL test, my habit is so helpful for the listening section. and it just such fun for me. When the speaker begins the conversation and asks the question, it so clear and I can easily understand what is the question about”. Participant 5 also added that “I have not specific activities to increase my listening skills. I just like to watch movies and listen to western songs”.

B. Discussion

The purpose of this study was to find out students’ strategies in answering the TOEFL test and strategies based on their daily activities in order to pass the

listening section. The results showed that almost all students used the strategies in answering the TOEFL test, especially in the listening section. Based on the research conducted on 20th-2th October, the writer found that the strategies were helpful. The result showed that the score that participants got in the first test was low, but step by step the score was getting up because they learn to use the strategies while test.

1. Strategies in answering the listening section of the TOEFL test.

Based on the first research question “What are strategies used by students in answering the listening section of the TOEFL test?”. The findings showed that all the participants used the strategies while answering the listening section test. From the results obtained, there were 4 major strategies used by students in answering the test. But in this case, the strategy should be combined to obtain the effective result. The strategies as follows:

a. Focus on the last line.

In the short dialogue, often the question asking about the last line of the conversation. So, the students should focus more to understand what the speakers' questions about. the strategy claimed by Phillips (2001, p. 29) “In the short dialogues there are two people in conversation, then followed by the narrator who will ask the question. Often, the question is about the second man. But this case is not always happened”. From the statement, the students should listen and focus more on the second speaker by understanding what the second speaker meant so that the students can answer the question correctly.

b. Avoid similar sounds.

Often the students assume that the answer is what they hear from the recording and exist in the answer sheet. But the fact that the answer that contains similar sounds is the wrong answer that contains the words which really different meaning from what the speaker means. This, as Phillips said (2001, p. 33) that it is often the incorrect answers are answers that contain words with similar sounds but have different meanings from what the listener hears on the recording, the listener should definitely avoid these answer

c. Guess the possible question.

While the narrator reads the instruction, the students should look at the answer sheet to guess the question will be. if the students can anticipate the questions, it will helps students to answer the correct answer. According to Phillips (2001, p. 80) It is very helpful to your ability to answer individual question with the long conversations if you can anticipate what the question will be and listen specifically for the answer to those questions.

d. Focus more on detail information.

To anticipate the correct answer, the test-takers should focus more on detail, such as who is talking, when does the conversations take place, where does the conversation take place, and what is the source of information for the conversation. These all things from the conversations that test-takers should focus more in order to get the correct answer. Phillips (2001, p. 83) stated that as you listen to each long conversation, you should be trying to set the situation in your mind. You should be thinking the following thoughts; who is talking, when does the conversations take

place, where does the conversation take place, and what is the source of information for the conversation

2. The strategies in developing listening skills in daily life in order to pass the TOEFL test.

The second research questions is “how do students develop such strategies in their daily life in order to answer the listening section correctly?”. From the results obtained, there were 2 major activities used by students in developing their listening skills the test. The strategies as follows:

a. Watching Movies

Many people favored watching movies, besides to waste the free time, it is to learn the culture from many countries. Smart students use the movies not only to waste the time but to develop the skills. watching movies are fun to do. But in the case to develop the listening skills, the students should learn the vocabularies that exist in the movies. Watching the movies without the subtitle and focus more on the accent used. Take a note for the vocabularies catch from the movies. The students can do it while watching any movies in order to develop their listening skills.

b. Listening to Western Songs

Students can develop the listening skills by many activities, such as listening to western songs. Listening to western songs can be done whenever and everywhere, by listening more to the western songs, the students can increase the vocabularies and familiar with English words so that the students can be concentrate

The participants are helped in facing the listening test by applying the strategies in their daily life. So that the test-takers should have the activities that would support them in facing the listening test. The strategies help to increase the listening skills. The aim of applying the strategies is to train listening to become familiar with English words and accents. so that when accustomed to words in English, when answering the test it becomes easier by understanding the topic of conversation.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the research conclusion and suggestion. It consists of the data analysis and the results of the discussion summary. Then, some suggestions are provided for the proposed research and recommend future works connected to the study in the same field by other researchers.

