THE COMPARISON OF MALE AND FEMALE'S TOEFL LISTENING AT ENGLISH EDUCATION DEPARTMENT IN UIN AR-RANIRY

THESIS

Submitted by

<u>**NUR ANNISA**</u>
NIM. 190203039

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

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by:

NUR ANNISA
NIM. 190203039

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

Approved by:

Main Supervisor,

Dr. Nashriyah, M.A

Date: 23 / 0 4 / 2024

Co-Supervisor,

Dr. Nashriyah, M.A.

Date: 23 / 04 / 2024

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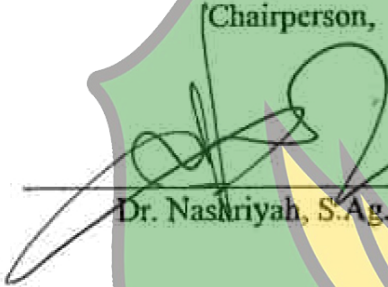for the Bachelor Degree of Education in English Language Teaching
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Board of Examiners,

Chairperson,   Secretary,

Dr. Nashriyah, S.Ag., M.A   Rita Hermida, S.Pd.I., M.Pd

Member,   Member,

Syamsul Bahri, S.Ag., MA.TESOL   Rahmi, S.Pd.I., M.TESOL., Ph.D.

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Safrul Muluk, S. Ag., M.A., M.Ed., Ph.D.
NIP. 197301021997031003

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SURAT PERNYATAAN KEASLIAN

(*Declaration of Originality*)

Saya yang bertanda tangan dibawah ini:

Nama : Nur Annisa

NIM : 190203039

Tempat/tanggal lahir : Darussalam, 11 Agustus 2001

Alamat : Tanjung Selamat

Menyatakan dengan sesungguhnya bahwa skripsi saya berjudul:

THE COMPARISON OF MALE AND FEMALE'S TOEFL LISTENING AT ENGLISH EDUCATION DEPARTMENT IN UIN AR-RANIRY

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

Banda Aceh, 22 April 2024

Saya yang membuat surat pernyataan

Nur Annisa

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However, this study is way far from perfection. Yet, it is expected will be useful not only for the writer, but also the readers in the future who will choose the related study. In accordance with these reasons, constructive thoughtful, suggestions and critics are warmly welcomed.

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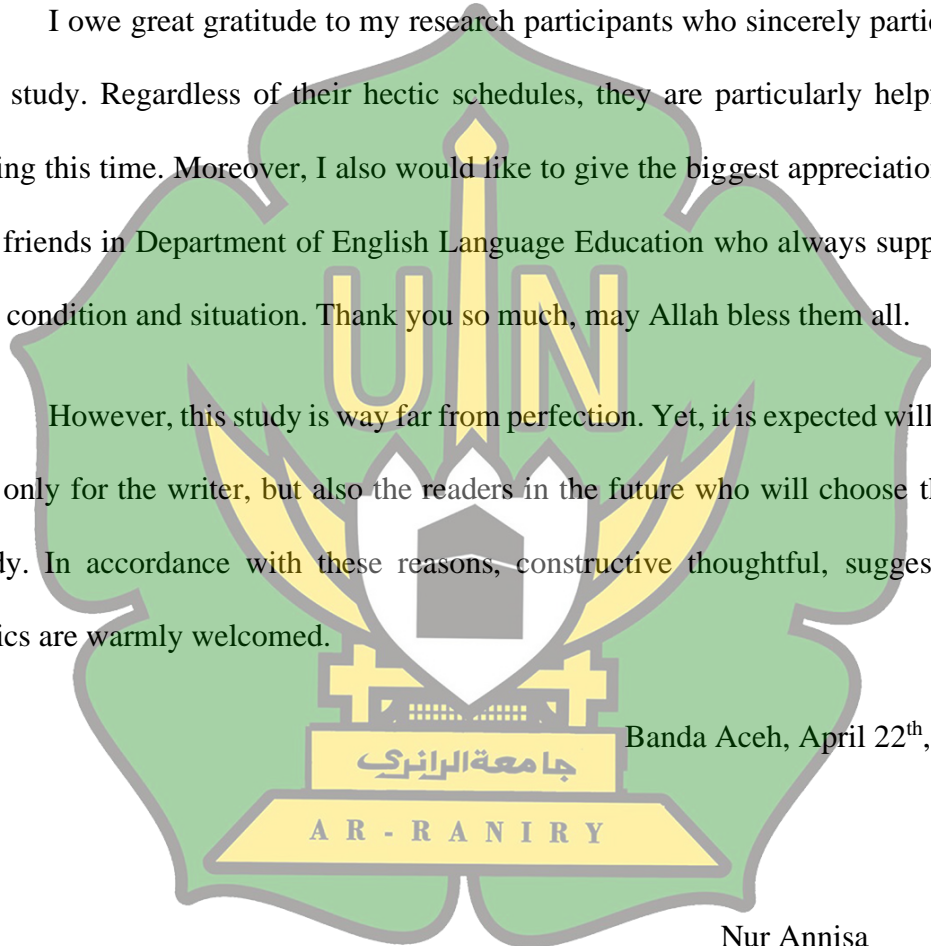
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ABSTRACT

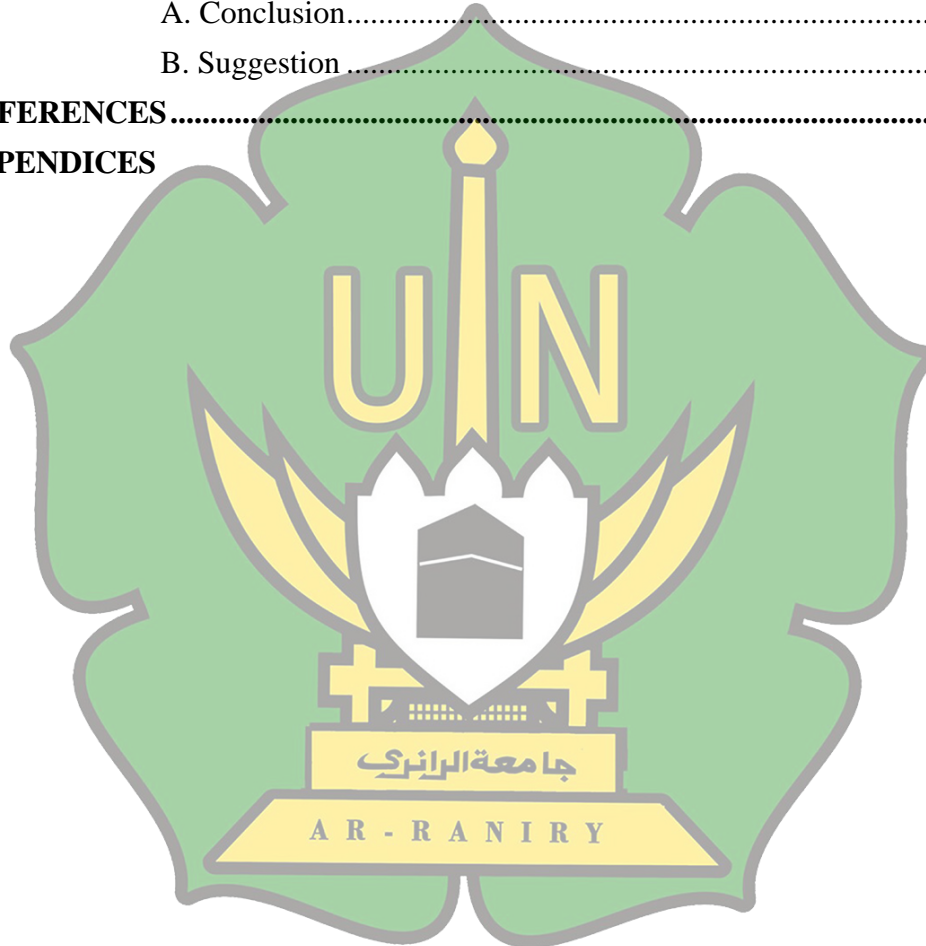|		
Name	:	Nur Annisa
NIM	:	190203039
Faculty	:	*Fakultas Tarbiyah dan Keguruan*
Major	:	Department of English Language Education
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This study is aimed to find out any the differences between male and female capability in listening to TOEFL and to figure out the difficulties of male and female students in listening TOEFL. This study was conducted at English education department in UIN Ar-Raniry Banda Aceh. This research was quantitative research. The data collection of this study was conducted by test and questionnaire. The participant of this research was 10 male and 10 female students at sixth semester of English education department in UIN Ar-Raniry. The result of this study showed that there is slightly difference in the listening performance between male and female in which, most female students get higher score than the male students. It implies that gender is not a TOEFL listening sensitive issue. in term of difficulties in TOEFL listening, the female students needed more effort to face these difficulties compared to the male.
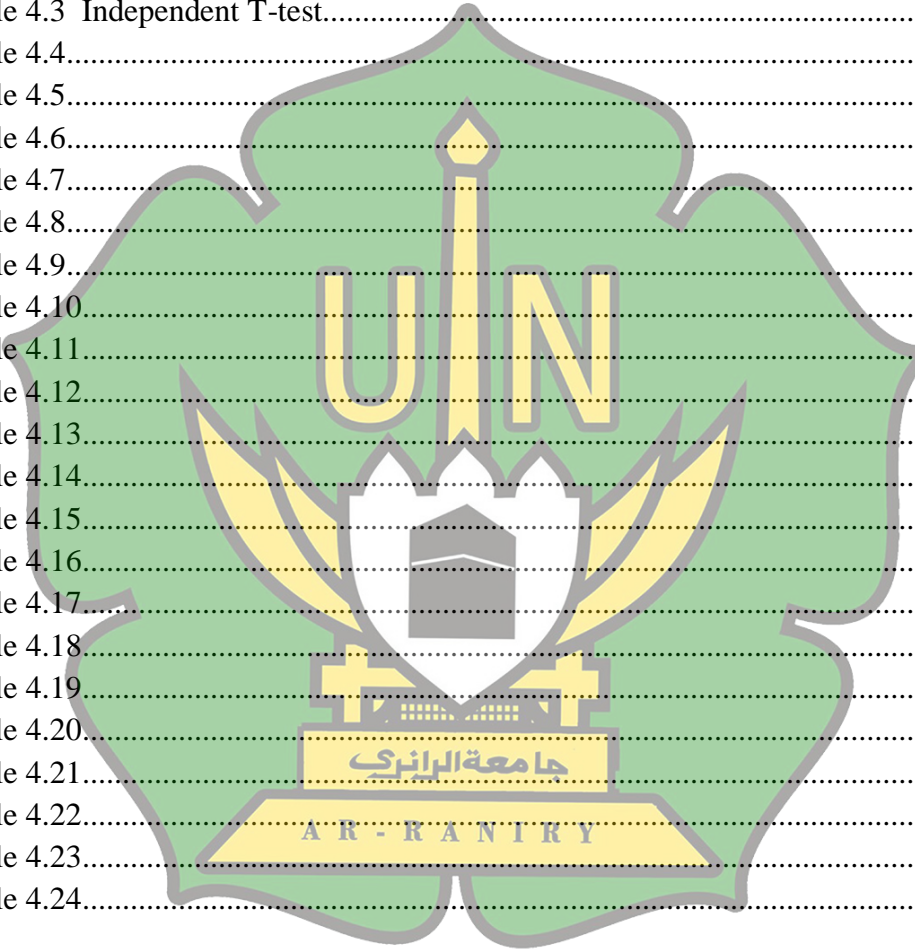
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CHAPTER I

