

**STUDENTS' PROBLEMS AND SOLUTIONS OF LISTENING  
COMPREHENSION IN THE TOEFL TEST**

**THESIS**

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**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
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## THESIS

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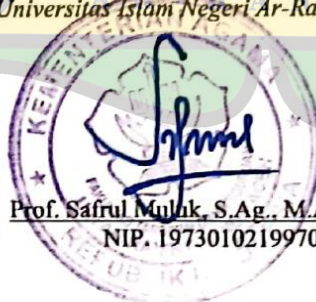
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**Students' Problems and Solutions of Listening Comprehensin in The  
TOEFL Test**

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

Banda Aceh, 14 Juni 2024

Saya yang membuat surat pernyataan,



Faradhila

A R - R A N I R Y

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First, I would like to express my deepest gratitude to my supervisor Ms. Khairiah Syahabuddin, S.Ag., MHSc.Esl., M.TESOL., Ph.D, for the help, advice, support, encourage, and feedback throughout out my thesis process. I also would like to express my thankful to my academic advisor Prof. Dr. Muhammad AR, M. Ed. I also extend my gratitude to all the lecturers and staff in the English Language Education department who have imparted knowledge, provided guidance, and supported me throughout my academic journey in this department.

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Due to the limitations of this study, suggestions and comments are valuable to overcome weaknesses and improve the quality of writing. I believe that this thesis will make a valuable contribution to the readers.

Banda Aceh, June 12<sup>nd</sup> 2024

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## ABSTRACT

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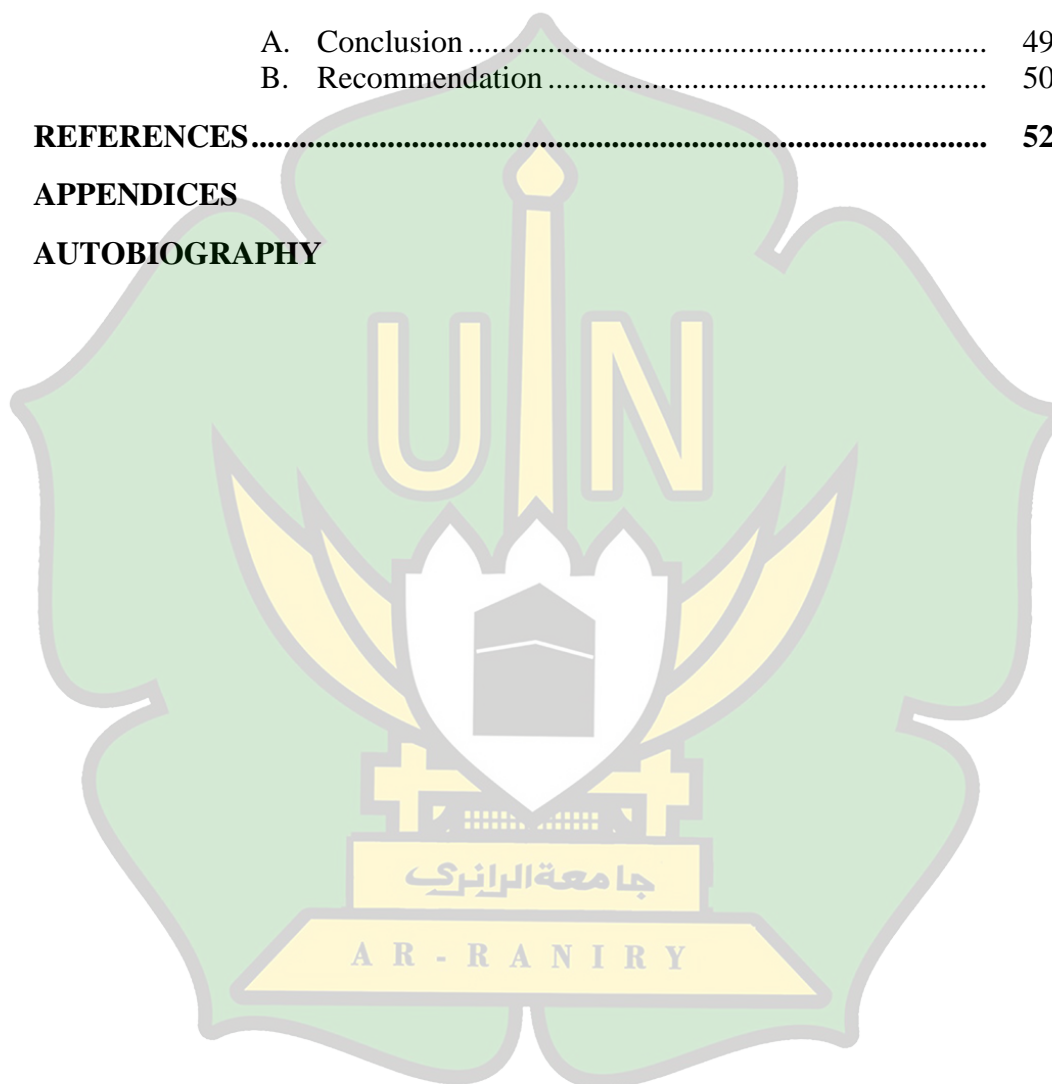
The research was conducted to discover the students' problems and solutions of listening comprehension in TOEFL test. This research is qualitative research and use purposive sampling technique to collect the data through interviews. The participants of this research are 20 students of PBI in UIN Ar-Raniry that have taken the TOEFL test and had problems in listening comprehension section. This research found many problems and also the solutions of listening comprehension in the TOEFL test. The problems and solutions for each condition varies. The result shows that the problems were the concentration was interrupted, poor audio quality, the speakers' voice quality, the speaker speaks too fast, and unfamiliar vocabulary. Furthermore, solutions to overcome the problems were practice more, keep focus, use top-down strategy (understand the topic) and interactive strategy (predict or guess the answer).

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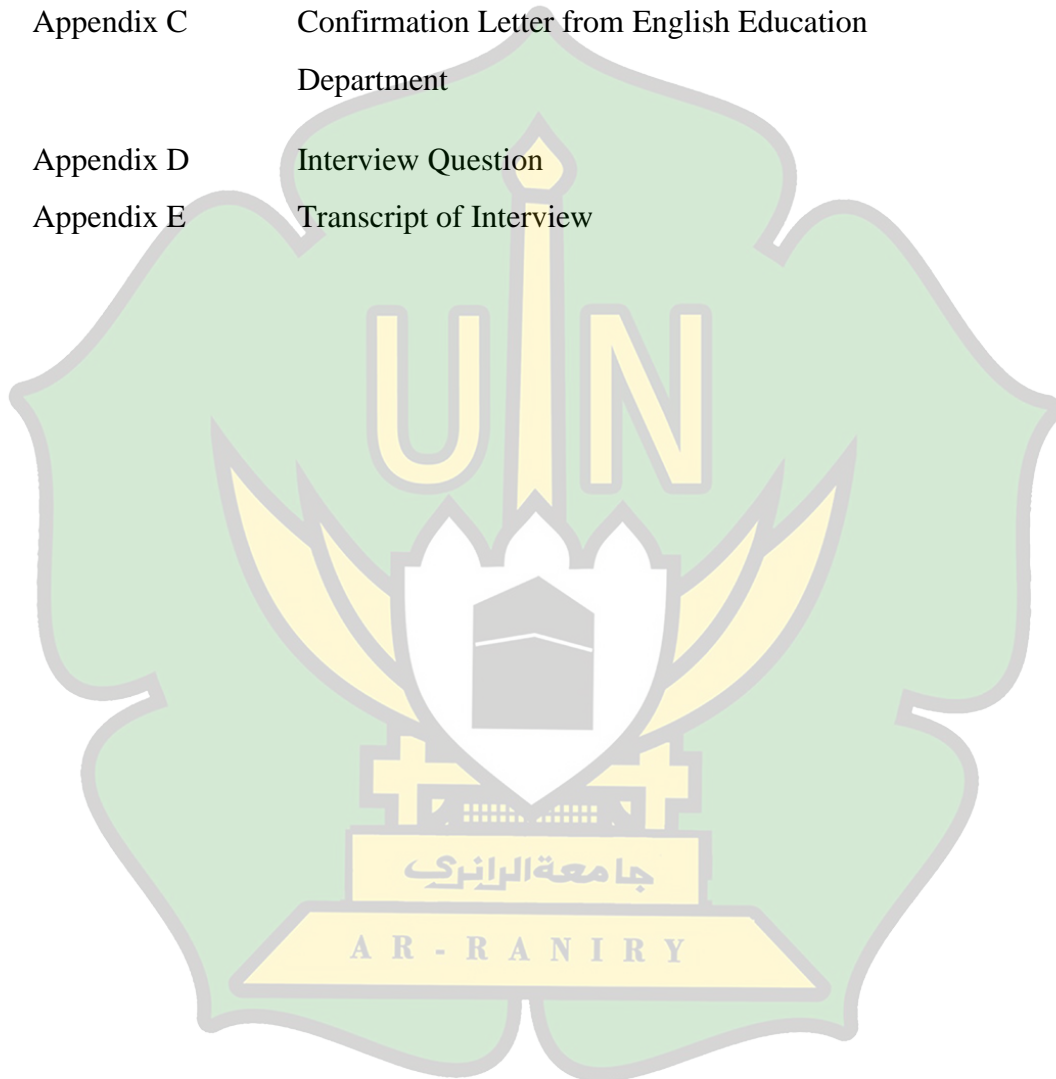


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# CHAPTER I

## INTRODUCTION

This chapter contains some explanations of the background of the study, the research question, the research's aim, the significance of the study, and the research terminologies.

### **A. Background of Study**

In the field of English language learning, it is widely recognized that developing a range of skills is crucial for effective language acquisition. This includes proficiency in listening, speaking, reading, and writing. In the modern era of digitization and global connectivity, proficiency in the English language is paramount. English language skills, particularly listening comprehension are critical for individuals who aspire to excel in education, commerce, society, and other fields. Effective listening allows individuals to understand spoken language, extract meaning from conversational exchanges, and interact meaningfully in both academic and real-life settings (Vandergrift, 2007). Because it is built through sound, listening is an active skill, not a passive one (Windamayanti, Atmowardoyo & Munir, 2022). Listening skills can be defined as the ability to effectively receive, interpret, and understand spoken language. It involves actively paying attention to the speaker, processing the information being conveyed, and extracting meaning from the spoken words and non-verbal cues. According to Vandergrift (2020), listening skills are very important in the process of second and foreign language acquisition. Effective listening skills are crucial for language learning and

communication. By actively listening to native speakers or language input, learners can improve their comprehension, vocabulary, and pronunciation (Rost & Rossenbach, 1991).

The aim of listening comprehension is to comprehend a native speaker's speech in a spontaneous setting at their typical rate (Pfister & Chastain, 1973). Listening can be a challenging skill to master, especially for language learners. Alzamil (2021) shows that students face several challenges in learning to listen in English. Students may encounter difficulties in understanding spoken language, such as rapid speech, unfamiliar accents, and complex vocabulary (Goh, 2008). Nevertheless, it can be challenging for students to comprehend the speaker's words, and it can be a source of inconvenience for students. The field of language learning, particularly in regard to listening skills, has undergone a profound transformation in response to the evolving landscape of education. Digital technology has played a pivotal role in this evolution. Over the past few years, advances in educational technology have opened up new avenues for language learning. Digital resources, including multimedia content, have emerged as valuable tools for language learners (Wikramanayake, 2005). In order to develop students' listening process, according to Nair, Koo & Bakar (2014) teachers need to develop tactics and strategies.

Listening comprehension is one crucial component in the TOEFL test. We can take the TOEFL exam, which is a common assessment tool for English language competency, and evaluate what level of proficiency our proficiency in language is. The TOEFL listening comprehension section is a crucial part of the test of that assesses a person's ability to understand English

that has been explained through audio. Field (2008) describes the mental process that occurs when someone listens to auditory content. This includes speech recognition, word and phrase understanding, and syntactic information derived from audio files. Afterwards, Chapelle & Roberts (1986) explain that stress during test administration, particularly those related to learning capacity, can negatively impact student performance. This can be caused by a lack of sleep, anxiety, or social disintegration. In addition to this, active learning practices in understanding and using deception, such as employing deception strategy and practicing deception using various audio formats, can increase an individual's ability to deceive (Goh & Taib, 2006).

It has been number of studies about listening comprehension in the TOEFL test. It was divided based on research design. In terms of qualitative, Fitria (2021) has conducted a qualitative descriptive research to analyze the difficulties in listening comprehension of the TOEFL test. The study's findings indicate that compared to other TOEFL sections, the listening section is more challenging. Maulana, Kurniati & Nurcahyo (2022) carried out a qualitative study using an interview and a questionnaire. The result of this study shows that listening comprehension is the most difficult section in TOEFL test. The reasons are because of bad recording, speed problems and native speaking. Arfianti (2021) conducted a qualitative research with questionnaire and interviews research students' problem of listening comprehension in TOEFL. The result shows that there are some problems related to the content, the listener, and the physical setting. In a qualitative study done by Asmawati, Akmas, and Suhrah (2022), the result shows that students

may face three problems in TOEFL there are in listening materials, listeners personal problem, and environment situation. Atmaja (2021) conducted a descriptive qualitative research with preliminary research, the result shows that students face different difficulties in each parts of listening comprehension. A research by Soali & Pujiani (2020) with descriptive qualitative method shows that students have difficulties based on the content of their listening materials. Ulfa (2018) conducted qualitative research about listening comprehension in TOEFL, the result shows several aspects of students' difficulties in listening. It happens when the part of catches the speaker's idea, identifies idiom and expression, identify cohesive, assign a literal meaning to the utterance and retain the important information.

Furthermore, in terms of quantitative research. A study about analysis students' difficulties in answering the listening comprehension TOEFL test conducted by Rina & Tiarina (2020) shows the participants do not have or face difficulties in listening comprehension of the TOEFL test. Aprino, Elfrida & Lubis (2022) showed that physical setting is the most difficult in listening test of TOEFL. Romadhon (2022), the result showed that the problem of TOEFL listening test comes from the background noise and bad quality of recorded. Another research is from Syaifullah (2018), The participants' listening comprehension was evaluated as being at a low level based on the results. This occurs as a result of issues that students encounter on the test, such as difficulty identifying the speaker's primary concept, time constraints, the speaker's rapid-fire delivery, and students' limited vocabulary. Furthermore, a research conducted by Istigharah, Dzulfikri &



Nisa (2022) about listening habit revealed that according to participants' perspectives, there is no relationship between listening habits and the TOEFL listening comprehension test. Razmalia and Gani (2017) stated that in the listening comprehension section of the TOEFL test, there is no correlation between the difficult skill and the most frequently used strategy.

