

STUDENTS' LISTENING STRATEGIES IN IMPROVING LISTENING TOEFL SCORE

THESIS

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THESIS

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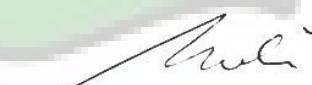
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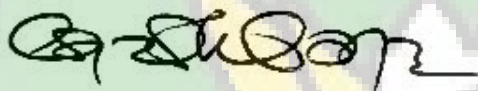
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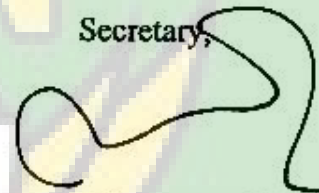
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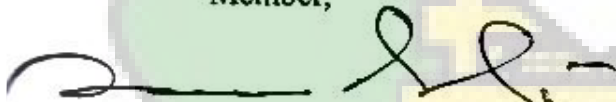
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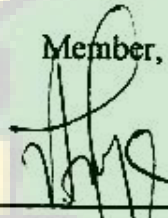
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Menyatakan bahwa sesungguhnya skripsi yang berjudul: **“Students’ Listening Strategies in Improving Listening TOEFL Score”**. Adalah benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 24 Desember 2019

Saya yang membuat pernyataan,



(Marfitrah Alfiami)

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ABSTRACT

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This research discovers the Students' Listening Strategies in Improving Listening TOEFL Score. It aims (1) to find out the students difficulties in answering listening TOEFL questions (2) to discover the listening strategies used by students in improving listening TOEFL score. The research is conducted at English Department of Tarbiyah at UIN Ar- Raniry. This research used a qualitative descriptive and the data collected through interview method. The participants are ten English Department Students batch 2015. This research found that: (1) the source of students difficulties in answering listening TOEFL questions are, length and speed of listening, accent, physical condition, the quality of recorder, and cultural differences. (2) the listening strategies used by students in improving listening TOEFL score are; compensation strategy, cognitive strategy, and metacognitive strategy. Compensation strategy is the higher rank than cognitive and metacognitive strategy. All of participants use compensation strategy and can help them in answering listening TOEFL questions.

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CHAPTER 1

INTRODUCTION

A. Background of Study

Listening is one of the most important skills in learning language. It is regarded as fundamental component in learning because varieties of knowledge can be achieved through it. According to Ruyter & Wetzels as cited in Glenn (2000) “listening is a set of interrelated activities, including apparent attentiveness, nonverbal behaviors, verbal behavior, perceived attitudes, memory and behavioral responses” (p.21).

Listening skill is the ability to know and recognize about dialect, expression, structure of sentence, and vocabulary as speaker said in listening audio. Morley as cited in Ahmadi (2016) said “listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning” (p.7).

According to Tuncer (2008) “there are several types of listening; Participative Listening: it is a type of active listening that the listener makes feel he/she listened, listener is active; Unattended Listening: The listener listens quietly without verbal response; Creative listening: The listener interprets what the speaker says and creates new ideas; Selective listening: The listener chooses specific parts of speech that respond to the listener’s

interest and need; Critical Listening: The listeners' goal to ask questions by evaluating what speaker told"(p.138).

Listening strategy is the way to comprehend and achieve the target score in listening test. According to Bao (2017), " listening comprehension strategies regards learning strategies as its theoretical framework, therefore many scholars consider listening comprehension strategies as learning strategies"(p.187). Therefore, listening strategy is needed to listening comprehension, especially for helping the students to choose the appropriate answer in listening questions, including in TOEFL test.

TOEFL stands for Test of English as a Foreign Language that is organized by ETS (Educational Testing Service). This is English language examination that conclude listening comprehension, structure and reading comprehension. Listening comprehension in TOEFL is one of the test that include dialogue, long conversation, and talk. Therefore, listening TOEFL has a purpose for learners to achieve the target in TOEFL score.

Listening TOEFL test will take the listener between 60-90 minutes to complete the answer. The listener should listen to several-minute long recordings and then answer questions on specific information mentioned in the recording. There are types of TOEFL listening question; Detail question, inference question, function question, gist- content question, gist- purpose question, connecting-content question, and organization question. With the completing all those listening question type, the tester will get a high score on TOEFL listening.

Although many students have finished listening classes, the students' still have a difficulty and problem to achieve the target in TOEFL score. It can be seen from their low TOEFL test in listening section. This raises questions about the effectiveness of listening class on students' listening competency. The students are still confuse about the strategy that they can use to correctly answer the listening TOEFL questions. Therefore, the researcher wants to find out about listening strategies used by the eighth semester students of English Department in improving listening TOEFL score.

B. Research Question

According to the background described above, in this study, following research questions will be answered:

1. What are the difficulties of the eighth semester English Department students of Tarbiyah Faculty UIN Ar-Raniry in answering listening TOEFL questions?
2. What are the listening strategies used by the eighth semester English Department students of Tarbiyah Faculty UIN Ar-Raniry in improving listening TOEFL score?

C. The Aim of Study

The main aim of this research is to find out the listening strategies of the English Department students in improving listening TOEFL score. Therefore, the objective of this study as follow as :

1. To find out the difficulties of the eighth semester English Department students of Tarbiyah Faculty UIN Ar-Raniry in answering listening TOEFL questions
2. To discover the listening strategies used by the eighth semester English Department students of Tarbiyah Faculty UIN Ar-Raniry in improving listening TOEFL score

D. The Significance of Study

The significance of study can be classified into two parts, for the lectures and the students. For the lectures, by reading the result of this study, they can find ways to solve the lectures' problem in applying English instruction especially for listening class. They can find out an appropriate strategy or a technique in teaching listening classes. While for the students, the findings can enrich their insights about the strategy that can be adopted in taking listening TOEFL.