A. Conclusion

After conducting the research, the writer found that English department students of UIN Ar-Raniry did several strategies in order to pass the TOEFL test, especially in the listening section. Every participant has his own strategies to develop their listening skills. The writer found that the top of the strategies used by the participant are divided into two parts. Based on the research questions, students focus on the last line, avoid similar sounds, guess the possible question and focus more on detail information. These strategies were helpful for the test-takers to use. For another part, in daily life the test-takers can use the strategies, which are watch movies and listen to western songs.

Thus, it is essentially recommended for the students as well as the test takers to take the top recommended strategies and implement them when taking the TOEFL test.

B. Suggestion

After conducting the research about The Students' Strategies in answering the listening section of TOEFL at English Education Department UIN Ar-Raniry, Some important points of suggestions for some people are stated below:

1. For the students

Based on the research, the writer hopes that the students learn more in developing the listening skills and answering the listening test properly. Both strategies are important to learn in order to pass the test. And learn more strategies include the strategies the writer mentioned and the other strategies the writer do not mention.

2. For English Education Department

It is suggested for the postgraduates' students to have many practices in TOEFL test. It is hoped that they can study to getting used in applying the TOEFL strategies in answering the test.

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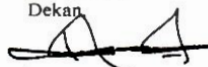
SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6096/UN.08/FTK/KP.07.6/05/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** :
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-10388/UN.08/FTK/KP.07.6/10/2018** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
 - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** :
- Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2018
- MEMUTUSKAN**
- Menetapkan** :
- PERTAMA** :
- Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-10388/UN.08/FTK/KP.07.6/10/2018** tanggal 15 Oktober 2018
- KEDUA**
- Menunjuk Saudara:
- | | |
|-------------------------------------|----------------------------|
| 1. Dr. Luthfi Aunie, MA | Sebagai Pembimbing Pertama |
| 2. Habiburrahim, M.Com., M.S., Ph.D | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : **Muhammad Iqbal**
- NIM : **140203081**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **An Analysis of Students' Strategies in Answering Listening Section of TOEFL Test (A Study at English Language Education Department of UIN Ar-Raniry)**
- KETIGA** :
- Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT** :
- Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA** :
- Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 21 Mei 2019
An. Rektor
Dekan


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk diinformasikan dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
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Nomor : B-182/Un.08/FTK.1/TL.00/01/2020
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Banda Aceh, 09 January 2020

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : MUHAMMAD IQBAL
N I M : 140203081
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : XI
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t : Tanjung Selamat

Untuk mengumpulkan data pada:

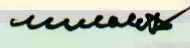
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Pada Mahasiswa Prodi PBI

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

An Analysis of Students' Strategies in Answering Listening Section of TOEFL Test (A Study at English Language Education Department of UIN Ar-Raniry)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,


H. Mustafa

Rizky Wafi (participant 3)

Interview : "what score did you get in the first and the last test?"

Interviewee : "my first score was 453 and the last exactly 500"

Interview : in TOEFL there are three section, they are listening, structure and written expression and reading. What the section do you like most ?

Interviewee : I think I like structure most, because its quiet easy for me. it just look the pattern in English, for the test you can learn the pattern or the formula or the structure of the sentences. In the day of the test, I just doing it easily.

Yeah I memorize it, because sometimes you have to memorize the formula to make us easier in the test, examination, especially in the TOEFL test. The formula is quiet easy for me, because the formula is permanent,

Interview :in your opinion, which section is the most difficult?

Interviewee : the most difficult one in the TOEFL, I think it is Reading. Because Reading is the last part in TOEFL , it takes about 50-55 minutes. In the last part, the students, especially me, my focus is sometimes lost and the words in reading part is difficult to understand. It is applied the strange word to understand, especially when the test ask about main idea, the words is refers to and sometimes what does the passage mean, its like we need to read a lot of things in the reading. Its around 20-25 lines, its long reading.