This research was conducted by making a few changes from previous research where this research has different participant and location from previous study. Therefore, the researcher is interested to do research entitled “Students’ Perception of Listening Comprehension in TOEFL Test”.

### **B. Research Question**

From the background of the study described previously, the researcher conducted a question related to this study which are:

1. What are the students' problems of listening comprehension in TOEFL test?
2. What are students' solutions of listening comprehension in TOEFL test?

### **C. Research Aim**

According to the research question above, the objectives of this study are:

1. To investigate about the problems of students of listening comprehension in TOEFL test.
2. To know about the solution of students of listening comprehension in TOEFL test.

## **D. Significance of Study**

Practically, the findings of this research are expected that it will be useful in the world of education so that students can take advantage of available technology and use it properly as a reference and support for their learning both in class and outside. Theoretically, the findings of this research are expected to help other researchers as a reference and to make the reader understand about listening comprehension in TOEFL test.

## **E. Research Terminologies**

### **1. *Listening***

According to Helgesen (2003), listening is an active and purposeful process of receiving, constructing meaning, and responding to spoken and/or non-verbal messages. It encompasses various stages such as receiving the information, constructing meaning from it, and responding to the messages, whether they are spoken or non-verbal (Brownell, 2018). Thus, listening is a process of getting information through understanding what we hear to get meaning. It requires attentiveness and active engagement to understand and make sense of what we hear. By actively participating in the communication process, we can enhance our listening skills and improve our overall understanding of the messages being conveyed.

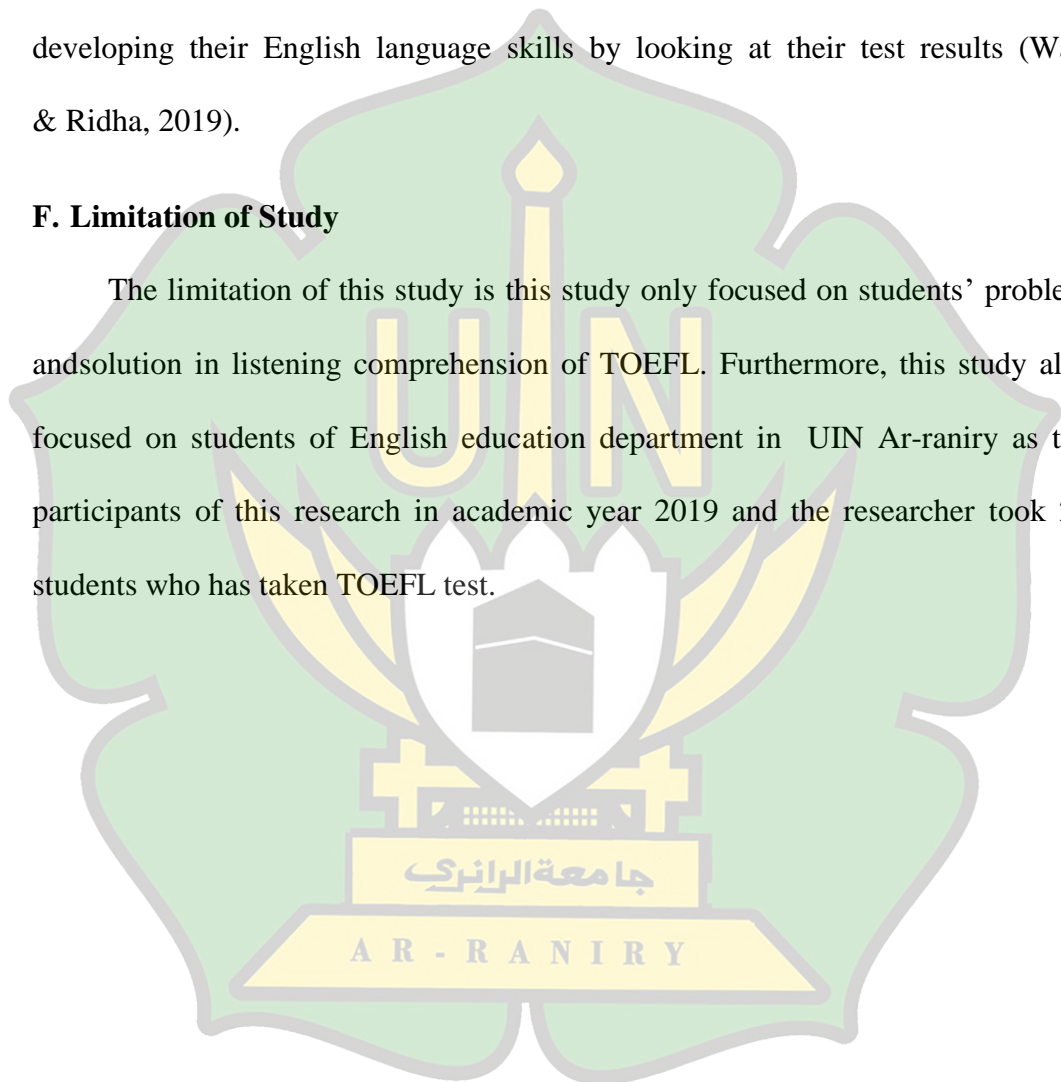
### **2. *TOEFL Test***

The Test of English as a Foreign Language (TOEFL) is a widely used English language proficiency test. It assesses non-native English speakers' proficiency with the language in academic settings. Jūn (2011) argues that by examining student test

results and assessing the students' growth in English proficiency, the TOEFL can be used as an assessment tool for the English instruction given at the school. The efficacy of English language instruction offered in schools is also evaluated using the results of the TOEFL exam. Teachers can assess how well their students are developing their English language skills by looking at their test results (Wati & Ridha, 2019).

#### **F. Limitation of Study**

The limitation of this study is this study only focused on students' problem and solution in listening comprehension of TOEFL. Furthermore, this study also focused on students of English education department in UIN Ar-raniry as the participants of this research in academic year 2019 and the researcher took 20 students who has taken TOEFL test.



## CHAPTER II

### LITERATUR REVIEW

This chapter discusses some theories related to the literature, the researcher gives clear explanations about listening comprehension, problems and solutions in listening comprehension, and previous study.

#### **A. Listening Comprehension**

##### ***1. The Definition of Listening Comprehension***

The definition of listening comprehension was divided into two sections, there are listening and comprehension. On listening, Pollard (2018) asserts that listening is a receptive skill that requires students to actively engage in the process of gathering and assimilating English language input. It is through this attentive listening that learners acquire the ability to not only comprehend but also construct meaning from the language in which they are immersed, thereby solidifying their comprehension and communication skills. Malkawai (2010) explains that listening is a basic skill that can help students in language learning by incorporating simple language and cognitive components. Furthermore, according to Buck (2001), listening is a complex process in which the listener accepts incoming auditory information, such as acoustic impulses, and uses a wide variety of language and non-linguistic knowledge to understand it. Listening is receiving the speaker's message, interpreting its meaning, engaging in dialogue to clarify understanding, responding appropriately, and actively contributing to creating meaning by participating, creating, and empathizing.

The second one is about comprehension. Cambridge Dictionaries Online (2011) defined comprehension as the ability to fully understand a situation and is also a test of a students' understanding of written or spoken language. Furthermore, according to Hartono (2001), comprehension is the process of interpreting and understanding data from multiple sources. It involves the attention, consideration, and mental reorganization of sources of information, and is the process of understanding and interpreting.

Suharja (2020) defined that listening comprehension is the process of understanding spoken language entirely through hearing and then interpreting what the speaker has said. Rivers (1996) explains that listening comprehension is a skill that need regular practice to be mastered. According to Fang (2008), listening comprehension is an efficient process that requires listeners and learners to concentrate on making sense of the auditory input and connecting it to prior knowledge. Furthermore, Hadijah & Shalawati (2018), listening comprehension is an active process that involves concentration, language skills, and listening techniques in order to extract or understand information from auditory input. In conclusion, listening comprehension is the ability to comprehend spoken language. It involves processing and interpreting the meaning in addition to simply hearing the spoken words. It is an essential ability for successful communication, academic achievement, and on a daily basis interaction in personal as well as professional settings.

## ***2. The Objective of Listening Comprehension***

Chastain (1971) explains that the fundamental goal of listening comprehension is the ability to understand and interpret real conversation as it occurs naturally, unencumbered by artificial constraints, and at a typical speaking rate. This involves not only understanding the words spoken, but also capturing the nuances of tone, context, and meaning that inform spontaneous communication. Furthermore, Raharjo (2007) emphasizes the central role of listening as a cornerstone for various facets of linguistic and cognitive development. The main goal of listening comprehension is to show empathy and understanding for the speaker through active participation and full engagement.

According to Gilakjani & Sabouri (2016), the objectives of listening comprehension lessons are as follows:

1. Carefully plan and organize listening comprehension activities to gradually increase difficulty and complexity.
2. Encourage active participation from students, such as through written responses and immediate feedback, to keep them engaged and motivated.
3. Creating a communicative need for recall by providing tasks that require concentration and memory.
4. Focusing on conscious memory tasks to improve students' memory capacity and retention.
5. Emphasizes teaching over testing, intending to provide feedback to help learners assess their progress and improve their listening skills.



### ***3. Types of Listening Comprehension***

According to Kline (1996), there are five distinct types of listening, each serving a unique purpose and requiring different levels of engagement and focus. These types are:

#### **a. Informative Listening**

Informative listening involves actively listening to gain information, learn new concepts, or understand specific content. It focuses on comprehending and retaining factual information presented by the speaker. This type of listening is often encountered in academic settings, professional environments, and during presentations or lectures where the primary goal is to acquire knowledge or understand complex topics. During informative listening, individuals engage in attentive listening, concentrating on the speaker's message, identifying key points, and processing information for understanding. Effective informative listening may involve asking clarifying questions, taking notes, and synthesizing information to deepen comprehension and retention.

#### **b. Critical listening**

Critical listening is analyzing and evaluating the spoken message critically. It requires assessing the validity, logic, credibility, and potential biases of the speaker's arguments or assertions. This type of listening goes beyond simply understanding the content; it involves questioning and scrutinizing the information presented to make informed judgments or decisions. Critical listening makes students engage in

reflective thinking and apply analytical skills to assess the validity, relevance, and implications of the information being presented (Bourdeaud'hui, Aesaert & Braak, 2021). An example of critical listening is what happens in political debate. Throughout the debate, we actively listen to both sides, weighing the strengths and weaknesses of each argument before forming our own opinion. By critically analyzing the information presented, we can make well-informed decisions and contribute meaningfully to discussions on the topic.

c. Relationship listening

According to Kourmoussi et al (2017), empathetic listening or supportive listening focuses on building and maintaining positive relationships through attentive and compassionate listening. In this type of listening, individuals strive to understand and validate the thoughts, feelings, and experiences of the speaker, demonstrating empathy and support. It is about more than just hearing words; it involves truly understanding and empathizing with the speaker's perspective. By actively engaging in empathetic and supportive listening, individuals can strengthen their relationships, build trust, and create a sense of mutual respect and understanding. It is a powerful tool for navigating conflicts, providing emotional support, and enhancing overall communication dynamics within relationships.

d. Appreciative listening

Appreciative listening is engaging with the speaker's message to enjoy and appreciate it, rather than solely focusing on understanding or analyzing it. It is about experiencing pleasure or satisfaction from the content, tone, or delivery of what is being communicated. Hess (2008) stated that appreciative listening often occurs in a variety of places with variety of conversation partners. The listener is open to enjoying the message for its intrinsic value, such as listening to music, poetry, or storytelling, or participating in conversations with friends or loved ones where the enjoyment of the interaction is paramount. In appreciative listening, the listener's focus is on experiencing and relishing the positive aspects of the message, enhancing their overall enjoyment and satisfaction with the communication.

e. Discriminative listening

Discriminative listening refers to the ability to distinguish and identify different sounds, words, or tones in spoken language. It is the foundational level of listening comprehension, focusing on the auditory aspects of language perception. Arsalan & Cifci (2023) explain that this type of listening is essential for language learners as they develop their ability to perceive and understand the sounds of a new language. Discriminative listening helps learners distinguish between similar-sounding words, understand spoken language in noisy environments, and improve their overall pronunciation and accent. An example of

discriminative listening could be a language learner practicing pronunciation by distinguishing between similar-sounding words in English, such as "ship" and "sheep" or "pen" and "pan." By listening carefully to the subtle differences in sound production, the learner can improve their ability to articulate and understand these distinct phonetic variations.

#### ***4. The Importance of Listening Comprehension***

Listening holds significant importance, comprising approximately 40-50% of communication, while speaking constitutes 25-30%, reading 11-16%, and writing about 9% (Gilakjani & Ahmadi, 2011). Rost (1994) stated that listening is very important in language teaching as it is the main source of input for learners and allows them to discover and assimilate the target language in an authentic context. By actively engaging with spoken language, students can develop the ability to understand and interpret verbal communication, enabling them to understand instructions, follow conversations, and extract meaning from multiple auditory sources.

Furthermore, Vandergrift & Goh (2012) explain that Listening is very important in language teaching as it is the main source of input for learners and allows them to discover and assimilate the target language in an authentic context. In essence, listening serves as a gateway to language proficiency and effective communication. Therefore, it is crucial to prioritize and enhance listening comprehension due to its predominant role in effective communication.

### 5. *The Strategies of Listening Comprehension*

The process of listening comprehension is complex and involves people connecting newly received auditory stimuli to previously formed cognitive models and experiences. This allows them to process, combine, and interpret the information being expressed (Xazratkulovna, 2020). According to Nation and Newton (2009), there are three strategies of listening comprehension namely bottom up strategy, top down strategy, and interactive strategy.

#### a. Bottom-up

In the bottom-up processing model, the listener begins comprehension by first dissecting the sounds and words spoken in spoken language, then progresses to understanding the significance of the message through utilizing the information available during the act of listening (Nguyen, 2020). This model highlights the importance of the acoustic and phonological components of language, as well as the listener's perceptual abilities, in effectively processing the sounds and words conveyed. It involves the systematic study of the linguistic aspects present in spoken language, beginning with the recognition of individual phonemes and progressing to word comprehension, the parsing of sentences, and the understanding of their syntactic arrangement. Through this methodical approach to processing auditory stimuli, the listener gradually derives meaning by piecing together the information contained in.

