EFL LEARNERS' PROBLEMS IN LISTENING COMPREHENSION OF TOEFL TEST

THESIS

Submitted in Partial Fulfillment of the Requirements
for gaining the Bachelor's Degree in Education
in English Education Department

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2021

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Wassalamu'alaikum, wr. wb.

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MOTTO

"Awali dengan Bismillahirrohmanirrahim, akhiri dengan Alhamdulillahirabbilalamin"

Arfianti, N. Sofiatun. 1703046008, 2021, *EFL Learners' Problems in Listening Comprehension of TOEFL Test*, Thesis, English Education Department, Walisongo State Islamic University Semarang, Advisor: Daviq Rizal, M.Pd.

ABSTRACT

The intensity of listening as teaching English can affects students' habit of listening to conversations and texts in English. One of a way to help students' found their best strategy in listening is by analyzing students' difficulties toward listening comprehension. This research aims to analyze the problems encountered by students of the English Education Department in listening comprehension during the TOEFL test and to explain strategies used by students in the listening section of the TOEFL test. This qualitative research was conducted on students of the Class-A English Education Department in the academic year of 2017 at Walisongo State Islamic University, Semarang, and took 15 students as participants in doing the questionnaire and interview. This research used a questionnaire adapted from Arafat Hamouda and interview guidelines as an instrument in collecting the data. The result of this research reveals that there are several problems encountered by students of the English Education Department in listening comprehension during the TOEFL test including Listening Problems Related to Content such as Unfamiliar Topics, Lack of Vocabulary, Long Spoken Text, and Form of Expression. Problems Related to the Students such as Fear Before Doing Listening, Lose Concentration, Infer Meaning, Unclear Pronunciation, Encounter Unknown Words. Last, Problems Related to Physical Setting such as speed of speech, Poor Audio/CD Quality. As for strategies used by students to listening comprehension of TOEFL test are Before Listening and While Listening such as a). Pay attention to the second speaker b). Choose the answer with synonym c). Guess the question by looking at multiple choices d). Pay attention to 5W+1H e). Overcome panic. The results of this study are expected to provide contributions in information and inputs in learning and teaching listening comprehension as a foreign language. By points out the difficulties encountered by the students in listening comprehension of TOEFL test, it might extend awareness to the teachers and the learners that experience student difficulties gave contribute to teaching and learning to listening comprehension in the future.

Key words: ***Listening Problems, Listening TOEFL, Listening Strategies***

ACKNOWLEDGMENT

In the name of Allah, the Most Gracious, the Most Merciful.

All praises are given to Allah SWT

All praises are given to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in finishing this final project entitled EFL Learners Problems in Listening Comprehension of TOEFL Test: A Study at an English Education Department. Sholawat and salutation are always offered to the prophet Muhammad SAW.

The researcher realizes that this final project cannot be completed without support, guidance, advice, help, and encouragement from individuals and institutions. Therefore the researcher would like to express the deepest appreciation to:

1. The Dean of Education and Teacher Training Faculty (FITK), Dr. Hj. Lift Anis Ma'shumah, M. Ag.
2. The Head of English Language Education Department, Sayyidatul Fadhilah. S. Pd. I, M. Pd.
3. The Advisor, Mr. Daviq Rizal M. Pd who had responsibility for her patience in providing careful guidance, helpful correction, good advice as well as suggestion and encouragement during consultation.
4. All of lectures in English Language Education Department of Education and Teacher Training Faculty.
5. My beloved mother *Ibu* Daryanti, thank you for all the love, support and advice. Thank you for everything.
6. My beloved friends of "*Anak anak Pak Daviq"* thanks for support and togetherness.
7. My beloved friends of Family XII. 8 thank you for all the support, togetherness and happiness.
8. All my friends in UIN Walisongo Semarang, especially the PBI A 2017 who always support and pray for me.
9. My beloved friends Nervy Nanditya Pujiyani and Yunita Widyastuti thank you for all the support, motivation, togetherness and happiness.

Finally, the researcher always expects that this research will be helpful for all. Aamiin

Semarang, July 2020

The Writter

Sofiatun Nisa Arfianti

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CHAPTER I

INTRODUCTION

Throughout this chapter, the researcher discusses the introduction. This chapter consists of four parts. A background of the research, reason for choosing the topic, research question, and significance of the research are discussed.

A. Background of the Study

Cited from Jyoti, Drawn by Hasan indicated that the most important factors that cause problems for learner listening comprehension were unfamiliar words, difficult grammatical structures, and the length of the spoken passages[1]. Along with Hasan, Hamouda also mentioned pronunciation, speed of speech, insufficient vocabulary, lack of concentration, anxiety as the major listening comprehension problems[2]. The less listening is taught to students the more unfamiliar students to listening to themselves and also unfamiliar with listening to the English native speaker. Students with untrained ears may face difficulties when people speak too fast and this may interfere with their concentration[3]. Native's speaking speed, accent and tone may give impact on students' ability in understanding the message conveyed[4]. For training, listening comprehension language material are prospectively be used and should not present visually[5].

Student who appear to have shortage in self-listening or audio visual control, confusion or reversal letters, poor reading comprehension, weak spelling and auditory synthesis are suspected to have listening problem[6]. The difficulties experienced by students when listening are mostly because of their inadequate vocabulary and alienation from English native

[1] Rameshwar Jyoti, 'Exploring English Language Students' Difficulties in Listening Comprehension', *Journal La Edusci*, 1.3 (2020), 1–10 <https://doi.org/10.37899/journallaedusci.v1i3.125>.
[2] Arafat Hamouda, 'Listening Comprehension Problems - Voices from the Classroom', *Ejournal.Narotama.Ac.Id*, 11.June (2011), 92–101 <http://ejournal.narotama.ac.id/files/LANGUAGE IN INDIA.doc>.
[3] Tengku Maya Silviyanti, 'Looking into EFL Students' Perceptions in Listening by Using English Movie Videos on YouTube', *Studies in English Language and Education*, 1.1 (2014), 42 <https://doi.org/10.24815/siele.v1i1.1119>.
[4] Tengku Maya Silviyanti, Rahayu Rahmadhani, and Iskandar Abdul Samad, 'Efl Students' Strategies in Answering the Listening Section of the Longman Toefl', *Studies in English Language and Education*, 7.1 (2020), 237–46 <https://doi.org/10.24815/siele.v7i1.13007>.
[5] Tryanti R. Abdulrahman, Nonny Basalama, and Moh. Rizky Widodo, 'The Impact of Podcasts on EFL Students' Listening Comprehension', *International Journal of English Linguistics*, 8.6 (2018), 122 <https://doi.org/10.5539/ijel.v8n6p122>.
[6] Fulya Yalçinkaya, Nuray Bayar Muluk, and Semra Şahin, 'Effects of Listening Ability on Speaking, Writing and Reading Skills of Children Who Were Suspected of Auditory Processing Difficulty', *International Journal of Pediatric Otorhinolaryngology*, 73.8 (2009), 1137–42 <https://doi.org/10.1016/j.ijporl.2009.04.022>.

speakers. These problems encourage teachers to find new strategies in listening to help the students to be more active in the listening activity[7].