E. Terminology

a. Listening Strategies

The word 'listen' in dictionary.com means to give attention with the ear; attend closely for the purpose of hearing. The words 'strategy' in Collins dictionary means a general plan or set of plans intended to achieve something, especially over a long period. Therefore, listening strategies is an action or manner that used in listening test to understand of what the speaker said.

In this research, listening strategies refers to the learning strategies used by the eighth semester students in understanding the meaning (grammatical and vocabulary) of what speaker said in order to correctly answer the questions in listening section of TOEFL test.

b. Listening TOEFL Score

According to Mustafa & Anwar (2018), “TOEFL scores are widely used to measure students' English proficiency for placement, however there is potential for misinterpreting the scores, which can result in misjudgment or misplacement” (p.2006). According to Vandergrift & Goh (2012):

“Listening proficiency tests are designed to assess global listening competence. They may be “in-house” measurement instruments developed and validated for a particular university or school jurisdiction, or they may be large-scale standardized tests. They are always summative since the goal is to provide information to the teacher, institution or school jurisdiction with regard to admission, placement, or certification. They can be used to place learners at an appropriate course level or in a particular type of language course, such as a course on listening development” (p.254).

Therefore, listening TOEFL score in this study refers to a certain points in listening TOEFL which reflect the eighth semester student competency of listening skill test.

CHAPTER 2

LITERATURE REVIEW

A. Listening Skill in Brief

Listening skill is the ability to grasp the voice and action to get the information or direction of what speaker said in listening audio. According to Richards & Schmidt as cited in Latif (2015) “Listening skill is the process of understanding speech in a first or second language” (p.34). This section will explain the definition of listening, principles, and approach to listening.

1. Definitions of Listening

Listening is element of the spoken language, or the interactive process among speaker and listener. Rost as cited in Ahmadi (2016, p.7) explains that “Listening is an active mental ability. It helps us to understand the world around us and is one of the necessary parts in making successful communication”.

According to Harmer (2001) as cited in Bano (2017) “Listening is important since it provides the perfect opportunity to hear voices other than the teachers’, enables students to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation”(p.228).

Therefore, listening is the capability to acknowledge and recognize, what the speaker said in listening audio, that include, dialect, structure, vocabulary and pronunciation, and understand his meaning. In other words, listening is a process to comprehend about what are the speaker said directly or indirectly.

2. Principles of listening

Peterson as cited in Gu (2017) recommend six principles for listening comprehension:

- Increase the amount of listening time in the class.
- Listen before different activities to arrange them for speaking, reading or writing.
- Include both global and selective listening, the previous for grasping from the highest level, the latter for catching details and increase accuracy.
- Activate top-level skills at each proficiency level to evoke the students' background.
- Work towards automaticity in bottom-up process.
- Develop aware listening strategies.

The principles of listening can help the students and teachers to create the techniques, strategies and activities in listening comprehension. For

teachers, it is important to modify the various of techniques or activities of learning process in listening. According to Gu (2017) “When teachers design the procedure of a class, they can refer to the six principles to think about when to insert listening part and how to integrate listening with other language skills on the basis of teaching materials”(p.37). While for the students, they can improve their listening skill to gain comprehension and strategies in listening.

3. Approaches to listening

Approaches to listening are divided into two process, there are top-down and bottom-up. Kurita as cited in Solak & Altay (2012, p.32) “defines top-down process as the use of background knowledge in understanding the meaning of a message. Bottom-up process, refers to using the incoming input as the basis for understanding the message”. According to Vandergrift (2007) as cited in Solak & Altay, top-down and bottom-up processes usually interact to create spoken input sensible.

Anderson (2009) as cited in Solak & Altay, proposes a totally different model of language comprehension and divides the language comprehension method into three stages as perception, parsing and utilization. “The first stage is encoding the spoken message; the second stage is that the parsing stage, in which the words in the message are transformed into a mental representation of the combined which means of the words. The third stage is the utilization stage, in which listeners use the mental representation of the sentence’s meaning. If the sentence is a question,

they may answer; if it is an instruction, they will adapt” (Anderson 2009 cited in Kurita 2012, p.33).

B. Improving Listening Skill

Effective listening skill means to be able to show interest what the topic talk about and understand the ideas or statement provided. There are some of ways to improve listening skill such as, taking notes, listening the ideas, concentrate, and so forth. In this section, will discuss about the problems in learning listening and strategy in learning listening.

1. Problems in learning listening

Bingol, Celik, Yildiz & Mart (2014) divided seven potential problems in learning listening, the problem of learning listening as follow as:

a. Quality of recorded material

In listening section, the students need to listen the audio as clearly. The quality of sound system can influence listening comprehensions.

b. Cultural differences

According to Bingol et.al. (2014) “Being unfamiliar of cultural knowledge of language plays a great role understanding the context. The topic may contain completely different cultural matter than the students have. In this case students may have difficulties to imagine what has been told. ” (p.3).

In this problem students have difficulties to understand what the speaker said in listening audio.

c. Accent

The students are still confuse to differentiate British and American accent. According to Bingol et.al. (2014) “In this case teachers has to familiarize the students both British and American accent” (p.3).

d. Unfamiliar vocabulary

In this problem, even the students unfamiliar about the word or more than one words. Thus, how the students understand of the meaning in listening section.

e. Length and speed of the listening

Difficult of students to understand listening long parts and speaker speak faster. According to Bingol et.al.(2014) “it is not easy for the lower level student to listen more than three minutes long listening then completing the desired activities. Another reason makes listening text difficult is the speed. If the speakers speak faster than normal listener may have difficulties to catch target words”(p.4).

f. Physical condition

Sometimes in the large classrooms for the student sit in the back, difficult to listen. On the other hand, the voice from outside and uncomfortable room can annoying the student.

g. Lack of concentration

According to Bingol et.al. (2014) “students’ motivation is one of the crucial factors that affect listening comprehension. It can be difficult for

students maintaining the concentration in a foreign language learning classroom” (p.4).