INTRODUCTION

This chapter describes about the aims of conducting research in terms of the gender's capability toward TOEFL listening of students in English Education Department. It presents the discussion on the background of the study, statement of the problems, objective of the study, scope and limitation of study, aim of study, research terminology and significance of study.

A. Background of the Study

Listening is the skill that firstly people use to acquire the language. This skill is pivotal due to the input of the language which is mainly receive through a communication. The oral input of the English language is quite challenging for students in English Education Department as English foreign learners. It has been long a time ago, one of the graduation requirements for learner in university is based on English competency. The English competency is measured through one of International test namely TOEFL which stands for Test of English as a Foreign Language.

TOEFL is a language test that has been proved scientifically determine as the difficult level of a language. A TOEFL test taker could estimate this language difficulty level by anticipating variation questions tested. This test is one of graduation requirement in Indonesia university. More than 11.000 universities in

the world use TOEFL score to measure students' abilities in using English as foreign language (ETS, 2020). One of the universities which has been applying this requirement is Islamic State University in Indonesia namely Ar-Raniry in Banda Aceh.

The Islamic State University of Ar-Raniry in Aceh, requires its students get particular TOEFL score as one of graduation requirement. It varies for each major between 400 to 470. Especially for students of English Education Department need to get a higher minimum score of 470 since this major uses English in teaching learning process. However, the average students of English Education Department in UIN Ar-Raniry got lower minimum standard set as it proved in the table below that most of sixth semester student do not past the PBT TOEFL prediction test that hold by Language Development Center in UIN Ar-Raniry.

Table 1.1 TOEFL score of male and female students from LDC UIN Ar-Raniry

no	ID	Gender	Total Score	Score Scale		
				Listening	Structure	Reading
1	210203005	Male	443	48	43	42
2	210203007	Male	413	42	39	43
3	210203044	Male	430	45	47	37
4	210203063	Male	423	46	39	42
5	210203080	Male	440	51	35	46
6	210203090	Male	383	38	36	41
7	210203091	Male	377	38	37	38
8	210203104	Male	457	47	45	45
9	210203134	Male	430	44	38	47
10	210203039	Male	357	38	38	31
	Mean			44	40	41

No	ID	Gender	Total Score	Score Scale		
				Listening	Structure	Reading
1	210203004	Female	360	35	37	36
2	210203010	Female	437	44	42	45
3	210203012	Female	433	42	42	46
4	210203014	Female	390	40	30	47
5	210203016	Female	397	40	40	39
6	210203018	Female	407	42	41	39
7	210203020	Female	353	40	25	41
8	210203021	Female	410	36	46	41
9	210203024	Female	407	44	38	40
10	210203035	Female	403	38	38	45
Mean				40	38	42

Based on the table above miss Nur Amalia Sari (lecturer and staff at Language Development Center in UIN Ar-Raniry) state that female students in English education department find that TOEFL listening section is more challenging while the male gets more score on listening. It showed the gender issues affect the listening skills.

TOEFL paper-based test has three sections namely, listening, structure and written expression, and reading. In this study, the writer intends on listening skill which most of the students have difficulties in listening to TOEFL audio. According to Ujihanti (2019) findings on various difficulties faced by students during listening activities, including speed of speech, unfamiliar topics, and long listening texts. According to Dong (2022) these difficulties arise from factors such as unfamiliar words, complex grammatical structures, fast speech, varied accents, unfamiliar topics, unclear sounds, lack of pauses, fatigue, distraction, and the need

to interpret colloquial language. Thus, these complexities may challenge number of students at English Education department in listening.

Besides all factors above, in listening skill gender is one of factor that affect student listening skill according to Wahyuni (2020), the author examines whether there are differences in scores between male and female while doing listening tests. it proved that male and female students different in their achievement on TOEFL due to the purpose of taking test and students' English competencies in listening test. Moreover, Cunandar (2020) on his study also state that female has better listening ability than male. However, Muliawati (2020) has the neutral point of view toward male and female listening proficiency.

Having analyzed those related previous studies, the writer intends to compare male and female TOEFL listening ability and the difficulties they might face in doing listening test at English Education Department in Islamic State University of Ar -Raniry, Banda Aceh. Therefore, the research questions of this study are formulated to compare male and female TOEFL listening and to observe their difficulties in Listening to TOEFL.

B. Research Question

Based on above background of study, the researcher formulates the following research questions:

1. Are there any differences between male and female capability in listening to TOEFL and are they significant?

2. What are the difficulties faced by male and female students in listening to TOEFL

C. Research Aim

Based on the research question above, the aim of this research as follow:

1. To find out any the differences between male and female capability in listening to TOEFL.

2. To figure out the difficulties of male and female students in listening TOEFL

D. Hypothesis

Based on the first research question, the hypothesis is predicted as below:

Ha: There is a significant difference in ability between male and female in TOEFL listening.

Ho: There is no significant difference in ability between male and female in TOEFL listening.

E. The Significance of The Study

This research is expected to contribute for male and female students who still find the barrier when doing TOEFL listening test, so they can overcome various barriers in TOEFL listening test in the future. So, they will know some appropriate strategies to anticipate any obstacles during the listening section.

In addition, the result of this study are also expected to be useful for the lecturer who teach introduction to English proficiency tests to comprehend the barriers which are faced by male and female students when they doing listening test, and the causes of those barriers, so the lecture can make some evaluation and revisions in their teaching listening based on the difficulties experienced by male and female students. It is also expected that both lecturer and students will have a good collaboration to overcome the teaching listening process efficiently without barriers in the future.

Besides, the result of this study might be useful as reference for the other researchers or readers who are concerned about similar study in the future. Finally, for researcher and other readers who are concerned with this paper it is one of the resources and additional information that can enhance their knowledge in facing difficulties in TOEFL listening test.

F. Terminology

1. Listening in EFL

    Melisa (2022) noted that Listening in English as a Foreign Language (EFL) refers to the process of actively receiving and comprehending spoken language in the English language classroom. It involves the ability to understand and interpret the sounds, stress patterns, and semantic features of the language. Listening in EFL is a complex skill that requires students to differentiate and understand the words and phrases uttered by speakers. It is crucial for language learning as it helps students develop their language proficiency and communication skills.

