

EXPLORING STRATEGIES IN IMPROVING IELTS LISTENING SCORE

THESIS

Submitted by

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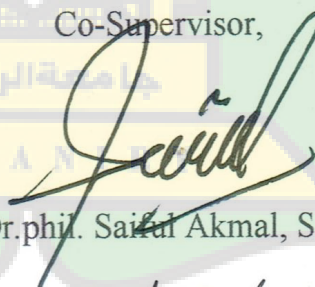
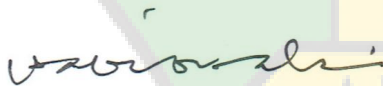
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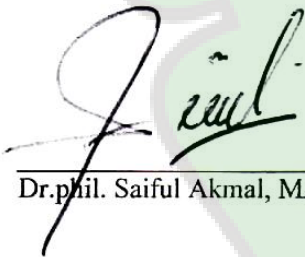
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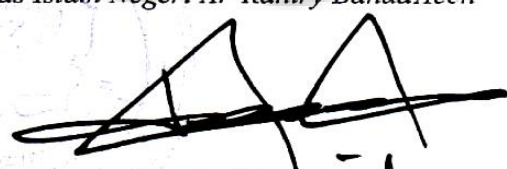
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EXPLORING STRATEGIES IMPROVING IELTS LISTENING SCORE

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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English proficiency test score is one of particular requirements for applying scholarship abroad. Listening is one of the sections that will be tested in IELTS. A number of researches on IELTS test elucidate that the listening section of the IELTS is one of the most difficult parts of the test. As such, this research is conducted to find out some strategies that successful IELTS test takers used to enhance their listening score. This study employs a qualitative research approach. Eight English Education Department alumni were selected purposively to discuss their ways and strategies in improving their listening scores. Those alumni have ever taken the official IELTS test and obtained IELTS score of 6,5 or higher. In collecting the required data, semi structured interviews were conducted from October to November 2019. Each interview which was recorded took place about 20 – 40 minutes. All recorded data were partially transcribed, and only the data meet the research questions were maintained and irrelevant data were left in the recording system. The data then were coded and analyzed by using Miles and Huberman (2014) data analysis approach. The findings indicate that: (1) the difficulties that they found while following IELTS official test especially in Listening. (2) the strategies that they use in Listening IELTS. Meanwhile some participants have other strategies for facing Listening IELTS

TABLE OF CONTENT

ACKNOWLEDGEMENT	i
ABSTRACT	ii
TABLE OF FIGURES	v
LIST OF TABLES	vi
LIST OF APPENDICES	vii
CHAPTER I INTRODUCTION	
A. Background of Study	1
B. Previous Study	5
C. Research Question	6
D. Aims of the study	6
E. Significance of Study	6
F. Terminology	7
1. IELTS Listening	7
2. Exploring Strategies	8
3. Improving	8
CHAPTER II LITERATURE REVIEW	
A. IELTS	10
1. Definition of IELTS	10
2. Test Format of IELTS	11
3. Improving IELTS score	13
4. The Band Score of IELTS	14
B. Difficulties in Listening IELTS	15
1. Accent	15
2. Homophone words and Vocabulary	17
3. Various Types of Question in Listening IELTS	18
C. Strategies in Listening IELTS	26

CHAPTER III RESEARCH METHODOLOGY

A. Research Method	29
B. Technique Collecting Data	29
1. Interview	30
C. Population and Sample	31
1. Population	31
2. Sample	31
D. Procedure of Data Analysis	32

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings	33
1. Difficulties in Listening IELTS	34
2. Strategies for developing IELTS Listening	36
B. Discussion	39

CHAPTER V CONCLUSION AND RECOMMENDATION

A. Conclusions	43
B. Recommendation	44

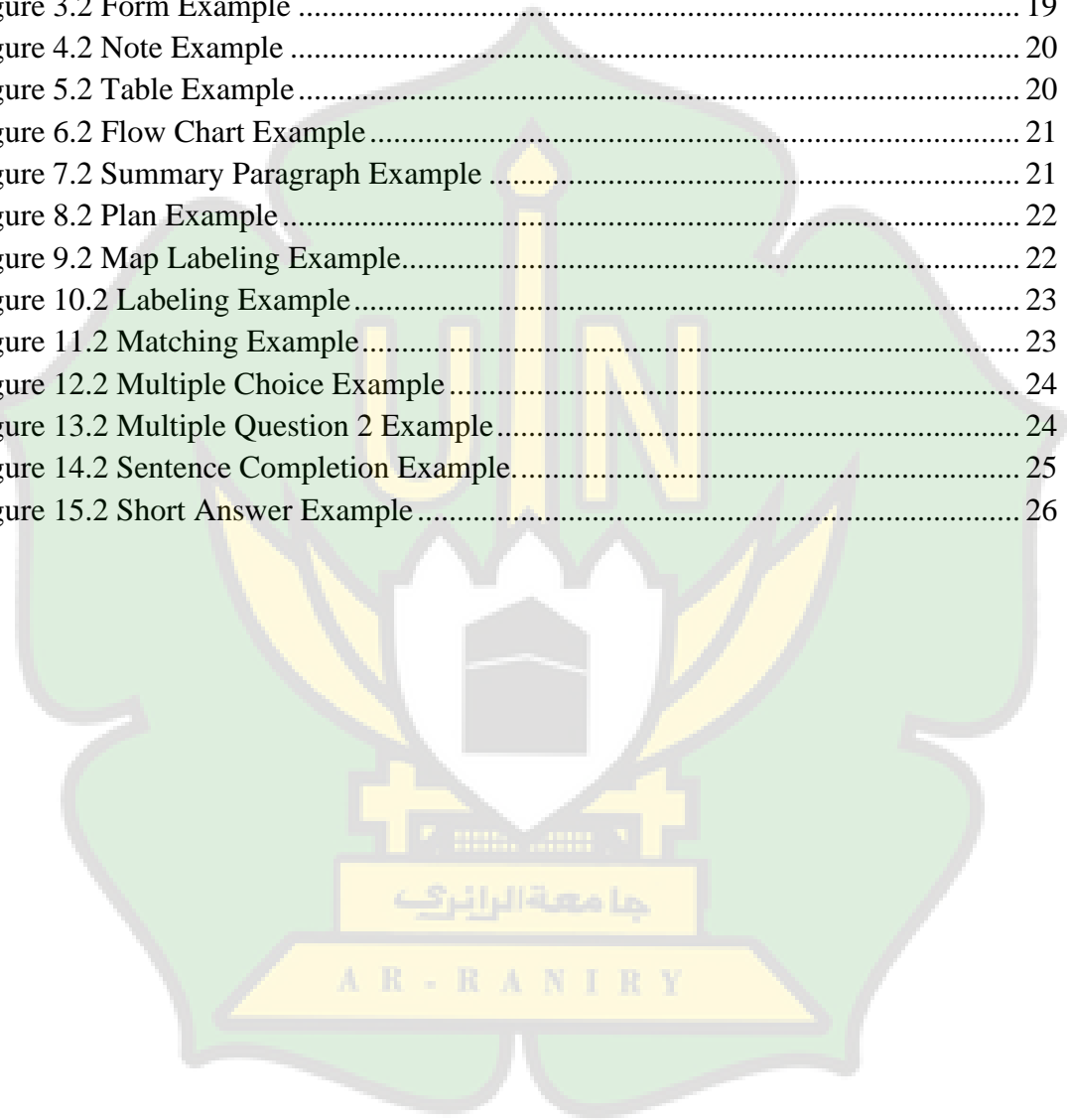
REFERENCES	45
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APPENDICES

AUTOBIOGRAPHY

TABLE OF FIGURES

Figure 1.2 IELTS Format Test	13
Figure 2.2 The country used English Language.....	16
Figure 3.2 Form Example	19
Figure 4.2 Note Example	20
Figure 5.2 Table Example	20
Figure 6.2 Flow Chart Example	21
Figure 7.2 Summary Paragraph Example	21
Figure 8.2 Plan Example	22
Figure 9.2 Map Labeling Example.....	22
Figure 10.2 Labeling Example.....	23
Figure 11.2 Matching Example.....	23
Figure 12.2 Multiple Choice Example	24
Figure 13.2 Multiple Question 2 Example.....	24
Figure 14.2 Sentence Completion Example.....	25
Figure 15.2 Short Answer Example	26



LIST OF TABLES

Table 1.2 IELTS Band Score	15
Table 2.2 Example of synonym	27



LIST OF APPENDICES

- Appendix 1 : Appointment Letter of Supervisors
- Appendix 2 : Recommendation Letter of Conducting Research from Faculty of Education and Teacher Training
- Appendix 3 : Confirmation Letter of Conducted Research from English Department
- Appendix 4 : Instrument of the Research
- Appendix 5 : Interview Transcription



CHAPTER I

INTRODUCTION

A. Background of Study

In this 21st century, the influence of the communication of the people has developed. Communication is the activity or process of expressing ideas and feelings or of giving people information. According to Schmitz (2018), communication is one of the methods of sending information, especially telephones, radio, computers, etc. Therefore, the English Language now spoken in many other countries and used as a language of international communication throughout the world and lot of students has motivated them to go abroad. Suryani (2015) says that students may study abroad for a variety of reasons, such as developing their foreign language skills; acquiring cultural knowledge; obtaining academic qualifications, etc. One of the first things that students need to do when applying to study abroad is to find out the specific language requirements for each course you are applying to. In other words, English Language tests is one of the requirements by most university. Every side of the country is using English Language as a requirement for coming to their country. The campus makes English Proficiency test as a requirement.

Yasuda (2018) declared that, English Proficiency Test is one of the methods that to know how effective and knowledge of someone of second language. This testing can help to know how quality of students of second language and using it in another

country or the country that been chosen to continue their study and so on. Yasuda continues that to make learning efficient, it is important that solve everything in a short amount time. It will be help them to make it on time to finish all the test, especially in English Proficiency test (IELTS) official Listening test. There are lot of English Proficiency test that can follow by all the students who wants to continue their study abroad or going to work, domestic outside country or local in their country.