The research from Samira Baghaei, Mohammad Sadeghi Bagheri, & Mortaza Yamini entitle Analysis of IELTS and TOEFL reading and listening tests in terms of Revised Bloom's Taxonomy explain TOEFL test in listening mainly revolved around understanding, analyzing and remembering factual knowledge with percentage of 62.7%, 25.7% and 11.5%. The result shows that concerning the representation of thinking skills both IELTS and TOEFL test frequently more low-order thinking skills rather than the higher-order thinking skills. However, the result shows TOEFL listening test included higher-order thinking skills than did IELTS listening test. Drawn from Baghaei, Sadegh Bagheri, and Yamini cited from Bejar, Douglas, Jamieson, Nissan, & Turner, the context of the TOEFL listening section is fully academic. high-stakes tests such as TOEFL just representing academic context encompass items that assess cognitive levels higher than just understanding of the information orally presented in the listening test[8].

Study from Goh with tittle 'A cognitive perspective on language learners'listening comprehension problems explain problems related to listening based on research conducted with ESL students in Singapore which are first, student quickly forgot what is heard. Second, students do not recognize words they know. Third, students understand word but not intended meaning. Fourth, neglect the next part when thinking about meaning. Fifth, unable to form mental representation from word heard, and last there's also problem mention related to students' prior knowledge[9]. Study from Lofti Ghazal called 'A Questionnaire of Beliefs on English Language Listening Comprehension Problems: Development and Validation' discuss factors affected students in listening comprehension using questioner beliefs, from the discussion Lofti mention six factors such as labeled process, labeled input, labeled listener, labeled task, labeled affect, and labeled context[10]

Rina & Tiarina, in her research mention that difficulties face by students' in answering TOEFL test of listening comprehension are lack of vocabulary, lack of concentration, length and speed of listening, physical condition based on students' experiment. As TOEFL test was done by 3 parts which are short dialogue, long conversation and long talk, the result found out that students' face most difficult in answering part 3 of long talk in TOEFL test. Rina, Tiarina explain students get in trouble with long talk because the delivery of speech was too fast by

[7] Serkan Şendağ, Nuray Gedik, and Sacip Toker, 'Impact of Repetitive Listening, Listening-Aid and Podcast Length on EFL Podcast Listening', *Computers and Education*, 125 (2018), 273–83 <https://doi.org/10.1016/j.compedu.2018.06.019>.

[8] Samira Baghaei, Mohammad Sadegh Bagheri, and Mortaza Yamini, 'Analysis of IELTS and TOEFL Reading and Listening Tests in Terms of Revised Bloom's Taxonomy', *Cogent Education*, 7.1 (2020) <https://doi.org/10.1080/2331186X.2020.1720939>.

[9] Christine C.M. Goh, 'How ESL Learners with Different Listening Abilities Use Comprehension Strategies and Tactics', *Language Teaching Research*, 2.2 (1998), 124–47 <https://doi.org/10.1177/136216889800200203>.

[10] Ghazal Lotfi, 'A Questionnaire of Beliefs on English Language Listening Comprehension Problems: Development and Validation', *World Applied Sciences Journal*, 16.4 (2012), 508–15.

the speaker and it is content of academic subject which make it harder to understand, since students feel themselves not familiar with many vocabularies related to academic subject[11].

Teaching listening still needs to be more concerned with an academic level to help students work on their target language. Listening strategies that are associated with successful learning can be showed and modeled for less successful learners. By the time, less successful learners can adopt these strategies, and make significant gains in their listening comprehension skills and intrinsic motivation toward listening because of the change in learning style[12].

One of a way to help students' found their best strategy in listening is by analyzing students' difficulties toward listening comprehension. It could help the students find the best strategies used to be effective in learning second language. There's also a proficiency to help the students in listening test and the TOEFL test. Many second language learners found difficulties in listening TOEFL especially for the students who completed their degree. For example, the students in English Education Department of the Islamic State University of Walisongo they were required TOEFL test before getting their degree, which includes listening comprehension. Meanwhile, they found themselves encountered many problems in doing their listening comprehension of the TOEFL test.

In the term of pandemic, Covid-19 students increasingly experience limitations in online learning activities. The absence of direct contact between students and teachers requires student activeness in learning activities. During online learning activities, many of the students do not realize the difficulties they face in listening comprehension. It makes students unable to explore their learning abilities because they need to first identify the problems and then find solutions to them.

This study tries to analyze problem encountered by EFL students' in listening comprehension during TOEFL test besides help them find the best strategies in learning second language. In this study, a limitation was set, that the researcher would only examine problems encountered by EFL students' in listening comprehension during TOEFL test and strategies follow. As the research took place during the Covid-19 pandemic, researchers would do their best to maximize the application of health protocols by collecting data using online platform.

B. Reason for Choosing Topic

The researcher choosing the topic because she is interested to know the problem encountered by students of English Education Department in listening especially on TOEFL test, by

[11] Parni Rina and Yuli Tiarina, 'Journal of English Language Teaching An Analysis of English Department Students ' Difficulties in Answering TOEFL Test of Listening Comprehension', 10.1 (2021), 28–35 <https://doi.org/10.24036/jelt.v10i1.1113555>.

[12] Michael Rost, *Teaching and Researching Listening: Second Edition*, ed. by Christopher N. Candlin and David R. Hall, *Pearson Education*, Second Edi (United Kingdom: Pearson Education Limited, 2011).

knowing the problem and finding the strategies there's a proficiency to help the students in listening test and the TOEFL test.

C. Research Question

As formly explained in the background introduction, the problem statement which could be planned is what are the problems encountered by students toward listening comprehension of TOEFL test of English Education Department of Tarbiyah and Teaching Faculty at Islamic State University of Walisongo Semarang were:

1. What problems are encounter by students of English Education Department in listening during TOEFL test?
2. What strategies use by students' of English Education Department to comprehend the problems in listening section on TOEFL test?

D. Research Objective

From the research questions proposed formerly, the aim of the research was to find out difficulties encountered by students of English Education Department at Islamic State University of Walisongo Semarang in listening of TOEFL test and to find out the strategies used by students' of English Education Department to comprehend the problem in listening section on TOEFL test.

The aim of the research covered research objectives were:

1. To analyze problems encounter by students of English Education Department in listening during TOEFL test.
2. To explain the strategies use by students of English Education Department to comprehend the problem in listening section on TOEFL test.