#### b. Top-down

Hammad (2018) stated that top-down processing in listening



comprehension refers to a cognitive technique in which individuals use pre-existing knowledge and anticipation to interpret and understand spoken language. In this approach, listeners start with a general understanding of the topic or situation and then use this knowledge to guide their interpretation of specific details presented in oral discourse (Utomo & Sulistyowati, (2018). Top-down processing in listening comprehension involves leveraging existing knowledge, context, and expectations to interpret and comprehend spoken language. This approach begins with a broad understanding of the topic or context, which is then utilized to interpret the specific details conveyed in oral communication.

c. Interactive strategy

This model of listening comprehension is synthesized from the bottom-up and top-down strategies. The interactive strategy suggests that language processing occurs simultaneously across various levels. This strategy was pioneered by Rumelhart in 1975, who conducted research involving students as participants. Through his study, Rumelhart observed that the majority of students tended to make predictions when formulating their responses.

## ***6. Listening TOEFL Parts***

Listening comprehension in the TOEFL test has 50 questions with around 30-40 minutes to answer the questions. Ananda (2016) explained that there are three parts of listening comprehension in the TOEFL test, namely Part A (short



dialogues), Part B (longer dialogues), and Part C (lectures or talks). Furthermore, Dang (2016) explained about listening parts:

a. Part A (short dialogues)

In this part, short conversation happens between two people in short form that is about 2-4 sentences and followed by one question. This section evaluates your understanding of synonyms for keywords mentioned in the listening, along with specific vocabulary, idioms, phrasal verbs, conditionals, expressions of wishes, causative forms, modal verbs, negative constructions, inferring meaning through intonation, and recognizing language functions in spoken contexts.

b. Part B (longer dialogues)

The second part of the listening comprehension in the TOEFL test involves longer conversations. These dialogs, typically consisting of 16-20 sentences between two speakers, are followed by 4-5 questions. This section tests students' ability to identify the main idea and topic, as well as to recognize detailed information.

c. Part C (lectures or talks)

The final part involves lectures or talks, where a single speaker narrates topics such as history, geography, science, art and culture, or education. This section typically consists of 10-15 complex sentences followed by 4-5 questions. The testing points in this section are similar to those in the longer conversation part, focusing on identifying the main idea and topic, as well as recognizing detailed information.

## **B. Problem and Solution in Listening Comprehension**

### ***1. The Problems in Listening Comprehension***

Students will face some difficulties in listening comprehension. Hamouda (2013) identified various factors contributing to students' difficulties in listening comprehension, which are classified into distinct categories. These include challenges associated with the listening text itself, difficulties stemming from the tasks and activities designed for listening exercises, issues related to the listeners themselves, and shortcomings in the methodologies employed by instructors during lectures. Furthermore, several obstacles may arise either during or before the listening process:

#### **a. Lack of concentration**

Concentration is very important in listening comprehension. Yagang (1993) stated that listening comprehension involves complex psychological processes. Psychological research shows that feeling nervous or anxious can hinder concentration, thus reducing individuals' listening ability. Similarly, discomfort can also significantly reduce individuals' ability to listen effectively. In addition, boredom and frustration are also additional barriers to listening comprehension, impacting on the level of attention devoted to the listening task.

#### **b. Accent**

Accent wield considerable influence over listening comprehension, shaping individuals' ability to understand spoken language. Extensive research indicates that the familiarity of an accent profoundly affects

comprehension levels, with individuals typically exhibiting superior performance when encountering accent they are accustomed to (Zhiying, 2019). This suggests that exposure to and familiarity with a particular accent can enhance listeners' capacity to decipher and interpret spoken communication effectively. Conversely, encountering unfamiliar accents may pose challenges for listeners, as they navigate differences in pronunciation, intonation, and speech patterns. Therefore, accent familiarity emerges as a significant factor in the listening process, underscoring the importance of exposure to diverse linguistic varieties to promote comprehensive listening skills. Furthermore, according to Novia, Bahri, & Inayah (2018), one of the things that affects the listening test is the voice quality of the speakers. there are differences in voice quality between female and male speakers. Female vocal folds are shorter and lighter than those of males and vibrate at roughly twice the frequency of male vocal folds.

c. Speed of speech

The speed of speech can vary depending on the task and the difficulty level of the listening passages. It is essential for TOEFL candidates to develop strong listening skills to effectively comprehend spoken English at different speeds. This includes practicing active listening, note-taking techniques, and strategies for understanding main ideas, supporting details, and speaker attitudes and intentions, regardless of the pace of speech. Additionally, familiarizing oneself with a variety of English

accents through exposure to authentic listening materials can help improve listening comprehension skills and prepare for the TOEFL listening section.

d. Unfamiliar vocabulary

According to Butt (2010), a significant limitation to effective listening comprehension is the limited vocabulary possessed by students, which hinders their ability to understand the intended message. This problem seems to stem from the lack of breadth and depth of vocabulary knowledge possessed by students. If one is not familiar with an adequate set of words and phrases, they will have considerable difficulty in understanding spoken language. This limitation is particularly evident in cases where the vocabulary used in listening materials exceeds the vocabulary of the learners, making the message incomprehensible or only partially understood. As a result, the inability to recognize and understand keywords and phrases hinders the overall comprehension process and thus the extraction of meaning from spoken discourse. In essence, a lack of vocabulary acts as a significant barrier to effective listening comprehension, underscoring the critical role of vocabulary acquisition in improving listening skills.

e. The quality of the recorder

The quality of the sound system plays a pivotal role in the comprehension of listening material (Hamouda, 2013). A substandard sound system, characterized by issues such as background noises or unclear

pronunciations, significantly hampers the ability of listeners to understand the content being presented. The study reveals that a considerable portion of students attribute their challenges in listening comprehension to the poor quality of recorded materials, which may include defective tapes or disks. This suggests that when listening materials are plagued by issues such as distortions, interruptions, or unclear audio, students encounter difficulties in accurately perceiving and interpreting the spoken content.

## ***2. Solutions of Listening Comprehension***

Solutions are necessary to help overcome listening comprehension problems. In the context of listening comprehension, a solution refers to the process of understanding and interpreting the meaning of spoken language (Nikijuluw, 2021). This includes comprehending the speaker's accent, grammar, vocabulary, and the overall context of the conversation. However, achieving this goal can pose considerable challenges, particularly for students who are in the process of acquiring a new language or for individuals facing difficulties with listening comprehension.

To address this challenge effectively, several recommendations can be proposed to enhance learners' listening comprehension skills in English. The solutions of listening comprehension are:

### **a. Practice more**

As explained by Ningrum (2022), the first approach involves encouraging individuals to allocate more time to practicing listening



activities. By engaging in regular exercises focused on listening comprehension, learners can gradually acclimate themselves to the intricacies of the English language. Exposure to a diverse array of auditory stimuli is also essential for fostering proficiency in this domain. Therefore, students should be encouraged to immerse themselves in a variety of sources, including lectures, music, radiobroadcasts, television programs, films, and videos. Such exposure to varied inputs not only enriches the learning experience but also enables learners to encounter different accents, speech patterns, and vocabulary usage, thereby facilitating a deeper understanding of the language. It is imperative to recognize the significance of cultivating listening comprehension skills as an integral component of language acquisition and development. Through consistent practice and exposure to diverse listening materials, learners can effectively sharpen their ability to comprehend spoken English, thereby enhancing their overall language proficiency.

b. Concentration

Listeners may not be able to receive some messages if the audio message has problems in irrelevant sounds or noise. The student may recognize the essence of the message in the audio, but cannot remember what he recognizes (Rivers, 1996). This is because the student cannot focus his attention. It is only with a lot of practice that students can pass this stage. In order for students to listen to foreign languages easily, students must give their full attention while listening. The students should ignore any



outside of distractions.

c. Reflection

Reflection demonstrates that students develop a level of self-awareness in learning and shows how a student can assess his or her strengths and weaknesses (Zhang, 2012). Students are not only taught what to learn, but also how to learn it. To help students succeed in listening and prepare them to function effectively in real-life situations, teachers should look for more effective ways to improve listening comprehension, such as providing helpful support and strategy training. Students should be encouraged to build their self-confidence and to identify their listening comprehension problems.

### C. Previous Studies

There are some previous studies that have been conducted about problem and solutions in listening comprehension of the TOEFL test. Those several studies is categorized based on the research design. First, some previous studies based on qualitative method. Nurhayati & Nehe (2016) did research using interviews as instrument and found that the most difficult question types in listening comprehension of TOEFL test is understanding the idiom in listening. According to La'biran & Dewi (2023), by using interview they found that students have various difficulties and it categorized into three main areas. There are regarding of listening materials, listening itself such as anxiety, and physical setting such as the quality of the recorder. Furthermore, Ali (2023) did research using qualitative method and found that students have difficulty in understanding the words spoken

by the speaker in the listening comprehension. It happened because of their lack of vocabulary mastery and in the speakers' pronunciation. The result of research that has been conducted by Liyeni (2017) showed that students find that listening comprehension is the most difficult section in TOEFL test. Based on the interview with the students, there some ways to help students in listening comprehension in TOEFL test such as improve their vocabularies mastery, exercise more about pronunciation, and giving motivation.

Meanwhile in terms of quantitative method, Silviyanti, Rahmadhani & Samad (2020) conducted a study about listening comprehension in TOEFL test. The result of the study conducted by them showed that students found that in listening comprehension of TOEFL part B (long conversation) and part C (monologues) are more difficult than part A (short conversation). Most students primarily employed tactics for tackling Part B (dialogues) and Part C (monologues) of the TOEFL Listening section, as they found these segments challenging due to their unfamiliarity with the topics. Furthermore, the result of a research that conducted by Gunawan (2010) showed that students have most difficulties in Part C (monologues). Furthermore, Sa'diyah, (2016) found some problems that faced by students during listening comprehension of TOEFL test. Students encountered accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording. The result also showed that to overcome the problems most students used compensation strategy, memory strategy and affective strategy by motivating themselves. Ikhsan (2021) also found that most students have problem with the quality of the recorder

while listening comprehension in the TOEFL test. Lengkoan, Andries & Tatipang (2022) found that students have difficulties in listening comprehension and students need to reflect on their weaknesses in English listening comprehension so that they can understand themselves and find solutions in order to improve their listening comprehension.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher described all the research methodologies which was used in this research. It contained information about the research design, participants, data collection, and analysis techniques.

#### **A. Research Design**

Qualitative research is an important approach that allows researchers to comprehensively understand a particular phenomenon or topic (Lester, Cho & Lochmiller, 2020). Qualitative research was a method that aims to comprehend the significance individuals or groups attribute to a social or human problem. This approach involves posing inquiries, gathering data within the participant's setting, analyzing the data to identify patterns or themes, and interpreting the significance of the data (Creswell, 2009). Therefore, Qualitative research aims to understand the conditions of a context by describing in detail and in-depth what happens in that context. The researcher used a qualitative research method in this research. This study investigated and wanted to know about students' problems and solutions of listening comprehension in TOEFL test.

#### **B. Population and Sample**

##### ***1. Population***

Population is the set or group of all the units to which the results of the research will be applied (Shukla, 2020). A population is a group of objects, or

things from which a sample is taken for measurement. A population was an entire group of individuals or objects that have a certain set of characteristics and are of interest to the researcher. The population of this research was the students of English education department in UIN Ar-Raniry Banda Aceh batch of 2019 that around 120 population who have taken the TOEFL test.

## **2. Sample**

A sample is a finite portion of a statistical population, the characteristics of which is studied to obtain information about the entire population (Webster, 1985). This sample was taken by using purposive sampling. Notoatmojo (2010) stated that purposive sampling is a deliberate and selective approach to sampling, where individuals are chosen for a study based on specific characteristics that align with the research objectives. This technique allows researchers to target participants who possess the desired qualities or experiences that are relevant to the study (Turner, 2020). In order to have an in-depth understanding of the shared experiences of the participants, Creswell (2013) recommended the involvement of 5 to 25 people who have experienced the phenomenon. The participants' score of their listening comprehension in the TOEFL test should be about 0-14/30. So, in this research, the researcher selected 20 English education department students in UIN Ar-Raniry who have taken the TOEFL test.

## **C. Source of Data**

The source of the data was the origin or the place from which the data was obtained. The source of data of this research was in UIN Ar-Raniry. The researcher interviewed participants to gain the data. The researcher interviewed

20 students of English education department in the UIN Ar-Raniry batch 2019 who have taken TOEFL test. The researcher asked 10 questions to the participants related to the topics.

#### **D. The Technique of Data Collection**

In collecting data in this study, the researcher used interviews. Data for this study was collected through interviews with interviewed participants as informants. The informants who were interviewed were informants who meet the sample qualifications. Interview is a common method employed by social scientists to gain an understanding of how individuals perceive and behave within their social environments (Philips & Mrowczynski, 2019). As explained by Fadli (2021) regarding the purpose of the interview, it aims to record opinions, feelings, emotions, and other things related to individuals in the organization. It can be concluded that an interview was a process of interaction or conversation with two or more people through the asking of a series of questions to have the necessary information.

The researcher used the semi-structured interview as the type of interview for this study to gain the data. In qualitative research, interviews are categorized into three types of interviews according to Nicholls (2009), they are structured, semi-structured, and unstructured interviews. A semi-structured interview should be informal, use open-ended questions, allow the interviewees to speak without being interrupted, and should also allow for follow-up questions to be asked on the spot (Elhami, 2022). Some of the advantages of semi-structured interviews as described by Ruslin et al, (2001) are first, semi-structured interviews are more



powerful in the sense that they allow researchers especially in qualitative research to obtain in-depth information from informants compared to structured interviews. Secondly, they are flexible and adaptable.

### **E. The Technique of Data Analysis**

Data analysis refers to the process of examining and interpreting qualitative data to derive meaning. It involves analyzing different types of data, such as conversations, images, observations, and interviews, using different methods and theoretical perspectives (Lester, Cho & Lochmilleret, 2020). Importantly, researchers need to find ways to use data to think critically, as there is no single correct way to analyze qualitative data. According to Miles, Huberman & Saldana (2014), data analysis can be categorized into 3 forms, namely data condensation, data display, and verifying conclusions.

#### **1. Data Condensation**

The first step is data condensation. Data condensation involves summarizing and reducing the volume of raw data in order to retain its essential information and insights, especially when dealing with large or complex datasets. It involves refining, categorizing, emphasizing, eliminating, and structuring data to enable the formulation and validation of ultimate conclusions.