Stated by Wil (2018) , There are so many different types of English Proficiency exams. Wil continue that there are five English Proficiency Test that can follow by the students. First, TOEFL (Test of English as Proficiency Test) is the most common academic English test worldwide especially in America. Second, International English Language Testing are using and prefer to use, such as the UK. In IELTS, there is no Grammar and Structure test, but it could see in every part of the test like Reading, Speaking, Writing, and Listening. Third, TOEIC is a test of English for communication and it's usually used for business. It is used to know how the worker could understand English speaking talk with the client or staff in their companies. Fourth, OPI and OPIC are English speaking fluent tests. They are often used to demonstrate their level of spoken English in company or even for English teachers. The OPI exam is held in the room with an examiner, and OPIC is an online test where learners respond to computer-setting issues. Fifth, The English tests at Cambridge are somewhat distinct from the tests above. The Cambridge tests are traditional ' pass or fail ' tests, while the others

offer you a graded English score. In this paper, the writer will focus on the IELTS (International English Language as Testing System).

Uysal (2010) claimed that, International English Language Testing System (IELTS) is widely used worldwide and plays an important and critical role in the lives of many people as it is often used to make critical decisions about test takers such as university admissions. Another researcher, Sabet (2017) mention that IELTS is an International English Language Testing System designed to measure the language skills of those participants who wish to educate or work in countries where English is the language of communication. Sabet continues, IELTS comprises of two training modules, educational and general. Both modules contain all four linguistic competencies – listening, reading, writing and talking. Everyone will take the same listening and speaking tests, but the two modules will have different reading and writing tests

According to Bozorgian (2012) listening is a primary means through which we learn new information, which can help us meet instrumental needs as we learn things that helps us complete certain tasks at work or school and get things done in general. The act of listening to our relational partners provides support, which is an important part of relational maintenance and helps us meet our relational needs. Listening to what others say about us helps us develop an accurate self-concept, which can help us more strategically communicate for identity needs in order to project to others our desired self. Overall, improving our listening skills can help us be better students, better

relational partners, and more successful professionals. As said by Aulia (2018) Listening is an operation to obtain the information. In order to understand the details, complete consternation is required. Listening includes: feeling and watching, knowing and communicating, recalling and listening. In IELTS Listening sections, there are four components of test. There are daily conversation, public speech, academic discussion, and academic lecture.

As stated by Loughedd (2006), In the Listening Section, we have to hear all the instruction from section one to section four. There are four sections on the listening IELTS test and it has 40 questions and with 30 minutes plus 10 minutes for transfer time the question into answer sheet. Every section has different difficulties, depends from the question.

According to Loughedd (2006), most of the test-takers of Listening IELTS doing the mistake in completing blank answer. Some of the participants are implied the answer sheet. If we make a mistake in the Listening answer sheet, we will lose the point or if we add the other words of the answers, we would get the lower score. Loughedd continues that Listening in IELTS has 40 questions and it is divided to four subsections. Every chapter has different difficulty. In chapter one there are conversations between two people talking about daily activity or the general thing. Chapter two also talking about the general thing, but only one speaker will talk. Next on the chapter three, it is talking about training-related topic with the conversation between two people or more

than two people. The last chapter is same topic with the chapter three but only one speaker would hear.

According to Pell (2018) said that ,Most of the people who wants to go abroad are preferred to take the IELTS test because the IELTS test is easier than TOEFL. Much of them even got comparatively higher scores in the IELTS test. with IELTS test score, people could apply the scholarship in anywhere because IELTS score was one of the requirements. However, in IELTS Listening test has difficulty for the people because they have more concentrate and learn much at the question sheet and even in the Listening part the people hear the various accent. In addition, for the people who were have follow the IELTS test especially Listening IELTS.

B. Previous Study

The research of listening strategies was inspected by Graham in 2017 with the tittle “Research into practice: Listening Strategies in an Instructed classroom Setting”. He considered and saw the related listening practice in classroom settings. How to improve the listening for the learners and seeing what the effective listening strategy that can use in the class. Another researcher was conducted by Bagheri and Karami in 2014 with the tittle “The Effect of Explicit Teaching of Listening Strategies and Gender on EFL Learners’ IELTS Performance”. They making a research focus on the method of Explicit for students who are in advanced level of English and learning IELT and has ever been in an English-speaking country with band score 5.5 in IELTS.

Meanwhile, in this paper the researcher will focused on the strategy that usually use by the participant who has following IELTS official test, and already have been in English speaking country with band score up 6.5 in IELTS especially strategy in Listening.

C. Research Question

Based on the background of study explained before, the research question can be extruded as follows:

1. What are parts of listening section that IELTS test takers felt difficult?
2. What are strategies that IELTS test takers used in listening section?

D. Aims of the study

This research is aimed to find out the strategies that used by the participants alumnae PBI who already took IELTS Official test especially in Listening.

E. Significance of Study

Based on the study, this research could benefit for English Language Department, students, and Lecturer. First, for English Language Department could have material about IELTS, especially in Listening section. However, IELTS materials are very needed in department. Furthermore, with this research an English Language Department had known the challenges and difficulties listening in IELTS

Second, this research also benefits for the students. The students can understand and prepare to face the IELTS test. Even though most of the students would be apply scholarship and the IELTS test score is one of the requirements, especially to Australia, UK and Europe. The students will know the challenges and the difficulties of Listening IELTS and from that the students will study hard and found the way how to solve it.

Third, the lecturers get benefit with this research. The lecturers focused on the IELTS material and can make an effective way how to teach IELTS material and in this case the Listening IELTS. The lecturers will find the easy to understand way how to guide the students to face the Listening IELTS Test.

F. Terminology

1. IELTS Listening

According to Field (2012) The International English language testing system (IELTS) has developed over the years in line with theoretical and technical developments in assessment. IELTS assesses all of your English skills – reading, writing, listening and speaking, and is designed to reflect how you will use English at work in the UK and Australia. The IELTS test is developed by some of the world's leading experts in language assessment.

There are four arts in Listening Section, According to British Council (2012) In the first section, you listen to a conversation between two people set in an everyday social situation, e.g. a conversation in an accommodation agency, and answer questions

on your comprehension. In the second sections you listen to a monologue set in an everyday social situation, e.g. a speech about local facilities or a talk about the arrangements for meals during a conference. In the third sections you listen to a conversation between up to four people set in an educational or training context, e.g. a university tutor and a student discussing an assignment, or a group of students planning a research project. In the last chapter you listen to a monologue on an academic subject, e.g. a university lecture.

2. Exploring Strategies

According to Johnson (2017) Exploring means searching for things new and different. Strategy exploration includes looking for fresh strategic issue perspectives. A comprehensive evaluation of the strategy of an organization requires more than one perspective. Strategy is an organization's long-term direction. The function of Strategies itself is Defining and expressing an organization's clear and motivating objective. Therefore, Exploring Strategies is to find how the effectiveness method or way that should use in Listening IELTS Test. The participant should have the strategies to fulfill all the test, especially in Listening IELTS.

3. Improving

According to Allan (2000), improving is deliberate efforts to improve things. Improving is closely linked to the ideologies and values that the next section explores. Beliefs about development definitions shape organizations and institutions '

assumptions, values, behavior, procedures and goals (their theories of change). In IELTS test, there is difficult question and hard to understand. In Listening IELTS the participants have to hear all the conversation and have to fill the blank the correct one. The participant should be able to know what the conversation are talking about and have to fill with the right answer. The participants should prepare the test and have to practice over times before they follow the test to develop their listening skills.



CHAPTER II

LITERATURE REVIEW

This chapter presents a review of the related literature which involve the following main topics: Definition of IELTS, types of IELTS test, and part of IELTS test. It is also contained the definition of how to developing IELTS Listening Score that might happen.

A. IELTS

1. Definition of IELTS

The International English Language Testing System (IELTS) is a testing program that evaluates the language skills of candidates working in an English-speaking country. According to Sabet (2017) said that, the use of the IELTS exam has been increased in recent years due to the increase in the number of students eligible to study in English-speaking universities and the increasing number of universities that require the IELTS as a requirement for graduates. This situation aims to integrate IELTS training courses into English educational programs. This examination also aims at knowing English skills for students wishing to continue their studies abroad or going to English speaking countries for work experience and training.

2. Test Format of IELTS

There are two versions of the IELTS test, Academic and General Training (GT). The two tests are designed to meet the needs of different candidates and stakeholders aims of such the test scores.

a. IELTS Academic

According to British Council (2018), IELTS Academic is intended for test takers who wish to study at undergraduate or postgraduate level and for those seeking professional enrollment. Hage (2018) mention that for those planning to study for greater schooling (university, college, etc.) or those wishing to pursue job or training in a professional sector such as medicine or engineering, this examination applies. This version assesses the willingness of a candidate to study or train in English, as the name suggests.

b. IELTS General Training

British Council (2018) asserted that, IELTS General Training is for those who wish to migrate to an English-speaking nation (Australia, Canada, New Zealand, United Kingdom) and those who wish to train or study at a lower level. Hage (2018), The candidates taking the IELTS General Training Exam are screened for the daily use of the language, with content and issues focused on workplace and social circumstances.

According to Hasehemi (2016) said that, both the variants of Academic and General Training provide a fair and objective assessment of the four language competencies: listening, reading, writing and speaking. All versions have the same score. During a session, the applicants take the first three parts of the test in the following order: listening, reading, writing without breaks in these sections of the review. Depending on local arrangements, the Speaking test is given either the same day or 7 days before or after that. Different native (American, British or Australian) accents may be used in the Listening part, and all standard English types are accepted in the responses.

As stated by British Council (2018), Each organization sets its own criteria for entry. In some instances, it is possible to accept both academic or general training. If you are in doubt as to what to take, to verify their demands, you should contact the organization you are applying for. Everyone takes the same Listening and Speaking tests. There are different Reading and Writing tests for IELTS Academic and General Training. On the same day, the tests of listening, reading and writing must be finished. The order in which the tests are performed may differ. Between these three exams there

are no breaks. You can take the Speaking test up to seven days before or after the other three exams.