E. Research Significance

The result of this research hopefully can give benefit to the reader. By points out the difficulties encountered by the students in listening comprehension of TOEFL test, it might extend awareness to the teachers and the learners that experience student difficulties gave contribute to teaching and learning to listening comprehension in the future. Hopefully, this research would be useful for other researchers who interested in similar field research to use the findings and develop the subject according to different circumstance. Also, it became guideline who wants to conduct the further research about difficulties in listening and strategy used to comprehend listening problem especially in TOEFL test. There are some significances of the research related to listening comprehension as follows:

1. Theoretical Significance

   The results of this study are highly expected to provide contributions in information and inputs in learning and teaching listening comprehension as a foreign language. This study enhancing the theories on difficulties in listening comprehension of TOEFL test and strategy used to comprehend listening problem as foreign learners. From a prespective of

learners' who understand the process of listening and believe they can reach their goals, it made them easily to handle their listening ability. Also, the teachers who know the students' difficulty make them easily to find best strategy used in anwering listening comprehension of TOEFL test and listening comprehension in general. Above all, it would motivate both of lecturer and the students to do better listening comprehension test and listening comprehension class.

2. Practical Significance

   This study includes two main focuses that gave positive results and benefits from knowing the students' problems in listening comprehension of TOEFL test and strategy used to comprehend listening problem as foreign learners. They were the lecturers and the students. Also, hopefully this will be useful for the other researcher that conduct the same topic and for English Education Department at Islamic State University of Walisongo Semarang

   a. Significance for Students

      By increasing students' awareness of the factors that influence their difficulties in listening comprehension, it is hoped that students will study harder to improve their listening skills and practice their listening skills to become better listeners. Thus, they will easily understand what they hear when listening to both in class and during the TOEFL test.

   b. Significance for Teacher

      It is hoped that by having an understanding of the problems that arise during the listening comprehension of the TEOFL test, the lecturer can better help students overcome the factors that arise as problems in listening comprehension.

   c. Significance for other researcher

      The result can be a reference for conducting other research related to this research study.

   d. Significance for English Education Department

      The result can encourage other students of the English Education to conduct similar research.

F. Research Scope

This research was held to analyze the problems encountered by the students in listening comprehension in the TOEFL test and strategies used to comprehend the problem. All the problems consisted of three factors that influenced students in their listening. They were listening materials, listener, physical setting. The research focused on listening to the TOEFL test that consists of Part A, Part B, and Part C. The study was conducted at the university level. The number of participants was 15 students from the English Education Department of State Islamic University Walisongo Semarang academic year of 2017.

CHAPTER II

REVIEW OF RELATED LITERATURE

An overview of related literature is presented in this chapter. This chapter describes a theory building used as basis for the research. This chapter contains review of the previous studies, theories, and conceptual framework.

A. Literature Review

1. Listening Comprehension Problems

The intensity of listening as teaching English can affects students' habit of listening to conversations and texts in English. The less listening is taught to students the more unfamiliar students to listening to themselves and also unfamiliar with listening to the English native speaker. Students with untrained ears may face difficulties when people speak very fast and this may interfere with their concentration[13]. Native's speaking speed, accent and tone may give impact to students' ability in understanding the message conveyed[14]. For training listening comprehension language material are prospectively be used and should not presented visually[15]. Although listening is receptive, it is very active because listeners can think and understand things at higher levels than what they have heard. In listening comprehension students takes time to integrate sound, and information, they also need to find the similarity from their prior knowledge, since listeners combine what they have listened to their existing knowledge and experiences to understand what information does the speaker trying to state[16].

There are two factors that enhance listening comprehension are internal and external factors. The internal factor is the factor which comes from inside the learners. The external factor is the factor which comes from outside of the learners, such as the speaker, stimulus, and context[17]. Difficulties in listening comprehension process came in problem for the learners, such as quality of recorded materials, cultural differences, accent, unfamiliar vocabulary, and length and speed of listening[18].

The most important factors that cause problems for learners' listening comprehension were unfamiliar words, difficult grammatical structures, and the length of the spoken passages[19]. Listening comprehension requires individual involvement in a

[13] Silviyanti.
[14] Silviyanti, Rahmadhani, and Samad.
[15] Abdulrahman, Basalama, and Widodo.
[16] Abdulrahman, Basalama, and Widodo.
[17] Nurhidayah Sari and Rinda Fithriyana, 'Exploring EFL Students' Problems in Listening Comprehension', *JEES (Journal of English Educators Society)*, 4.1 (2019), 47 <https://doi.org/10.21070/jees.v4i1.1722>.
[18] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 'Learners ' Listening Comprehension Difficulties in English Language Learning : A Literature Review', 9.6 (2016), 123–33 <https://doi.org/10.5539/elt.v9n6p123>.
[19] Jyoti.

variety of activities, ranging from complete comprehension and sound of the speaker's message. For listening comprehensions in academic language, students need to determine meaning from spoken massage, and the process of keep and retrieve information can be various way from each individual[20].

Students did not have opportunities to interact with speakers and it means students can't have opportunities to heed on any non-verbal clues that might be seen[21]. Students found them-selves face some difficulties such as phonological and lexical problems, implied meanings, unfamiliar topics, and organization of ideas. English listening problems found by the teacher and also students were perception, parsing, and utilization. The method that used in this study was both quantitative and qualitative method. The data were analyzed using descriptive statistics; frequencies/percentages and content analysis, respectively[22].

2. Listening Problems in TOEFL Test

Difficulties experienced by the students can affect their ability. The problems in listening arise when the students feel difficulties processing the target language, and it's more likely related to the difficulty level of task at hand. It is such a complicated and multitasking job to be drawn at the same time to conduct test. The central issue in difficulties of text is not in the language itself but the complexity of the content[23]. It is explained that cognitive difficulty as the factors that make the four central listening processes (identifying information, searching memory for information you already have, filing or storing information for late cross referencing, and using information) easier or more difficult to perform[24].

There were some factors that affected students in answering TOEFL test of listening comprehension are lack of vocabulary, lack of concentration, length and speed of listening, physical condition based on students' experiment. As TOEF test done in 3 part, this research shows that from the three part, short dialogue, long conversation and long talks, students certainly face the most difficult part was on part three. Drawn from Parni Speech delivery and infrequent vocabulary were the factors of the difficulties face by students in long talk part 3[25].

[20] Minh Trang Nguyen, 'Understanding Listening Comprehension Processing and Challenges Encountered: Research Perspectives', *International Journal of English Language and Literature Studies*, 9.2 (2020), 63–75 <https://doi.org/10.18488/journal.23.2020.92.63.75>.
[21] Willy A. Renandya and Thomas S.C. Farrell, '"Teacher, the Tape Is Too Fast!" Extensive Listening in ELT', *ELT Journal*, 65.1 (2011), 52–59 <https://doi.org/10.1093/elt/ccq015>.
[22] Thao Quoc Tran and Tham My Duong, 'Insights into Listening Comprehension Problems: A Case Study in Vietnam', *Pasaa*, 59.June (2020), 77–100.
[23] Rost.
[24] Rost.
[25] Rina and Tiarina.