Yagang as cited in Hien (2015) mentions that “the problem is listening was divided four following factors: the message, the speaker, the listener, and the physical setting” (p.12).

Based on the definition above, problem in learning listening is a general case in learning process. In listening, the students are definite have the problems with listening. To obtain the ability in listening skill, the students should have realize the problem that they have and try to improve it. In this case, teachers should provide an interesting topic in teaching listening.

2. Strategy in learning listening

According to Tyagi as cited in Fajry and Komariah (2016, p.62) “listening is the essential part in information exchange. It includes the method of hearing and speaking between speakers and interlocutor at the same time”. Buck (2001) as cited in Solak & Altay (2015) defines strategy as “the thought of ways in which a learner approaches and manages a task”(p.104).

Meanwhile, listening strategy is one of the most significant factor that influence the process of listening test. Ho (2006) as cited in Yulisa (2018, p.23) “listening strategies refer to skills or methods for listeners to directly or indirectly achieve the purpose of listening comprehension of the spoken input”. Therefore, successful listening can also be looked at in terms of the strategies the listener use when listening.

There are a variety of strategies to improve listening test. According to Huy (2015) as quoted on Oxford's strategy classification system (1990, Pp 18-22), there are six strategies: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

a. Memory Strategies

According to Huy (2015, p.25) "memory strategies were used to enter new information into memory storage and for retrieving it to help learners be able to link one L2 item or concept with other. Memory strategies are categorized into 4 sets: creating mental linkage, applying images and sound, reviewing well and employing action". Therefore, memory strategies allow learners to keep vocabulary and then retrieve it when they are needed for communication.

b. Cognitive Strategies

According to Huy (2015) "cognitive strategies were used to help learners to obtain knowledge, understand of linguistics system, for example, learners could understand the meaning of words from context"(2015, p:25). Oxford Strategy Classification System (1990, P 18-22) explains that there are 4 categories in cognitive strategies: practicing, receiving and sending message, analyzing and reasoning, creating structure for input and output.

1) Practicing

Consist of recognizing and using formulas and patterns and repeating. In this categorized helps learners use what they hear to facilitate the retrieval of appropriate information from long-term memory. For example, using repeating strategy, listeners could repeat information to facilitate the retention. Therefore, listeners could know familiar patterns and use them presume the meaning.

2) Receiving and sending message

The second categorized can help the listeners, when they listen, get the idea quickly with focus the main idea and detail idea.

3) Analyzing and reasoning

In this category, using transfer, translate, compare and contrast words or feeling among the target language and the native language to create listening easily. Help listener use words and structure to understand the target language.

4) Creating structure for input and output.

The last category, include two specific strategies, note-taking and summarizing, help listeners to collect what they listen to memorize the information. With take a note, listeners could write what they listen and summarize in their note to minimize the information easily.

c. Compensation Strategies

According to Huy (2015) “compensation strategy could help learners make up for missing knowledge when they do not hear something clearly. Therefore, they could use clues to guess meaning of words or pieces of information”(2015, p.25). Hence, the listeners can use some of clues to help them to presume the meaning of definite sentence or information. In compensation strategies, use 2 specific strategies:

1) Using linguistic clue

The listeners can use some clues, such as word order and word stress to easily know what they listen. On the other hand, the listeners need to know grammatical of the target language that allow to fill in the space when listeners hear to complicated pronunciation.

2) Using other clue

Some of clues are connected to type of vocabulary used that listeners need to be familiar with in order to presume the most difficult language, for instance, they can make a good presume about the social status of some people from the way they are indicate such as “Mrs” and “Miss”. Besides, the speaker tone of voice, which indicate his or her state of mind, make it possible for the listener to correctly translated what they listen.

Using other clue, help the listeners to presume the meaning that unexpectedly in the topic frame. Therefore, the listeners can get several

information from other clues like background noise, from which they can presume something about general situation and have an idea of what's going on.

Furthermore, create the connection with background knowledge that includes knowledge of culture, topic and the world, prove to be great to listeners. According to Al- Amri as cited in Bacon (2011), “listeners tends to rely on their knowledge of the world when trying to comprehend a difficult text, probably because it is the main and the source of knowledge that is available to them, from which they can draw some possible logical interpretations” (p.981).

d. Metacognitive Strategies

According Oxford Strategy Classification System as cited in Huy (2015) “Metacognitive strategies include: centering your learning, arranging and planning your plan, an evaluating your learning”(p.26).

1) Centering your learning

In this category, in the specific strategies the listeners should paying attention, this strategy help the listeners focus their attention on listening test, material, and activity. On the other hand, the listeners can observe their understanding as they continue listening as long as they can notice their errors or any inaccurate presume and try to improve them. According to Al- Amri as cited in Bacon (2011), “although both successful and less successful listeners use monitoring, successful listeners have the

advantage of being able to revise a hypothesis or choose between alternative interpretations”(p.198).

2) Arranging and planning your plan

Huy (2015) states “evaluating your learning include two specific strategies such as self-monitoring and self evaluating. These specific strategies could offer the listeners a holistic view of the ongoing listening process to avoid making their mistakes which they had before and check comprehension a text to verify that a task has been completed”(p.26). Listeners need to set goals and objects to help the listeners know what their purposes are while listening. Furthermore, set the purpose help listeners to be better prepared before listening because they will seem have a various of courage plan to follow.