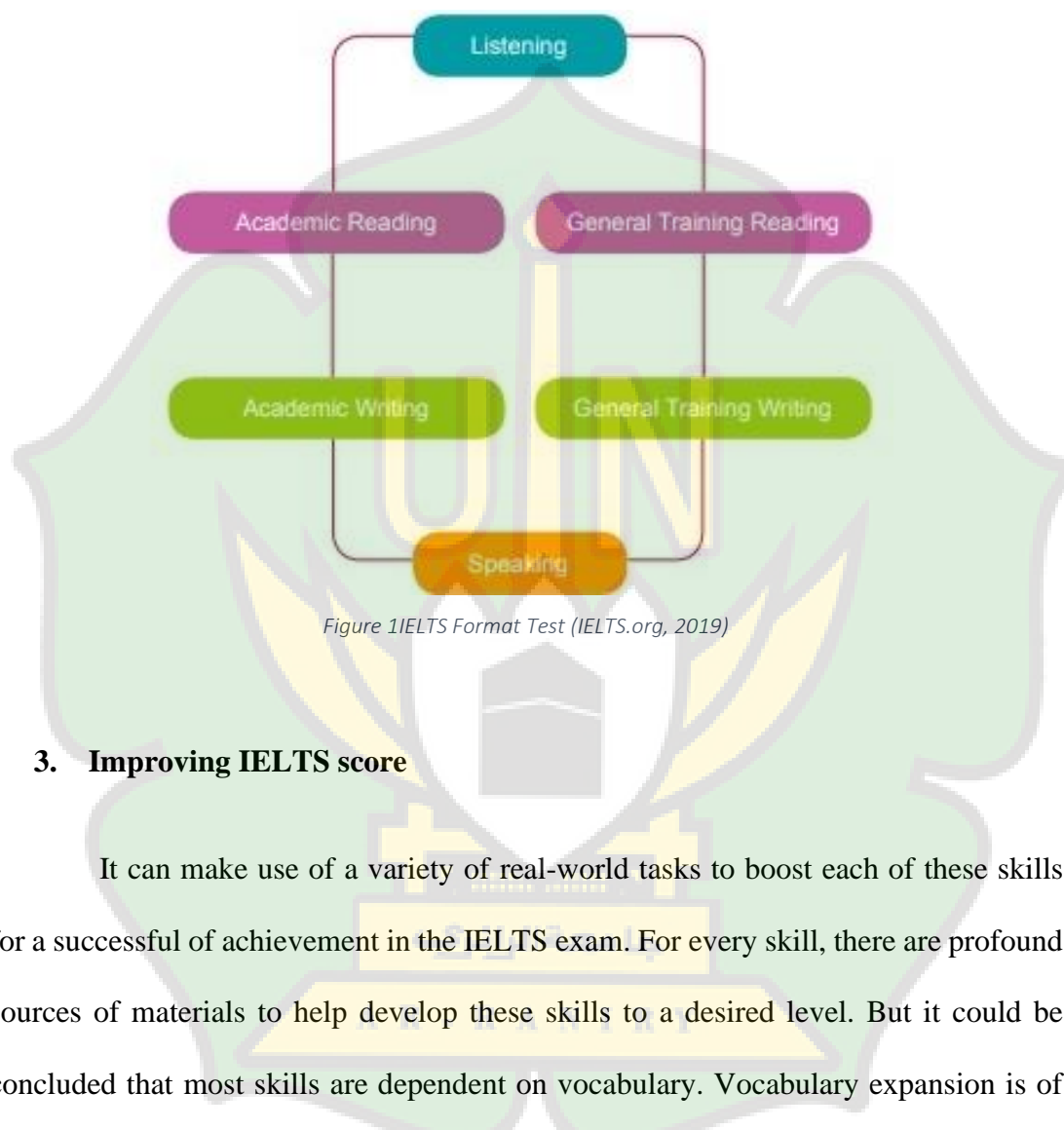


Figure 1 IELTS Format Test (IELTS.org, 2019)

3. Improving IELTS score

It can make use of a variety of real-world tasks to boost each of these skills for a successful of achievement in the IELTS exam. For every skill, there are profound sources of materials to help develop these skills to a desired level. But it could be concluded that most skills are dependent on vocabulary. Vocabulary expansion is of great significance in IELTS writing, reading, listening, and speaking. This does not mean that vocabulary alone is enough. But that vocabulary is the core of skills and vocabulary development is a constituent of any exam. In some, for example, reading, vocabulary is of utmost importance. Hashemi (2016) found that, among other

techniques, the KWL (what I know, want to know, and learnt) and the Brainstorming techniques are very effective techniques in this concern.

4. The Band Score of IELTS

According to British Council (2012), In the IELTS test each of the four modules-listening, reading, writing and speaking-all applicants are graded on their results using scores on a scale from 1 to 9. The average and rounding of the four individual results to generate an overall band score. Each group score is a descriptive declaration summarizing the English language. The scores can be reported in either whole or half bands (e.g. 6.5, 7.0, 7.5, 8.0). The table below shows the nine Bands and their descriptive statements:

9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
8	Very good user	Has fully operational command of the language with only occasional unsystematic inaccuracies and in appropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
7	Good user	Has operational command of the language, though with occasional inaccuracies, in appropriacies and misunderstandings in some situations. Generally, handles complex language well and understands detailed reasoning.
6	Competent user	Has generally effective command of the language despite some inaccuracies, in appropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many

		mistakes. Should be able to handle basic communication in own field.
4	Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1	Non user	Essentially has no ability to use the language beyond possibly a few isolated words.
0	Did not attempt the test	No assessable information provided.

Table 1 IELTS Band Score (IELTS Liz, 2019)

5. Difficulties in Listening IELTS

According to Golubovskaya (2015) claimed that in Listening IELTS the participant has difficulties for answer the question. Therefore, the difficulties could possibly have strategy that can use. Golubovskaya continues that there is a whole variety of strategies and tactics for building and could be developed by the participants. However, there are three main problem of difficulties in Listening IELTS.

1. Accent

Birner (2019) argued that, accent divided into two different, one is a foreign accent occurs for someone speaks one language using some kind of sounds, and the

other one is the way of organization of people speaks with their own language. Recine (2016) said that IELTS Listening accents are commonly varied by many other English exams with the speakers from UK, Australia, New Zealand, and North America. Meanwhile, British English is the most generally hear. IELTS conversations with non-

British speakers will also include British accent audio. sometimes hear a British college student talking to an American professor, or hear a three-way conversation between a British speaker, an Australian, and someone from the USA.

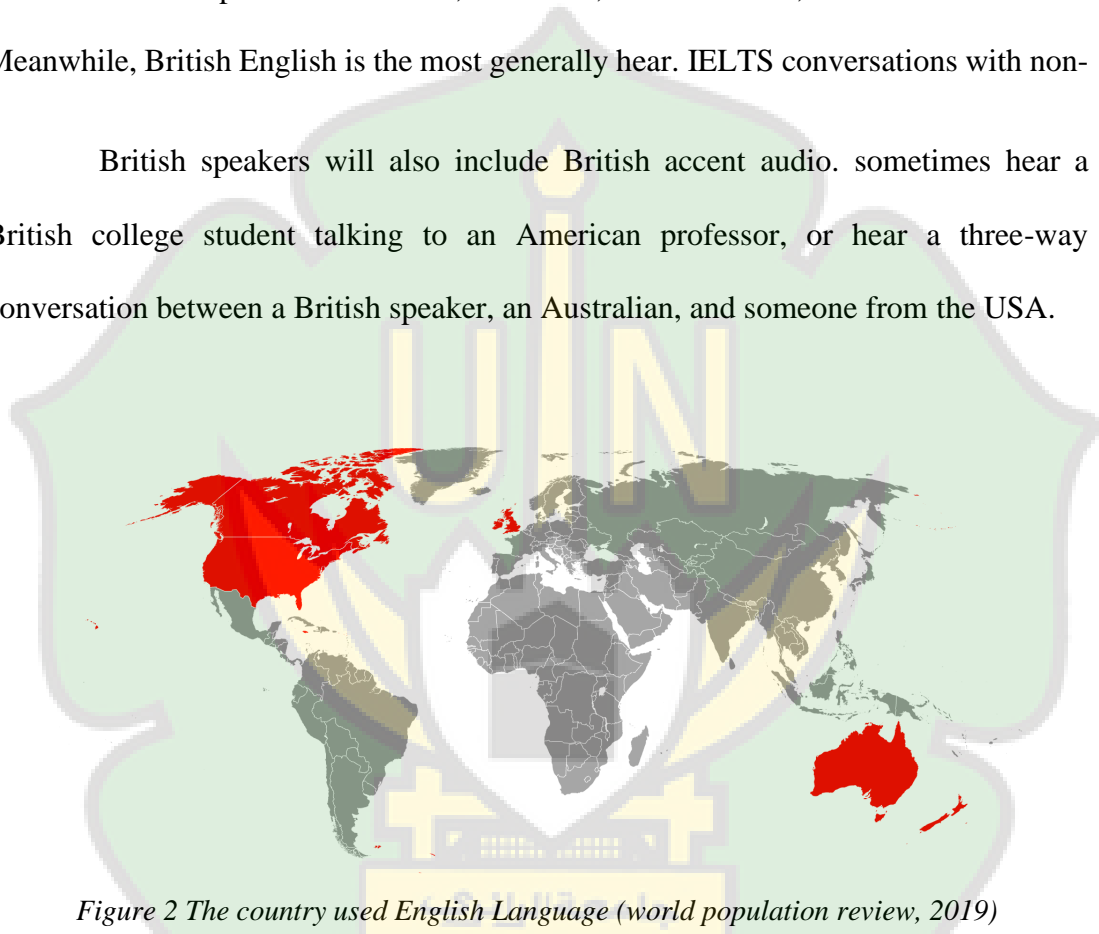


Figure 2 The country used English Language (world population review, 2019)

People have trouble hearing sounds that don't appear in the language (or languages) they first heard as a young child. We are born able to produce and interpret all the sounds of all human languages. According to Madison from Jakarta Post (2016) mention that Indonesia people used both of American and British for learning English. However, mostly Indonesian people use American accent as the primary accent. That is why IELTS for Indonesia people are quite hard to understand.

2. Homophone words and Vocabulary

According to Josiah (2009) Homophones are words with pronunciation identical or almost similar, but different in context, spelling, or roots. One of the major problems that students face in learning English Language are homophones and other confounding terms. Many homophones are common ones that English learners can easily detect. Here is the example:

week – weak

sweet -suite

wait – weight

hear – here

way – weigh

sea – see

sale -said

Birner (2019) mention that, the hardest sounds to learn may be those that are similar to, but just a bit different from, sounds in your native language. It seems to be very difficult to overcome the tendency to keep using the familiar sounds from your native language. In this sense, your native language causes ‘interference’ in your efforts to pick up the new language.

As stated by Razali (2013), Vocabulary acquisition concerns on how people expand the numbers of words they understand when learning a new language. Knowing words in a second or foreign language is vitally important because the reader will be able to understand the written text well and the speaker will be able to communicate

basic ideas through vocabulary even if the person does not understand how to create a grammatically-correct sentence. Here is some vocabulary American and British English.