Another factors that affected second language listening can be define as 3 main points which are linguistic factors, cognitive factors, and affective factors[26].

3. Strategy in Listening for TOEFL Test

One of a way to help students' found their best strategy in listening is by analyzing students' difficulties toward listening comprehension. It could help the students find the best strategies used to be effective in learning second language. Among the three skills tested, listening is likely to be the hardest part, since test takers must concentrate on what are being spoken and the recordings are only played one time[27]. According to Longman Complete Course for The TOEFL there are eight strategies that can be used to help test takers answer TOEFL listening questions correctly. For general strategies, there are three common strategies which are very important to notice, as follows:

Strategies related to Part A of listening TOEFL were 1) Focus on the last line 2) Choose answers with synonyms 3) Avoid similar sounds. , and strategies are related to part B and C such as, before listening by anticipate the topic & anticipate the questions. While listening, students should be able to determine the topic and draw conclusions about who, what, when, or where. Students should be able to listen for the answers in order. Understanding the above Listening skills and its sub- heading could help students to answer the first section of the TOEFL test competently[28].

Research conducted by Ehsan, Neisi, Fatemeh Mahdavirad & Mehdi Nasiri , the researchers qualified listening problems into six parts which are input, context, listener, process, affect, and task problems. The researchers assumed that strategies used to solve listening problems include cognitive, meta cognitive, and socio-affective. As outcomes from this research, researchers found that learners suffered from input and affect listening, and meta-cognitive was the chief in listening strategy used. This was a quantitative research with purposive convenient sampling at private language institute in Ahvaz, Iran[29].

A research study was conducted by Matsuoka cited from Silviyati, Ramadhani, towards 17 high school students. They used Oxford's eight learning strategies. They also used questionnaire before and after students took TOEFL. From the questionnaire, the result showed that the top three difficulty that the students faced included (1) difficulty in understanding the choices (multiple choice options), (2) difficulty in understanding unknown vocabulary, and (3) speakers' speed in dialogues. Regarding to the strategies used, the students admitted that they enjoyed leaning TOEFL with the strategies because

[26] Nguyen.
[27] Silviyanti, Rahmadhani, and Samad.
[28] Deborah Phillips, *Longman COMPLETE COURSE for THE TOEFL TEST* (NEW YORK: Pearson Education, 2001), p. 661.
[29] Ehsan Namaziandost and others, 'The Relationship between Listening Comprehension Problems and Strategy Usage among Advance EFL Learners', *Cogent Psychology*, 6.1 (2019) <https://doi.org/10.1080/23311908.2019.1691338>.

it helped them comprehend the passage better. The students should have mastered the eight strategies and skills in the TOEFL test because they have passed Listening 3 as one of the core modules in their major[30].

4. Teaching Listening for EFL Learners

According to Rost, in his book entitled Teaching and Researching listening, there were applicable principles for teaching listening included the use of student-centered and collaborative learning formats, such as pair and group work and employing task types, such as collaborations, friendly competitions, and listening games, and technology tools that learners enjoy, may help learners relax, become more engaged, and make greater progress in listening[31]. By taking into account learners' motives and their attitudes about listening, the instructor can better select input or point learners to the best resources and opportunities for input[32]. The efficiency of using podcasts to improve speaking and listening, grammar, pronunciation and vocabulary has been recognized as has the positive role of repetitive listening in second language development[33]. Singing and reciting poems were considered most suitable for teaching pronunciation; listening to songs was considered most suitable for introducing topics[34].

Learners had individual opportunities to select input of interest, and experimentation with learning styles and task types that may best trigger involvement and acquisition for each learner because learners differ in many aspects. This included choosing listening content that appeals to the students current dramas and television programs, music, comedy, or relevant political discussions – can help students lower their affective filters toward listening, and get more out of the learning experience[35].

There are different approaches that teachers can benefit from in teaching listening skills to EFL students. Schema Theory is believed to activate the learners' background knowledge and experience since schemas "help processing information by reducing processing load". It has been shown that providing learners with videos and visual aids improved their listening skills and facilitated their comprehension[36]. Individuals cannot learn anything from listening without understanding, little has been said regarding how comprehension during listening ensures learning, and in this regard, focusing on the concepts of 'noticing' and 'restructuring' had been suggested. Here, noticing means a process that involved attention and motivation, restructuring involved verbal

[30] Silviyanti, Rahmadhani, and Samad.
[31] Rost.
[32] Rost.
[33] Şendağ, Gedik, and Toker.
[34] Jenni Alisaari and Leena Maria Heikkola, 'Songs and Poems in the Language Classroom: Teachers' Beliefs and Practices', *Teaching and Teacher Education*, 63 (2017), 231–42 <https://doi.org/10.1016/j.tate.2016.12.021>.
[35] Rost.
[36] Mohamad Reza Farangi and Zahra Kheradmand Saadi, 'Dynamic Assessment or Schema Theory: The Case of Listening Comprehension', *Cogent Education*, 4.1 (2017) <https://doi.org/10.1080/2331186X.2017.1312078>.

interpretation by the teacher or in other forms such as a complete transcript of the listening text and a written explanation of a certain expression[37].

B. Previous Research

First, Research from Ehsan Namaziandost, Leila Neisi, Fatemeh Mahdavirad & Mehdi Nasiri, under the tittle: *The relationship between listening comprehension problems and strategy usage among advance EFL learners*, published by Cogent Psychology, (2019). This research explained further more information of the relationship between the participants' listening problems and strategy used. In this research, the researchers qualified listening problems into six parts which are input, context, listeners, process, affect, and task problems. The researchers assumed that strategies used to solve listening problems include cognitive, meta-cognitive, and socio-affective. As outcomes from this research, researchers found that learners suffered from input and affect listening, and meta-cognitive was the chief in listening strategy used. This was a quantitative research with purposive convenient sampling at private language institute in Ahvaz, Iran.[38].

The current and previous research both analyzed problems encountered by students in Listening and strategies used. But the previous research focused on the relationship between listening problems and strategy used within the scope of listening comprehension class in advanced EFL learners. The current study focused on analyzing problems encountered by students in the TOEFL test of listening comprehension and explained strategies used by students in answering the TOEFL test of listening comprehension by students of the English Education Department in listening during the TOEFL test at State Islamic University Semarang.

Second, research from İzzettin Kök under the tittle: *The Relationship between Listening Comprehension Strategy Use and Listening Comprehension Proficiency*, Published by International Journal of Listening, (2018). The purpose of this study was to explore the relationship between students, listening comprehension strategy used and their listening comprehension proficiency regarding the group, level, and degree of strategy used. In this research, listening problems appeared from the difficulties level of task at hand, which caused internal and external factors. Internal factors such as distractions, disinterest, inattentiveness, detouring, and emotions. Therefore, external factors such as the rate of delivery speech, linguistics complexity, and organizations. Data analysis showed positive correlation between the level of listening comprehension strategy use and listening comprehension proficiency[39].