Interview : what about the listening section?

Interviewee : Listening is the first part in TOEFL test. I think the students especially me, we can focus on the questions, the students is enjoy the listening part.

Interview : do you think you have problems in the listening section?

Interviewee : yeaaa, sometimes I feel the problem in the room is like the sounds of the speaker. Sometimes the sound of the speaker is bumbing, I can't hear the sound of the speaker clearly voice.

Interview : in your daily life, do you do something that will develop yoru listening skill?

Interviewee : yeaaa, in my daily life, I often watch Oxford Online English. Its a Video in youtube, its provide a talk between two native speakers, they talk many

things in English, sometimes, they provide I mean talking about vacation, talking about economic, talking about environmental issues and they provide a lot of talks in English, so I can listen what they say and what is the answer. Besides that, they provides how to use the grammar correctly. Sometime they provide the materi about how do we use "to be" how do we use the past perfect tenses. So, I did it twice or third time a week.

Interview : in your opinion, do you have the strategies while answering the listening section?

Interviwee : I have heard the strategies in the listening test, but it doesn't work for me. because it useless, if we dont really often listen to native speaker, it doesn't work, because they speak more fast and sometimes, like I said before, the sounds is bumbing that you can't listen well to the speaker. When you are not listening well to the speaker you can't answer well in the listening part. Like I said before, I use to listen to native speaker, maybe one and half hours in a day. But it takes twice and third times a week. So, it helps more. I mean, when I listen more to native speaker, when the listening part begins I can easily understand what they say, what they ask, and what they mean in the listening part. So, I think the key is how do we often to listen to native speakers.



Fajar Herwandhani (participant 1)

Interview : what score did you get in the first and the last test in TOEFL?

Interviewee : for my first score was 600 and the last time was 627

Interview : in TOEFL there are three section, they are listening, structure and written expression and reading. What the section do you like most ?

Interviewee : I think the section I like most is Listening. Because I think I got quiet good score in the listening test.

Interview : why do you think the listening section is easy for you?

Interviewee : because I like to listen to a lot of english speaking videos, I train myself at listening more, it make me easier to answer the listening test.

Interview :in your opinion, which section is the most difficult?

Interviewee : for me the most difficult section is the structure section of the TOEFL test. Becasue mostly gramatical structure and I feel little bit difficult for me.

Interview : why do you think it is difficult?

Interviewee : because we have to know all of this grammatical structure and to be honest I don't really remember most of them, I just remember the simple one and it quiet difficult for me to remember.

Interview : do you think you have problems in the listening section?

Interviewee : for me when in listening, I lose focus and I miss the question and I don't know what the question is , so I don't know what the answer is. Example, if I was Answering question and the question already spoken before and I get a chance to listen so it make me a little bit confuse whatb the answer will be, so those are the problem I face in the listening section.