2. Listening Skills

    The research conducted by Chairuddin & Ulfa (2018) revealed that listening skills refer to the ability to effectively receive, interpret, and understand spoken language or information. It involves actively paying attention to the speaker, comprehending the message, and processing the information to make meaning out of it. Good listening skills are essential for effective communication and can be developed through practice and attention to detail.

3. Students Difficulties in TOEFL Listening

Ujihanti (2019) conducted research and discovered that listening difficulties refer to the challenges or obstacles that students face when trying to understand spoken language. These difficulties can vary and may include problems with speed of speech, unfamiliar topics, long listening texts, linking words, different accents, background noise, poor tape quality, guessing unknown words, making predictions, recognizing main points, and encountering ungrammatical sentences. These difficulties can hinder students' comprehension and make it harder for them to extract meaning from listening activities. It is important for teachers to be aware of these difficulties and find strategies to address them in order to support students' listening comprehension skills.

4. Test of English as a Foreign Language (TOEFL)

An investigation conducted by Akmal (2020) disclosed that TOEFL stands for Test of English as a Foreign Language. It is a standardized test that is recognized worldwide and is designed to measure a person's English language ability. The test assesses various skills such as listening, structure, written expression, and reading comprehension. TOEFL is commonly used as a requirement for admission to universities or colleges in English-speaking countries. It has different types, including paper-based, computer-based, and internet-based tests.

CHAPTER II

LITERATURE REVIEW

This chapter describe about the theory and literature review of this study. It is an explanation about listening in English as a foreign language (EFL), definition of listening skills, types of listening skills, factors that affect listening, students' difficulties in TOEFL listening, Test of English as a Foreign Language (TOEFL), listening tips for TOEFL, and previous study that related to this research.

A. Listening in English as a Foreign Language (EFL)

Ujihanti (2019) stated that listening in the context of English as a Foreign Language (EFL) refers to the process of understanding and making sense of spoken language. It involves activating the ability to choose desired information or process auditory input to extract meaning. Listening comprehension goes beyond simply understanding words and involves understanding the message delivered by the speakers. It requires good auditory sense, vocabulary mastery, and knowledge of sentence formations. In line with that Dong (2022) stated that listening in English as a Foreign Language (EFL) refers to the ability to understand and comprehend spoken language in English. It is one of the four fundamental language skills, along with speaking, reading, and writing.

Moreover, the other studies stated that listening in English as a Foreign Language (EFL) refers to the process of actively receiving, attending to, and assigning meaning to aural and visual stimuli in order to understand and make sense of spoken language (Jyoti, 2020). It is a complex and active skill that involves discriminating between sounds, understanding vocabulary and grammatical structures, interpreting stress and intonation, and retaining and interpreting information within the sociocultural context of the utterance. Listening plays a crucial role in language acquisition as it provides the necessary input for learners to develop their language skills and communicate effectively in different contexts.

Listening is also often considered as the most difficult skill among the four language skills. EFL students are eager to improve their listening abilities and often engage in activities outside the classroom, such as listening to English songs, movies, radio, and TV news. In the classroom, students use effective techniques like previewing the questions and guessing the topic or content before listening. They also listen word by word to understand the meaning. However, students face difficulties with speed, unfamiliar topics, and long listening texts. EFL teachers should consider these challenges when selecting listening materials or employ other strategies to keep students motivated.

B. Listening Skills

a. Definition of Listening Skills

According to Dong (2022) listening skills refer to the ability to understand and interpret spoken language. It involves actively processing and comprehending the message being communicated, including aspects such as accent or pronunciation, grammar, vocabulary, and the overall meaning. Also mentioned in Ujihanti (2019) listening skills can be defined as the ability to actively process auditory input in order to understand and make sense of spoken language. It goes beyond simply hearing sounds and involves the ability to choose relevant information, comprehend the meaning of individual words, and understand the syntax of sentences.

It is supported by Jyoti (2020) listening skills refer to the ability to receive, attend to, and assign meaning to auditory and visual stimuli, evaluate, and respond. It is an active and complex process that involves discriminating between sounds, understanding vocabulary and grammatical structures, interpreting stress and intonation, retaining information, and interpreting it within the immediate and larger sociocultural context. Listening skills are crucial in language acquisition and communication, as they enable learners to comprehend and make sense of spoken language. They are considered one of the four major language skills and play a significant role in language development.

b. Types of Listening Skills

There are several types of listening skills mentioned in *ELTeach^TM Teacher Reference Book* categorizes listening into two types namely top-down and bottom-up. In top down processing listeners use their background knowledge about the topic of the audio and they need to listen and to understand more than just words. However, they do not need to understand every single word because they just need to understand the main idea of the audio. This processing may suit to the question part C of listening TOEFL test. While, bottom up processing the learners focus on individual words and other specific parts of language to understand the audio. This bottom up processing maybe proper use in listening part A and part B of listening TOEFL test. However, both types of processing are need to be practice in order to acquire meaning of the audio as the native speaker did.

Diana (2022) said that pre listening activities that may have learner before listening to the audio. Learner make prediction of the questions that may guide the students to think about the topic and it also may activated their background knowledge. During listening activities guides the learners to understand the audio while they are listening. After listening to the recording learner to make inferences in order to choose one of the best answers in multiple choices.

Schmidt (2016) said that to build listening fluency, learner need to practice intensive and extensive listening activities. Most of the textbook include more intensive listening. In which may assist learner to develop specific listening skills.

This activity often uses bottom up processing in understanding the audio. While the extensive listening like listen to the radio, podcast, audio book, movies, TV, it may help their general listening fluency and language development. During this activity, most learner use top-down processing.

In addition, the study by Abduvakhobova & Erdonova (2023) mentions specific types of listening skills depending on the purpose and manner in which the listener participates and responds to the listening process; the different types of listening are

1. Active listening is listening with interest and encouragement to keep talking.

2. Appreciative listening is a type of listening where you acknowledge and value what others are saying.

3. Attentive listening is listening carefully and clearly to what the speaker is saying.

4. Relaxed listening is a way of listening without clearly paying attention.

5. Extensive listening is a type of listening in which you understand and grasp meaning.

6. Critical listening is a type of listening that aims to evaluate and criticize someone else's statements.

7. Deep listening is a type of listening in which one tries to look for the deeper meaning of what is being said while listening.

8. Discriminative listening is the most basic type of listening that compares the differences between sounds. If you cannot hear the differences, you cannot understand the meaning of these differences.

9. Distorted listening occurs when a person hears only what they want to hear and often misinterprets the other person's statements on the basis of their own stereotypes and other prejudices. This distorted listening is often judgmental in nature.

10. In therapeutic listening, the goal of the listener is not only to feel empathy for the speaker, but also to use this deep connection to help the speaker understand.

11. Dialogic listening is learning through conversation and the mutual exchange of ideas and information, where we actively seek to learn more about the person and their way of thinking. Dialogic listening is sometimes also called "relational listening".

12. Relational listening is a type of listening in which a relationship is established or maintained. This is why lovers talk for hours and listen attentively to what the other person says, whereas the same words spoken by someone else can sound monotonous.

c. Factors that affect to listening skills

Munir (2022) said that listening skills are also influenced by various factors namely: the memory of students' ability, the number of ideas in audio, the content, the length of audio, the strategy used, the pronunciation of the audio's speaker, phonological aspect, cognitive, gender, and socio psychological factors. We spend 60 % of our communication time listening we lose of it. We retain just 25 % of what we hear because it's does not connect to our background knowledge that connect us in time and space.

The study by Latupono (2022) stated that there are some factors that affect to listening. The first is word stress, word stress is emphasizing the word that must be heard to get the keyword on the listening audio. The second is chunks, focus on the sound of the listening audio. The third is weak form. Is a word that is pronounced less clearly in the audio e.g: for, to, do, are, you. Other examples of weak forms: auxiliaries, personal pronouns, prepositions, conjunctions. The fourth is using contractions, e.g.: I will = I'll, I would = I'd, I am = I'm. and the last is connected speech. When a word ends with consonant sound and the next words begins with a vowel, sound, we usually connect the two words. e.g.: I'd like to get a ticket to London (Get a = getta and ticket to = tickettuh).

Fauzanna (2014) stated that the big mistake in listening are trying to translate individual word, because word can change in context and also cause by not paying attention to linking sounds of consonant, stress certain words intonation, tone,

rhythm, and reducing words. The language filter like culture, languages, values, beliefs, attitudes, expectation, and intentions also impacts on listening. Most people entirely unconscious of these filters but these create reality in a way. Listening consciously always creates understanding. Therefore, the writer believes some of these factors may determine listening fluency for learner in English as foreign language learning process.

C. Test of English as a Foreign Language (TOEFL)

TOEFL stands for Test of English as a Foreign Language. This test is recognized as certified foreign language test. There are three parts that will be tested on TOEFL paper-based test, namely listening, structure and reading. These three parts will take amount of time with particular number of the questions. In listening section, it takes thirty-five minutes for fifty questions. Thirty minutes for thirty structure questions and fifty reading questions within fifty minutes length (Phillips, 2001). Therefore, with these amounts of questions in a particular time may affect accomplishment ability of students. This research aims to see a contributing factor of male and female students' abilities in TOEFL listening skills.