[37] Şendağ, Gedik, and Toker.

[38] Ehsan Namaziandost and others, 'The Relationship between Listening Comprehension Problems and Strategy Usage among Advance EFL Learners', *Cogent Psychology*, 6.1 (2019) <https://doi.org/10.1080/23311908.2019.1691338>.

[39] İzzettin Kök, 'Relationship between Listening Comprehension Strategy Use and Listening Comprehension Proficiency', *International Journal of Listening*, 32.3 (2018), 163–79 <https://doi.org/10.1080/10904018.2016.1276457>.

The current and previous research both analyzed problems encountered by students in Listening and strategies used. But the previous research focused on strategies used in listening comprehension and how it is related to students listening comprehension proficiency. The current study focused on analyzing problems encountered by students in the TOEFL test of listening comprehension and explained strategies used by students in answering the TOEFL test of listening comprehension by students of the English Education Department in listening during the TOEFL test at State Islamic University Semarang.

Third, Silviyanti, Rahmadhani, & Samad under the title: *EFL Students' Strategies in Answering the Listening Section of the Longman TOEFL*, published by SIELE Journal, (2020). This study investigated the EFL students' strategies in answering the Listening section of the Paper-based TOEFL test. This study states that there are top 3 strategies used by students in answering the listening section of the paper-based TOEFL test, the first is before listening, students expect the topic by looking at the coursebook, the second is while listening, students try to determine the main idea of conversation and the last is before listening, students expect the question and listen specifically to the answer[40].

The current and previous research both explained strategies used by students in answering the TOEFL test of listening comprehension. But the previous research focused on strategies used by students in listening comprehension of the TOEFL test. The current study focused on analyzing problems encountered by students in the TOEFL test of listening comprehension and explained strategies used by students in answering the TOEFL test of listening comprehension by students of the English Education Department in listening during the TOEFL test at State Islamic University Semarang.

Fourth, research from Parni Rina & Yulii Tiarina under the title: *An Analysis of English Department Students' Difficulties in Answering TOEFL Test of Listening Comprehension* published by Journal of English Language Teaching Universitas Negeri Padang, (2021). This descriptive quantitative research shows negative results on whether students have difficulty in answering the TOEFL test of listening comprehension but the researchers stated that there were several factors such as lack of vocabulary, lack of concentration, length, and speed of listening, physical condition based on students' experiment that affects students' ability to answer listening comprehension questions in the TOEFL test[41].

The current and previous research both focused on Students' Difficulties in answering the TOEFL Test of Listening Comprehension. But the previous research focused more on the difficulties experienced by students in answering the TOEFL test of listening comprehension.

[40] Tengku Maya Silviyanti, Rahayu Rahmadhani, and Iskandar Abdul Samad, 'Efl Students' Strategies in Answering the Listening Section of the Longman Toefl', *Studies in English Language and Education*, 7.1 (2020), 237–46 <https://doi.org/10.24815/siele.v7i1.13007>.

[41] Parni Rina and Yuli Tiarina, 'Journal of English Language Teaching An Analysis of English Department Students ' Difficulties in Answering TOEFL Test of Listening Comprehension', 10.1 (2021), 28–35 <https://doi.org/10.24036/jelt.v10i1.1113555>.

This study on the other hand not only analyzed problems encountered by students in answering the TOEFL test it is also explained the strategies used by students in answering the TOEFL test of listening comprehension by students of the English Education Department in listening during the TOEFL test at State Islamic University Semarang.

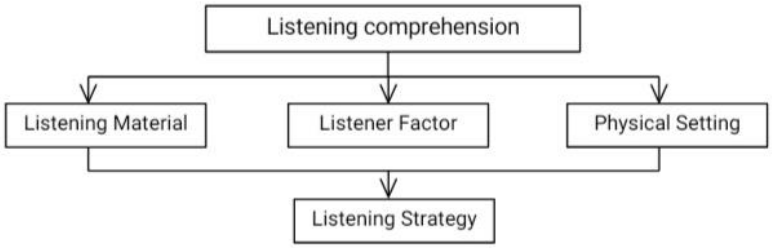
Fifth, research from Hatice Nur Ozcelik, Kris Van den Branden & Elke Van Steendam, under the tittle *Listening Comprehension Problems of FL Learners in a Peer Interactive, Self-Regulated Listening Task*, published by International Journal of Listening, (2019). This study aims to highlight the possible benefits of peer interaction by portraying how students experienced and shared the mental, affective, and social processes involved in listening. The researchers found students mostly experienced problems related to process, listener, affect, and input, followed by social- and task-related problems. The most frequent problems were mental translation, inability to chunk streams of speech, and difficulty keeping pace with the delivery. In terms of self-controlling the input, students operated the audio mainly to check their understanding and catch up with the speed of speech[42].

The current and previous research both analyzed problems encountered by students in Listening. But the previous research focused on listening problems within the scope of listening comprehension class using peer interactions and Self-Regulated Task. The current study focused on analyzing problems encountered by students in the TOEFL test of listening comprehension and explained strategies used by students in answering the TOEFL test of listening comprehension by students of the English Education Department in listening during the TOEFL test at State Islamic University Semarang.

[42] Hatice Nur Ozcelik, Kris Van den Branden, and Elke Van Steendam, 'Listening Comprehension Problems of FL Learners in a Peer Interactive, Self-Regulated Listening Task', *International Journal of Listening*, 00.00 (2019), 1–14 <https://doi.org/10.1080/10904018.2019.1659141>.

C. Conceptual framework

Table 1: Concepual Framework[43]



The conceptual framework from this research based on Arafat Hamouda. He stated that Listening comprehension problems can be divided into Listening Material, Listener factor, and Physical setting. Hamoda also mentioned that by analyzing the problems that arise in listening comprehension, students can apply strategies to become a better listener. According to that statement, the researcher decided to use it as a theoretical framework to prove whether the statement concerted or not with EFL learners' problems in the listening comprehension, especially in the listening section of the TOEFL test. This research focused on students of the English Education Department of Class A academic year of 2017 at State Islamic University of Walisongo, Semarang. This research analyzes the problems encountered by students of the English Education Department in listening comprehension during the TOEFL test and explained strategies used by students in the listening section of the TOEFL test.

[43] Hamouda.

CHAPTER III

METHOD OF RESEARCH

In order to get good results from a study, carefully designed methods are needed. It starts by forming a research design, paying attention to the research setting and context, selecting participants as the primary data source, data collection techniques, and processing the data into research results that are worth reporting. This chapter discusses things that are built to develop research to achieve the desired results.