British English	American English
Shop	Store
Flat	Apartment
Trousers	Pants
Postbox	Mailbox
Bonnet (the front of the car)	Hood
Boot (the back of the car)	Trunk
Lorry	Truck
Chips	French fries
Crisps	Chips
Jumper	Sweater
Holiday	Vacation
University	College
Fizzy Drink	Soda
Trainers	Sneakers
Biscuit	Cookie
Chemist	Drugstore
Football	Soccer

Table 2 Differences American and British English (British Council Indonesia, 2018)

3. Various Types of Question in Listening IELTS

According to Almira (2018), the IELTS listening exam consists of 4 sections with 10 questions per section. The questions are designed in such a way that all the responses appear as they are heard in the audio. The test takes 30 minutes, you're going to listen and respond at the same time. In the question booklet, you are allowed to write or circle your answer and copy. Note, however, that only in the answer sheet, your quality is legitimate and accepted. And, after 30 minutes, the good news is, you have 10 more minutes to pass all your responses to the answer sheet.

There are different requirements and notes for each type of question. IELTS listening test is split into four parts, and after each section, the level of difficulty increases. In listening IELTS, there is much of various question. There are:

a. Form, note, table, flow chart, summary completion.

In this type of question, the participants will be hearing a short conversation between two people. It will be talked about the daily activities like hotel reservation, bought flight ticket, looking for the train schedule, signing for a course, etc.

1.1 Form

Summarize the details in the recording such as name, phone number and date

Questions 6-10
Complete the form. Write NO MORE THAN THREE WORDS for each answer

PERSONAL DETAILS FORM

Name: Mary (6)

Address: Flat 2
(7) (8) Road Canterbury

Telephone: (9)

Estimated value of lost item: (10) £

Dang Form Filling (Cambridge Practice Tests for IELTS 1)

Figure 3 Form Example (ejoy, 2018)

1.2 Note

Summarize the specific and detail information in the recording.

Questions 26-31
Complete the notes below using **NO MORE THAN THREE WORDS**.

Course requirements:

- All pieces of work are a given topic. Students must:
 - (26) for 25 minutes
 - (27) for 25 minutes
 - give the lecturer for marking

Course details:

Frequency (28)

Type of course (29)

Library:
Suggested books are in (30)

Notes of course:
Pages are (31)

Dang Note Filling (Cambridge Practice Tests for IELTS 1)

Figure 4 Note Example (ejoy, 2018)

1.3 Table

Summarize information related to some categories (for instance place, cost, time...)

Questions 21-25
Complete the table below. Write **NO MORE THAN THREE WORDS** for each answer

	TIM	JANE
Day of arrival	Sunday	(21).....
Subject	History	(22).....
Number of books to read	(23).....	(24).....
Day of first lecture	Tuesday	(25).....

Dang Table Filling (Cambridge Practice Tests for IELTS 1)

Figure 5 Table Example (ejoy, 2018)

1.4 Flow Chart

Summarize a process with particular steps displayed by arrows.

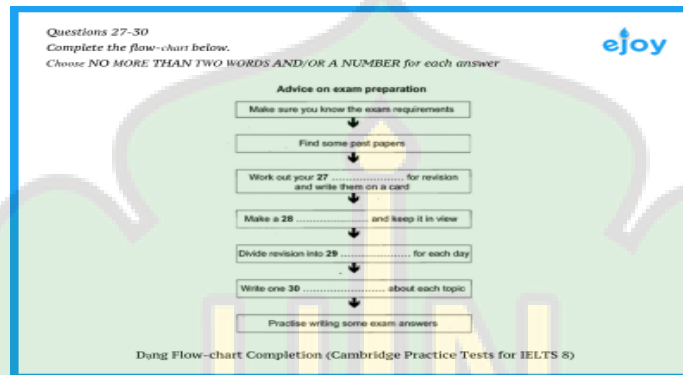


Figure 6 Flow Chart Example (ejoy, 2018)

1.5 Summary paragraph

Filling in the gaps in the given paragraph. Notice that the answer must meet all the requirements about spelling, grammar, and word limit.

Questions 14-21
Complete the notes below by writing NO MORE THAN THREE WORDS in the spaces provided

The Government plans to give (14) \$..... to assist the farmers. This money was to be spent on improving Sydney's (15)..... but has now been re-allocated. Australia has experienced its worst drought in over fifty years. Farmers say that the money will not help them because it is (16).....

An aeroplane which was carrying a group of (17)..... was forced to land just (18)..... minutes after take-off. The passengers were rescued by (19)..... The operation was helped because of the good weather. The passengers thanked the (20)..... for saving their lives but unfortunately they lost their (21).....

Dong Summary Completion (Cambridge Practice Tests for IELTS 1)

Figure 7 Summary Paragraph Example (ejoy, 2018)

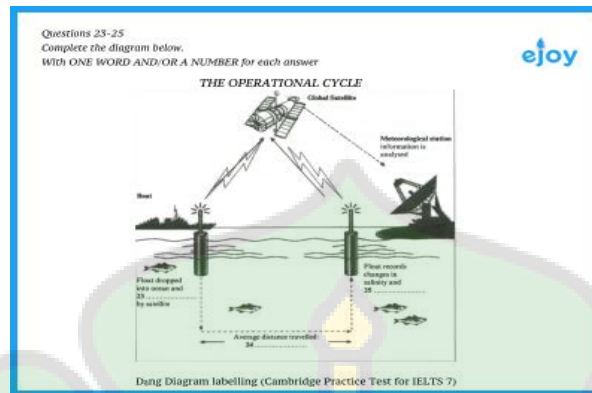


Figure 10 Labeling Example (ejoy, 2018)

1.7 Matching

The next common type of question is Matching. Candidates are given a list of items from the audio and are requested to match it with a set of options on the question paper. The set of options might be criteria of some kind. The questions will be sorted following the listening text order in the record. The information part will be a list of answers to match, they are in a random position, not following any specific order.

Questions 23-27
What recommendations does Dr. Johnson make about the journal articles?
Choose your answers from the box and write the letter A-G next to questions 23-27.

A	must read
B	useful
C	limited value
D	read first section
E	read research methods
F	read conclusion
G	don't read

Example	Answer
Anderson and Hawker	A
Jackson: 23	
Roberts: 24	
Morris: 25	
Cooper: 26	
Forster: 27	

Dung Matching (Cambridge IELTS 4 - Test 1)

Figure 11 Matching Example (ejoy, 2018)

1.8 Multiple Choices

This tends to be one of the most common types in IELTS Listening. Multiple choices question type is divided into two main forms: The first one is Short Answer Multiple Choice Question. There will be a question and some answers for the participants to choose from. Take a look at the example below:

Questions 1-5
Choose the correct letter, A, B or C

Example
How long has Sally been waiting?
A five minutes
B twenty minutes
C thirty minutes

1 What does Peter want to drink?
A tea
B coffee
C a cold drink

2 What caused Peter problems at the bank?
A The exchange rate was down
B he was late
C The computers weren't working

3 Who did Peter talk to at the bank?
A an old friend
B an American man
C a German man

Dạng Short Answer Multiple Choice Questions (Cambridge IELTS 4 - Test 2)

Figure 12 Multiple Choice Example (ejoy, 2018)

The second type of IELTS Listening is Sentence Completion – Multiple Choice Question. The beginning of the sentence is followed by a list of three possible answers to complete the sentence. The participants will then pick one of them as the answer. This example will give the participants a hint.

Questions 21-22
Choose the correct letter, A, B or C

Example
Melanie could not borrow any books from the library because
A the librarian was out.
B she didn't have time to look.
C the books had already been borrowed.

21. Melanie says she has not started the assignment because
A she was doing work for another course.
B it was a really big assignment.
C she hasn't spend time in the library.

22. The lecturer says that reasonable excuses for extensions are
A planning problems.
B problem with assignment deadlines
C personal illness or accident.

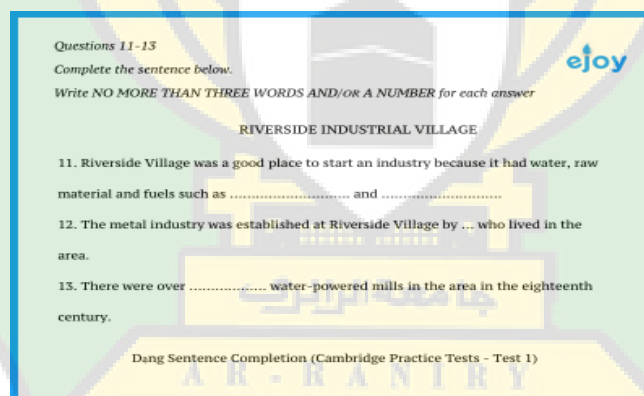
Dạng Multiple Choice Questions - Hoàn thành về còn lại của câu (Cambridge IELTS 4 - Test 1)

Figure 13 Multiple Question 2 Example (ejoy, 2018)

1.9 Sentence Completion

The participants have to read a list of sentences that summarize the main idea of the whole listening text or just a section of it. Then by listening to the recording, the participants will fill then in the gaps. The word limit will be brought up as “NO MORE THAN ONE WORD AND/OR A NUMBER”. Just as mentioned before, the participants definitely should check the word limit very carefully.

One of the skills the participants need for this type of question is the ability to identify the main idea of the listening text. As to do that, it is essential that participants grasp the content through the relationship among the sentences and sections in the recording, for instance, a cause-effect relationship.



Questions 11-13
Complete the sentence below.
Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer

RIVERSIDE INDUSTRIAL VILLAGE

11. Riverside Village was a good place to start an industry because it had water, raw material and fuels such as and

12. The metal industry was established at Riverside Village by ... who lived in the area.

13. There were over water-powered mills in the area in the eighteenth century.

Dang Sentence Completion (Cambridge Practice Tests - Test 1)

Figure 14 Sentence Completion Example (ejoy, 2018)

1.10 Short Answer Question

The last type is the Short Answer Question. The participants will answer the questions by using the information that participants hear in the recording. The word limit will be given like “NO MORE THAN TWO WORDS AND/OR A NUMBER”. Always remember to read the instructions carefully because it will be penalized for writing more than the given number of words.

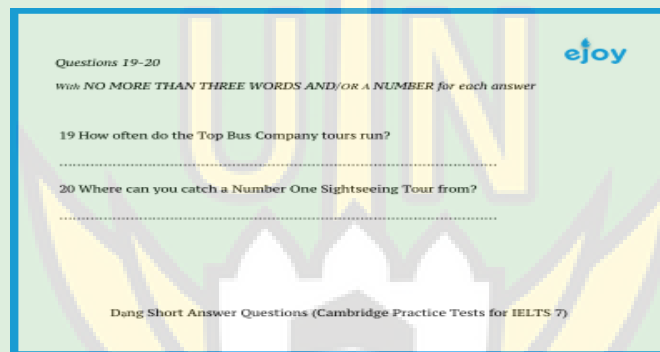


Figure 15 Short Answer Example (ejoy, 2018)

6. Strategies in Listening IELTS

1. Keep practicing in Listening IELTS

Rusinak (2017) said that in IELTS Listening test the participants only listen once. That means only one chance to listen what the speakers say. Learn much type of Listening and found the synonym of it. Also, thinking in a specific language will helps participants to learn the new language.