TOEFL listening is considered as the most challenging part because in this section students seems more nervous during this part of the test. As cited by Wahyuni (2020) the difficulties of listening are also proved by the data summary's mean scores provided by Education Testing Service; Structure and written

expression (69.7), reading comprehension (69.1), and listening (63.7). However, in 2020 female and males both scored highest in the TOEFL test if their purpose was to attend master/ graduate program. But on the other case, there is no significant for the other purpose. Thus, the writer wants to know the factor that influence listening score has being analyzed by several researcher.

D. Students Difficulties in TOEFL Listening

Student difficulties in TOEFL listening can be figured out in various part. According to Dong (2022), these difficulties include unfamiliar words, rate of speech, unfamiliar accent, unclear pronunciation, recording quality, and inadequate facility. Additionally, the study mentions that students' background knowledge, lack of practice and concentration or even less comfortable environment can also contribute to listening difficulties. The other parts of difficulties that may include are the content of the listening audio, noise in the environment, linguistic features, and the speed of speech and different accents of the speaker.

Another piece of related research as conducted by Khasawneh (2021) said that participants of his study were male and female students from the fourth and fifth primary grades. The participant stands for 300 students (150 males and 150 females) were chosen from 10 schools. The study found that students face several difficulties in listening skills. One of the main challenges is the weakness of students in following the instructions of the course in English by listening. This

indicates that students struggle to understand and comprehend spoken English instructions. Another difficulty is the poor ability of students to connect sentences in listening, which suggests that they have trouble understanding the flow and coherence of spoken language. Additionally, students face difficulty in distinguishing students by hearing similar words, indicating a struggle in differentiating between similar sounds. Overall, the study highlights the medium level of difficulty in listening skills among English language students.

E. Factor that Affect Listening Ability

Xuan (2017) stated the factors that affect listening ability are diverse and complex. Here are some of the main factors that can affect listening ability:

a. **Limited Vocabulary:** The ability to understand and use the right words is very important in listening. If a person has limitations in vocabulary, they may struggle to understand the meaning of the words used in conversation.

b. **Teacher's Teaching Strategy:** The way teachers teach listening also affects students' listening skills. Effective strategies can improve students' listening skills.

c. **Limitations of Listening Materials and Equipment:** Limitations in the materials and equipment used for listening can also affect listening ability. For example, if students do not have access to enough listening

materials or adequate equipment, they may struggle to listen to and understand the materials.

d. **Listening Anxiety:** Listening anxiety can also affect listening ability. This anxiety can stem from uncertainty or fear of mistakes in listening or understanding the material.

e. **Exposure to English Language and Culture:** Exposure to English language and culture also affects listening ability. The more a person listens and interacts in English, the better their ability to listen and understand material in that language.

f. **Gender:** Gender is indeed among the factors that influence listening ability. Studies have shown that there are differences in listening ability between men and women, although these differences may not always be significant or consistent. Studies show that gender does affect listening ability. Some studies found differences in performance between male and female students in answering questions related to listening tasks. In addition, characteristics of gendered auditive learning modalities and aspects that support listening ability have been observed to differ between male and female students, with female students generally showing better listening ability.

Another study by Aryadoust et al, (2020) explored the effects of gender on listening ability and brain activation during listening assessments,

suggesting that gender might influence listening skills at a neurological level. Overall, while there are differences in listening ability between men and women, it is important to remember that these differences may not always be significant or consistent. In addition, other factors such as the role of gender in organizational culture and the development of listening skills over time also play an important role in influencing listening ability.

F. Male and Female Differences in TOEFL Listening

Enke (2012) said that gender is a construct. It is what someone makes you out to be. Gender consist of two parts namely, gender as identity it is what someone think about herself and how she interprets it. Gender as expression it is how someone demonstrate her gender in her behavior's mannerism. Whereas sex is the physiology we are born with. It consists of our biological makeup which include things like our genitals, our secondary sex. Characterize chromosomal makeup which are typical of males or females.

Gender is also one of the most influential factors in learning a language. Gender should be seriously noticed by the lecturer due to its impact on language learning (as cited by Wahyuni, 2020). The study on gender performance of learning English in recent years has been increasing, for example, in term of gender and attitude impact toward listening behavior. The study showed that the female performed better than male participant (Cunandar 2020). However, another study proved that

there is no significant difference in scores between males and females in TOEFL listening section. This hypothesis might vary due to various research findings that supported by particular argument whether men or women are better in listening to TOEFL.

On the other hand, Namziadost (2018) in his study "The effect of culture materials on listening comprehension among Iranian upper intermediate ELF learners found that ELF learners showed better listening comprehension than female learners. They showed different performance on post-test. However, despite of the above study, Muliawati (2020) proved that there is no significant difference in TOEFL test score between male and female in her study on gender issues in TOEFL test.

G. Previous Study

Some researcher has a similar focus as this study. Namaziandost (2018) on the title "The effect of cultural materials on listening comprehension among Iranian upper-intermediate EFL learners: In reference to gender". This research focused on gender effect on listening comprehension. The learners were chosen through an Oxford Quick Placement Test (OQPT) They Randomly assigned into 4 equal groups namely TC as Target Culture, ITC as International Target Culture, SC as Source Culture and CF a Culture Free. On the next stage, listening comprehension pre-test at the beginning of course then treatment practice based on particular culture were given within some audio files. Finally, after acquiring sufficient data

from the treatment, the researcher did post-test for listening comprehension. Two-way ANOVA to analyze the pre-test and post-test. It showed that participant performed differently that culturally oriented enhance Iranian EFL learners' listening comprehension. It proved that male learners did better than female learners on post-test.

Cunandar (2020) conducted a study titled "Listening Skills of Students with Gender-Based Auditory Learning Modality". The aim of this study is to determine the characteristics of gender-based auditory learning modality, supportive aspects of listening skills and gender-based listening skills. A case study design with a qualitative approach was used in the study. The subjects of the study were fifth grade students of Cigugur State Primary School. Data were collected through literature studies, observations, interviews, documents and field notes. The validity of the data was verified by the credibility and reliability of the data. Data were analyzed through data reduction, data presentation and conclusion or validation. Listening skills are superior in female students in SD Cigugur's class V. Male students can only summarize the content of the speech and only 20% of them can respond to the conclusions of the speech. Female students can respond to speech outcomes, evaluate speech outcomes, summarize speech content and respect people speaking in front of the class.

Wahyuni, Zamzam and Khotimah (2020) under the title "Do Female and Male Students Perform Differently in A Listening Test". The aim of the study was to find out whether gender plays a role in how well students can answer general and

detailed questions in the TOEFL listening test. The participant was therefore randomly selected from 42 out of 94 students. In this study, data was collected from the results of a TOEFL-like test. The data was analyzed using an independent t-test in SPSS. After analyzing the data, the results showed that there was a difference between male and female students, as evidenced by the difference in the mean score between them (male = 10.19 and female = 10.19). Nevertheless, the difference was not significant as the t-table > t-value (2.021 > .871).

Muliawati (2020) conducted a study titled "Gender Issues in TOEFL Test: Does It Make Significant Difference?". The study focuses on investigating and comparing the TOEFL proficiency of male and female students. Data were collected using the TOEFL test and the sample consisted of 10 male and 10 female students. The data were analyzed to determine the mean score, two variances and t-score. The result of the test showed that gender issues had no effect on TOEFL proficiency. This means that there is no significant difference in TOEFL test scores between male and female students.

Chairuddin and Ulfa (2018) on the title "Students Difficulties in Passing Listening Section in TOEFL Prediction Test". The purpose of this study is to identify the difficulties students experience in passing the TOEFL prediction test. Data were collected using a questionnaire. The sample of this study consisted of 20 students. The results of the study showed that there are various aspects of the difficulties faced by the students, with the following elements being the most difficult: 1) grasping the speaker's idea, 2) identifying the idiomatic expression, 3)

identifying the cohesion marker, 4) attributing a literal meaning to the expression, 5) retaining important information.

Another piece of related research as conducted by Khasawneh (2021) said that participants of his study were male and female students from the fourth and fifth primary grades. The participant stands for 300 students (150 males and 150 females) were chosen from 10 schools. The study found that students face several difficulties in listening skills. One of the main challenges is the weakness of students in following the instructions of the course in English by listening.

Namaziandost and Cunandar discussed about gender effect on listening. They find different perspective. While Wahyuni, et all found that there is no significant different between male and female in listening. Whether Muliawati, Chairuddin and Ulfa discussed about student difficulties in listening.

Due to varied findings of previous studies in determining the significance of gender in listening the writer aims to compare male and female students' listening skills and their difficulties in doing listening section of TOEFL test at English Education Department in UIN Ar-Raniry.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the procedure that use in this study to find out the answer to the question that attached in chapter one. In this chapter the researcher outline research design, research participants, technique of data collection and technique of data analysis.