A. Research Design

The research of analyzing problem encountered by EFL students in listening comprehension on TOEFL test and strategies usage by EFL learner used qualitative approach and case study as methodology. This case study has attempted to provide pedagogical insight into further explanation about EFL learner problems in listening comprehension especially on TOEFL test and tries to find the strategies usage by students to comprehend the problem through students' perspectives in semi-structured interviews with the researcher. The reason for choosing qualitative research as a research approach has several considerations, including: qualitative research is research that is friendly to researchers and resource persons in the current COVID-19 pandemic situation. Qualitative research allows researchers to conduct research through various supporting media that allows research to continue even during a pandemic.

Qualitative research gained a deeper understanding of individual participants, related to their opinions, perspectives, attitudes, and involves rich collections of data from various sources[44]. It investigated the circumstances, conditions, or other things which have been mentioned, the results were presented in the form of research reports. The process of qualitative research involved emerging questions and procedure, data typically collected in the participant's setting, data analysis inductively built from particulars to general themes, and the researcher made interpretations of the meaning of the data and the final written report has a flexible structure[45].

Case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researcher

[44] Hossein Nassaji, 'Qualitative and Descriptive Research: Data Type versus Data Analysis', *Language Teaching Research*, 19.2 (2015), 129–32 <https://doi.org/10.1177/1362168815572747>.

[45] W John Creswell and J David Creswell, *Research Design: Qualitative, Quantitative Adn Mixed Methods Approaches*, *Journal of Chemical Information and Modeling*, 2018, LIII <file:///C:/Users/Harrison/Downloads/John W. Creswell & J. David Creswell - Research Design_ Qualitative, Quantitative, and Mixed Methods Approaches (2018).pdf%0Afile:///C:/Users/Harrison/AppData/Local/Mendeley Ltd./Mendeley Desktop/Downloaded/Creswell, Cr>.

collect detailed information using a variety of data collection procedures over a sustained period of time[46].

Case study research has limitations, such as case studies are inherently subjective, both regarding the perceptions of case participants and the interpretations made by the researcher[47]. Also, findings from case studies are not always readily generalizable to the larger population, with any such generalization requiring great caution[48].

B. Research Setting

This research was conducted through various available online media considered that it was still in the period of the Covid-19 pandemic. In this research, the researcher used Google form to collect observation data and questioner. Interview carried out using WhatsApp massager and call.

C. Participant of the Research

The participants of this research were the students of English Language class of English Education Department that came from different gender, age, geography, as stated in the research method. The research took one of conservative classes which consist of 5 male students and 29 female students. The participants are the students of Islamic State University of Walisongo from English Language class (PBI A) sampled purposively. They were around 21-23 years old. They also came from various cities such as Boyolali, Brebes, Tegal, Purwokerto, Kudus, Pati, Lamongan, Tangerang, Lampung, Buol, Pekanbaru, Padang and Wonosobo.

The sample of this research is selected by using purposive sampling. The students of the eight semesters in English education department of State Islamic University of Walisongo sampled purposively with followed criterias; first, the participants were from the students of English class in the same study group PBI A, semester 8 academic years 2017. Second, the participants were the student who has passed the Listening Comprehension Course 1&2. Third, the participants were the student who has past TOEFL test and got a lower TOEFL listening test score than the population average. Last, this research got access to the participants and the participants are willing to participate in this research. From the explanation regarded the sample using purposive sampling, 15 participants were obtained to be interviewed with the researcher in a semi-constructed interview.

D. Data Collection Technique

The researcher passed a series of research proposals, and then was approved to conduct the research, and the researcher began to collect the main data of the research. The research

[46] Creswell and Creswell, LIII.
[47] Jeremy Cross, 'Promoting Autonomous Listening to Podcast : A Case Study', *SAGE*, 18.October 2013 (2014) <https://doi.org/10.1177/1362168813505394>.
[48] Cross.

premier data was from semi-constructed interviews joined by the subjects, and secondary data was from questionnaires and distributed after the interview was conducted. The research data collection technique was adapted to the research design, qualitative research. The researcher used data collection techniques in the form of interviews and questionnaire conducted together with 15 PBI-A study group students who had been sampled using purposive random sampling and selected based on the lowest score of the listening comprehension component on their TOEFL test from the entire population.

The research participants and sample data gained from semi Interviewed made by the researcher with 34 students of the PBI-A study group via Google forms. The reason for using Google Forms as a medium for collecting data was due to time and place constraints during the COVID-19 pandemic, which did not allow the researcher to make face-to-face interactions with participants in different time and place conditions.

Table 2: Date and time of activity

Activity	Date & Time	Participants	Note
Interview	Started from 4th August 2021 – 14th August 2021	15	Because of Covid-19 pandemic, interview must be done through platform media online.
Documentation	Started from 10th July 2021 – 22th August 2021	15	Because of the Covid-19 pandemic, data collection must be done through online media platforms.

This study used research instruments in the form of interviews and questionnaire. Adapted from Hamouda, the Interview was done with eleven questions adjusted to listening comprehension of the TOEFL test. The questionnaires were also adapted from Hamouda done with sixteen questions related to listening comprehension problems.

Table 3: Questions Interview[49]

Category	Section	Question Interview
Listening in TOEFL Test	Section 1 (short conversation)	What difficulties did you experience during Section 1 PART A in listening of TOEFL test?
		Is it difficult to infer the meaning unknown word while listening?
	Section 2 (long conversation)	What difficulties did you experience during Part B long conversation in listening of TOEFL test?
		What do you do if you fall behind while listening to a long conversation?
		What did you do if you lose concentration in the middle of listening long conversation?
	Section 3 (long/short passage)	What are the difficulties you experience while listening to the text passage?
		What did you do if you do not understand the topic of section 3?
		What do you do when you come across a word or sentence that you don't understand while listening to long passage?
Listening Strategies		What strategies do you use to answer section 1 (short cconversation) Listening of TOEFL?
		What other strategies did you use when you answered the Listening section of TOEFL? Ex. Strategy for section 2 & 3
		What do you do if you do not understand the conversation/lecture at all?

[49] Hamouda.