3) Evaluating your learning

The last is evaluating your learning, include two specific strategies such as, self monitoring and self evaluating. Usually after the listeners finish the listening process, some of them evaluate overall test progress and evaluate or observe how well they have finish. Self evaluating have to take judgment the difficulty of the situation or the language that the listeners should try to be specific as possible an accurate evaluation.

e. Affective Strategies

Vandergrift as cited in Bingol et.al.(2014, p.3) “defined socio-affective strategies as the techniques listeners employ to collaborate with

others, to verify understanding, or to lower anxiety”. Therefore, affective strategies can help the listeners handle their feelings, emotions, motivation or attitudes in learning listening skill. There are many cases where listeners have no problems dealing with technical aspects of the language, but they may experience some personal feelings that may suppress their progress. For example, the listeners may perfectly understand a listening text, but they would not be able to perform the listening task carefully if the text is culturally offensive. Based on Oxford strategy classification system as cited in Huy (2015, p 24-25) there are 3 strategies in affective strategies: lowering listeners anxiety, encouraging themselves, and taking their emotion temperature.

1) Lowering listeners anxiety

In this strategy the listener try to relaxing when listening process. It is help the learners control their emotions and motivation. According to Huy (2015) “using progressive relaxation enables listeners to keep calm when listening”(p.26).

2) Encouraging themselves

In this strategy encourage the listeners to positive thinking when listening. According to Huy (2015) making positive statement can help listeners increase their confidence in finishing listening task”(p.26).

3) Taking their emotional temperature

Oxford strategy classification system (1990, p 18-22) states that there are two specific listening strategies in taking their emotional temperature: discussing with someone and exchange their feelings with

their friends. This strategy can help the listeners recognize and know their feelings, thus they will be easy to control their emotional temperature.

f. Social Strategies

Social strategies can help listeners work together and understand the target language as well as the language. In language learning social activity is important rather than individual. Learners should be practice with other people, because they can sharing ideas or information. Based on Oxford's strategy classification system as cited in Huy (2015, Pp 24-25) Social strategies include: asking for question and cooperating with each other.

1) Asking for question

In this strategy, the listeners do clarification or verification by teacher or between their friends and can help the listeners clarify what they are not understand or unclear, therefore the listeners know what part they don't understand it, thus, they can correct together.

2) Cooperating with each other

In cooperating with each other, the listeners like work together in pairs help each others with their partners to share information or ideas and check comprehension or solve the question.

To summarize, strategy in learning listening is very helpful in learning listening or listening test. Vandergrift as cited in Bingol et.al (2014, p.2) explains that “ Strategy development is important for listening

training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses”.

C. Listening TOEFL Test

Listening is one of important part of language learning, for foreign language learning and second language learning. Listening determines the feedback that allow learner to communicate in the oral communication. In Indonesia, English listening skill is learned from elementary school until university. Beside of that, listening is also one of sections in the TOEFL test along with structure and reading. Listening TOEFL has a purpose to achieve the target in TOEFL score.

TOEFL stands for test of English as a Foreign language that is created by ETS (Educational testing service). According to Mustafa & Anwar (2018) “TOEFL scores have been used to determine the level of English proficiency for EFL learners for various purposes. However, in repeat tests some lower scores fluctuate despite no additional classroom learning, thus they cannot be used to judge the English level of those taking the test” (2018, p.1995).

Maisarah & Suciati (2005) state that, listening score is often lower than structure and reading. The students are still difficult to choose the correct answer in answering listening TOEFL test. Thus, understanding the strategy in answering listening TOEFL test to improve listening TOEFL score is necessary.

1. Types of questions in listening TOEFL

There are three types of listening questions, they are: Part A, Part B, and Part C (Maisarah & Suciati, 2005)

a. TOEFL listening Part A

In part A can be found short conversation, such as, meaning question, implication, inference, suggestion, and prediction.

- **Meaning question**

In meaning question usually asked about main idea.

- **Implication**

The question that ask about the implication of the statement.

- **Inference**

An inference question requires to understand indirect meaning of the speech or idea.

- **Suggestion**

This question ask about suggestion or advice, such as what does the woman suggest, what should the man do.

- **Prediction**

Identify the main topic or idea of short conversation.

b. TOEFL Listening part B

In part B can be found long conversation, include topics and details.

- **Topics**

This question asked about what the topics of the conversation or what does the talk about.

- Details

This question usually asked following a conversation. This question related with the information of conversation. The information about what, where, when, who, how, and why.

c. TOEFL Listening Part C

In part C have a short lecture or talk, like part B asked about topics and details, but in part B have long conversation.

To summarize, types of questions in listening TOEFL include 3 parts. There are part A (short conversation), part B (long conversation, and part C (mini talks & lectures). There are 50 questions and 4 answers options of each questions; the student should choose only one the correct answer in the questions.

2. Typical Students' mistakes

According to Pherson (2017) there are typical students mistakes or problem in TOEFL listening section:

a. Students get distracted

Distracted is unable to concentrate, students get distracted was worried and in this situation the students could not give a clear answer.

b. Students don't take notes

Take notes helping the students concentrate on the listening section. On the other hand, take note also support the students to get what is the main idea or topic about.

c. Students don't identify the main idea

Main idea is the point of the conversation or talk in listening section. If the students don't identify the main idea, difficult for student to understand what are the talk or conversation discuss about.

d. Students skip questions

The question in listening section should be answered. When the students skip question automatically skip answer. If the students no idea what the answer don't skip it, try to take a guess.

e. Students take too long to answer a question.