A. Research Design

Bonds-Raacke (2012) states that, quantitative research is deductive by nature. Researchers using this methodology to find objectivity through testable hypotheses and carefully designed studies. Data that can be presented as numbers and statistics is gathered by researchers. Statistics are used to draw conclusions, which are then applied to relevant groups. Quantitative research consists of several types, one of them is comparative design. Comparative design is a design of fundamental tool for analysis description concept of similarities and differences among cases, groups and individual (Collier, 1993) by investigating.

Generally, there are three types of comparative design namely, experimental, quasi-experimental, and non-experimental study/observational study. This study used comparative design in type of non-experimental study which is no manipulation of participant but it will be based on observation and other means of interpretation relying on correlations, survey, and case studies. Therefore, this

study used non-experimental research design because it focusses on statistical relationship between male and female without any treatment.

B. Research Participants

a. Research sites

The English Education Department of the Faculty of Education and Teacher Training at UIN Ar-Raniry, Banda Aceh served as the site for this study.

b. Participant

- The population represents a larger group from which the results of the study can be generalized (Mackey, 2006). The population of this study consists of all sixth semester students at UIN Ar-Raniry in the academic year 2023/2024, i.e. 150 students.

- A sample refers to a subset of individuals or data selected from a larger population for research purposes. It is a representative portion of the population used to make conclusions or inferences about the population. Sample selection is important to ensure that the results of a study can be generalized to the entire population (Mackey, 2006). The sample for this study consisted of 20 students (10 male and 10 female) studying in the English Department at UIN Ar-Raniry in the sixth semester of the academic year 2023/2024. The 20 students were

selected through simple random sampling. Simple random sampling is a method in which a sample is selected from a population such that each member of the population has an equal and independent chance of being selected. People are randomly selected from the population without specific criteria or categories.

C. Techniques of Data Collection

As part of the data collection technique used by the researcher for this study, tests and questionnaires were administered to the students. The tests were used to collect information about the students' listening skills and the questionnaires were used to collect information about the difficulties the students experienced while listening to the TOEFL tests.

a. Test

A test is a method or tool used to assess or measure a person's knowledge, skills, abilities, or other characteristics. It is typically designed to gather data and provide information about an individual's performance or proficiency in a specific area. (Mackey, 2006). The researcher used a test to determine the differences between the hearing abilities of men and women. The test used in this study is an objective multiple-choice test. The researcher administered the TOEFL multiple-choice listening test to collect information about listening abilities. The test consists of 30 questions. Each

question has four possible answers (a, b, c and d) and students have to choose the correct answer on the answer sheet. The researcher then scored each correct answer as 3.33 and each incorrect answer as 0. Finally, the result of the test will show the differences between the listening abilities of men and women.

b. Questionnaire

The questionnaire was given to each member of the sample to find out how difficult they found listening to the TOEFL test. According to Mackey (2006), a questionnaire is a written survey or instrument used to collect information from participants. It consists of a series of questions or statements that respondents are asked to answer by choosing from a predetermined set of answers or by providing their own answers. Questionnaires can be closed-ended, meaning that respondents can choose from a set of options, or open-ended, meaning that respondents can contribute their own thoughts and ideas. In this study, the researcher used a closed-ended questionnaire to collect data.

The questionnaires were adapted from a Dong's (2022) research questionnaire entitled "An Investigation into English-Majored Students' Difficulties in Doing Their Listening Comprehension Tasks". The author used this questionnaire to understand the common problems that students experience when performing listening comprehension tasks in the listening

comprehension section of the TOEFL exam. The questionnaire was based on a five-point Likert scale (1: strongly disagree, 2: disagree, 3: undecided, 4: agree, 5: strongly agree) and participants were asked to select the item that best described their problems.

D. Techniques of Data Analysis

In this study, quantitative data analysis was used to collect data from 20 participants, 10 males and 10 females, who were asked to answer the listening questions and the TOEFL questionnaire. The collected data were then analyzed at different levels:

- Classification

In the first step, the researcher calculated the lowest and highest scores between male and female participants. In the next step, the researcher categorized the data according to the differences and similarities in the listening skills of men and women. Based on 20 questionnaires adapted from Dong (2022), the researcher categorized the difficulties men and women had in listening to the TOEFL audio test and the reasons for their difficulties in listening to the TOEFL audio test.

- Explanation.

Based on the above results, the researcher presented all the data in the table.

- Interpretation

Based on the table presented above, the researcher made a conclusion by interpreting the highest and lowest scores achieved by men and women in previous TOEFL listening tests and their responses to the listening difficulties questionnaire.

The data were also processed using Statistical Program for Social Sciences (SPSS). The researcher used an independent t-test to determine whether the difference between males and females in students' ability to answer general and detailed questions in the listening section of the TOEFL was due to independent variables or just luck. The questionnaire was scored and analyzed descriptively and statistically using percentages. The author will explain the results based on the descriptive issues raised.
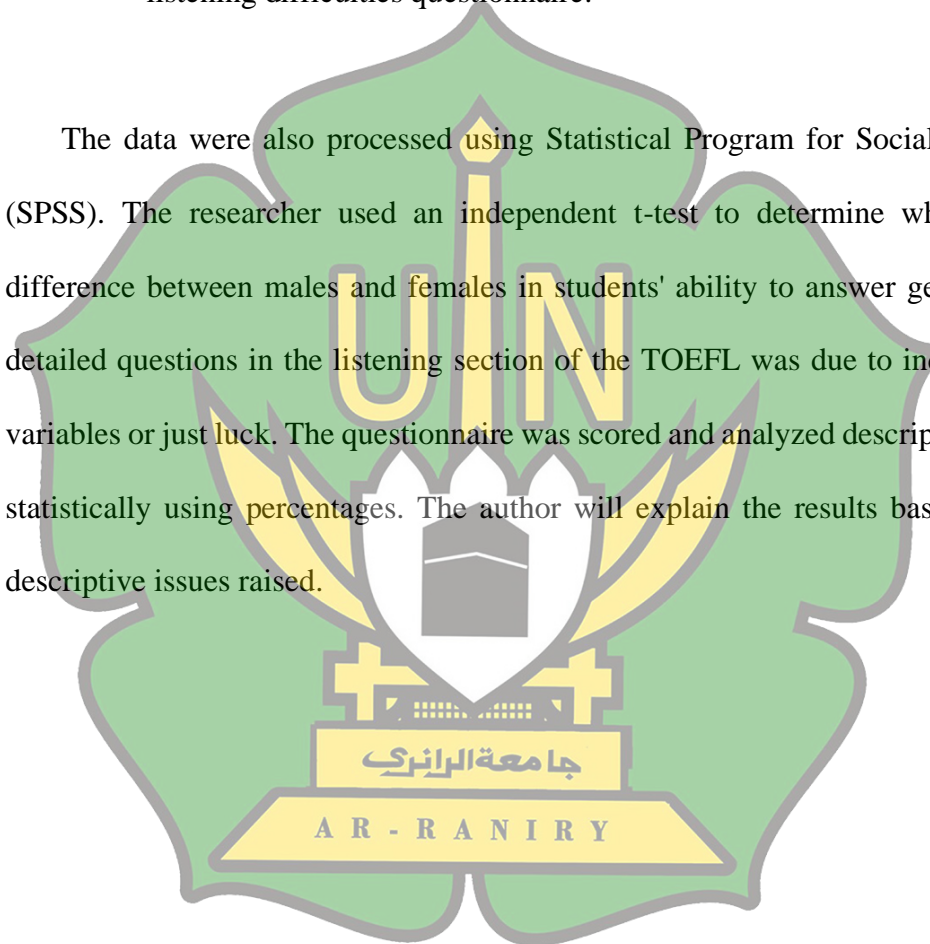
CHAPTER IV

FINDINGS AND DISCUSSION

A. Data Presentation
1. Male and Female TOEFL Listening Test Score

The sixth semester students of a public university in Banda Aceh were included in

this study and 20 data sets were selected as a sample, 10 males and 10 females, and the

students took the TOEFL test, the results of which are presented below.

Table 4.1 The Result Male and Female TOEFL Listening Score

NO	MALE			FEMALE		
	ID	Correct Answer	Score	ID	Correct Answer	Score
1	Male 1	14	47	Female 1	15	50
2	Male 2	18	60	Female 2	9	30
3	Male 3	21	70	Female 3	7	23
4	Male 4	19	63	Female 4	27	90
5	Male 5	8	27	Female 5	11	37
6	Male 6	12	40	Female 6	10	33
7	Male 7	6	20	Female 7	7	23
8	Male 8	8	27	Female 8	22	73
9	Male 9	7	23	Female 9	26	87
10	Male 10	8	27	Female 10	23	77
	Total	121	403		157	523
	Mean	12,1	40		15,7	52

Based on the data in Table 4.1, it can be seen that the average scores of the two genders

are slightly different. The total score of females is higher than that of males, as is the

average. In order to answer the questions of this research and obtain more valid results,

further analysis is needed to test the hypotheses using statistical tools.