Table 4: Questionnaires

No	Question	Condition
1.	Do you find difficult to recognize the word that you know because the way speaker pronounced?	YES/NO
2.	Do you find the pronunciation familiar but you cannot recognize the word?	YES/NO
3.	Do you find difficult to understand when the speakers' speak too fast?	YES/NO
4.	Do you find it difficult to understand words because of a lack of vocabulary?	YES/NO
5.	Do you difficult to quickly remember word or phrase you have just heard?	YES/NO
6.	Do you sometimes lose concentration during listening?	YES/NO
7.	Do you find difficult if unable to get repeated?	YES/NO
8.	If unclear sounds resulting from poor equipment. Does interfere your listening?	YES/NO
9.	When unclear resulting from a poor quality CD player. Does interfere your listening?	YES/NO
10.	Do you find difficult to understand listening text when the topic is unfamiliar?	YES/NO
11.	Before listening, do you tried to anticipate the topic by looking at the answers in the test paper?	YES/NO
12.	Before listening, do you tried to anticipate what the questions would be and I listened specifically for the answer?	YES/NO
13.	While listening, do you tried to determine the topic or main idea for each conversation?	YES/NO
14.	While listening, Do you tried to draw conclusions about who, what, when, where. Such as: Who is talking? When/where does the conversation probably take place? What is the source of information for the conversation?	YES/NO
15.	While listening, do you tried to follow along with the answer while listening?	YES/NO
16.	When you heard the speaker, do you choose an answer that contains synonyms (words with similar meanings but different sounds)?	YES/NO

Interviews and questionnaires were conducted through online media platforms, namely WhatsApp chat and video calls, and Google Forms. Interviews were conducted by passing several sessions according to the time and conditions of the research subjects and researchers. Interviews were conducted within one week to collect the main research data and the questionnaires were distributed via chat using the links from the Google forms that had been prepared. The researchers try as much as possible to adjust the state-of-the research subject and the situation during the Covid-19 pandemic, which hinders face-to-face research.

E. Technique of Data Analysis

There are several ways in data collection such as observation, questionnaire, interview and all.[50] This research conducted by using interview instruments to collect the data. Interview chose to know deeply about students' difficulties in listening comprehension. It is three factors that influence students' difficulties are listener factors, speaker factors, and physical setting. Participants can respond to these open-ended questions as they wish, and the researcher may examine these responses[51]. This response framework and flexibility are semi-structured aspects of this method, which makes it unique among interviewing methods for its level of relevance to delivering topics while remaining responsive to participants[52].

In this research researcher used Semi-Structured Interviews to collected data, the purpose of Semi-Structured Interview is to find out participants' perspectives regarding an experience pertaining to the research topic. The Semi-Structured Interview is characterized by comparing participant responses by item. The participant asked the same questions in the same order, data collected can be comparable, and may be numerically transformed and quantified for all participants[53].

This research used the qualitative data. As Miles and Huberman stated that the qualitative data consist of four concurrent flows of the activity: data collection, data reduction, data display, drawing and conclusions[54]. Data collections, all data were submitted according to data collection procedure. It became basis to analyze data in the next phase. Data reduction occurs continually throughout the analysis. It was not something separate from analyzes. The process of selecting were, focusing, simplifying, abstracting, and transforming the 'raw' of data that appear in written-up field notes. In the life of any qualitatively oriented project, data reduction occurs continuously. Data display were organized and summarized to help draw conclusions. Then show what stage the analysis has reached.

[50] Hamouda.
[51] Michele J. McIntosh and Janice M. Morse, 'Situating and Constructing Diversity in Semi-Structured Interviews', *Global Qualitative Nursing Research*, 2 (2015) <https://doi.org/10.1177/2333393615597674>.
[52] McIntosh and Morse.
[53] McIntosh and Morse.
[54] Metthew B. Miles, A. Michael Huberman, & johnny Saldana, Qualitative Data Analysis; A Methods Sourcebook, SAGE, United States, 1994, chapter 1: our view of data analysis, ISBN: 9781626239777.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses two sections, namely findings and discussions. The findings of the research deal with result of data analysis about the students' difficulties toward listening comprehension in TOEFL test and strategy used. The discussion covers interpretation of the findings and further information was given.

A. Research Finding

After conducting research and collecting data by observation, interview, and questioner with 15 participants of the English Language Class from the Islamic University of Walisongo, the researcher analysed problems encountered by EFL learners in the listening of comprehension of TOEFL test and strategies used to comprehended the problems in this chapter. The students' opinions on problems encountered by them in listening comprehension of the TOEFL test and their strategies used are the result. The researcher classified EFL learners problems in Listening comprehension of TOEFL test into three types based on the interview done with participant, and the strategies used by the students to comprehend the problems follow.

Interview Findings

1. Listening Problems Related to Content of Listening Comprehension of TOEFL test

   The materials became the main source of listening comprehension problems. They were unfamiliar topic, lack of vocabulary, long spoken text and form of expressions. To know the results of students' difficulties in listening material, the researcher used the following table which consisted of the students' answer of the question.

   a. Unfamiliar Topic

      In the interview students were asked 'What are the difficulties you experience while listening to the text passage?' in the Part C students openly admitted that this is the hardest among three listening sections in TOEFL test, especially when they found the topic of the spoken text is unfamiliar to them. "Text is too long and sometimes too fast. The topic is unfamiliar to me" (Interviewee 03).

      "I find it difficult if the topic in the text passage is not familiar. There are some words that I do not understand the meaning" (Interviewee 04).

      "Sometimes I don't understand what is being said because the topic is mostly contained academic structure" (Interviewee 05).

“I find it difficult when the topic being discussed is not familiar and in my opinion the listening section that requires hard work is Part C, because we listen to the reading at once, and must understand the contents of the reading very well. If the topic is not familiar, it will be difficult, because we will find it unfamiliar vocabs” (Interviewee 07).

“The topic is not familiar, the speaker's pronunciation is not clear and the text is too long’ (Interviewee 08).

“The difficulty in understanding the content of the story, yes, it's almost the same, it's just that sometimes the text passage is because it refers more to what is being told and I'm not familiar with the content of the story so it's getting more difficult”(Interviewee 09).

‘This passage is my difficulty, because I have to pay attention to every important detail of it, and it's long and sometimes I got distracted in the middle of it and not focus and it's just so boring. The topic is unfamiliar a lot of unknown words, section 3 is the hardest’ (Interviewee 11).

“In part C, yeah I feel like there are many scientific or academic languages that I'm not familiar with, and I don't master the vocabulary much in that topic, so of course I find it difficult” (Interviewee 13).

“kind of difficult to me if I didn't understand the topic, cause there are a lot of details, that I have to understand to answer the question, but it's hard cause sometimes it's just too academic and my vocabulary is just low. Of course, I feel panic” (Interviewee 14).

The findings from the interview data described above are related to questions number 10 in the complementary data in the form of a questionnaire distributed to participants. On question number ten ‘Do you find difficult to understand listening text when the topic is unfamiliar?’ amount 15 students from 15 participants expressed their agreement. From the student comparisons to question that lead to problems related to topic of the listening especially in part C. It can be concluded that all of the participants are agree that unfamiliar topic is one of their difficulties in listening comprehension of TOEFL test.