Pherson (2017) says that "Don't takes more than 2 minutes to answer a question". Therefore, when the students slowly to answer the question, they will left in the part and next part.

In brief, students' often make mistakes in answering listening TOEFL questions. Mostly, the cause of their mistakes are: they don't identify main idea, skip questions, don't take a note and take long time in answer; therefore the students forget or don't understand what the meaning of the conversation in listening section.

D. Previous Study

The researches on listening strategies have been conducted by some researches. Desma Yulisa (State Islamic University of Raden Fatah, Palembang, South Sumatra, 2018), studied about "Learning to listen:

Listening Strategies and Listening Comprehension of Islamic Senior High School Students”, which discusses about correlation between listening strategies and students’ listening comprehension and influence of listening strategies on students’ listening comprehension.

The research design which is used by the writer is the explanatory design. The instrument used to collect the data are listening strategies questionnaire and listening test. The population of this study is all the active Islamic Senior High School Students of Babussalam Payaraman. The sample of this research consist of 68 students from 3 classes. In the end of the research, the writer concludes that all students’ listening strategies gave significant correlation to students listening comprehension and influence on students’ performance in listening.

Another study entitled “A Study on Listening Strategies Instructed by Teacher and Strategies Used by Students” has been done by Xialo Bao (School of Foreign Language, Inner Mongolia University for Nationalities, China, 2017). This study describes about Students’ Listening Strategies and Teachers’ Teaching Strategies. The researcher used random sampling to collect the data. The instrument used are two questionnaires; students’ listening strategy questionnaires and teachers’ listening strategy questionnaires. The researcher found that, strategies teachers instruct and strategies student use are positively correlated.

Emma Ivarsson & Malin Palm (2013) also studied about “Listening Strategies in the L2 Classroom”. The research focused on

investigating how some teachers understand, teach and assess listening strategies. The researcher used questionnaire and semi structure interview for the instrument. The participant of this research consist of 9 English teachers from eight secondary schools in Malmo. The result of this research indicated that the teachers do not explicitly teach listening strategies.

The differences between this research and previous study, come from its focus of study, research design, sample, and instruments. This research focuses on listening strategies used by students in improving listening TOEFL score. For research design, this research used qualitative descriptive to get the information of listening strategies in improving listening TOEFL, while the previous study used quantitative to collect the data. The sample of this research are ten students and interview is used as its data collection; meanwhile, the previous study used 68 students as sample and utilized questionnaires as instrument.

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

This study aims to describing listening strategies used by students in improving listening TOEFL score. The descriptive qualitative research design is used in this study to find out and give complete description about the strategies used by students in improving listening TOEFL score. According to Sukardi (2008), “descriptive research is the research method describing object or subject who is researched. It aims to describe the fact systematically and the characteristics of object which is researched precisely” (p.162).

Creswell (2008) stated “descriptive qualitative study aims at investigating detailed rendering of people, places, or events in a setting in qualitative approach” (p.254). The researcher uses the descriptive qualitative to give a complete description and explanation in this research. For this research, it is aimed to get information and perception about students’ listening strategies in listening TOEFL.

B. Population and Sample

Cresswell (2008) “Population as a group of individuals who have the same characteristics (p.110). The population of this study is all of English Department students of Tarbiyah at UIN Ar- Raniry who have taken the TOEFL test.

According to Arikunto (2004), “sample is limited number of elements from a population to be representative of the population”(p.109). In selecting the sample, the researcher used purposive sampling. According to Creswell and clark (2013) “purposive sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest” (p.3).

The participant of this study are 10 students who have taken the TOEFL test and get score 500 or more than 500. The main objective of this study is to know students’ listening strategies in improving listening TOEFL score. Thus, it is important for the researcher to acquire the result and understand the listening strategies to listening TOEFL score.

C. Data Collection

This study used a qualitative method to collect the data. Erna (2008) said: “there are several data collecting method in the qualitative research, but the most common used are questionnaire and interview” (p.202). Interview is used to collect the data needed for this research.

The author uses interview to get information about the listening strategy used by students. According to Creswell (2012) “an interview is typically a face to face conversation between a researcher and a participant involving a transfer of information to the interviewer”(p.204). The interview used to explore the detail information, perception, and experience about students’ listening strategy in listening TOEFL test.

According to Creswell, W. & Creswell, D (2018) “the number of participants depends on the qualitative approach. Narrative includes 1-2, phenomenology includes 3-10, the grounded theory includes 20-30. In this research, the author interviewed 10 participants who have taken the TOEFL test. The author uses semi-structured interview and uses open-ended questions. The researcher took 5-10 minutes to interview each participant. The data from interview was recorded and transcribed.

D. Data Analysis

After collecting the data through interview, those data were then analyzed by descriptive qualitative data analysis. Joko (2004) said “data qualitative is data received that will be presented in explanation section which is not in numeral form, although in some explanation is also found the numeral as divvy from explanation” (p.94).

To analyze the data gained from the interview, the author uses thematic analysis to analyze the data. According to Alhojailan & Ibrahim (2012) “Thematic analysis is a type of qualitative analysis. It is used to

analyze classifications and present themes (patterns) that relate to the data”(p.40).

The researcher used some steps to analyze the data from interview. The researcher uses voice recorder to recorded and transcribed the conversation. In the transcribed interview, numbers were given to each participant. For example, the code ‘I : P1’ meant ‘interviewer, participant 1’ and so forth. After that, the data was analyzed based on the questions. According to Kerlinger as quoted by Kasiran (2008) “analysis means the categorizing, ordering, manipulating and summarizing of data to obtain answers to research questions” (p.128). Data analysis is steps of searching and arranging the result of interview to get the conclusion.