Before calculating the data using specialized methods such as t-tests, the distribution of the data samples should be classified as normally distributed.

Table 4.2 Test of Normality

Tests of Normality							
Gender		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score_TOEFL	Male	.266	10	.044	.877	10	.119
	Female	.216	10	.200[*]	.867	10	.091

According to the results in Table 4.2, the significant value of the Shapiro-Wilk column for men (.119) and women (.091) is greater than the standard error (.05), indicating that the distribution of the data is normal.

Once the distribution was accepted as normal, the data were analyzed using independent t-test to determine whether the research hypothesis was accepted or rejected. Since the distribution of the data was normal and homogeneous, t-test was used.

Table 4.3 Independent T-test

		Equality of Variances		t-test for Equality of Means						
							Mean	Std. Error	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Difference	Difference	Lower	Upper
Score_TOEFL	Equal variances assumed	3,598	0,074	-1,154	18	0,263	-11,900	10,308	-33,556	9,756
	Equal variances not assumed			-1,154	15,961	0,265	-11,900	10,308	-33,756	9,956

For hypothesis testing, the t-value should be compared with the t-table with a 5% margin of error. When running the t-table, the degrees of freedom of the data should be indicated using the formula N-2 (N=total sample). In this study, the degree of freedom of the t-table = 18 and the t-value = 2.10 with = .263. As mentioned above, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected if the t-table > t-value (2.10>.263). It can be said that there is no significant difference in students' ability to respond to TOEFL listening comprehension tests as a function of gender.

2. **The Questionnaire Male and Female Students' Difficulties in TOEFL Listening**

The researcher presented data from the questionnaires on male and female students' TOEFL listening comprehension difficulties, presenting frequency and percentage based on responses to each questionnaire question. The following tables show the presentation of the data:

Table 4.4

Q1. I find it difficult to understand listening texts in which there are too

many unfamiliar words including jargons and idioms.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	2	2	4	2	0	10	20	20	40	20	0
	Female	1	2	1	5	1	10	10	20	10	50	10
Total		3	4	5	7	1	20					

According to the table above, most of male students selected "Neutral" toward the difficulties in understanding unfamiliar words they are above 40%. Meanwhile, 50% female students selected "Agree" option. It implies the male students are not distracted by unfamiliar words while the female students are distracted.

Table 4.5

Q2. Complex grammatical structures interfered with my listening

comprehension.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	2	2	4	2	0	10	20	20	40	20	0
	Female	0	3	3	1	3	10	0	30	30	10	30
Total		2	5	7	3	3	20					

Based on data above, two-fifth of male students (40%) selected "Neutral" While less than a third of the female (30%) selected "Strongly Agree". It means complex grammatical structure interfered female listening comprehension and it is not interfered for male students.

Table 4.6

Q3. I find it difficult to understand well when speakers speak too fast.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	0	1	3	3	3	10	0	10	30	30	30
	Female	1	0	0	3	6	10	10	0	0	30	60
Total		1	1	3	6	9	20					

The data clearly show that more male students and female "Strongly Agree" on difficulty in understanding fast speakers which is 30% of male and 60% for female. It implies both male and female find it difficult to understand well when the speaker speaks too fast.

Table 4.7

Q4. I find it difficult to understand listening texts when the speaker speaks with varied accents.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	1	3	3	2	1	10	10	30	30	20	10
	Female	1	0	1	5	3	10	10	0	10	50	30
Total		2	3	4	7	4	20					

The table picture that less than a third of male students (30%) selected "Neutral" and half of female (50%) selected "Agree". It means the female students finds it difficult to understand varied accents of the speaker while the male does not.

Table 4.8

Q5. I feel fatigue and distracted when I listen to a long-spoken text.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	2	2	1	5	0	10	20	20	10	50	0
	Female	1	0	1	7	1	10	10	0	10	70	10
Total		3	2	2	12	1	20					

The data visualized that half of male (50%) and seven in ten (70%) of female selected "Agree". It verified that both of them are confused in listening to a long-spoken text.

Table 4.9

Q6. I find it difficult to understand listening texts when the topic is unfamiliar

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	1	4	3	1	1	10	10	40	30	10	10
	Female	1	1	2	6	0	10	10	10	20	60	0
Total		2	5	5	7	1	20					

The table showed contrary choice that 40% of male selected "Disagree" in contrast most of female (60%) chose "Agree". It means the male is not distracted with unfamiliar topics. Inversely, the female finds it difficult to understand the listening texts when the topic is unfamiliar.

Table 4.10

Q7. I use my experience and background knowledge of the topic to understand the spoken text.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	2	2	1	3	2	10	20	20	10	30	20
	Female	0	3	3	3	1	10	0	30	30	30	10
Total		2	5	4	6	3	20					

The table point out that less than a third of male and female (30%) chose "Agree". It reveals that both of them use their background knowledge and experience of the topic to understand the spoken text.

Table 4.11

Q8. I find it difficult to understand every single word of incoming speech.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	2	0	5	3	0	10	20	0	50	30	0
	Female	1	3	0	6	0	10	10	30	0	60	0
Total		3	3	5	9	0	20					

The data describe that most of male respondents (50%) chose "Neutral" while a number of female students (60%) selected "Agree". It means the female students finds it difficult to understand every single word of incoming speech but it is not for male students.

Table 4.12

Q9. I find it difficult to understand English when there are unclear

sounds resulting from a poor-quality CD player.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	0	1	0	3	6	10	0	10	0	30	60
	Female	2	0	0	3	5	10	20	0	0	30	50
Total		2	1	0	6	11	20					

The data proved that large number of male (60%) and half of female (50%) selected "Strongly Agree". It proved that both of them are difficult to understand English when there are unclear sounds resulting from a poor-quality CD player.

Table 4.13

Q10. I find it difficult to understand the listening text when the speaker

does not pause long enough.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	1	0	4	4	1	10	10	0	40	40	10
	Female	1	1	0	5	3	10	10	10	0	50	30
Total		2	1	4	9	4	20					

The data represent that less than half of male (40%) and half of female (50%) selected "Agree". It revealed that both of them are difficult to understand the listening text when the speaker does not pause long enough.

The first section discussed about student difficulties in listening material. This section contains ten questionnaires in which the respondents do not share the same opinion. The male students are not distracted by unfamiliar words and topics, various accents but female students do.

On the other hand, both male and female students struggle in term of understanding fast audio speakers, feeling fatigue and distracted for long-spoken text, using their experience and background knowledge to understand the audio and also finding difficult for listening insufficient pause of the speaker.

Table 4.14

Q11. I find it surprising and difficult to deal with colloquial language and slangs.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	1	1	5	3	0	10	10	10	50	30	0
	Female	1	1	3	4	1	10	10	10	30	40	10
Total		2	2	8	7	1	20					

The table describe that half of male (50%) chose "Neutral" while less than half of female respondents (40%) selected "Agree". It means the female students finds it strange and difficult to deal with colloquial language and slangs.

Table 4.15

Q12. I find it difficult to understand reduced forms.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	2	4	4	0	0	10	20	40	40	0	0
	Female	3	2	0	5	0	10	30	20	0	50	0
Total		4	5	4	7	0	20					

The table illustrates that less than half of male students (40%) selected "Neutral" and half of female students (50%) selected "Agree". It means the female students finds it difficult to understand reduced forms.

Table 4.16

Q13. I find the pronunciation familiar but cannot recognize the words.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	0	4	2	3	1	10	0	40	20	30	10
	Female	3	1	3	2	1	10	30	10	30	20	10
Total		3	5	5	5	2	20					

The list above points out that under half of male (40%) selected "Disagree" while three in ten of female (30%) selected "Neutral". It finds that the male student can recognize the pronunciation of the words.

Table 4.17

Q14. I do not often pay attention to the intonation of the speaker.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	1	2	3	2	2	10	10	20	30	20	20
	Female	3	1	3	2	1	10	30	10	30	20	10
Total		4	3	6	4	3	20					

The table point out that less than a third (30%) of male and female chose "Neutral". It reveals that both of them do not often pay attention to the intonation of the speaker.

Table 4.18

Q15. When encountering an unknown word, I stop listening and thinking about the meaning of the word.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	1	0	4	3	2	10	10	0	40	30	20
	Female	1	1	3	2	3	10	10	10	30	20	30
Total		2	1	7	5	5	20					

The table describe that under half of male (40%) male students chose "Neutral" while three in ten (30%) female student selected "Strongly Agree". It means that female student stop listening and thinking about the meaning of the word when they find an unknown word.

Table 4.19

Q16. I find it difficult to infer the meaning of an unknown word while listening.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	1	1	4	3	1	10	10	10	40	30	10
	Female	1	0	3	6	0	10	10	0	30	60	0
Total		2	1	7	9	1	20					

The data show that two-fifths of male students (40%) male students selected "Neutral" while more than half of female students (60%) selected "Agree". It means the female students finds it to infer the meaning of an unknown word while listening.