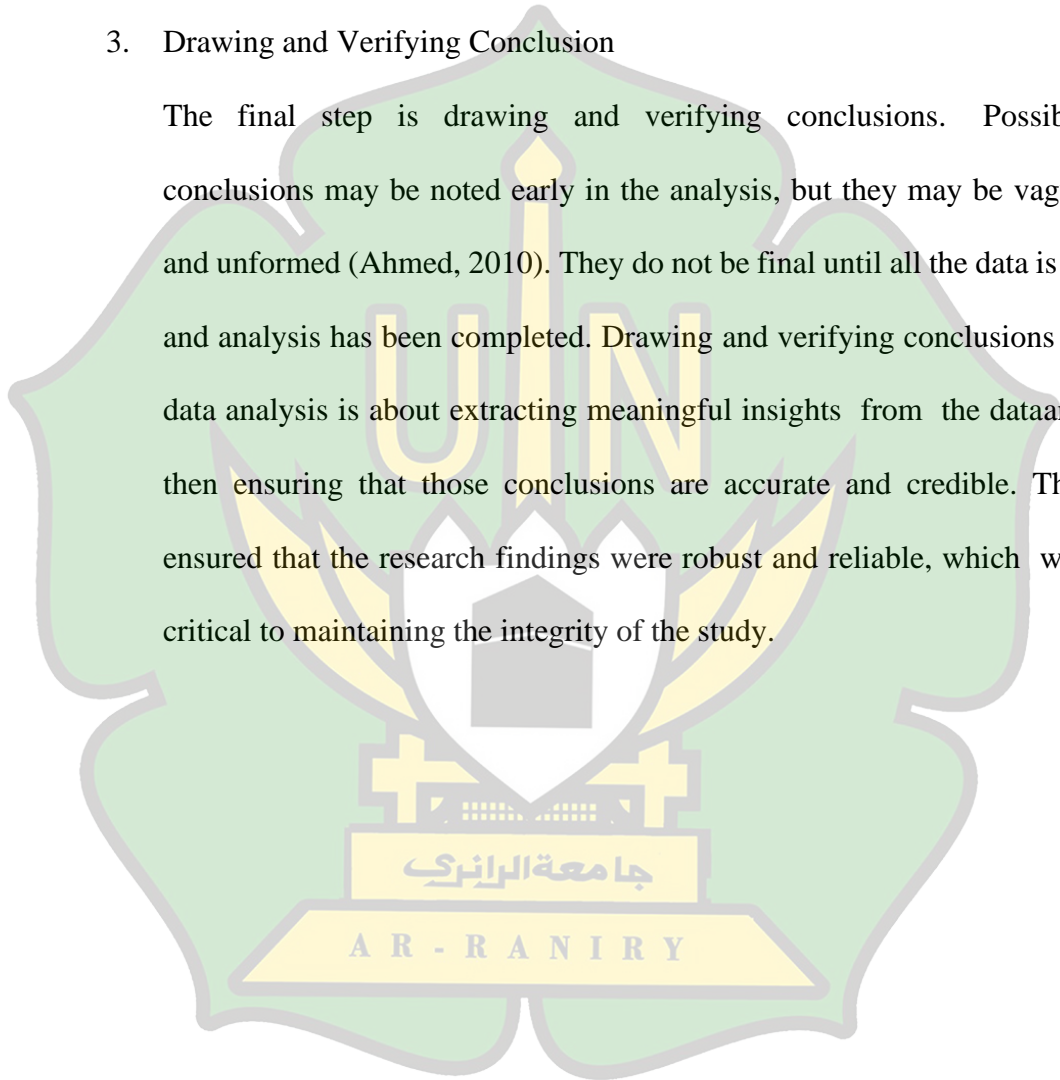
#### **2. Data Display**

Data display refers to the systematic arrangement of interview data in a descriptive manner. It involves presenting data in a clear and understandable format to facilitate interpretation and communication of

findings (Curran, 1999). The researcher then explained the data in the form of a narrative, providing a clear and coherent account of the findings. The researcher carefully extracted pertinent and relevant information.

### 3. Drawing and Verifying Conclusion

The final step is drawing and verifying conclusions. Possible conclusions may be noted early in the analysis, but they may be vague and unformed (Ahmed, 2010). They do not be final until all the data is in and analysis has been completed. Drawing and verifying conclusions in data analysis is about extracting meaningful insights from the data and then ensuring that those conclusions are accurate and credible. This ensured that the research findings were robust and reliable, which was critical to maintaining the integrity of the study.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the results of the interview data analysis. This study aims to investigate about the problems of listening comprehension in TOEFL test and to know the solution of listening comprehension in TOEFL test.

#### **A. Research Findings**

The aims of this research are to investigate the problems in listening comprehension of TOEFL test and to know about the solution of listening comprehension in the TOEFL test. In this research, the researcher selected 20 participants that are the students of PBI in UIN Ar-Raniry who specifically have had experience in the TOEFL test. This research used semi structured interview.

All the content of the interviews were recorded and transcribed. Each answer from the students was explained according to the theme of answering the research questions. The following are findings of students' problems and solutions of listening comprehension in the TOEFL test. The participants' name was used by initial in order to retain the participants' privacy. The participants were P1, P2, P3, P4, P5, P6, P7, P8, and so on. After analyzing the data, the researcher found several findings related to this research. These are explained in detail as follows:

##### **1. Students' Problems of Listening Comprehension in The TOEFL Test**

All participants have experienced the TOEFL test. After interviewing all the participants, the researcher found that they had various problems with listening comprehension in the TOEFL test. The problems are divided into four main

categories. Those are the problems that relate to concentration, accent, speed of speech, and vocabulary.

### 1.1. Concentration

The participants described their problems with concentration during the TOEFL test. Participants had different problems with concentration. Some participants had problems with concentration because of their mental. P1 felt panic and P15 felt nervousness during the TOEFL test in the listening part.

P1:

“I think when the audio was playing my concentration suddenly broke. It probably happened because I panicked...”

P15:

“Yes, sometimes I have trouble concentrating because I am nervous which disturbs my concentration...”

The result showed that both P1 and P15 felt panic and nervousness as their problems with concentration in listening to the TOEFL test. Their panic and nervousness ruin their concentration during the test.

P2, P3, P6, P8, P12, P13, P16, P18 found their problem with concentration because of the classroom condition.

P2:

“Sometimes the people in the class make some noises like accidentally dropping something to the floor the make noise, sneezing, and also coughing...”

P6:

“I have a problem in concentration. I will easily distracted by small thing...”

P8:

“Of course, I have problem in concentration. For example, there is someone make noise when we do the listening section. It ruinsmy concentration...”

The participants faced some problem because of the condition in the class that made their concentration was disturbed. From the data above, the condition are because of other people made noise, the guard, and the temperature of the class.

Furthermore, P5, P9, P10, and P19 explained that the problem with concentration during the listening TOEFL test is because of the problem of the audi.

P5:

“Sometimes we want to focus but while listening is going on there are words or sentences from the speaker that we don’t know or make us confused, causing our concentration to be broken...”

P9:

“Yes, I have. It happens because the audio is not clear so it causes lack of concentration because it disturbs my concentration. If the audio is not clear, it will be difficult for us to understand ...”

Then, P17 stated about the familiarity of the TOEFL. It was about the first experience did the TOEFL test.

P17:

“If someone is familiar with the TOEFL test, that person will concentrate as much as possible. Usually people who take the TOEFL test for the first time have less concentration than those who have taken this TOEFL before...”

Then other participants told that they had no problems in concentration in the TOEFL listening test. Those are P7, P11, P4, P14 and P20.

P4:

“I don’t have any problems in concentration because when I took the test it means that I should be really focus on the test.

P7:

“Not really. The problem just even if I try my best to concentrate but I still missed it. Sometimes I can’t understand if the topic is really high or not in the field of I know really well...”

From all of the problems with concentration that all participants had described, it can be concluded that some students faced problems in concentration because of their mental condition such as panic and nervousness while doing the listening TOEFL test. Most of the students said that classroom condition such as noise and temperature as problems with their concentration. Furthermore, students also found that bad audio quality destroyed their concentration. The last was because of their first experience in the TOEFL test. Despite all of those problems but some participants did not have problems with their concentration during the TOEFL listening test.

### **1.2. Accents**

The participants gave many different problems that they experienced with the accents. Some students said that they had problems with accents because of unfamiliar accents. P2, P3, P4, P5, P6, P7, P8, P10, P11, P14, P16, P17, P18, P19, and P20 explained that they faced problems because of the unfamiliar accents.

P3:

“Yes. I feel the problem because of strange accent that I never heard before...”

P10:

“I always find accent that unfamiliar for me... I will be confused about what the speaker is talking about...”



P11:

“Of course I have. It always affect me too much. By using outsider pronunciation that strange for me or I haven’t listened before...”

Most of the participants faced difficulties in listening comprehension of TOEFL test related to the accents are because of unfamiliar accents. However, the unfamiliar accent was due to the quality of a speakers’ voice. As explained by P7:

“Sometimes if the speaker is an old man, it would be difficult for me to understand cause the voice of the speaker was difficult to catch up with”

The meanings’ of P7 statements was because of the quality of the voice of the speaker. Usually, the types of the male speakers was heavier than female so it made difficult to understand. Furthermore, there is also the problem because of the audio quality.

P12:

“Yes, maybe the problem is with the audio. Maybe the accent is easy, but because the audio quality is poor, the accents will be difficult to understand”

Almost all students had problem in accent. But there was also the participant did not find the problem in accent during the TOEFL listening test. P13 told that he/she did not have any problems in accent.

P13:

“In TOEFL test I don’t have any accent problem because we have to get to used do it”

In conclusion, there were several problems with accent faced by the participants during the listening part of TOEFL test. The problems were unfamiliar

accent that happened due to the speakers' voice quality so it felt strange or unfamiliar for students and the last problem was because of the quality of the audio. Sometimes the audio quality was bad.

### 1.3. Speed of speech

Almost all participants had the problems in speed of speech and just a few of them did not find the problems in this condition. After doing the interview, most of problem in speech of speed was because the speaker speaks too fast so that the participants found it difficult to did the listening TOEFL test. There were fifteen participants found that the speaker spoke too fast. The researcher only mentioned five of fifteen participants to support their opinions.

P4:

"...Because they are native speaker, of course they speak very fast than us who not a native."

P8 also said:

"Yes, I have problem in speed of speech. The problem is the speed of speech is too fast and I often missed it when I listen to the speaker."

Meanwhile another participants such as P1, P13, P14, P17, and P20 did not have problems in the speed of speech during the listening TOEFL test. It was as stated below:

P13:

"For me the speed of speech doesn't matter as long as thepronunciation is clear"

P20:

"No, because I think when I really try to manage myconcentration during the test. It is not a big deal for me"

The result showed that the participants did not find problems in speed of speech in listening TOEFL test. The reasons were because based on P1 and P13 opinion, the speed was not matter or will not ruined his/her TOEFL listening test. P20 also added that as long as his/her concentration did not ruin then there is no problem in the speed of speech.

#### 1.4. Vocabulary

The researcher found that most participants only had one problem in vocabulary. There were also some students did not have problem in vocabulary. Seventeen participants had the same problem. The problem was because of the unfamiliar vocabulary or it can be also called lack of vocabulary.

P8:

“Yes. When I did the TOEFL test, there are so many vocabularies that I don’t know before. I don’t know what is the meaning of that vocabulary.”

P13:

“Sure, because English is my second language I still really need to enrich my vocabulary and there are some vocabulary that unfamiliar with me.”

The data above are the same as some of the other participants' data (P1, P2, P3, P5, P6, P7, P9, P10, P12, P15, P16, P18, P19 and P20) that related to the problem in vocabulary in listening TOEFL test. Unfamiliar and lack of vocabulary often occurred during the listening TOEFL test.

In conclusion, it can be concluded that the problem related to vocabulary in the TOEFL listening test can be identified as a lack of vocabulary. This problem is frequently encountered by the majority of participants.

## 2. Students' Solutions of Listening Comprehension in The TOEFL Test

During the TOEFL listening test, students found many difficulties as discussed above. After found out some problems, there were any solutions related to the problems that faced by students. The solutions will be divided based on the problems.

### 2.1. The solution to the problem of concentration

Participants had different solutions for the problems in concentration. There were various solutions to the problem. There were the solutions of their mental, the room condition, the quality of the audio, and their first experience in listening comprehension in the TOEFL test.

#### 2.1.1. Mental

For their mental condition, both P1 and P15 had different solution related to their solutions problems.

P1:

“...The way I overcame it was to be calmer and not panic.”

P15:

“...The solution is that I do more test and practice”

They had the same problem but the solution to solve their problem was different. P1 tried to reduce his/her panic by being calmer and not panic. Meanwhile, to solve this issue, the P15 did a different solution by practicing and doing more tests.

### 2.1.2. The room condition (noise and temperature)

P3, P6, P8, P16, and P18 told their solutions to solve this problem.

Most of them decided to be more focused while doing the test.

P3:

“...My solution for this problem is I try to focus on the test”

P8:

“...So, I solve it by focusing on the question and answer.”

The result showed that P3, P8, and P16 tried to focus on the test to solve their problem. P3 focused on test, P8 tried to only focused on the answer and question, and P16 tried to focused on what the speaker said. Meanwhile P18 added that she/he did something like snapped his/her fingers to helped the focus of the test.

Furthermore, P2 and P19 had another solution to solve the noise problem in concentration.

P2:

“...To improved concentration, I practiced active listening techniques and used strategies like predicting the content based on the text

P19:

“I try to predict the answer”

The result showed that both P2 and P19 tried to predict the answer but P19 also tried to practiced active listening techniques so it can helped his/her.

Meanwhile, in another condition related to the problem of the temperature in the class, P13 said:

“...So, to solve it I sit near from the speaker and not under theAC”

It can be concluded that P13 tried to solve the problems by choosing the good place or strategic seat so she/her can hear the speaker clearly and if the temperature was too cold then he/she choosed to not sit under the AC and if the temperature was hot he/she will choose the right seat to reduced it so he/she can solve the problem with the concentration.

### **2.1.3. The problem of the audio**

Some participants had varieties solution for this problem. P5, P9, and P10 had solutions such as more focus, understand the context, and predict the answer.

P5:

“...The solution is that we have to be more focused.”

P9:

“...The solution might be that we have to understand the wordor we just take the point of view.”

P10:

“...Actually I don't have any solutions for this. If you miss it, then guess the answer”

So, the result showed that P5 choosed to be more focused as the solution to the problem in concentration. Then P9 said that he/she should understand the topic first so the problem can be solved. Meanwhile P10 stated that the



solution was by guessing or predicting the answer.