Question Words	Words in the Text
Civil calendar	Municipal calendar
Months were in equal length	12 months of 30 days
Divided the day into two equal halves	Split day into two hours periods
A new cabinet shape	A new floor standing case design
To organize public events	To coordinate communal activities

Table 1 example of synonym (Repositorio, 2014)

2. Focus in Listening IELTS

According to Wilson (2006), Focus is essential for one's best performance. Wilson also continue focus mean concentration, not forcing, one's attention on a task. At times this may be perceived as shielding ourselves from stimuli that might penetrate and disturb participant focus of attention. Active shielding by itself would be a distraction. Thus, being focus is the learned skill of not reacting to or being distracted by irrelevant stimuli. Focus also means being totally in the here and now--in the present. When the participants mind drift into the past or future, the participants are not as effective in our present performance. The ability to concentrate is a skill, and like any other skill it can be developed and improved through practice. They either learn to decrease attention to irrelevant stimuli or increase attention to relevant stimuli. In this process the participants learn selective awareness. The skill of paying attention to relevant stimuli and ignoring irrelevant stimuli. In addition, when it became distracted, previous concentration training enhances our ability to rapidly refocus our attention on the task at hand without continuing to feel or think about the disturbance.

3. Underlined the keyword

Ahmed (2015) said that, in IELTS Listening test, the participants could ignore some important information that telling the detail, kind of numerous number, the detail of date of birth, name of people, etc. in this way, the participants in IELTS Listening test can thus narrow down the quest and get the information that you need. Ahmed continue that in IELTS, they are allowed to make a line to know the highlight that information. It is necessary for known the detail of information that participant could catch in IELTS Listening test.



CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the research design, the population, sampling and sample, data collecting method and instrument.

A. Research Method

According to Techo (2016) A research methodology is the course of collecting the data for the accumulation and analysis of the information in a way that means to consolidate significance to the exploration reason with economy and procedure. He continues that there are three sorts of research design that can be used: quantitative research, qualitative research, and mix method research. In this research, the writer applied the descriptive analysis with qualitative approach method. Akhtaar (2016) mention that the descriptive analysis is to summarize the information actually gathered, allowing and supporting findings restricted to the instances actually observed in the research, etc. Meanwhile, Nassaji (2015) claimed that, a Qualitative Research is it develops logical reasoning, objective analysis, and the ability to make inferences based on empirical evidence.

B. Technique Collecting Data

The details of the techniques used are as following:

1. Interview

The researcher applied interview as the main technique of this research. Adhabi (2017) said that, the interview can be simply described as a form of discussion where the researcher seeks to know more of an issue that researcher talk by the individual being asked. However, the most important component is how to create a good connection for the information with the correspondent.

As stated in Adhabi (2017), there are three types of interview: Structure interview, semi structured interview, and unstructured interview. Structure interview are fully controlled by the interviewer. The questions are made by the researcher and will be answer to the point without more explanation. However, the interviewer gives the correspondent less room to be more casual and flexible. On the other hand, semi structured interviews have the same definition with the structured interview. Therefore, this type of interview has no less room and dedication. The interview could answer as much as they want and it would be giving the researcher more information from the correspondent. It is depending on how the correspondent respond the topic laid across by the interviewee. Unstructured interviews are the interviewee ask the question with the correspondent without following the systematic procedure and the interviewee could add and omit the question during the interview. The researcher will ask depend on the condition and the correspondent could answer as much as they want without following the system.

Thus, the researcher used semi-structured interview because the question that were asked to the participants was just the main point and will took more information from the correspondent from their explanation. The researcher took 20 minutes to interview each participant.

C. Population and Sample

1. Population

According to Reuse (2017), Population is a separate group of people, or things that can be identified by at least one common characteristic for the purposes of data collection and analysis. Population is domain of generalization consisted of objects or subjects which have certain quantity and characteristic decided by the researcher to be observed in order can be concluded then. The population in this research is participants from PBI who already take the official IELTS Test. The participants were students in English Department UIN Ar-Raniry and now as the alumnae. In this research, will take the alumnae of 2009,2010,2011,2012.

2. Sample

Sample is the representative of the population (Ghonny, 2009). In this study the researcher used Purposive Sampling Technique. According to Evelyn (2001), Purposive Sampling is the sampling technique with particular consideration of the sample. In order to limit the sample in this research, the writer chose 8 people who already takes and passed the IELTS test with the score 7-9. 2 people from 2009, 2

people from 2010, 2 people from 2011, and 2 people from 2012. This is because the sample already take the IELTS and continue their study in abroad.

D. Procedure of Data Analysis

Neuendorf (2019) argued that, the data obtained from interview will be analyzed through qualitative data analysis. Thematic analysis is applied in analyzing the data. It is assuming that the recorded messages themselves (i.e. the texts) are the information, and codes are created by the investigator through close examination of the texts as the main themes arise from the texts inductively.

1. Transcribing the tape recording

After collecting the data, the researcher needs to re-listen to audio and read transcript a few times.

2. Coding (labeling) the whole transcribed text

Manually, the researcher codes interesting features of the data in a systematic fashion across the entire data set.

3. Seeking for and naming the themes.

The researcher finds the themes and describes the themes in a way that captures the essence of the theme.

4. The write-up (creating coherent narrative)

The analytic narrative is provided as the report of the interview finding

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter covers the research findings and discussion. The first part covers about interview analysis and the second part explains the problem and strategies that are faced by the participants who have taken the IELTS official test. There were eight participants of this study who studied at the English Education Department of UIN Ar-Raniry Banda Aceh have followed IELTS official. They were given 10 questions to obtain information about their strategies in developing the IELTS Listening Score. Each of them spent about 20 minutes to answer the questions from the interviewer.

A. Findings

In collecting data, the writer interviewed 8 respondents consisting of six male participants and 2 female participants who had already taken the IELTS official test. The interview was conducted on September 30th – October 8th at UIN Ar-Raniry, Banda Aceh. The researcher used two topics guide to gain further data on problems and strategies which consist of three questions of problems and three questions for strategies. The data analysis utilized a pseudonym to disguise the participants' names. Ruth (2016) mention that, pseudonym data analysis is used to keep the participants' identities secretly. Based on the data, the researcher analyzed with thematic analysis on finding and discussion. Alhojailan (2012) mention that, the thematic analysis is to determine

and compare the relationships between concepts with the replicated data. The thematic analysis is one of the ways to analyze Qualitative data method. After interviewing all the respondents, the writer drew six main themes based on their answers. The details of the themes analyzed were as the following:

1. Difficulties in Listening IELTS

In the difficulties that the researcher interviewed the samples, there were three main problems found: Accent, Homonym Words and Vocabulary, and also Multiple Type of Question. Three main problems caused the students to distress in facing The Listening IELTS official test, they were:

a. Accent

Among the eight interviewed samples, they gave a different answer when they were questioned about the difficulties in IELTS. The majority, five of them said that they felt difficult in listening to the accent. Most of them said they were not familiar with the accent from Listening IELTS because they were too exposed to American Accent. Therefore, Listening IELTS had various accents from over the world, especially the British accent. For example, Ahmadu said: "I think because IELTS from the UK used British accent and I used to watch a lot of American movies and also listening to the audio from American and that is why the accent is difficult for me".

Also, the other participant, Fariski added: "I found it very difficult because for the speaker talked with a British accent and also various accent of course and I am not familiar with it because I am exposed with an American accent".

Based on the responses above, it can be concluded that the accent was one of the factors why Listening in IELTS was difficult. It is the same theory from Madison that said most Indonesia people were exposed to the American accent and not familiar with the British accent. However, some participants were not feeling difficult with accent in Listening IELTS.

b. Homonym words and Vocabulary

Meanwhile, there were two samples from eight participants said that homonym words and vocabulary were one of the difficulties in Listening IELTS. This is because sometimes they could misunderstand the words that the speaker said. They should read carefully the question and guess what the speaker is going to say. Rifal said: "it might be a lexical word I think it is might be a big challenge for the test taker to be successful and achieving the high score in the listening section in IELTS". Siahaan added: "sometimes the speaker mentions the same word will different meaning and it could be quite difficult".

Mostly, in the English language, there a lot of the word had the same sounds and different meaning. Two samples mention they got strict from the pronunciation from the speaker.

c. Various types of Question in Listening IELTS

From eight samples, there are five samples mention that IELTS has a various question and they feel hard to pick the best answer from multiple questions. Most of them said they quite hard to fill in the blank the best answer based on the speaker said. There are a lot of types in Listening IELTS and they have to write down the question and read the direction carefully. Rifal said:

It is interesting if we talk about the difficulties. we have known that in the TOEFL test there are just only multiple-choice but in IELTS we have so many different types of questions like we have to fill in the blank, lead the maps, summary completion also we have multiple choice.

Musrini added:

In IELTS you do not just to understand and complete the word in the blank but also you need to spell what are the speakers says because IELTS has many types of questions such as multiple choice question matching question short answer questions sentence completion question and tools are many unique way to answer so you have very announce the strategy and then we need to write it down the best answer based from the speaker say and that's quite hard.

2. Strategies for developing IELTS Listening

In this part, the researcher will divide based on the context. First, the strategy in Listening IELTS Section. There were three main strategies that most samples used in the Listening IELTS official test: keep practicing, concentrate, and underline the keywords.

a. Keep practicing in Listening IELTS

From eight participants that had been interviewed, there were two participants said that in the IELTS official test we needed to be practicing especially in Listening. Besides, in Listening IELTS. Elina added: "For listening, I guess you have to practice more because in that test you will become familiar". Siahaan mentioned:

You need to know how much you will be spending your time in official test for example if you spent 2 hours in taking official test, so you have to keep practicing in 2 hours and like you need to adjust just making yourself like in the IELTS test with the consistency of this I believe I got all in one month.

b. Focusing on Listening IELTS Instruction

From eight participants that had been interviewed, there were four participants said that in the IELTS official test we needed to focus on the Listening section more.