To analyze the data gained from the interview, the data was organized according to the questions so that it would be easy to analyze. Then, the data analysis was explained descriptively to answer the research questions.

CHAPTER 4

FINDINGS AND DISSCUSSION

This chapter discussed the finding of data interview analysis. The purposes of this study are to discover the difficulties of answering listening TOEFL questions, and to find out the strategies in improving listening TOEFL score.

A. Research Finding

The researcher used interview as the data collection to answer the research questions. The participants were ten English Department students batch 2015 of Tarbiyah at UIN Ar- Raniry, who have taken the TOEFL test, and get the score 500 or more than 500.

In order to simplify the data, the researcher used the code to each participant (P1-P10). For example, P1 meant participant 1, P2 was participant 2. thus P1until P10. The score of each participant can be seen in the following table:

Table 4.1

The TOEFL score of participants

No	Participants	TOEFL Score
1	P1	507
2	P2	520
3	P3	500
4	P4	507
5	P5	500

6	P6	513
7	P7	523
8	P8	533
9	P9	507
10	P10	547

B. Interview Data

The findings were divided into two points in order to respond the research questions in chapter one.

1. The students' difficulties in answering listening TOEFL questions

There were five main problems that cause the students' difficulties in answering listening TOEFL test, they were: Length and speed of listening, accent, physical condition, the quality of recorder and cultural differences.

a) Length and speed of listening

Ten interviewed participants gave the different answers when they were questioned about the difficulties in answering listening TOEFL test. The majority, eight of them, said that they felt difficult in length and speed of listening audio. They said, what the speaker said in listening TOEFL audio were fast and long and they were difficult to understand the meaning or content of the conversation in listening audio. P4 said:

“It is difficult to answer listening TOEFL sometimes I do not know the meaning because the speaker speak too fast”

P8 agreed that:

“I think, it is because like we will hear the native speaker speak, so sometimes its too fast when they pronounce words or sentences and, I have a little bit problem in part c, its because like the lecture speak a lot and keep talking, So sometimes like I can’t remember all what they said, so I think that’s way very make me difficult in the part c”

P6 explained that:

“In listening part b, the native speaker speak in a long conversation so, when even though I try to remember it I still forget it what the specific information”

Also another participant, P7 added:

“My difficulties in the part b is the conversation is too long and I can’t remember the content”

Based on the opinion above, it can be concluded that length and speed of listening was one of elements why listening TOEFL was difficult to answer. It was the same with the theory Bingol et.al. (2014, p.4), if the speakers speak faster than normal, listener may have difficulties to catch target words. Therefore, eight participants felt difficult in answering listening TOEFL questions.

b) Accent

There were four participants from ten participants said that, the accent was one of the difficulties sources in answering listening TOEFL questions. It was because sometimes they misunderstood with the pronunciation of British accent. They were difficult to catch the meaning of the conversation. P5 said:

"Sometimes when in the listening TOEFL we can't hear correctly or fluently what the speaker said of the pronunciation or the accent"

P4 continued:

"Sometimes it is difficult to answer listening TOEFL, because sometimes it is difficult to understand pronunciation what the speaker talk"

P6 said:

"Listening TOEFL difficult for me, because I not use to listen in English and also sometimes in listening TOEFL section, they give us native speaker with British accent which means it really hard for me to listen it"

Based on the explanation above, the accent was one of the difficulties cause in answering listening TOEFL, because each accent has different sound. Thus, four participants were often false in catching the words or sentences that were said by the speaker in the tape.

c) Physical condition

From the ten participants, there were three participants mentioned that the source of difficulties in answering listening TOEFL was physical condition. One of the physical conditions that made them difficult to answer the listening questions was the noise of friends sitting around him/her and unhealthy condition.

P3 said that:

"sometimes only a little distraction make me difficult to answer and lose concentration. The voice of like paper friction, I mean the voice from my friend beside if they do this, like tap the table sometimes difficult to focus it"

P2 added:

“I am lose concentration and make me difficult to answer and focuses, when during the listening TOEFL, because like my experience in the first, in the first I following the TOEFL test, I feel like stomachache, so I difficult to focus of the listening audio”

Based on the responses above, the physical condition sometimes can give the difficulties to students in answering listening TOEFL questions because the students difficult to focus on listening audio and make them lose concentration.

d) The quality of recorder

Among ten participants, only two participants who mentioned the quality of recorder as the cause of difficulties in answering listening TOEFL. They explained that sometimes the sound of recorder in the TOEFL room was unclear.

P1 said that:

“I think is difficult to answer, sometimes, because of the quality of the recorder is bad, I think in LDC sometimes the recorder, the voice of recorder is unclear”

P5 agreed:

“Sometimes when in the listening TOEFL we can’t hear correctly, sometimes the sound is unclear”

From the explanation above, the quality of the recorder give an impact to students in answering listening TOEFL. Thus, listening section should provide the

clear recorder or sound system to make the students easy to understand what the speaker said in listening audio.

e) Cultural differences

In cultural differences, from ten participants just two participants who given opinion that the cultural differences create a problem in answering the right one of the listening question in TOEFL test. P8 explains that:

“....they use like they say no kidding, no kidding its doesn't mean like there is no joke or something else, but no kidding means that person is agree about what the statement she said before. so, that can of stuck it sometimes make me difficult to like paraphrase what that the speaker mention about”

P10 added:

“The difficulties in answering part a, the idiom, because we are Indonesian for Acehnese, so hard to be familiar with the idiom that people usually use when the speak in native and active foreign with like UK, USA, or any country using English, it become to the not primary of second language but foreign, that is the main source why answer the idiom one of my difficulties in answering part a”

Based on the quotation above, the difference culture made students difficult to understand the meaning of conversation or story in listening section, because the words or idiom that were used in listening audio was unfamiliar to the students. It was the same with the theory from Bingol et.al. (2014, p.3), being unfamiliar of cultural knowledge of language plays a great role understanding the

context. Therefore, two students were confused and difficult to understand what the native speaker mention in listening recorder.