#### **2.1.4. First experience**

For this problem, it only occurred in P17's experience during the TOEFL test. The solution was almost similar with other problems which is to focus on the listening test as said by P17:

"...The solution is that we try as much as possible to focus more on hearing what the speaker is saying so that we can answer the question correctly."

### **2.2. The Solution to the Problem of Accent**

#### **2.2.1. Strange or Unfamiliar Accent**

Participants had different solutions to solve this problem. Some participants did practice more after experiencing the listening TOEFL test and some participants also tried to understand the topic to solve this problem.

P2, P3, P11, P14, P16, and P20 argued that to solve the strange or unfamiliar accent is with practice more.

P3:

"The solution is by practicing and try to learn all the accent so it can be similar with us"

P14:

"The solution is that we have to practice and learn to listen directly from the native speakers often"

For another solution, P6 and P10 explained the solution to solve this problem was they can understand the topic first then guess the answer.

P6:

"How I solve the problem is when I writing down the answer I should guessing that fits to my heart"

P10:

“The solution is to look at the question first to know what the topic is”

The result showed that P6 and P10 had almost similar solution for this issues. P6 told that he/she will writing down the possible answer and also try to guess the answer and he/she will choose predicted the answer. Meanwhile for participant 10, told that he/she must to understand the question and the topic.

### **2.2.2. Poor Audio Quality**

There was a participant tried to gave solution about this issue. This Issue came because of P12's experience during the TOEFL test.

P12:

“The way I overcome this is to get used to hearing or listening English.”

The result of this solution told that to overcome with this problem, P12 said that we need to accustomed to listening in English. This means we have to practice more.

### **2.3. The solution to the problem of speed speech**

After the interview, the researcher found that most of the participants found the problem in speed of speech because the speaker speaks too fast. To solve this problem, the participants had various solutions. P2, P4, P6, P12, P15, and P18 found that the solution of this problem is learn or practice more after the test.

P2:

“I learn more and I listened to English podcasts and

news broadcasts at varying speeds.”

P4:

“How I solve that is I think I should to practice more so I will be familiar with that”

Meanwhile, P3, P5, P8, P9, P10, P16 had another solution for this problem.

The solution of these participants as told below:

P3:

“To solve it in my opinion I think we should manage the focus”

P5:

“How I solve that? I should connected the previous word with the next word to get the right sentence”

P10:

“The solution is almost the same as problems with pronunciation and accent too. We have to understand what the questions is and what is the topic. To overcome this.”

The result showed that focus and understand the topic of the content was the solution if the speaker speaks too fast in listening TOEFL test. The participants tried to manage their focus during the test when faced with this problem with read the answer of the question again and also tried to understand the topic. P6, P7, P11, and P19 explained their other solution from their experienced of this problem in the TOEFL listening test:

P7:

“The way for me to solve this problem just as the prior case even if I still left out I just need to skip that part while left mark on my most possible answer cause nothing I can do if I left out while time goes on.”

P11:

“Nothing, so my random choice is the nearest way to handle it”

The result showed that these participants used another strategy or solution of this problems. The final solution is guessed and predict some question in listening TOEFL test when the speaker spoke too fast.

#### **2.4. The solution to the problem of vocabulary**

The researcher found that there was only one problem in the vocabulary of listening TOEFL test. Participants had different solution to solve their unfamiliar vocabulary or their lack of vocabulary. The first solution to solve this problem was practice more. P1, P6, P7, P12, and P17 explained that the solution they did to reduce this problem was to study more after taking the test.

P7:

“If there’s unfamiliar words then we can just make it as a lesson to learn and improve our vocabulary more”

P12:

“The solution is that maybe after taking the test we have to find out what the meaning of that unfamiliar vocabulary.”

P17:

“The solution is to learn more about English”

Other participants had similar statements with the data above (P2, P3, P13, P15, P16, and P19). They tried to learn more about some of that unfamiliar vocabularies they think difficult when they took the listening TOEFL test. Some media are also used to support them to solve this problem until they were familiar

with that.

Moreover, the researcher found another solution for this problem as stated by P5, P8, P9, P18, and P20.

P5:

“To solve this problem is as much as possible we have to understand the sentences.”

P8:

“How I solve that? I should connect the previous word with the next word to get the right sentence.

P20:

“The solution is I should connect other vocabulary that familiar for me so I can get the answer and understand the topic”

The result showed that connect familiar words so that we understand what is being discussed in the listening TOEFL test was also one of the solutions to solve this problem. people can connect the previous word to the next word to form a topic so that a conclusion can be drawn.

Meanwhile, another solution was found in this problem. The solution is guessed the answer. This statement was supported by P10:

P10:

“To overcome this, we have to relate the answers and questions to what the speaker was talking about. We can guess the answer even though we don’t know what the vocabulary is”

In conclusion, there were three solutions to solve the unfamiliar and lack of vocabulary in the problem in vocabulary. The first solution was learn and practice more. The second was connect between the previous and the next familiar words so that it can be concluded. Then the last was guess the answer.

## B. Discussion

This section was the part of the analysis and interpretation of the research findings that have been collected. In this part, the researcher discusses the findings of the research in relation to the research questions that have been determined previously. There were two research questions proposed in this research. The data obtained from the interviews were found to be an effective response to both research questions. The initial research question, "What are the students' problems with listening comprehension in the TOEFL test?" was addressed in a comprehensive manner. The findings of the research indicated several problems, including problems related to concentration, accents, speed of speech, and vocabulary, in the listening comprehension section of the TOEFL test.

For the problems in concentration, some students faced mental condition such as for the problems in concentration, some students faced mental conditions such as panic and nervousness in listening comprehension in the TOEFL test. Other students also faced classroom conditions such as noise and discomfort temperature that interfered with concentration, poor quality of audio, and their first experience that made them unfamiliar with the listening TOEFL test. Furthermore, the interviews also revealed the problems related to the accent. The problems related to the accent are students encounter difficulties in understanding various accents, such as other unfamiliar regional accents that happened because of the quality of speakers' voice. They also found that the bad audio recorder as the problem in the listening TOEFL test because they can not heard it clearly.

Furthermore, for the problems related to the speed of speech students only



had one problem. The problem was because of the speaker spoke too fast. The rapid pace of the audio recordings can present a significant challenge for students attempting to process and comprehend the information presented. The last problem is the problem related to the vocabulary. Following the completion of interviews with participants, the researcher identified a singular problem. Students encountered difficulties due to a lack of familiarity with vocabulary and unfamiliar terminology. This deficiency in vocabulary knowledge significantly impedes students' ability to comprehend and accurately interpret the content presented in the TOEFL listening comprehension section.

These findings align with Goh (2008), who stated that students may encounter difficulties in comprehending spoken language, particularly in the context of rapid speech, unfamiliar accents, and complex vocabulary. Meanwhile this research also have the differences from Goh (2008) that was the researcher found the problems in concentration. Additionally, previous studies have yielded comparable results. For instance, a study conducted by Rahma et al. (2022) revealed that the difficulties encountered in TOEFL listening comprehension were attributed to a lack of vocabulary, inadequate practice, unfamiliarity with the accent, and a lack of motivation for learning a foreign language. Furthermore, Ulminarika (2023) posited that the problems students face in listening comprehension of the TOEFL test can be identified as a lack of understanding of the topic and idiomatic expressions, a lack of practice, and a lack of vocabulary. The result of the research from Maulana et al. (2022) showed that students faced significant obstacles in listening comprehension, including poor audio recording quality during the listening section,

speakers' speaking pace, loss of concentration, and distractions from non- technical aspects. From all of these previous studies, the researcher found the new problem, the problem was because of the speakers' voice quality that affected to unfamiliar accent.

The second research question proposed in this study is as follows: "What are the students' solutions to listening comprehension in the TOEFL test?". This study identified potential solutions to the problems encountered in the TOEFL listening test, based on the findings. The solutions to this problem include practicing more, maintaining focus, skip to another question or transitioning to another question when needed, use strategies in listening comprehension such as top-down strategy (understanding the topic, connecting the familiar words) and interactive strategies (predict or guess the answer and answering all the questions). Similar findings are also presented by Nurhayati (2016), which indicate that effective solutions involve an understanding of idiom expressions, the ability to predict questions based on the answer choices presented, try to understand the topic, and ensuring all questions are answered without leaving any blank. Moreover, according to Lasi & Bouk (2022), an effective solution to improve listening comprehension in the TOEFL test involves engaging in additional practices utilizing media platforms such as YouTube channels and podcasts.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter is divided into two parts. The first part is begun with conclusion and the last part ends with recommendation. Conclusion explains about the summary of the finding, then recommendation describes the benefit of this research.

#### A. Conclusion

This study is divided into two main research questions to identify students' difficulties and strategies for listening comprehension in the TOEFL test. Based on the findings of the previous chapter, the researcher presents several conclusions in this section.

First, this study identified the problems encountered by students in listening comprehension of the TOEFL test. The findings indicated that there were several issues related to concentration, accent, speed of speech, and vocabulary. Firstly, with regard to the problem in concentration, there were four principal problems: (1) mental conditions such as panic and nervousness, (2) classroom conditions such as noise and classroom temperature, (3) poor audio quality, and (4) first experiences. Subsequently, two problems related to accent were identified. These include: (1) an accent that is perceived as strange and unfamiliar (the speakers' voice quality), (2) and an accent that is perceived as being delivered in a poor audio quality. Furthermore, in the context of speed of speech, the researcher identified single problem such as the speakers' delivery was perceived as being too fast. Finally, with the problems related to the vocabulary, the sole issue identified

was a lack of vocabulary.

Secondly, numerous solutions exist to address the problems encountered in the listening comprehension TOEFL test. Each condition presents distinct difficulties, yet the identified solutions for addressing these challenges are largely consistent across all conditions. Consequently, the researcher combines the solutions for each problem. The results are there were four solutions to overcome the problems encountered in listening comprehension in the TOEFL test. The initial step was to engage in more practice in order to become more accustomed to the task at hand. The second was to maintain focus so that one can respond to the question in a satisfactory manner. Third, it was important to gain an understanding of the topic under discussion in order to be able to contribute effectively to the question. Finally, if no other solution can be found and time is limited, it was advisable to predict the answer.

## **B. Recommendation**

Based on the findings of this research, the researcher would like to provide some recommendations for educators, for students, and for future researchers.

### **1. For Educators**

It is recommended that educators develop listening materials that expose students to a variety of accents and speech rates in order to improve their listening comprehension. It is recommended that educators create TOEFL stimulation practice, particularly in the listening section, to familiarize students with the test.

### **2. For the Students**

It is recommended that students allocate a consistent amount of time to

practice listening comprehension exercises. They may also use online platforms, audio materials, and TOEFL preparation books to support their preparation for the listening TOEFL test.

### 3. For Future Researchers

The researcher hopes that this research can be the source of future research. The researcher hopes this research will serve as a foundation for future studies in this field. Furthermore, the researcher advised future researchers to extend the scope of their research by including participants from diverse linguistic backgrounds. This would enable them to capture a more comprehensive range of listening comprehension problems and solutions in the TOEFL test. Additionally, the researcher advised the next researcher to foster collaboration among researchers at various institutions to exchange insights and collectively advance understanding in the field of TOEFL listening comprehension research.





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## Appendix A : Appointment Letter of Supervisor



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**  
NOMOR : B-4472/Un.08/FTK/Kp.07.6/06/2024

**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 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 Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & 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.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;  
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, 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 : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-11944/Un.08/FTK/Kp.07.6/11/2023

KEDUA : Menunjuk Saudara :  
Khairiah Syahabuddin, MHSc.EsL, M.Tesol., Ph.D

Untuk membimbing Skripsi  
Nama : Faradhila  
NIM : 190203126  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Students' Problems and Solutions of Listening Comprehension in The Toefl Test

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

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : 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 : 04 Juni 2024  
Dekan : 



**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 Pendidikan Agama Negeri (KPPN) di Banda Aceh
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh
7. Yang bersangkutan;
8. Arsip





**Appendix B : Recommendation Letter from *Fakultas Tarbiyah dan Keguruan* to Conduct Field Research**



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

Nomor : B-4246/Un.08/FTK.1/TL.00/5/2024

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry  
Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Faradhila / 190203126**

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 ***Students' Problems and Solutions of Listening Comprehension in The TOEFL Test***

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

Banda Aceh, 21 Mei 2024

an. Dekan

Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Berlaku sampai : 19 Juli 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

**AR - RANIRY**

## Appendix C : Confirmation Letter from English Education Department



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.flk@ar-raniry.ac.id](mailto:pbi.flk@ar-raniry.ac.id). Website : <https://ar-raniry.ac.id>

**SURAT KETERANGAN**

Nomor: B-281/Un.08/PBI/Kp.01.2/6/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Faradhila  
NIM : 190203126  
Fak/Prodi : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris  
Alamat : Tanjung Selamat, Darussalam.

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

***"Students' Problems and Solutions of Listening Comprehension in The TOEFL Test"***

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 10 Juni 2024

Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

AR - RANIRY

## Appendix D: Interview Question

### Interview Question

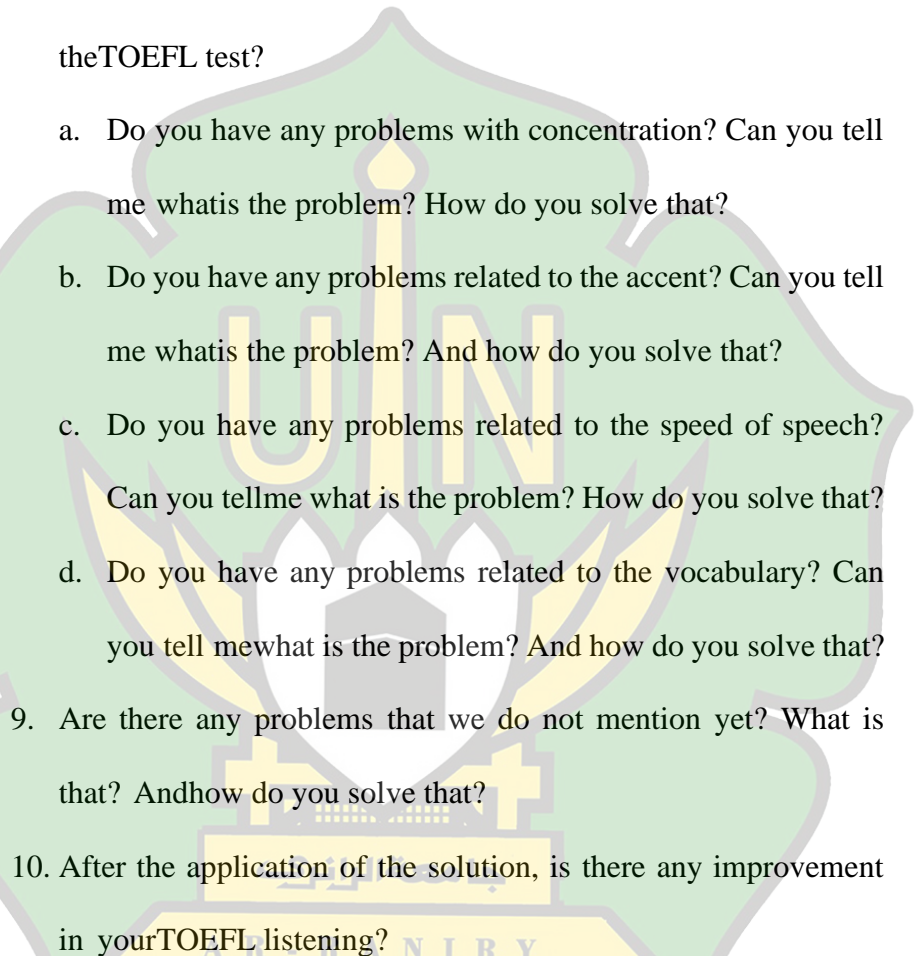
“Students’ Problems and Solutions of Listening Comprehension in TOEFL Test”

Assalamualaikum wr.wb...