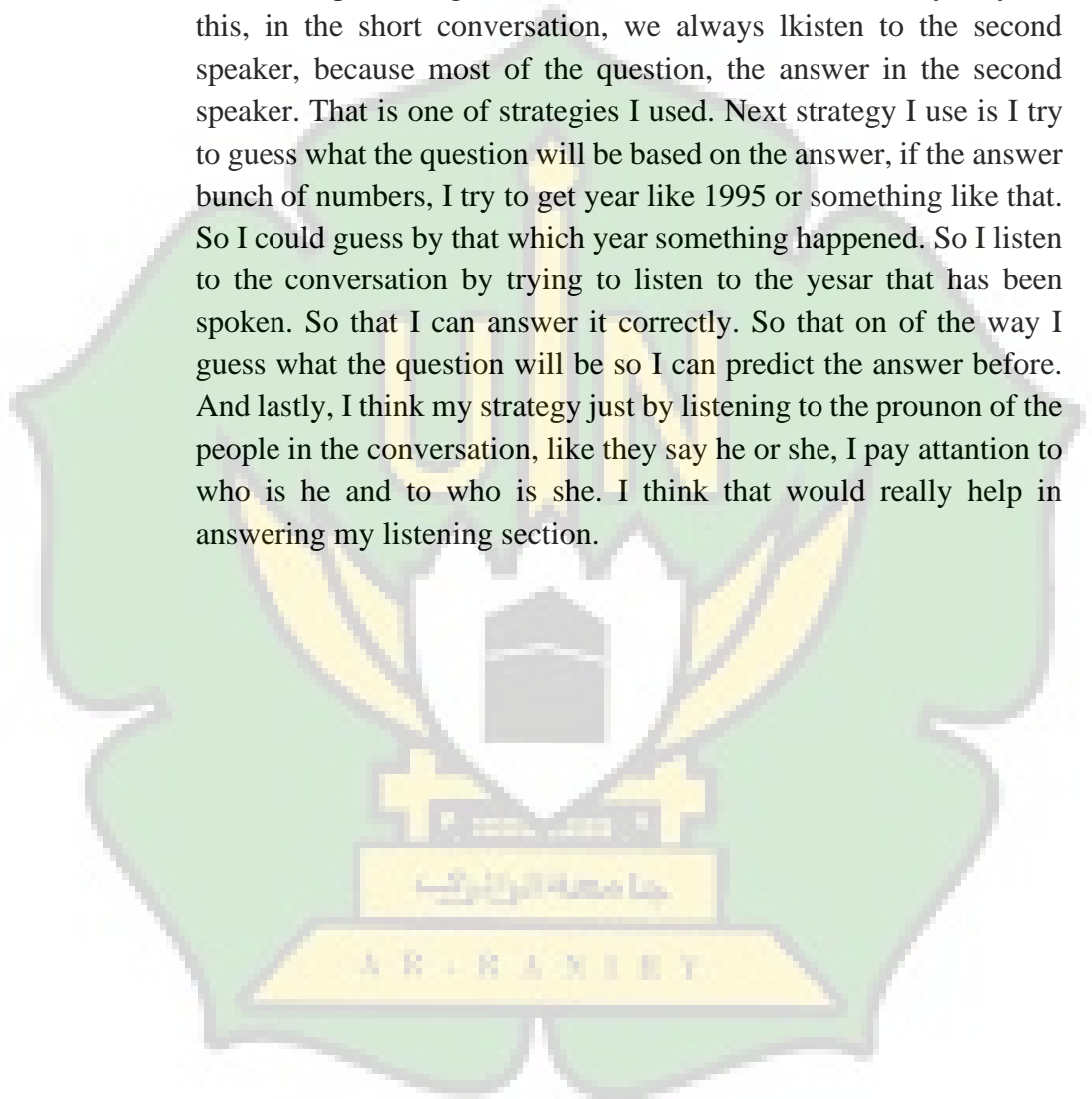
Interview : in your daily life, do you do something that will develop your listening skill?

Interviewee : like I said before, I like watching videos in English and I also like to watch a lot of movies that use English as the language, and

listening to a lot of songs. I think it because I practice to listen a lot, so it helps when I do the listening section.

Interview : in your opinion, do you have the strategies while answering the listening section?

Interviewee : that a couple strategies I used, the first one is I think everybody use this, in the short conversation, we always listen to the second speaker, because most of the question, the answer in the second speaker. That is one of strategies I used. Next strategy I use is I try to guess what the question will be based on the answer, if the answer bunch of numbers, I try to get year like 1995 or something like that. So I could guess by that which year something happened. So I listen to the conversation by trying to listen to the year that has been spoken. So that I can answer it correctly. So that on the way I guess what the question will be so I can predict the answer before. And lastly, I think my strategy just by listening to the pronoun of the people in the conversation, like they say he or she, I pay attention to who is he and to who is she. I think that would really help in answering my listening section.



Documentation of the Research