Fariski said:

So, the strategy, okay again as a test taker we have to maintain we keep doing the instruction like they said "no more than 3 words" because when you hear the one word and you keep focusing on that word it's become problematic. one strategy that you can use in the test you have to focus on the instruction first and then try to find details and underline some information it is being said that you have to be prepared.

Ahmadu added:

.... than first and second and I just need to be focus on the speaker and is very different from the TOEFL test because in TOEFL on the first, second and the third we only focus the second speaker "what does that mean" so we have to be focus in IELTS.

Rifal mentioned:

I think considering myself as an English teacher I am doing as well as master degree graduate I would say my first approach to prepare for my next IELTS test considered up to level of concentrate because I think concentration is one main aspect into maintain because no matter how good comprehension is I believe there is someone who does not concentrate might be situation that is for they memorize for the detail information that is spoken by the speaker.

c. Underlining the keyword in Listening IELTS test

Only one participant mentioned that in Listening IELTS we might make underlined the keywords to make it easier to answer the question. Taharu said:

I think everybody has their own strategy. But the key is you need to prepare the best strategy and underlined the keyword and you need to be focus what is the speaker going to say next it depends on the type of question so you have to underline the word before the blank and after the blank, you need to realize the word it is noun, adj or sometimes adverb and for multiple-choice you will give the straight answer and you have to pick the best answer underline the highlight because sometimes the speaker mention all the option, so you need, to underlined.

d. Getting more exposure to British and Australian Accent

Every participant had a different way of upgrading their score. From eight participants, two samples said they had a strategy for progressing their Listening score.

Ahmadu said:

I will practice to listen to podcast, and also learn by BBC, and the other thing try to watch a lot of movies especially in British. and learn from Cambridge very familiar and doing similar test like IELTS and learn from those books and for listening, I keep focus on with Cambridge and using more resources.

Fariski mentioned:

I think it's more natural to be exposed to British English and also Australian English and also another accent because in term of test that I took there is Indian accent also and also from Venezuela who speaks from the recording so there is a lot of accent in English in the IELTS so that's why we are not just focused with British or Australia but also another accent we have to know. There are a lot of varieties in English. if I like to take another test maybe I like to exposed more about the accent.

a. Familiarity to answer the Listening Section

Most of the participants said that factor which make them feel easy to answer Listening IELTS is they were familiar with the topic or context what the speaker is saying. Three samples said that being familiar is a factor that makes them feel comfort to answer the Listening IELTS. Masroni said: “First I think is the familiarity of the test is a very good factor I found when I understand that they expect from me or be more confident”. Rapunzel added: “I got a familiar topic like education, social I will be familiar with the test and the short question and having the short question will make you feel easy. If the speaker talks slowly, I will get easy to answer”. Fariski mentioned: “you need to calm and when you start the test you will become familiar and easier and calm during the test”.

B. Discussion

This section explained about the research findings that the researcher obtained from the interview. The research was conducted from alumnae of the English Department of UIN Ar-Raniry Banda Aceh who have taken the IELTS official test.

Based on the interview data, the researcher elaborated on the responses to some themes to answer the research questions.

1. Difficulties in Listening IELTS

This first research question of this study aims to find out the difficulties faced by the participants in the IELTS official test especially in Listening. The researcher found that the difficulties found in participants had similarities with the literature review of this study. Golubovskaya (2015) said that, in Listening IELTS, the participant has difficulties in answering the question. Therefore, every participant has different difficulties. She continues that there are a whole variety of strategies and tactics could be developed by the participants.

Based on the explanation above, the researcher found three main problems that participants felt difficult when they are followed IELTS official test especially in Listening. First, most of the participants felt difficult with the accent. It is because the participants are not familiar and they are not exposed to the accent in Listening IELTS. As said by Madison (2016), They learn English with an American accent more than a British accent and various accents. That is why they are not too exposed and familiar with the accent that uses in Listening IELTS.

Second, some participants felt difficult with Homonym and Vocabulary. It is because in Listening IELTS the speaker speaks much with British and some Vocabularies are different from American English. Therefore, the speaker speaks many

words that have the same pronunciation with other words. The participants said that they sometimes misunderstand with the word mentioned by the speaker.

Third, some participants said that they are stuck with the various types of questions in Listening IELTS. Almira (2018) mentioned there are four sections in Listening IELTS and each section has different types of questions in every section. There are six types of question and it is divided into every section. Therefore, a large part of the participants struggled to ensure that the responses had the correct number of words.

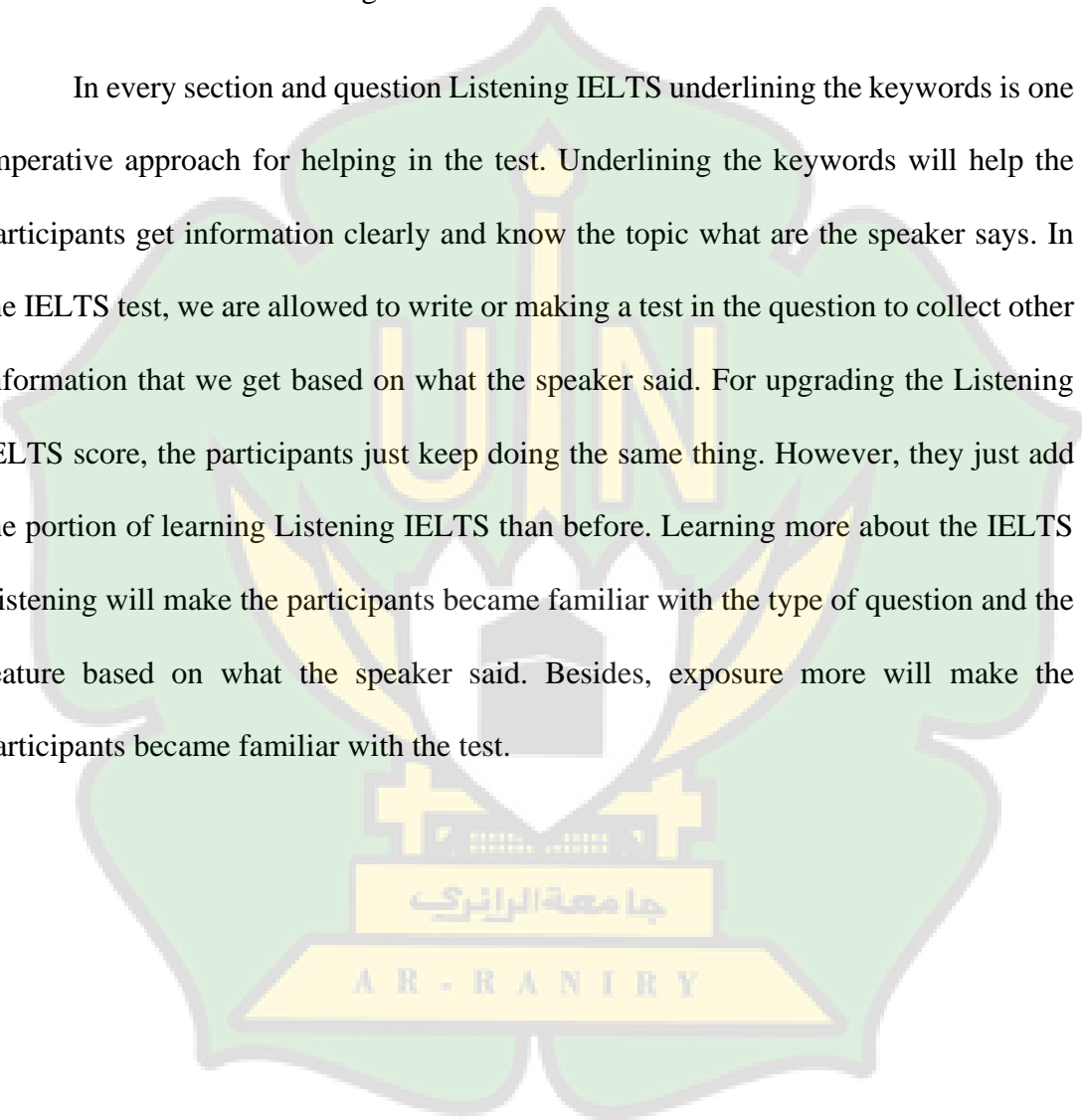
2. Strategies that participants use in Listening IELTS

Based on the result, the participants said that for developing the IELTS score are need to keep practice and prepare it for at the very least three months and the minimum is one month. Keep practicing the material is one of the best strategies to develop the score. Nowadays, there is a lot of material to increase the Listening score. Most of them are learned by the podcast, BBC, British Council, Cambridge, and also the movie with British Accent. However, learning the material from the podcast and another material from other resources quite recommended by the participants because the material explains more about the strategies that they have to use in Listening IELTS.

The concentration is important in the Listening IELTS section. There are four sections with many questions that force us to focus more. In Listening IELTS, the

participants have to focus the instruction in every section and question. Also, every section has a different topic and there is a lot of homonym words that make participants got strict and misunderstanding with the sentences or words.

In every section and question Listening IELTS underlining the keywords is one imperative approach for helping in the test. Underlining the keywords will help the participants get information clearly and know the topic what are the speaker says. In the IELTS test, we are allowed to write or making a test in the question to collect other information that we get based on what the speaker said. For upgrading the Listening IELTS score, the participants just keep doing the same thing. However, they just add the portion of learning Listening IELTS than before. Learning more about the IELTS Listening will make the participants became familiar with the type of question and the feature based on what the speaker said. Besides, exposure more will make the participants became familiar with the test.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter will be filled with the conclusion of the study accomplished and the suggestions suggested by the writer.

A. Conclusions

After researching by interviewing the sample, some conclusions can be concluded. Conducting the study enabled the writer to deduce that there are three factors caused difficult in Listening IELTS. The first problem is the accent. The participants are not familiar with British English because they are exposed to American English. Second, difficulty in Homonym and Vocabulary. It is because the British English has some different vocabulary and different meaning than American English. Third, the participants have difficulty with some various questions in Listening IELTS.

However, there are three strategies that participants used while in the official Listening IELTS test. First, keep practicing the IELTS material that can be found anywhere, such as British Council, IELTS.com, Podcast, etc. second, the participants have to keep focus and concentrate on what the speaker is going to say. The participants need to catch the best answer based on the context and speakers say. Third, underlining the keywords will give them understand the context and know what the best word choice that we have to fill in the blank. Being familiar with

the question will give impact the participant easy to answer the question and improve their score.