Hello my dearest participant. Thank you for being my participant in this research. My name is Faradhila, I am a student from English education department class of 2019. I am doing research for my thesis. The title of my thesis “Students’ problems and Solutions of Listening Comprehension in TOEFL Test”. I need your help to be my participant in collecting the data of my research to complete my thesis. I have many questions for you.

These questions relate to the your experienced in TOEFL test (problems and solutions that you face while doing listening comprehension in TOEFL test)

1. Have you ever taken a TOEFL test?
2. When did the last time you take TOEFL test?
3. Which part of TOEFL test do you think is difficult for you?
4. Why that part is difficult?
5. What do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

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6. Do you have any difficulties or problems in listening comprehension?
7. Which part of listening comprehension in TOEFL test do you think the most difficult for you? Why?
8. What are the problems you faced in listening comprehension of the TOEFL test?
- Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?
  - Do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?
  - Do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?
  - Do you have any problems related to the vocabulary? Can you tell me what is the problem? And how do you solve that?
9. Are there any problems that we do not mention yet? What is that? And how do you solve that?
10. After the application of the solution, is there any improvement in your TOEFL listening?

## Appendix E : Transcript of Interview

### Participant 1

R: have you ever taken a TOEFL test?

P1: yes, I have ever taken a TOEFL test

R: when did the last time you take TOEFL test?

P1: maybe last month

R: which part of TOEFL test do you think is difficult for you?

P1: I think listening is the most difficult part

R: why that part is difficult?

P1: I find it hard to concentrate when the audio is playing, sometimes I don't really understand what the native speaker is saying.

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P1: I know there are 3 segments. The first is a short conversation. The second is a conversation that is quite long in duration and then from the conversation to answer some questions. Then the third one is almost the same as the second one but longer.

R: do you have any difficulties or problems in listening comprehension? P1: Yes, I think so

R: which part of listening comprehension in TOEFL do you think difficult the most difficult for you? Why?

P1: The last part is because the conversations are longer and we have to listen more carefully. One long conversation can answer several questions.

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P1: I think when the audio was playing my concentration suddenly broke. It probably happened because I panicked. The way I overcame it was to be calmer and not panic.

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P1: I think the accent is also very influential. I once took the TOEFL where the native speaker I think used a British accent, at that time my score was low. But



when I took the next TOEFL test, the native speaker used an American accent and I understood a little better and got a higher score. The solution is probably to listen to music, podcasts, or other listening more often.

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P1: I don't think speed in speaking matters much

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P1: Probably yes, because of unfamiliar vocabulary. My way of dealing with it is to read more articles and then check it on google translate audio and then rephrase the vocabulary so that we will be more familiar.

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P1: I think all the problems have been mentioned but I have had experiences where when audio listening is played, there are problems that cannot be controlled such as vehicle noise, animal sounds, and other disturbances.

R: after the application of the solution, is there any improvement in your TOEFL test?

P1: Yes, after that my listening improved.

## Participant 2

R: have you ever taken a TOEFL test?

P2: yes, I have taken the TOEFL test.

R: when did the last time you take TOEFL test?

P2: the last time I took the TOEFL was about a month ago

R: which part of TOEFL test do you think is difficult for you?

P2: I found the listening comprehension part to be the most challenging.

R: why that part is difficult?

P2: The difficulty arises because of various factors such as the speed of speech, unfamiliar vocabulary, and different accents.

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P2: The listening comprehension section typically consists of lectures, conversations, and discussions. Test takers listen to these audio clips and then answer questions based on them.



R: do you have any difficulties or problems in listening comprehension?

P2: yes, I did face difficulties in listening comprehension

R: which part of listening comprehension in TOEFL do you think difficult the most difficult for you? Why?

P2: I found understanding lectures with complex vocabulary and academic discussions the most challenging because they require focused attention and a good grasp of academic language.

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P2: yes, the problem is sometimes people in the class make noise. To improve concentration, I practiced active listening techniques and used strategies like predicting the content based on context.

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P2: yes. The speaker sometimes use british accent. It is more difficult than American to understand. For accent issues, I listened to various English accents and practiced mimicking them to improve my comprehension

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P2: yes. The speaker speaks too fast. To cope with the speed of speech, I listened to English podcasts and news broadcasts at varying speeds to acclimate myself to different rates of speech.

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P2: yes, unfamiliar vocabulary. To tackle unfamiliar vocabulary, I engaged in extensive reading and made use of vocabulary-building resources.

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P2: Another problem I faced was maintaining focus throughout the entire listening section. To address this, I practiced mindfulness techniques and took short breaks during study sessions to refresh my concentration.

R: after the application of the solution, is there any improvement in your TOEFL test?

P2: After implementing these solutions, I noticed significant improvement in my TOEFL listening scores.

### Participant 3

R: have you ever taken a TOEFL test?

P3: yes, I have.

R: when did the last time you take TOEFL test?

P3 : The last time I got TOEFL test was before sidang munaqasyah about November 2023 ago

R: which part of TOEFL test do you think is difficult for you? P3: the listening part

R: why that part is difficult?

P3: Because in that section we have to heard of what the speaker said and find the topic.

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P3: Listening section in TOEFL have 3 parts. First part is short conversation, the second is middle long conversation, and the last part is academic conversation.

R: do you have any difficulties or problems in listening comprehension?

P3: yes, sometimes I got lost the topic that native talked. I know the vocab and understand the topic that they're discussed. I just not really focused on it.

R: which part of listening comprehension in TOEFL do you think difficult the most difficult for you? Why?

P3: Part 2 and part 3 are the most difficult part for me because the topic that native talked was so heavy and sometimes makes me confused.

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P3: yes. My concentration sometimes is disturbed by the noise of other students eventhough I understand what the native discussed. I try to focus on the test again.

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P3: yes, I feel the problems because of strange accent that I never heard before is so make me confused and I don't know how to answer. The solution is by practice more and learn all the accents so it can be similar with us.

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P3: sometimes I often listen with a common speed but sometimes in TOEFL test the speakers' speed to fast and sometimes make me can't understand about what

the speaker has said. To solve it, in my opinion I think we should

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P3: yes, unfamiliar vocabulary. I think I should learn more about that.

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P3: Nothing, all have mentioned before

R: after the application of the solution, is there any improvement in your TOEFL test?

P3: Yes, after applying all of the solutions, there are any improvement in my TOEFL test.

#### **Participant 4**

R: have you ever taken a TOEFL test? P4: yes, I have ever taken a TOEFL test

R: when did the last time you take TOEFL test?

P4: The last time I took the toefl test when I was prepared to do my final, my sidang.

R: which part of TOEFL test do you think is difficult for you?

P4: Actually, I think the difficult part of TOEFL that I feel difficult is listening section.

R: why that part is difficult?

P4: listening sessions we need to more focus. I mean all of the sessions we need to focus on it, but listening there are many vocab or topic that we need to understand. So, in my opinion it's just more complicated.

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P4: Yeah, I think sometimes listening sessions is kinda difficult sometimes but usually it is the easiest for me. But sometimes it is also difficult especially when the speaker or native speaker is British.

R: do you have any difficulties or problems in listening comprehension?

P4: Yes

R: which part of listening comprehension in TOEFL do you think difficult the most difficult for you? Why?

P4: I think the most difficult one is for me is part 3, part monologue. Yeah, I mean

monologues sometimes is difficult because I should hear first what the speaker said about a certain topic then we must answer the question.

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P4: I don't have any problems in concentration because when I took the test it means that I should be really focus on the test.

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P4: sometimes I have a bit problem in accent. I mean the speaker accent sometimes didn't clear. But I am not really have problems on it. How to solve that? I think I need to practice a lot. For accent I think I have many problems in speakers' accent especially in British accent. The solution is we need to practice a lot so we can answer the question.

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P4: of course when I took TOEFL test sometimes I have problems in listening related to the speed of speech. Because they are native speaker of course they speak very fast than us who not a native. I have problem on it. How I solve that is I think I should to practice more so I will be familiar with that.

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P4: I think for me in listening section I don't have any problems related to the vocabulary. Because for me I think in listening section I really familiar with some words or subject.

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P4: I think for me there are no problems that were not mentioned yet.

R: after the application of the solution, is there any improvement in your TOEFL test?

P4: When I did the solution that I mentioned before like practice a lot because honestly the first time I took the TOEFL test I was not pass the test. Like my score is not really high and I was not past the score. After I practiced more, more again a lot. And when I took the other test, the second test there is improvement in my toefl test especially in listening because I practice a lot.



## Participant 5

R: have you ever taken a TOEFL test?

P5: yes.

R: when did the last time you take TOEFL test?

P5: maybe in listening part

R: which part of TOEFL test do you think is difficult for you?

P5: in listening part.

R: why that part is difficult?

P5: Because the pronunciation or the sound that I heard was not really clear. Say I don't know what they said.

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P5: I know there are three section of listening. There are section A, B, and C. part A and part B is a short conversation between two people it seems like one person tell about something then the other one will give response but part B is longer. Meanwile part C is a long monoluge.

R: do you have any difficulties or problems in listening comprehension?

P5: yes I have. I think the problem that I faced when doing TOEFL test is the sound of the speaker that I hear the vocabulary is not clear for me.

R: which part of listening comprehension in TOEFL do you think difficult most difficult for you? Why?

P5: in part C. because when speaker said long text and we don't take notes about what they mean, then we don't know what the speaker mean because the meaning of the speaker is not same in every sentence.

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P5: Sometimes we want to focus, but while listening is going on there are words or sentences from the speaker that we don't know or make us confused, causing our concentration to be broken. the solution is that we have to be more focused

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P5: Sometimes the speaker uses a British accent which may be quite foreign to us because we use an American accent, making it difficult to understand. The solution is that we must be able to conclude and understand the direction of the speaker's conversation even if we miss some words then look for a suitable answer.

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P5: of course. the speaker sometimes speaks really fast. To solve the problem I think we should be more focus

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P5: of course there are some vocabularies that unfamiliar for me. To solve this problem ois As much as possible we have to understand the sentences, not the vocabulary. because when there is familiar vocabulary, we have to find out what the speaker means first and look at the meaning of the word next. so we have to guess what the answer is.

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P5: I think that's all

R: after the application of the solution, is there any improvement in your TOEFL test?

P5: of course. it can be an experience. for example, knowing or understanding the TOEFL as well.

### Participant 6

R: have you ever taken a TOEFL test?

P6: yes, I have

R: when did the last time you take TOEFL test?

P6: it was about 2 weeks ago

R: which part of TOEFL test do you think is difficult for you?

P6: I think it is listening.

R: why that part is difficult?

P6: Because the native speaks so fast and it is different while I was learning before take the toefl test.

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P6: Sections of listening comprehension in toefl test are including 3 parts, which are part A is a dialogue of 2 people, part B is also involve 2 people but there is more long conversation than part A. While part C is only one speaker who speaks a long statement and the listener have to answer for some question after that.



R: do you have any difficulties or problems in listening comprehension?

P6: Yes exactly I have. While I'm taking the toefl test two weeks ago. I got difficulties on the sections B and C.

R: which part of listening comprehension in TOEFL do you think difficult the most difficult for you? Why?

P6: In part B and C. Because they speak too fast and very long conversation. I have to pay more attention and have to remember the question after the segments ended it up.

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P6: I have a problem in concentration. I will easily distracted by small thing. That is why I tried to focus hardly on this test, trying to ignore any distraction out of the test

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P6: The problem in listening that I faced accent. The native speaks fast and I cannot get the correct pronunciation while processing speaking. Because I also thought that I have unfamiliar to the words. How i solve the problems is when I writing down the answer I should to guessing that fits to my heart. It just happened two weeks ago to me.

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P6: Yes, the speed of speech is very problem to my listening comprehension because the speakers speak too fast. And I think I can't solve this problem yet. Maybe I have to learn more and harder to make my hearing more familiar in english and I can pass the test well done.

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P6: Yes I do, how I solve it is just study well and always make a test by myself in everyday to remember new words at least 10 words per-day.

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P6: No there is not. Your questions were complete related to my problems.

R: after the application of the solution, is there any improvement in your TOEFL test?

P6: I hope so, but I can't answer for now. Because I have to try to apply this solution next week when rejoin the toefl test. And hopefully I will do better than

before.

### Participant 7

R: have you ever taken a TOEFL test?

P7: Yes, I have.

R: when did the last time you take TOEFL test?

P7: Around earlier 2023

R: which part of TOEFL test do you think is difficult for you?

P7: Listening

R: why that part is difficult?

P7: Cause this part need high concentration, otherwise I'll miss something from the talk.

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P7: That is section where our focus & concentration are being tested. Cause listening is the important skill that we must have in language study where without the ability to catch what people talking about we won't be able to follow up and talk with each other in certain language. That's why in every language test there must be listening section

R: do you have any difficulties or problems in listening comprehension?

P7: The problem I often face in listening comprehension either I sometimes didn't catch/missed something or sometimes there's words I don't know yet. But the second case is a rare case for me so far.

R: which part of listening comprehension in TOEFL do you think difficult the most difficult for you? Why?