Table 4.20

Q17. I find it difficult to follow the sequence of the spoken text when the sentences are too long and complex.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	1	2	3	2	2	10	10	20	30	20	20
	Female	1	0	3	6	0	10	10	0	30	60	0
Total		2	2	6	8	2	20					

The table describes that nearly one third male students (30%) chose "Neutral" while more than half female student (60%) selected "Agree". It means the female students finds difficult to follow the sequence of the spoken text when the sentences are too long and complex.

Based on the seven questionnaires above which discussed about the role of listener, the writer found that the male students are not distracted by reduced forms and intonation while the female students do. However, both students made more effort for colloquial language, unknown words, slang and for the long and complex spoken text.

Table 4.21

Q18. I find it difficult to concentrate on listening with noise around.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	0	1	1	5	3	10	0	10	10	50	30
	Female	1	0	1	4	4	10	10	0	10	40	40
Total		1	1	2	9	7	20					

The table inform that exactly a half of male students (50%) chose "Agree" while nearly a half of female (40%) student selected "Strongly Agree". It proved that both of them are difficult to concentrate on listening with noise around.

Table 4.22

Q19. I find it difficult to concentrate when the room is not air-conditioned

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	0	1	2	3	4	10	0	10	20	30	40
	Female	5	0	2	1	2	10	50	0	20	10	20
Total		5	1	4	4	6	20					

The data present that four in ten of male (40%) students selected "Strongly Agree" compare to female student exactly a half of them (50%) selected "Strongly Disagree". It means that the male student need air-conditioner to make them concentrate during do some test. For female student they do not need the air-conditioner during do some test.

Table 4.23

Q20. I find it difficult to understand English when there are unclear sounds resulting from poor acoustic conditions of the classroom

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Valid Percent of Strongly Disagree	Valid Percent of Disagree	Valid Percent of Neutral	Valid Percent of Agree	Valid Percent of Strongly Agree
Gender	Male	0	1	0	3	6	10	0	10	0	30	60
	Female	1	0	2	1	6	10	10	0	20	10	60
Total		1	1	2	4	12	20					

The table point out that more than a half of male and female students (60%) chose "Strongly Agree". It reveals that both of them difficult to understand English when there are unclear sounds resulting from poor acoustic conditions of the classroom.

Based on the three questionnaires above which discussed about students' difficulties related to physical settings. The writer found that male students cannot concentrate on taking the test if the test room does not have air-conditioner, while female students are not concerned about the room temperature. They can concentrate when taking the test. However, the male and female students find difficult to

concentrate on listening with noise around and need more effort to understand English when there are unclear sounds resulting from poor acoustic conditions of the classroom.

Table 4.24

Frequencies of Male and Female Students' Difficulties in TOEFL Listening

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Male	19	33	56	55	35
Female	29	19	34	77	41
Total Frequencies	48	52	90	132	76

According to the table above, the option "Strongly Disagree" has 48 frequencies. The option "Disagree" has 52 frequencies. The "Neutral" option has 90 frequencies. The option "Agree" has 132 frequencies. The option "Strongly Agree" has 76 frequencies. It means that almost student find difficulties during do a TOEFL listening test.

B. Discussion

The result of the study conducted show that there is slightly difference in the listening performance between male and female in which, most female students get higher score and mean than the male students. It implies that gender is not a TOEFL listening sensitive issue. The finding confirms that there is no significant difference

in scores between males and females in TOEFL listening section. This hypothesis might vary due to various research findings that supported by particular argument whether men or women are better in listening to TOEFL. As stated by Wahyuni, Zamzam, and Khotimah (2020), the result of the study showed that gender issues do not influence the TOEFL proficiency. It means there is no significant difference in TOEFL test score between male and female students. It also verified in *Gender Equality Journal* that Razali and Isra (2016) stated there was no significant different between the role of male and female teachers in assessing language skills.

However, another study proved that study conducted by Namaziandost (2018) on the title "The effect of cultural materials on listening comprehension among Iranian upper-intermediate EFL learners: In reference to gender". This research focus on gender effect on listening comprehension. The study indicated there is a significant difference between male and female performance in listening. Additionally, the study by Cunandar (2020) stated that the female performed better than male participant.

The level of male and female students' difficulties in TOEFL listening was tested based on a questionnaire containing 20 statements with five different options according to their conditions. Based on data obtained from male and female students' difficulties in TOEFL listening, it can be explained that the option "Strongly Disagree" has 48 frequencies. The option "Disagree" has 52 frequencies.

The "Neutral" option has 90 frequencies. The option "Agree" has 132 frequencies. The option "Strongly Agree" has 76 frequencies.

In brief, the first section discussed about student difficulties in listening material. This section contains ten questionnaires in which the respondents do not share the same opinion. The male students are not distracted by unfamiliar words and topics, various accents but female students do as cited in Dong (2022) proved that many students that many unfamiliar words including jargons and idioms caused difficulties in doing listening tasks.

On the other hand, both male and female students struggle in term of understanding fast audio speakers, feeling fatigue and distracted for long-spoken text, using their experience and background knowledge to understand the audio and also finding difficult for listening insufficient pause of the speaker.

Based on the seven questionnaires of second section which discussed about the role of listener, the writer found that the male students are not distracted by reduced forms and intonation while the female students do. However, both students made more effort for colloquial language, unknown words, slang and for the long and complex spoken text. Dong (2022) stated that colloquial language as the most problematic issues in doing their listening comprehension tasks.

Based on the three questionnaires of third section which discussed about students' difficulties related to physical settings. The writer found that male students cannot concentrate on taking the test if the test room does not have air-conditioner, while female students are not concerned about the room temperature. They can concentrate when taking the test. However, the male and female students find difficult to concentrate on listening with noise around and need more effort to understand English when there are unclear sounds resulting from poor acoustic conditions of the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study deals with the comparison between male and female sixth semester students in the TOEFL listening test in the Department of English at the Islamic State University in Ar-Raniry. The study employs a quantitative research methodology and uses tests and questionnaires as data collection tools. It has been proved that male and female scores on the TOEFL listening test differ as shown in the data description in the previous section. The two variables were compared and no significant difference was found between male and female students. The fact that male and female students' performance on the TOEFL listening test was average indicates that gender is not a sensitive issue in the TOEFL listening test. However, in terms of listening difficulties in the TOEFL test, female students had to work harder than male students to overcome these difficulties.

B. Suggestion

In this study, the researcher expected the students to predict the difficulties of the TOEFL listening test and the teacher to understand the impact of these difficulties on the students' performance on the TOEFL listening test. The researcher is aware that the design of this study involved a limited number of participants and the data collection was not based on multiple scores and data sources. Therefore, the results of

this study cannot be generalized. The study requires a larger number of participants with different data sources, which may lead to different results. Therefore, future researchers are advised to conduct a similar study with a more sophisticated and comprehensible method representing different data to better understand the effects of gender on language, especially listening ability.

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APPENDIX A: APPOINTMENT LETTER OF SUPERVISOR

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-11938/Un.08/FTK/Kp.07.6/11/2023

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

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 Presiden Nomor 24 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 Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 21 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2015, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2018, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan :
Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU :
Menunjuk Saudara:
DR. Nashriyah, M.A

untuk membimbing skripsi:

Nama :
NIM :
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Comparison of Male and Female's Toefl Listening at English Education Department in UIN Ar-Raniry

KEDUA :
Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA :
Pembiayaan akibat Keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;

KEEMPAT :
Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA :
Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 15 November 2023
Dekan,

Safrul Muluk

Tembusan:
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN) di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

BLU

APPENDIX B: RECOMMENDATION LETTER FROM FAKULTAS TARBIYAH DAN KEGURUAN

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon: 0651 - 7557321, Email: uin@ar-raniry.ac.id

Nomor   : B-1861/Un.08/FTK.1/TL.00/2/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamu'alaikum Wr.Wb
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **NUR ANNISA / 190203039**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang   : Tanjung Selamat, Darussalam

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Comparison of Male and Female's Toelfl Listening at English Education Department in UIN Ar-Raniry*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 05 Februari 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 08 Maret 2024   Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C: TEST OF LISTENING TOEFL PART A

| **LISTENING FOR ACADEMIC PURPOSES**	Name:

Part A

1. (A) There are many different airline fares available
   (B) Travel agents are all the same
   (C) It matters where tickets are issued
   (D) It makes no difference where the tickets are purchased

2. (A) They should be picked before they're ripe
   (B) They should have been picked already
   (C) They'll get picked when they turn a certain color
   (D) They won't be picked until next year

3. (A) A two-bedroom apartment may be too expensive
   (B) The woman should not move off campus
   (C) The woman should pay the rent by check
   (D) The university has a list of rental properties

4. (A) The man often flatters Judi
   (B) Judy is thinking about getting her hair cut
   (C) She hasn't seen Judy's new haircut
   (D) She agrees with the man about Judy's appearance