B. Recommendation

Identifying problems of this thesis and find out the best strategies will be more helpful for students in producing a critical thesis to attract the readers to read more. Therefore, the writer would like to give some suggestions as follows:

First, English Department should be able to find out the material and knowledge about IELTS, especially for Listening. Hopefully, it would give an impact on the participants and makes them prepare a lot to reach the IELTS score, especially in Listening.

Second, students can prepare more to deal with IELTS, especially in Listening. Since IELTS used British and various accents on their test, the students should be familiar with the accent. Another thing is watching more British movies and learn more the British material and other knowledge from the various accent. It would help the participants to know the accent that will give in IELTS test.

Last, the lecturers could teach more and introduce IELTS early for the students. It is will help more the participants an effective way of how to deal with IELTS. Therefore, it will make the knowledge of IELTS evolve for the lecturers itself.

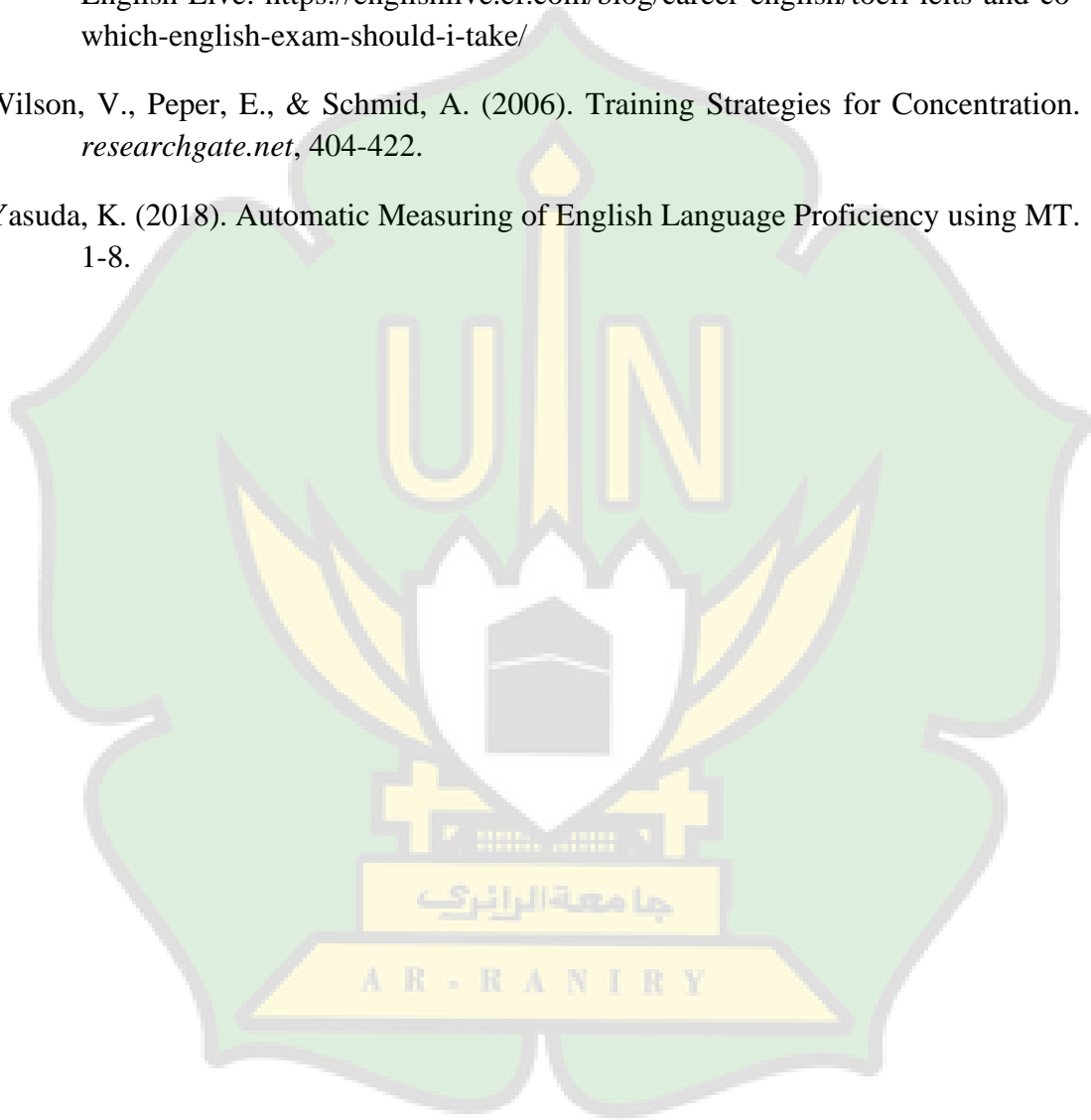
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TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

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-9371/UN.08/FTK/KP.07.6/06/2019 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 :
1. Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 26 April 2018

MEMUTUSKAN

- Menetapkan :
- PERTAMA** :
1. Mencabut Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-9371/UN.08/FTK/KP.07.6/06/2019 tanggal 26 Juni 2019

- KEDUA** :
- Menunjuk Saudara :
1. Habiburrahim, M.Com.,M.S.,Ph.D Sebagai Pembimbing Pertama
 2. Dr.phil. Saiful Akmal, S.Pd.I., M.A Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Siti Katsummi Mara
- NIM : 150203173
- Program Studi : Pendidikan Bahasa Inggris
- Judul skripsi : Exploring Strategies in Developing IELTS Listening Score

- KETIGA** :
- Pembayaran 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 seanehmana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 17 September 2019
Rektor
Dekan
Muslim Razali



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
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Nomor : B-14257/Un.08/FTK.1/TL.00/09/2019

Banda Aceh, 25 September 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth.

Di -

Tempat

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

N a m a : SITI KATSUMMI MARA
N I M : 150203173
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
A l a m a t : Jl. Miruek Taman Lr. Masjid No. 24 Tj Seulamat

Untuk mengumpulkan data pada:

UIN Ar-Raniry

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

Exploring Strategies in Developing IELTS Listening Score

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

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa




KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
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SURAT KETERANGAN

Nomor: B-576/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-14257/Un.08/FTK.I/TL.00/09/2019 tertanggal 25 September 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Siti Katsummi Mara
NIM : 150 203 173
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Exploring Strategies in Developing IELTS Listening Score.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 18 Desember 2019
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

1. Participant (KA)

A: Assalamualaikum wr. Wb.

B: Waalaikusalam wr. Wb

A: First of all, I want to say thank you that you want to spending your time here with me for interview to complete my thesis under the tittle “exploring strategis in developing IELTS Listening Score”. So, first can you please introduce yourself?

B: Well my name is Khairul Azmy, I am the students before in PBI and right now I am a teacher, teaching in English department and teaching some like English courses like in KIES Aceh also and some courses like BPSDM and also encourage in TOEFL and Listening courses

A: And how much overall band did you get when you following IELTS official test?

B: I have test it two years ago, I think 2 or 3 years ago, 3 years ago when the score overall 7.

A: Because my thesis is focused on the listening, could you please mention how much score did you get in Listening

B: For listening section I got 6.5

A: Oke, so the first question is, what do you know about IELTS?

B: IELTS as I know is one of the standard tests for people or for students who wants study abroad for example to Australia or America, not America but UK, some of them are use. In America they might use TOEFL IBT and it is one of the example standard test for English

A: And what do you think listening in IELTS, same like the other test or more complicated? Like TOEFL or Canadian test, Cambridge test.

B: As far, I have tested for IELTS and TOEFL and I don't have try the other test but in IELTS itself the listening section should be like I don't know how to say it I mean like easier for example in the first and the second part and it has for us so in listening I think I prefer to take IELTS test rather than TOEFL itself because its monotonous question and because lot of multiple choice but for listening in IELTS we have to write it and it need skills.

A: Because you prefer IELTS than TOEFL, what are the difficulties that you found in IELTS listening?

B: I think because its British accent, and when I were study I used to watch lot of American movie and also listening to podcast from America also and that's why the accents are difficult for example I remember when I took the test 2 years ago there's a question asking about the cd in UK, for example "formo", so I think that time is ahh because I watch American football, I mean UK football, so I know that word, but some people doesn't know that and pretty difficult from that.

A: So, how can you deal with the IELTS listening section?

B: Yea like I said before after I know that IELTS is from UK, British so I am trying to listen from podcast, from BBC also I am trying to listen from recording and try to watch all movies from British movie like harry potter or something like that.

A: Aah, kind of that movies that helping you., okey if you want to take the test, what should you have prepared first?

B: Yea, especially for vocabulary we have to write and answer some people are very much difficult because not all question are multiple choice is very various question in belts, especially for listening and for preparation I think we have to know about the vocabulary because if you listen something and you don't know the word, you never heard that word it will be difficult for you but if you have read some kind of text before it much easier for you to write because it will recall in your mind that word.

A: What kind of strategy that you use to face listening IELTS?

B: About the strategy yeah I think because this test id divided into 4 sections, so the first and the second section I try my best to make it correct for all the score because I believe that that question have to be correct and the next section like the third and the four section might be more difficult than first and second and I just need to be focus to the speaker and is very different from the TOEFL test because in TOEFL on the first, second and the third we only focus the second speaker "what does that mean" so we have to be focus

A: If you have chance to following IELTS again, what kind of strategy that you will use to upgrading your score? Because a few years ago you following IELTS you got 6.5 in listening, so do you have any new strategy?

B: I will keep to listen a lot and practice podcast and also learn by BBC and the other thing try to watch lot of movies especially in British and learn from Cambridge very familiar and doing similar test like IELTS and learn from those books and for listening I keep focus on with Cambridge and using more resources.

A: Is that any factor that makes you feel easy to answer the IELTS listening section? that makes you feel comfortable easy to answer that test

B: I think because listening in the first section from all the test, I think it's much easier for us to answer the listening test at first time before we trying to reach reading or writing also speaking, so I think everybody can do it. Like I said before we need to be focus on the first section in listening and you answer that easily if you prepare well have a take test before, simulation, some of them study the strategies?

A: Is there any supporting system like the audio or the way you sit or any supporting system that makes you feel easy?

B: Hmm yeaah I always pray before the test and asking my parents to pray me well and I am sitting in front

A: Do you have any tips and trick to deal with IELTS?

B: You have to practice more, and watch more especially British and learn from book like Cambridge it makes you feel easier to answer the test because you feel familiar, listen to the podcast and learn much from BBC and any resources.

A: What a good conversation, thank you so much for today assalamualaikum.

2. Participant (MT)

A: Assalamualaikum wr. Wb.