P7: Listening part C, because the part C of listening test is the longest talk. So, sometimes I missed little even many things that being talked in that part.

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P7: Not really. The problem just even if I try my best to concentrate but I still missed it . Sometimes I can't understand if the topic is really high or not in the field of I know really well (that means if it's in a long conversation or the lectures were about topics that I wasn't familiar with, like topics about history or about health/biology which were also very unfamiliar to me so I seemed to have given up & didn't

concentrate anymore because I really didn't understand anymore.). So in this case I myself also don't have any tip about how to solve it. This is just a rare case, what I can do just to berdoa aja so that I don't get difficult/unfamiliar topic.

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P7: Yeah ofc, sometimes if the speaker is a man/old man, it would be difficult for me to understand his accent cause we all know that voice of old man is somehow difficult to understand and catch up with.

So my way to solve this problem is just try to understand it by read the answer choices in paper to have an image of their topic and try to figure it out what are they talking about and try to focus. Sometimes I finally get a slight topic of what they're talking abt.

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P7: Yeah, the speed also matter for me. However, I'm not a native so this problem still be the biggest problem for me especially when the native speaker speaks too fast.

Again, the way for me to solve this problem related to the speed of speech just as the same as prior case and even if I still left out I just need to skip that part while left a mark on my most possible answer behind. Cause nothing I can do if I left out, while the time goes on

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P7: Ofc I have, as I mention before that however I'm not a native. How I solve it is just not to think of it too much, cause the essential of listening comprehension is not to know exactly words by words what the audio speaker/s say/s. It's just to test how well we can understand the whole conversation and topic that being talked about. If there's unfamiliar words then we just can make it as a lesson to learn and improve our vocabulary more. - R A N I R Y

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P7: I think that's all.

R: after the application of the solution, is there any improvement in your TOEFL test?

P7: I think yes, even if that's just a little improvement. Cause my last message is the key of listening test is focus and concentration. Many people have given tip to not left out or missed something by giving it a read the answers choice before the audio begin to have an image of the topic and the possible question that will be asked later. So, even if we may have unfamiliar words, don't think of it too much

cause as far as we have an image of what they're talking about we still can guess the possible question then we can answer it.

### Participant 8

R: have you ever taken a TOEFL test?

P8: yes, I have

R: when did the last time you take TOEFL test?

P8: I think last month

R: which part of TOEFL test do you think is difficult for you? P8: I think it is structure.

R: why that part is difficult?

P8: because I must choose the wrong words and choose the right grammar so it makes me confused because we must to think and choose the right grammar meanwhile I am lack of grammar skill.

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P8: the first one is short dialogue, the second is conversation and the last is monologue.

R: do you have any difficulties or problems in listening comprehension?

P8: yes, of course. Because when listening I must focus and when the speaker starts to speak about the dialogue I think it is a problem for me.

R: which part of listening comprehension in TOEFL do you think difficult the most difficult for you? Why?

P8: I think the second part and the last part because I lacking in remember what the speaker said.

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P8: Of course I have problem in concentration. For example there is someone make noise when we do the listening section. It ruin my concentration. So, I solve it by focusing on the question and answer.

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P8: yes I have a problem in pronunciation. I think when the speaker starts to speak



sometimes I think it is too fast. So I missed it because the speaker is too fast and it destroyed my focus. The solution is I should be focus, listen seriously of what the speaker has said. Furthermore, I think I must read the question first after that I listen what the speaker said. Read the question first and then listen of what the speaker said.

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P8: yes I have problem in speed of speech. The problem is the speed of speech is too fast and I often missed it when I listen to the speaker. To solve it, I should listen carefully and focus when the speaker start to speak and connect the wordsby words.

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P8: when I did my TOEFL test. There are so many vocabulary that I don't know before. I don't know what is the meaning of the vocabulary. How I solve that? I should connected the previous word with the next word to get the right sentence.

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P8: I think no.

R: after the application of the solution, is there any any improvement in your TOEFL test?

P8: yes. My listening test improved. There is a improvement especially in TOEFL test.

### **Participant 9**

R: have you ever taken a TOEFL test?

P9: yes I took a TOEFL test

R: when did the last time you take TOEFL test?

P9: the last month

R: which part of TOEFL test do you think is difficult for you?

P9: listening part

R: why that part is difficult?

P9: it is difficult we have to really focus on what we listen to answer the question.

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P9: there are three parts there part A, part B, and part C. part A is short conversation, part B is longer conversation, and part C just a person who explain atopic.

R: do you have any difficulties or problems in listening comprehension?P9:

sometimes yes because the audio is fast.

R: which part of listening comprehension in TOEFL do you think difficult the most difficult for you? Why?

P9: part B because the sentences were too long and it makes me difficult to understand.

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P9: yes I have. It happens because the audio is not clear so it causes lack of concentration because it disturbs my concentration. If the audio is not clear, it will be difficult for us to understand what the speaker is saying. The solution might be that we have to understand the word or we just take the point of view.

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P9: I have. sometimes there are some accents that are difficult to understand. for example like British. if the British accent is different from the American accent. the British accent is more difficult to understand. the solution is almost the same. we have to know what the speaker is talking about because if we already understand what the speaker is talking about even though there is a word whose accent is unfamiliar to us.

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P9: definitely have. sometimes the audio is too fast while we also have to read the answer. the solution is still the same that we have to know what the speaker is talking about. we read the answer and we have to listen to the question or what the discussion is about.

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P9: I have for example unfamiliar vocabulary. usually I will listen to the vocabulary that I understand only because there must be vocabulary that is familiar to us. first analyze the vocabulary that we understand after that draw conclusions.

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P9: I think no



R: after the application of the solution, is there any improvement in your TOEFL test?

P9: yes, of course. There is some improvement in my TOEFL test.

### Participant 10

R: have you ever taken a TOEFL test?

P10: yes, I have ever taken TOEFL test.

R: when did the last time you take TOEFL test?

P10: the last time I took TOEFL actually 2 months ago.

R: which part of TOEFL test do you think is difficult for you? P10: I think part of TOEFL test that difficult for me is reading. R: why that part is difficult?

P10: actually it is difficult when I must read the whole text but I have just a few times to answer all the text. so sometimes I'll be late in answering the test.

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P10: In listening comprehension there are 3 sections, right? The first section we have to listen short conversation between two speakers. The second sections, we will listen to medium conversation or not too long. The third section is the longest.

R: do you have any difficulties or problems in listening comprehension?

P10: yes, I have difficulties in listening comprehension.

R: which part of listening comprehension in TOEFL do you think difficult the most difficult for you? Why?

P10: the part that difficult for me is the third section. When the speaker speaks a lot of information in listening sometimes I missed some parts. there are some parts in my opinion that are not very clear.

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P10: if concentration for example we are in question number 1 a little comfortable to answer it while the audio has gone to number 2 but we are still thinking about number 1. so there concentration is lost because of lagging or being distracted. actually I don't have any solution for this. if you miss it inevitably the answer is guessed.

R: do you have any problems related to the accent? Can you tell me what is the

problem? And how do you solve that?

P10: i always find the vocabulary or accent that unfamiliar for me. the new vocabulary that i have never heard before. if for example there is vocabulary that i have never heard at all, then i will be confused about what the speaker is talking about. the solution is to look at the question and know what the topic is.

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P10: I often have problems with speed of speech, especially in part B and part C. Part B is still a conversation between 2 people, while part C is one person discussing a topic long and quickly. So there is a problem with the speed of speech. how do i solve that? sometimes it's hard to deal with it. The solution is almost the same as problems with accent too. we have to understand what the question is and what is being asked. So we have to relate the problem and what is being discussed even though it is fast.

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P10: yes I have found a lot about unfamiliar vocabulary maybe the vocabulary that I have never heard. that's one of the problems I'm experiencing. I don't know what the meaning of this unfamiliar vocabulary is, even though we have only just heard of this vocabulary. To overcome this, we have to relate the answers and questions to what the speaker was talking about. we can guess the answer even though we don't know what the vocabulary is

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P10: about listening i think there are no problems that were not mentioned in the question before.

R: after the application of the solution, is there any improvement in your TOEFL test?

P10: yes, I have the improvement in my TOEFL listening because I have several times to take TOEFL test.

### **Participant 11**

R: have you ever taken a TOEFL test?

P11: yes, I have.

R: when did the last time you take TOEFL test?

P11: if I am not mistaken it was last month

R: which part of TOEFL test do you think is difficult for you?

P11: I think listening and written expression.

R: why that part is difficult?

P11: for listening, because I cannot get and hear clearly what the speaker said. For written expression, I usually feel doubt to choose the best answer because of grammar knowledge.

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P11: it has three parts. The first part is short conversations between two people, the second part is longer conversation, and the last part is several talks and story.

R: do you have any difficulties or problems in listening comprehension?

P11: Of course i have, when i dont get anything about what the speaker discuss about, and i stuck on my answer by cross it randomly.

R: which part of listening comprehension in TOEFL do you think difficult the most difficult for you? Why?

P11: I think, for the last part of the listening comprehension. It was hard for me to get the keyword to answer several questions related to the discussion. The key for the last part of listening comprehension is how can we conclude what the speaker discussed to get the answer for four until five question about the talk.

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P11: Concentration it just a little bit problems i think, because when i decided to do the test, i will prepare my self to stay focus on what i do. So i can handle itwith my ability, even another person disturb my activity.

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P11: Of course i have this problem, it always affect me to much. By using outsider accent that strange for me or I haven't listen before. It can make me blankout, so i can't get anything. The way to solve it : maybe i just try another conversation video and audio that similar with TOEFL exercise or take preparation test for toefl to improve my abilty on it.

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P11: I can't deny this problem, because the speed of speech will influence my ability to hear what the speaker say and talk about but the speaker sometimes speaks too fast so I don't have enough time. Maybe I will say, this is the first causes for me when i get stuck on my listening section in every tested. This problem usually come when i decided to choose the best answer, but what i get? Nothing. So my random

choice is the nearest way to handle it.

It same as b point, try something related to the test and good prepare are the way to handle your difficulties in understanding every part of listening.

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P11: I don't mind about my vocabulary. Usually, the reason I didn't know the vocabulary because i didn't know what the speaker was actually saying. So, eventually i get this word, actually means another word.

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P11: I think the big part of the problem have truely mentioned.

R: after the application of the solution, is there any any improvement in your TOEFL test?

P11: I have no idea about it, because i still lack of knowledge about it. Even though i try it right now with no studies and prepare i still can't handle and have not been able to do it in TOEFL test.

### **Participant 12**

R: have you ever taken a TOEFL test?

P12: yes, I have

R: when did the last time you take TOEFL test?

P12: the last time I took the TOEFL was last week.

R: which part of TOEFL test do you think is difficult for you?

P12: I think structure and reading

R: why that part is difficult?

P12: because when reading we have to search or sort it first. for example, when asked what the point is, we have to read it first because the vocabulary in TOEFL is difficult. As for the structure, some are difficult and some are easy.

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P12: in part A the conversation is easier to understand and shorter. Part B has entered advanced or intermediate which makes it more difficult to understand and the questions are also more challenging. Usually in part B one listening is to answer 4 questions. The last one is part C, which is the most difficult part in my opinion

R: do you have any difficulties or problems in listening comprehension?



P12: yes. I have a problem with the accent. The accent is different from the one we learned. We usually use American but sometimes the audio uses Australian or British

R: which part of listening comprehension in TOEFL do you think difficult the most difficult for you? Why?

P12: I think in section 3 or part C. because we have to answer one listening for more than questions.

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P12: Yes. For example, the guard during the test often walks around the test area so every time the guard walks I will pay attention so that my concentration is disturbed. there is no solution for this.

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P12: yes I have. maybe the problem is with the audio. Maybe the accent is easy, but because the audio quality is poor, the accent will be difficult to understand. The way to overcome this is to get used to hearing English.

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P12: yes I have. If we listen to it ourselves, maybe we can repeat the audio, but during the test it cannot be repeated. The problem is that the speakers speak too fast, especially since we are not natives. The way to overcome this is to practice often.

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P12: Yes. namely in unfamiliar vocabulary. The solution is that maybe after taking the test we have to find out what the meaning of that unfamiliar vocabulary.

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P12: no, it all are mentioned.

R: after the application of the solution, is there any any improvement in your TOEFL test?

P12: yes, of course



### Participant 13

R: have you ever taken a TOEFL test?

P13: Yes, I have

R: when did the last time you take TOEFL test?

P13: March 2024 in campus uin arraniry

R: which part of TOEFL test do you think is difficult for you? P13: For the hardest part in toefl is structure

R: why that part is difficult?

P13: Because in structure we need more thoroughly in answering because structure is tricky and we have to understand more about grammar.

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P13: There are some important trick when we are in listening comprehension, first we have to understand what the question is before the audio started, so we should time attack for doing it. Then in listening comprehension the answer is from the second speaker.

R: do you have any difficulties or problems in listening comprehension?

P13: Not really as much we understand the question and get what the second speaker says

R: which part of listening comprehension in TOEFL do you think difficult the most difficult for you? Why?

P13: I think in part B because the long dialog is for multiple question and we need to know which question that dialog is.

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P13: Yes I have, for example the position that we seat in near or far from the speaker and if the room is too cold it can ruin my concentration. So to solve it I seat it near from the speaker and not under the AC.

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P13: In TOEFL test I don't have any accent problem because we have to get used to it.

R: do you have any problems related to the speed of speech? Can you tell me what

is the problem? How do you solve that?

P13: Yes I have, sometimes I split my tongue just because I got nervous but for me speed doesn't matter as long as pronunciation is clear and we should exercise our muscle face a little bit.

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P13: Sure because English is my secondary language I still really need to enrich my vocabulary and there are some vocabulary that unfamiliar with me, so for me when I see the unfamiliar vocab I remember it and I search what the meaning is.

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P13: No I think the point is when we face the TOEFL Test we have to get used to it like the tips and trick to answer the question, the rule from the test and of course improving our English.

R: after the application of the solution, is there any improvement in your TOEFL test?

P13: Yes, as much as we take the TOEFL test our English will be improved indirectly or unconsciously. We can also learn from anything like from the youtube there are bunch of tips and tricks or we can ask our friends.

#### **Participant 14**

R: have you ever taken a TOEFL test? P14: yes I have.

R: when did the last time you take TOEFL test? P14: in Januari 2024

R: which part of TOEFL test do you think is difficult for you? P14: I think listening part is the most difficult for me

R: why that part is difficult?