2. The students' listening strategies used in improving listening TOEFL score

There were three main points of listening strategies used by students in improving listening TOEFL score, they were: compensation strategies, cognitive strategies, and metacognitive strategies.

a) Compensation Strategies

The students gave various answers in answering the interview about strategies in improving listening TOEFL score. All participants used compensation strategy. From ten participants in this research, nine of them said this strategy can improve listening TOEFL score. Based on Oxford Strategy Classification system, the strategy set in compensation strategy is guessing intelligently and the specific strategy includes using other clue and linguistics clue. Most of them in this research use the clue to answer listening TOEFL test. P1 said that:

"I often used clue and then I pay attention the idea, and I pay attention to the speaker, and I think it improve my listening TOEFL score"

P5 added:

"The first is I always practice and read the answer first, and I have to find a clue, focus on the speaker said, I use that strategy its can help me to answer the question and of course its improve my listening TOEFL score".

Different with P1 and P5, P9 said:

“I have some strategy, first the answer different with the sentences that said in the conversation, because in the conversation in listening is implicit meaning. One of strategy said, choose the answer that different with the sentence of the dialog. As example, if in the dialog said forget to bring bag, the question like what does the man imply? So, in the answer is the different words of forget. Such us, he doesn't remember, that is my opinion. The second is, I only focus on the first speaker and the last speaker, because the questions is certain asked about the last speaker”

P8 stated that:

“The example how I apply the strategy like when I in the part a, I read the choices, for example like they talking about the activity tonight so when I'm trying to see the activity will be happen tonight and one of the choices of them shows they activities, they activities like a party and they dealing the dress, and the another choose for example about the transportation and another, so I try to believe that the conversation it would be about the party that will be held tonight, so I'm trying to guess perhaps like he gonna talking about a lot like dresses I guess, because from that strategy I believe that. It would be help me to make me be more focus about what kind of the question would be us in the listening test”

Based on the responses above, it can be analyzed that compensation strategy was one of strategies used by students in answering listening TOEFL. Based on the theory from Oxford Strategy Classification System as cited in Huy (2015, p.25) “compensation strategies could help learners make up for missing knowledge when they do not hear something clearly. Therefore, they could use clues to guess meaning of words or pieces of information”. In this research, most of participants use guessing and use the other clues as the specific strategies to

answering listening TOEFL. Nine of the participants given the answer that using the clue and guessing will improve their listening TOEFL score.

b) Cognitive Strategies

From ten participants, there were seven participants used cognitive strategies in answering listening TOEFL. They mentioned that cognitive strategies improve their listening TOEFL. Based on the theory, cognitive strategy has some specific strategies, two of them are getting the idea quickly and note-taking. From seven participants, five of them used getting the idea and two of them used note-taking. P2 said that:

“Strategy in answering listening question TOEFL, sometimes I use getting the idea quickly, it will improve by getting the idea strategy I mean, it will improve, because we know exactly what speaker said, what the idea the said, and we catch what they mean”

Participant 2 answered that she used cognitive strategy, especially getting the idea quickly in answering listening TOEFL questions. She explained that the strategy can improve listening TOEFL. Different with P2, P4 used taking a note in answering listening TOEFL:

“Of course, because it will make me easier I have to taking a note about the main idea, I write the words that I think important when I listening to the TOEFL”

As above explanation, it could be concluded that the students used cognitive strategy because it helped them easily answer listening TOEFL. As said by Huy (2015, p.25) “cognitive strategies were used to help learners to obtain

knowledge, understand of linguistics system, for example, learners could understand the meaning of words from context”.

c) *Metacognitive strategies*

Based on interview, only four participants used metacognitive strategies in answering listening TOEFL. Metacognitive strategies have some specific strategies; one of them is paying attention. Paying attention helps the listeners focus their attention on listening test, material, and activity. Four participants in this research used paying attention in answering listening TOEFL. P3 said that:

“The strategy I use maybe only have to pay attention and understand the main idea from the recording, I think is important to pay more attention to the recording, because we can’t replay it, and I think it will improve”

P1 added:

“....I pay attention the idea, and I pay attention to the speaker, I think is easy me to answer, help me to answer some questions, I think its improve my listening TOEFL score”

From the opinion above, it can be concluded that four participants used metacognitive strategy and it can improve their TOEFL score. Based on the theory Huy (2015, p.26) “metacognitive strategy could offer the listeners a holistic view of the ongoing listening process to avoid making their mistakes”. However, the listening audio in TOEFL test was only played once, thus, the students should really focus on the voice from the tape.

C. Discussion

This discussion is provided based on the findings of the research. The researcher explains some explanations about the research data which are obtained through the interview. The purpose of this research is to find out about listening strategies used by the students of English Department in improving listening TOEFL score. The research questions were:

1. What are the difficulties of the eighth semester English Department students of Tarbiyah Faculty UIN Ar-Raniry in answering listening TOEFL questions?
2. What are the listening strategies used by the eighth semester English Department students of Tarbiyah Faculty UIN Ar-Raniry in improving listening TOEFL score?

The first discussion explains about students' difficulties in answering listening TOEFL questions. After the interview with the students, the researcher found that all participants have various difficulties in answering listening TOEFL such as, length and speed of listening, accent, physical condition, the quality of recorder, and cultural differences.