5. (A) Watching a movie
   (B) Talking on the phone
   (C) Picking up her friends
   (D) Eating dinner

8. (A) Talk to Dr. Boyd about an assignment
   (B) Return their books to the library
   (C) Meet Dr. Boyd at the library
   (D) Make an appointment with their teacher on Friday

9. (A) There is no orange juice in the machine
   (B) He doesn't like orange juice
   (C) He prefers milk to orange juice
   (D) The machine is broken

10. (A) The man shouldn't take the new job
    (B) She's sorry the man isn't being promoted
    (C) It isn't easy to keep secrets at work
    (D) She won't tell anyone about the man's promotion

11. (A) He has made other plans for lunch
    (B) He has already eaten his lunch
    (C) He'd like to ask Bill to join them
    (D) He's meeting Bill in the cafeteria tomorrow

12. (A) Complaining about the man's behavior
    (B) Repeating an incentive remark
    (C) Denying her involvement in an argument
    (D) Accepting the man's apology

6. (A) Notify the post office of his new address
    (B) Check to see if the mail has arrived
    (C) Send the letter by special delivery
    (D) Answer the letters after he moves

7. (A) He doesn't like his new glasses
    (B) His regular glasses are being repaired
    (C) He thinks his eyesight is improving
    (D) He's decided to go without glasses

15. (A) The exam had more sectios than she expected
    (B) She was surprised that the exam was so difficult
    (C) Part of the exam was easier than she expected
    (D) She didn't have time to study for the exam

16. (A) He's only finished half of his lunch
    (B) He's going to eat soon
    (C) He'll continue to work until he finishes
    (D) He'll start working half an hour from now

17. (A) The bank was closed when she got there
    (B) The bank stayed open later than usual
    (C) She was able to do her banking
    (D) She didn't have enough time to go to the bank

18. (A) The man has to sign his name
    (B) The woman will give the man an information kit
    (C) The woman can't find the list
    (D) The man has already paid to attend the conference

13. (A) The man may uses the telephone soon
    (B) The man should hurry
    (C) She'll call George for the man
    (D) She's waiting for a call

14. (A) She's difficult to understand
    (B) She gives longer assignments than Professor Brown
    (C) Her lectures are interesting
    (D) Her class meets more often than Professor Brown

23. (A) The man won't be ready for tonight's class
    (B) The man will not be able to go to the store before class
    (C) She'll take the man to the mall tonight
    (D) The class schedule has been changed

24. (A) Richard often goes home early
    (B) The woman expected Richard to be at home
    (C) Richard should not leave work early
    (D) The woman called Richard 30 minutes ago

25. (A) She doesn't have time to buy groceries now
    (B) The store will probably go out of business soon
    (C) She hopes the store hasn't already closed
    (D) The store on the corner has inconvenient hours

26. (A) The man's house has no electricity
    (B) The TV's plug might be broken
    (C) The man can't afford to fix the TV
    (D) The TV might not need to be fixed

19. (A) She doesn't know the way
    (B) The café is near the information desk
    (C) The man should get his own map
    (D) The café isn't marked on the map

20. (A) He'd like to get a ride from the woman
    (B) He lives very near the woman
    (C) He doesn't want to go down
    (D) He thinks the woman is going the wrong way

21. (A) He'll see the woman at the dentist's office
    (B) He'll miss seeing the woman at work
    (C) He'll try to make arrangements for the woman
    (D) He'll schedule a different dental appointment

22. (A) The woman should avoid getting cold
    (B) It's easy to get sick in cold weather
    (C) The woman should get more rest
    (D) Dressing warmly can prevent illness

27. (A) Get a new computer for the woman
    (B) Ask Gary to move the woman's furniture
    (C) Find out if a bigger office is available
    (D) Request a new chair for the woman

28. (A) The supervisor hasn't explained what he needs to do
    (B) His work is viewed favorably
    (C) He's impressed by his supervisor
    (D) His back problems have affected his work recently

29. (A) The slide projector has been repaired
    (B) The room is ready for the meeting
    (C) He'll take care of the slide projector after lunch
    (D) Everyone is waiting for the meeting to begin

30. (A) Wear a blue jacket
    (B) Dress warmly
    (C) Wear something cool
    (D) Wear cotton pants
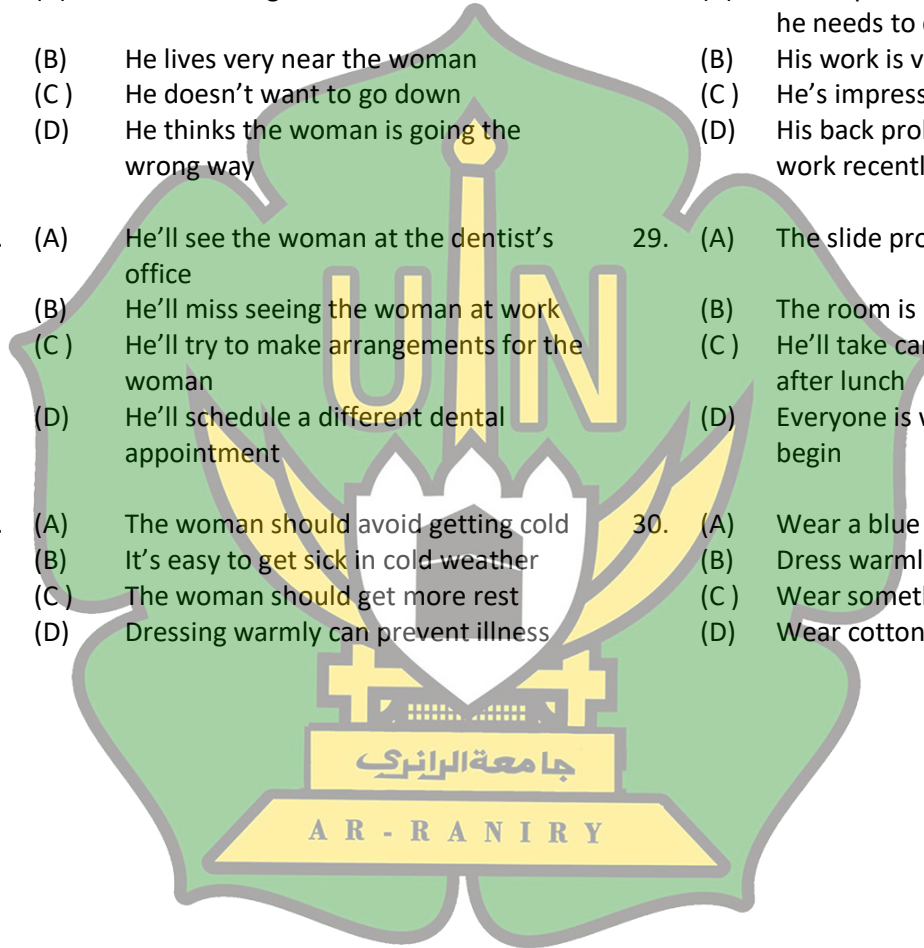
APPENDIX D: LIST OF QUESTIONNAIRES

Research Questionnaire

Students Difficulties in Doing Listening

The following is a questionnaire related to research on students' difficulties in doing listening test. Therefore, we respectfully your willingness to be able to fill out this questionnaire. For your willingness and participation to fill out this questionnaire, I say thank you.

Respondent Identity

Name (initials):

Gender:

Questionnaire list:

Please mark (v) on each statement that you selected
Description:
1 = Strongly disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly agree

No	Questionnaire List	5	4	3	2	1
1	I find it difficult to understand listening texts in which there are too many unfamiliar words including jargons and idioms.					
2	Complex grammatical structures interfered with my listening comprehension.					
3	I find it difficult to understand well when speakers speak too fast.					

4	I find it difficult to understand listening texts when the speaker speaks with varied accents.					
5	I feel fatigue and distracted when I listen to a long-spoken text.					
6	I find it difficult to understand listening texts when the topic is unfamiliar					
7	I use my experience and background knowledge of the topic to understand the spoken text.					
8	I find it difficult to understand every single word of incoming speech.					
9	I find it difficult to understand English when there are unclear sounds resulting from a poor-quality CD player.					
10	I find it difficult to understand the listening text when the speaker does not pause long enough.					
11	I find it surprising and difficult to deal with colloquial language and slangs.					
12	I find it difficult to understand reduced forms.					
13	I find the pronunciation familiar but cannot recognize the words.					
14	I do not often pay attention to the intonation of the speaker.					
15	When encountering an unknown word, I stop listening and thinking about the meaning of the word.					
16	I find it difficult to infer the meaning of an unknown word while listening.					
17	I find it difficult to follow the sequence of the spoken text when the sentences are too long and complex.					
18	I find it difficult to concentrate on listening with noise around.					
19	I find it difficult to concentrate when the room is not air-conditioned					
20	I find it difficult to understand English when there are unclear sounds resulting from poor acoustic conditions of the classroom					