P14: because the time is short and can not repeat twice

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P14: there are three parts, namely parts A, B, and C. part A contains short conversations, part B dialogue is longer, and part C contains monologues which have the longest duration

R: do you have any difficulties or problems in listening comprehension? P14: yes, in part C

R: which part of listening comprehension in TOEFL do you think difficult the

most difficult for you? Why?

P14: I think part C. because part C contains a long monologue by the speaker and for one long monologue we have to answer several questions

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P14: there's no problem related to my concentration

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P14: yes. The speaker's accent is different from ours so it makes us experience difficulties in listening. The solution is that we have to learn to listen directly from native speakers more often.

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P14: no problem, it is still standard.

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P14: no, I don't have any problems in vocabulary

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P14: no, all are mentioned

R: after the application of the solution, is there any improvement in your TOEFL test?

P14: yes. My listening has improved.

### **Participant 15**

R: have you ever taken a TOEFL test? P15: yes, I have ever taken TOEFL test

R: when did the last time you take TOEFL test?

P15: the last time I took TOEFL test was a few months ago R: which part of TOEFL test do you think is difficult for you? P15: in listening test

R: why that part is difficult?

P1: because the text is quite long and sometimes there is a lack of concentration when hearing what the speaker is saying

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P15: There are three sections in the TOEFL listening test. The first is part A, the conversation is short and quite easy. then part B which is intermediate. then the last part is part C which is the most difficult part because the text is quite long and requires higher concentration in that part

R: do you have any difficulties or problems in listening comprehension?P15: yes, I have.

R: which part of listening comprehension in TOEFL do you think difficult the most difficult for you? Why?

P15: in part C as said before because it requires higher concentration.

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P15: Yes, sometimes I have trouble concentrating because I'm nervous which disturbs my concentration. the solution is that I do more tests and practice.

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P15: Sometimes the accent used by native speakers is quite difficult and is quite high so it makes me have problems when taking the listening test. So the solution might be that I have to do a lot of practice, learn to listen from YouTube or often listen to talks from native speakers.

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P15: The speaking speed of native speakers in the TOEFL listening test is sometimes so fast that it makes it difficult for me to catch what they are talking about. The solution is, as before, I have to study more so I don't get left behind.

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P15: the vocabulary used by native speakers may be higher and quite advanced. there is a lot of vocabulary that we rarely use in our daily lives. therefore, it makes it more difficult for me to catch the vocabulary they are talking about. Sometimes I also don't understand what native speakers are talking about. the solution is that I have to memorize a lot of new vocabulary, note down the vocabulary on TOEFL after taking the test. We can also take many online TOEFL tests at home to get used to it.

R: are there any problems that we do not mention yet? What is that? And how do you solve that?



P15: There is. During the TOEFL test on campus there was an invigilator who often passed by which broke my concentration and made me nervous because the invigilator would see me.

R: after the application of the solution, is there any any improvement in your TOEFL test?

P15: after I studied again at home then I took the test again, my TOEFL test score improved and a lot of vocabulary and pronunciation started to become familiar to me.

### **Participant 16**

R: have you ever taken a TOEFL test?

P16: yes I have.

R: when did the last time you take TOEFL test?

P16: last year

R: which part of TOEFL test do you think is difficult for you?

P16: listening part.

R: why that part is difficult?

P16: because I should more focus and my concentration for listening should be full. I should listen to what speaker said carefully and make sure that I don't missed it.

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P16: I think listening has three part in TOEFL test. There are part A, part B, and part C.

R: do you have any difficulties or problems in listening comprehension?P16:

R: which part of listening comprehension in TOEFL do you think difficult the most difficult for you? Why?

P16: I think part C. because in this part I should listen carefully and answer some question related to the topic. The topic is long so it is difficult for me to answer the question.

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P16: When in the room the speaker's voice was less clear because of coughing from other participants, which disturbed concentration. The solution, if possible, is to



focus on hearing what the speaker is saying well.

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P16: There are some accents that are still foreign to me and there are also some that the speakers say are still unclear. the solution is to study and practice again so that you can master it.

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P16: the speaker's speaking speed is too fast. the solution is to focus again on what the speaker is saying.

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P16: If the vocabulary problem is probably my lack of vocabulary mastery. The solution is to learn a lot of English so that our vocabulary increases.

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P16: it's all been mentioned

R: after the application of the solution, is there any any improvement in your TOEFL test?

P16: of course it has increased

### Participant 17

R: have you ever taken a TOEFL test?

P17: yes, I have

R: when did the last time you take TOEFL test?

P17: last year

R: which part of TOEFL test do you think is difficult for you?

P17: I think in listening part

R: why that part is difficult?

P17: because this part make us to fully focus on what the speaker said.

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P17: the listening comprehension in TOEFL has three parts. There are part A,B, and C.

R: do you have any difficulties or problems in listening comprehension?

P17: yes, of course I have.

R: which part of listening comprehension in TOEFL do you think difficult the most difficult for you? Why?

P17: I think in part C. because part C contains of long monologue about a topic. The topic is academic topic. The vocabulary in this part is also high.

R: what are the problems you faced in listening comprehension of the TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P17: If someone is familiar with the TOEFL test, that person can concentrate as much as possible. Usually people who take the TOEFL test for the first time have less concentration than those who have taken the TOEFL before. the solution is that we try as much as possible to focus more on hearing what the speaker is saying so that we can answer the question correctly.

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P17: Most of the time when I take the TOEFL test, the accent speaker uses a British accent. there are only a few that use American. The solution is that we must understand and be familiar with what the speaker is saying. we have to study more often.

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P17: there are no obstacles. If there is a problem, perhaps the solution is that we have to concentrate more and listen in as much detail as possible to what the speaker is saying.

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P17: the problem is the lack of vocabulary and unfamiliar vocabulary. the solution is to learn more about English

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P17: the quality of audio.

R: after the application of the solution, is there any improvement in your TOEFL test?

P17: So far there has been a very significant improvement that comes from experience.

### Participant 18

R: have you ever taken a TOEFL test?

P18: yes I have

R: when did the last time you take TOEFL test?

P18: in 2023

R: which part of TOEFL test do you think is difficult for you?

P18: for me I think based on my experience recently it's gonna be listening comprehension.

R: why that part is difficult?

P18: that's not that too difficult but based on my experience the audio, the room, and also some instruments are not really supported.

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P18: I don't know too much but I know how to answer it and I know how to elaborate everything like idea but maybe it's gonna be some listening parts.

R: do you have any difficulties or problems in listening comprehension? P18: yes maybe in part C that is monologue section.

R: which part of listening comprehension in TOEFL do you think difficult the most difficult for you? Why?

P18: that's gonna be part C because we should pay our attention a lot, we can not miss important words or sentence of those monologue. If we missed it then we can not answer the question.

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P18: I think my concentration was distracted during the listening part. When we try to focus on listening section then someone beside us do something that really influence us. How I solve it maybe to stay focus and sometimes I snapped my fingers to make me more focus.

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P18: yes, for example like when I took TOEFL test but the speaker in listening part

used British accent. It is not always America but British too. The solution is that we have to understand the next sentence or word and know what topic is being discussed in order to be able to answer the question well.

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P18: yes, I have. because English is our second language. when we try to comprehend in listening comprehension at least we can hear the speech clearly,. why? because sometimes when we speak too fast it will not be clear. So for people for whom English is not their first language it will be difficult. we don't really understand if the speaker is speaking too fast. especially since it has entered academic vocabulary. The solution is to study often and focus.

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P18: yes. It is the major problems in listening test. Sometimes I don't know about some vocabulary. How I solve that maybe sometimes when some vocabulary that I don't understand, I will skip it. I start to look and understand about what the topic talk about.

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P18: I think It all have been mentioned. But I have one case. in the vocabulary section. for example, if I don't understand the vocabulary then I will look at the adverb.

R: after the application of the solution, is there any any improvement in your TOEFL test?

P18: yes. I have improvement my TOEFL test after applying those methods.

#### **Participant 19**

R: have you ever taken a TOEFL test?

P19: Yes, I have taken the TOEFL test

R: when did the last time you take TOEFL test?

P19: it was about last year

R: which part of TOEFL test do you think is difficult for you?

P19: I think listening part

R: why that part is difficult?

P19: because every section in the listening part have different difficulties. It's hard



for me to understand the last section

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P19: Listening in TOEFL test has three sections. The first is part A consist of short conversation, part B has longer dialogue, and the most difficult for me is part C, longest conversation like monologue.

R: do you have any difficulties or problems in listening comprehension? P19: of course I have.

R: which part of listening comprehension in TOEFL do you think difficult the most difficult for you? Why?

P19: Part C. because in this part we should answer some question related to a topic and also we can not stop it. This part forces us to be more focus.

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P19: yes, I have problem in concentration. Sometimes, I can not hear what the speaker said clearly.

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P19: yes. Because of British accent. As we know British accent is difficult to understand. The solution I think we should practice more about British accent.

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P19: yes, I often feel like the speaker speaks too fast so that make me so confused until I don't know the answer. The solution? How to solve it I think based on my opinion I should guess or predict the answer.

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

P19: of course. Based on my experience, I haven't heart that vocabulary yet. After the test I must to know the meaning of that

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P19: no, the problems have been mentioned

R: after the application of the solution, is there any improvement in your TOEFL test?

P19: yes of course. I have significant improvement after applying the solution



## Participant 20

R: have you ever taken a TOEFL test?

P20: yes I have

R: when did the last time you take TOEFL test?

P20: in September 2023

R: which part of TOEFL test do you think is difficult for you?

P20: listening part

R: why that part is difficult?

P20: because I must answer several question related to a topic and the audio can not be skipped

R: what do you know about the segments/sections of listening comprehension in the TOEFL test? Please explain!

P20: in listening comprehension in the TOEFL test, it has three part. Part A, part B and part C

R: do you have any difficulties or problems in listening comprehension? P20: yes, I have.

R: which part of listening comprehension in TOEFL do you think the most difficult for you? Why?

P20: I think in part C because that part is monologue, right? I found it difficult for me to listen to a long topic and answer different questions.

R: what are the problems you faced in listening comprehension of TOEFL test? Do you have any problems with concentration? Can you tell me what is the problem? How do you solve that?

P20: no I don't have. I always try to concentrate the listening part.

R: do you have any problems related to the accent? Can you tell me what is the problem? And how do you solve that?

P20: yes, sometimes I find a strange accent like I think it is difficult for me. How to solve it? Maybe by practicing more different accent of speaker.

R: do you have any problems related to the speed of speech? Can you tell me what is the problem? How do you solve that?

P20: No, because I think when I really manage my concentration, it is not a big deal for me

R: do you have any problems related to the vocabulary? Can you tell me what is the problem? How do you solve that?

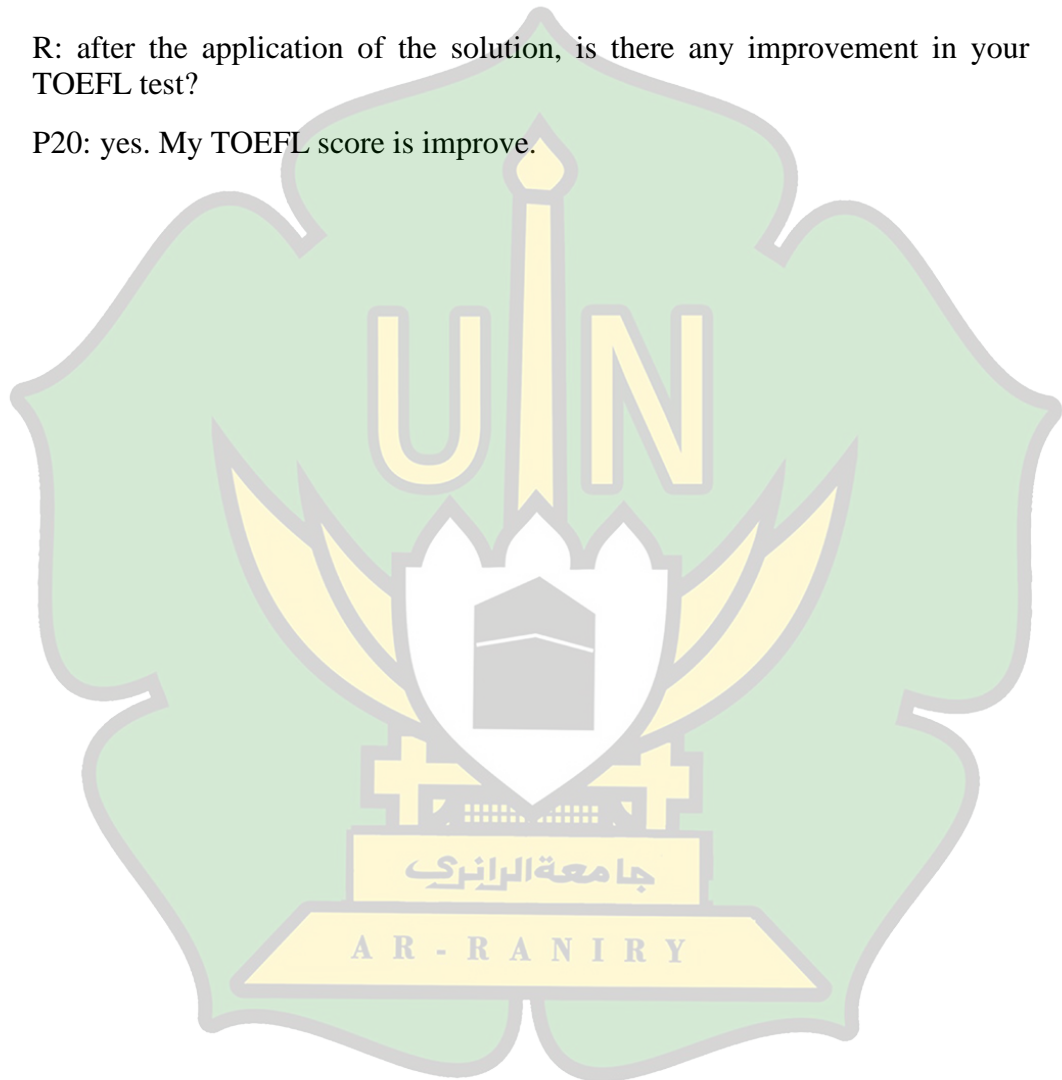
P20: yes, the problem is because of there were some vocabularies that I never heard before. Yes, unfamiliar for me. The solution is I should connect other vocabulary that familiar for me so I can get the answer and understand the topic.

R: are there any problems that we do not mention yet? What is that? And how do you solve that?

P20: no

R: after the application of the solution, is there any improvement in your TOEFL test?

P20: yes. My TOEFL score is improve.



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