It could be concluded that the difficulties in answering listening TOEFL questions in generally disposed in length and speed of listening. In this research, most of students give the opinion that they are difficult to concentrate in listening audio, because of long and fast conversation. This finding was similar with Hasan's study (2000) who found that unfamiliar words, difficult grammatical

structure and length of the spoken passages are the most important factors that cause for learners' listening comprehension.

After the researcher interviewed the students, the researcher discovers that there were three listening strategies used by students in improving listening TOEFL score; the strategy are compensation, cognitive, and metacognitive strategies. Among three main strategies, most of students used compensation strategy in improving listening TOEFL score. This finding is different with Bao (2017), who has the frequency of the application of strategies from high to low is: cognitive strategy, meta-cognitive strategy and social/affective strategy. Regarding to the research findings, the researcher concluded that, from high to low, students used compensation strategy, cognitive strategy, and metacognitive strategy.



CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings of the research and discussions in the previous chapter, the researcher would like to state some conclusions about students' listening strategies in improving listening TOEFL score, the conclusions are as follows:

1. The students' difficulties in answering listening TOEFL questions consist of five points, they are length & speed of listening, accent, physical condition, the quality of recorder, and cultural differences. Most of the participants mention that length and speed of listening is the most difficult cause in answering listening TOEFL questions. Almost half of participants state that the accent is also one of the problem in answering listening TOEFL questions. Some of students also mention that physical condition, the quality of recorder, and cultural differences also became the source of problem in answering listening TOEFL questions.
2. The listening strategies used by students in improving listening TOEFL score have several points; there were, compensation strategies, cognitive strategies, metacognitive strategies. All of the participants response that the compensation strategies can help them and improve the listening

TOEFL score, especially using the clue as the specific strategies in compensation strategies. More than half of the participants use cognitive strategies in assisting them in answering listening TOEFL questions and improve their listening TOEFL score. Less than half the participants give perception and opinion that they use metacognitive strategies in improving listening TOEFL score.

B. Suggestions

After analyzing the data gained from interview, the researcher would like to present some suggestions, they are as follows:

1. The students should do more practice and doing the exercise about listening TOEFL. English listening practice make the students became familiar with English native speaker and help them easy to understand what the native said.
2. The lectures of listening subject should give the interesting topic and various activity or techniques in order to help the students improve their listening TOEFL score.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 15929/UN.08/FTK/KP.07.6/11/2019


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-11217/UN.08/FTK/KP.07.6/07/2019** 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 : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 24 Mei 2019
- MEMUTUSKAN**
- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-11217/UN.08/FTK/KP.07.6/07/2019** tanggal 31 Juli 2019
- KEDUA : Menunjuk Saudara:
1. Syarifah Dahliana, M.Ag.,M.Ed.,Ph.D Sebagai Pembimbing Pertama
2. Mulia, M. Ed Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : **Marfitrah Alfiani**
NIM : **150203212**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Students' Listening Strategies in Improving Listening TOEFL Score**
- 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: 06 November 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 dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : ftk.uin.ar-raniry.ac.id

Nomor : B-16191/Un.08/FTK.1/TL.00/11/2019

15 November 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun 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 : Marfitrah Alfiami
N I M : 150 203 212
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. seroja No.5 Kp.Pineung Banda Aceh.

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:

Students' Listening Strategies in Improving Listening TOEFL 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,



Mustafah

Kode 5882



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website <http://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-579/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-16191/Un.08/FTK.I/TL.00/11/2019 tertanggal 15 November 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 : Marfitrah Alfiami
NIM : 150 203 212
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:

Students' Listening Strategies in Improving Listening TOEFL Score.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

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


T. Zulfikar

List of interview

1. How is your TOEFL score? How many times have you taken TOEFL test?
2. Do you have the difficulties in answering the listening TOEFL questions?
3. In your opinion, Why is listening TOEFL question difficult to answer?
4. Do you often lose concentration during listening TOEFL? What make you lose concentration during listening TOEFL?
5. What are your problems in answering listening TOEFL part A(short conversation), part B (long conversation), and part C(mini talks & lectures)?
6. Which part did you feel difficult in answering listening TOEFL questions?
7. Why do you choose that part as the most difficult one in listening TOEFL questions?
8. Do you use strategy in answering listening TOEFL?
 - a. If the participant give the answer “yes” continue to the next question
 - b. If the participant give the answer “No” give the question “How do you answer the questions in listening TOEFL?”
9. Could you mention what are the strategy that you used?
10. Why do you use that strategy in answering the listening TOEFL questions?
11. Have you guessing in answering listening TOEFL? Why?
12. Have you note taking in answering listening TOEFL? Why?
13. Does that strategy can improve your listening TOEFL score?
14. Could you give explanation or example how you apply that strategy in answering the listening TOEFL?
15. What are your suggestion for the students' in improving listening TOEFL?

INTERVIEW WITH PARTICIPANT



جامعة الملك سعود



AUTOBIOGRAPHY

1. Name : Marfitrah Alfiami
2. Place/ Date of Birth : Banda Aceh / March 1st, 1995
3. Sex : Female
4. Religion : Islam
5. Nationality/Ethnic : Indonesian/Acehnese
6. Marital Status : Single
7. Parents
 - a. Father : Alizar
 - b. Occupation : Seller
 - c. Mother : Aminah
 - d. Occupation : Housewife
8. Address : Jalan Seroja, Kp. Pineung, Banda Aceh
9. Educational Background
 - a. Elementary School : SDN 55 Banda Aceh
 - b. Junior High School : SMPN 18 Banda Aceh
 - c. Senior High School : SMKN Penerbangan Aceh
 - d. University : UIN Ar-Raniry

Banda Aceh, December 25th 2019

Marfitrah Alfiami