B: Waalaikusalam wr. Wb

A: First of all, I want to say thank you that you want to spending your time here with me to interview to complete my thesis under the tittle “exploring strategis in developing IELTS Listening Score” So, first can you please introduce yourself?

B: First of all is not to interview but to get interview, right? Okay my name is muntasir and I was following IELTS test in 2016 and my overall score was 7.5 and I got 7.5 for listening.

A: Okey, thank you so much. Ouh you answer that question okay. so, the first question is, what do you know about IELTS?

B: I know everything about IELTS basically because before I took the IELTS test, I learn about IELTS, I read about IELTS, so basically, I know everything like the back to my hand.

A: Okay could you please explain more about IELTS?

B: So IELTS is English proficiency test and its major your English skill, listening skills, speaking skill, reading skill, and what else, writing skills and each skills has the 9 that maximum score and 0 for the minimum score and that you have to paid a quite bit of money to took the IELTS since I got the scholarship so it was great for me, yeah what else.

A: Okay that’s enough and next question is what do you think listening in ielts, same like the other test or more complicated? Like TOEFL or another English proficiency test.

B: Like what? Like TOEFL?

A: Yeah like TOEFL, what do you think same like the toelf or its more complicated

B: It depends because complicated is very realistic for some people who think it’s quite complicated or for some other people. for me at the beginning when I learned IELTS is quite complicated since I have been learning TOEFL before than learning IELTS. IELTS is quite complicated for the first time but when I learned little bit it’s not really hard, I mean in term of familiarity which not so complicated so yeah it okay for me

A: Okay and what are the difficulties that you found in IELTS, especially in listening? Because you mention IELTS is complicated so what is the difficulties?

B: Umm the complicated in IELTS is. because I know IELTS little bit when I was a student in university so when I want to continue my master degree and I have to study IELTS its quite difficult from the very beginning but the different and difficulties in IELTS section test is I was said first is accent, because it has various accent sometimes, even so when I practice its little bit hard for me to understand a few words , the second things in IELTS test it has I have to write.. I have to fill in the blank and I am not really good to win the spelling sometimes for me I had got to spell I might forget “s” sometimes I didn’t write it or long complicated word and I am confusing sometimes I am not really good with number so sometimes when I write some number or very long number might be problem for me , so I hate to fill in the blank . that’s what for me to feel difficult like the choices we need to choose a, b, c, or d its little bit easy

A: Okay, because you found the difficulties in IELTS especially in listening, how can you deal with the listening IELTS?

B: First of all since I know my weaknesses , I learn that part of skills for example when I got the problem with the numbers, I specifically find the material that only discuss about spelling in numbers, and I got difficulties related to the weather or not and I try to find the specifically books that help me to find, to listen and I try to work on complete sentence because it consist of the grammar and having that grammatically features or by having that sentences can see indicate its plural not plural so it’s really helpful for me to learn and answer the question based the question that have given in the sentences and another thing that I do basically I learn from audio, I listen to lot of accent before I took the test so I was listening from ted talk , from various accent , not only can I get the accent but also the idea what they are talking about because section four it’s all related with the topic that we study so it’s very helpful to learn from the audio that people talking in the tedtalk

A: So, if you want to take the test, what should you prepare first? I mean you already following the IELTS official test and know how to deal with IELTS I believe that you have strategy too following the IELTS official test.

B: First of all I think drill it would be good so what I deal, what I will do probably I will have more test, I will do more test and I f you actually understand what they expect for you from these section for example section 1 and type of question type of answer that you probably will have to fill in and when you know that will much easier for you doing the test and do more feel comfortable probably cognitive will be you know work less hard the one who don't know IELTS and do basically will do more motets

A: And if you have a chance to following IELTS again, what kind of strategy to make upgrading your IELTS listening score that you make same strategy or do you have another strategy

B: Hmm, basically it's the same question. I think when you talk about strategy, I basically doing the same thing drilling my strategy finding what is my weakness and collect it with my strategy , for me I have a strange what I have believe to answer question with the multiple choice because understanding it's not hard for me but catching the detail of work will be my problem so I will try to listen the specific word and try to write it down and try to spelling and another thing that I probably too I will try to listen the various number because it's my weakness and try to lost my weakness and try to listen the another accent

A: Is that any factor that makes you feel easy to answer listening section in IELTS question like the audio should be clear or that the position your sit or the question?

B: First I think is the familiarity of the test is the very good factor I found that when I understand that they expect from me or be more confident cause I know what I have to do another thing it might be good factor is the audio should be clear it will be possible you leave me there that will be buyest okay and another thing is sometimes when you do a test some sentence or text center that might be close with the main area and sometimes might be a lot of voices noises that also a factor and another thing is seeing your friend underline because on the real test when you sit in the room that will be a quite group and when someone drop and it would disrupt you so you will be surrounding and it has to be a quiet room because you have to focus on the listening even when I see people underlined word, I can listen the sound so it would be surround you because I have to be focus.

A: So, the room should be quiet, so is there any supporting system that makes you feel easy to answer the question, like you have to pray first or anything that you have to do before the test?

B: I am not sure about that, but I do what people do like my friend said that you have to eat chocolate so that you will be relax listen a lot, I do, sleeping earlier, I did it too but if you ask about praying I do it all the time I don't know what we will do if we're not praying somehow for me be confident so actually it will be more easy because praying before practicing will do help you a lot

A: Okay, so this is the last question. Do you have any tips and trick that you want to share to the people or participants who want to follow IELTS official test?

B: First go and get to study, learn and practice and you need to learn what is your weakness do you have and what straight do you need and in listening IELTS that you have to following the flow and sometimes you need to learn and keep learning to make strong your straight. Do kind some test and make it real and learn the podcast learn it with your friend too

A: What a good conversation. Thank you for sharing the information. Assalamualaikum wr. wb



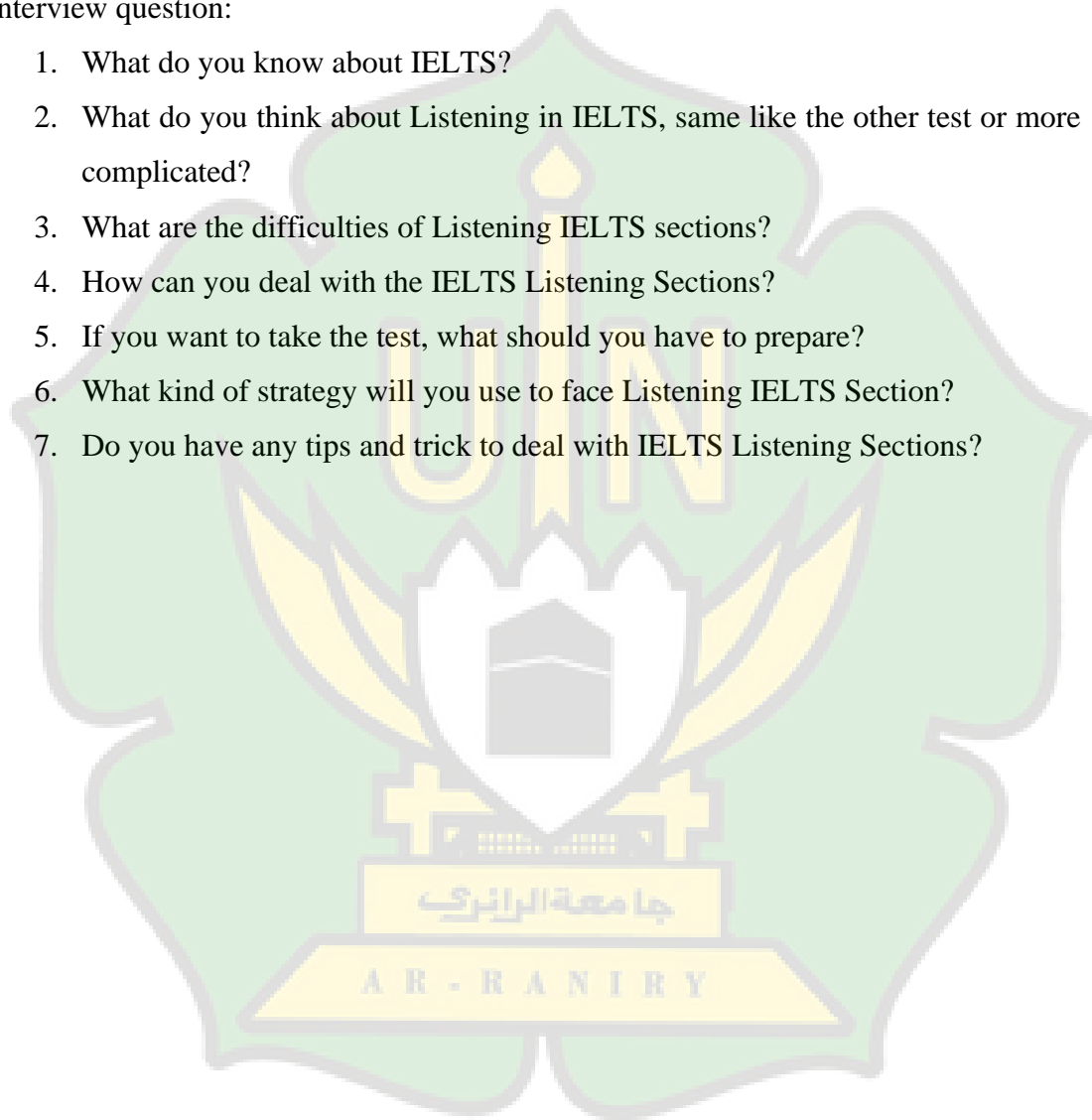
Name :

Score IELTS :

Date following IELTS Test :

Interview question:

1. What do you know about IELTS?
2. What do you think about Listening in IELTS, same like the other test or more complicated?
3. What are the difficulties of Listening IELTS sections?
4. How can you deal with the IELTS Listening Sections?
5. If you want to take the test, what should you have to prepare?
6. What kind of strategy will you use to face Listening IELTS Section?
7. Do you have any tips and trick to deal with IELTS Listening Sections?



AUTOBIOGRAPHY

1. Name : Siti Katsummi Mara
2. Place/Date of Birth : Lhokseumawe/ 7 May 1997
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 - a. SD : MIN Kutablang (2002)
 - b. SMP : SMPS Sukma Bangsa Lhokseumawe (2009)
 - c. SMA : SMAS Sukma Bangsa Lhokseumawe (2012)
 - d. University : UIN Ar-Raniry (2015)

Banda Aceh, December 6th 2019

Siti Katsummi Mara