The Participants	Type of Questions	Commentary
M.A.S	What are the difficulties you experience while listening to Part C the text passage?	*“Saya merasa kesulitan jika topik pada text passage tidak familiar. Ada beberapa kata yang tidak saya pahami maknanya”*

A.Z	What are the difficulties you experience while listening to Part C the text passage?	*"Kadang juga nggak paham sama apa yang disampaikan karena topiknya yang academic stracture"*
E.Y	What are the difficulties you experience while listening to Part C the text passage?	*"Kesulitannya memahami isi ceritanya ya, hampir sama si, cuma kadang kalau text passage soalnya lebih menjuru ke yg ada dicerita beberapa ya, dan saya tidak familiar dengan isi ceritanya jadi semakin sulit"*
R.H.F	What are the difficulties you experience while listening to Part C the text passage?	"this passage is my difficulty, because I have to pay attention to every important detail of it, and it's long and sometimes I got distracted in the middle of it and not focus and it's just so boring. The topic is unfamiliar a lot of unknown words, section 3 is the hardest"
R.F.P	What are the difficulties you experience while listening to Part C the text passage?	"part C yang tersulit ya.. I feel like there are many scientific or academic languages that I'm not familiar with and I don't master the vocabulary much in that topic, and It's too long. hehe"

b. Lack of Vocabulary

Students were also asked about the vocabulary they have and the relationship between their listening skills when listening test "I feel difficult to concentrate when listening to long passage, and that concentration can be lost if I encounter a lot of new words that make me have to guess it. I also got confused when I came across an expression I didn't understand, i get too focus on things that i didn't understand then lost concentration at the rest" (Interviewee 01). She also added "If we mastered the vocabularies and their pronunciation, it makes us easier to understand in listening" (Interviewee 01).

"There are many of vocabulary that I feel foreign. In long conversations, there are also many positive and negative sentences which sometimes make me confused" (Interviewee 02).

“I think lack of vocabulary can cause difficulty in infer meaning from unknown words because if our vocabulary is good it will automatically be easier to understand conversations and answer questions” (Interviewee 03).

"If I don't understand the vocabulary, at least I look for the one if the possibility is convincing enough to be used as an answer. Guess what from the previous sentence you understand the meaning, because you will understand even a little” (Interviewee 05).

“Yes, it's still too difficult for me, because to be honest my vocabulary is still very bad, so sometimes I find foreign words in listening that make it difficult for me to translate the meaning”(Interviewee 07).

“Of course vocabulary can affect our listening, we are from English Education Department, and we learn and discover a lot of vocabulary everyday even though we realized it or not, and I think it's really affect the result and of our listening test” (Interviewee 11).

"I think vocabulary mastery can also affect my listening because the more vocabulary that I probably understood, the more helpful it is in answering the test" (interviewee 12).

"Maybe it's because I don't have enough vocabulary. Because I've never heard of it, I've never read some words, for example, so when I listen to it, I'm confused" (Interviewee 13).

“Yes, because lack of concentration makes me confused in interpreting the meaning in the listening session, for example there is a vocabulary that I never knew”(Interviewee 15).

The findings from the interview data described above are related to questions number 4 in the complementary data in the form of a questionnaire distributed to participants. On question four ‘Do you find it difficult to understand words because of a lack of vocabulary?’ amount 13 students from 15 participants expressed their agreement. From the student comparisons to question that lead to problems related to lack of vocabulary it can be concluded that most of the students are agree that lack of vocabulary can affect their ability to answer questions in listening comprehension of TOEFL test.

The Participants	Type of Questions	Commentary
M.A	“What difficulties did you experience during Section 2 long conversation in listening of TOEFL test?”	“*terdapat banyak vocabulary yang saya merasa asing. Di long conversation juga banyak kalimat posit negative yang saya terkadang membuat saya binggung*”

E.M.S	"Do you think lack of vocabulary can cause difficulty in infer meaning from unknown word?"	*"Yap, karena kalau vocabulary nya bagus automatically akan lebih mudah juga untuk memahami percakapan dan menjawab pertanyannya"*
I.A.N	"What difficulties did you experience during Section 2 long conversation in listening of TOEFL test?"	*"kesulitan yang saya alami di long conversation itu speaker bicara terlalu cepat, sering ada kalimat atau kata yang saya tidak paham karena jujur vocab saya masih kurang"*
R.U	Is it difficult to infer the meaning unknown word while listening?	*"Yaps, buat saya masih terlalu sulit, karna jujur aja saya vocabulary saya masih jelek sekali, jadi sometimes saya nemuin kata asing di listening yang bikin saya kesulitan menterjemahkan artinya"*
E.Y	"What difficulties did you experience during Section 2 long conversation in listening of TOEFL test?"	*"banyak vocab yang saya tidak pahami, karena jujur saja vocab saya masih kurang jadi tidak bisa memahami makna secara keseluruhan"*

c. Long spoken text

In interview question number six 'What are the difficulties you experience while listening to the text passage?' some of them said they even get bored because the passage is too long lost conversation even couldn't understand the topic. "I feel difficult to concentrate when listening to long passage, and that concentration can be lost if I encounter a lot of new words that make me have to guess it. I also got confused when I came across an expression I didn't understand, i get too focus on things that i didn't understand then lost concentration at the rest" (Interviewee 01).

"Text is too long and sometimes too fast. The topic is unfamiliar to me" (Interviewee 03). "For the text passage, the difficulty that I often experience is the duration. Because it's a bit long, the vocabulary is too much so sometimes I don't focus on what information is contained in it" (Interviewee 05).

"For part C, it's a long text that is spoken for several questions, so it's difficult" (Interviewee 07). "The topic is not familiar, the speaker's pronunciation is not clear and the text is too long" (Interviewee 08). "I feel

bored and sleepy. I guess it's because the passage are too long. It makes me unfocus to the speaker" (Interviewee 10).

"This passage is my difficulty, because I have to pay attention to every important detail of it, and it's long and sometimes I got distracted in the middle of it and not focus and it's just so boring. The topic is unfamiliar a lot of unknown words, section 3 is the hardest" (Interviewee 11).

"Part C is the most difficult, isn't it.. It's too long and I don't understand what speakers trying to say" (Interviewee 13).

"Part 3, honestly, I find it the most difficult, because the language is difficult to understand and it's too long" (Interviewee 14).

The Participants	Type of Questions	Commentary
A.W	What are the difficulties you experience while listening to Part C the text passage?	"I feel difficult to concentrate when listening to long passage, and that concentration can be lost if I encounter a lot of new words that make me have to guess it. I also got confused when I came across an expression I didn't understand, i get too focus on things that i didn't understand then lost concentration at the rest."
E.M.S	What are the difficulties you experience while listening to Part C the text passage?	*"Terlalu panjang dan kadang terlalu cepat. Topik nya asing"*
Afifatuz Zahroh	What are the difficulties you experience while listening to Part C the text passage?	*"Kalau untuk bagian text passage itu, kesulitan yg sering saya alami itu pasti durasi nya.. Karena agak lama, kosa kata juga banyak.."*
L.A.N	What are the difficulties you experience while listening to Part C the text passage?	"I feel bored and sleepy. I guess it's because the passage are too long. It makes me unfocus to the speaker"
R.U	What are the difficulties you experience while listening to Part C the text passage?	*"...yang bikin susah untuk menangkap isi percakapan dan apalagi kalo yang section 3 itu kan satu text panjang yang*

		dibacakan tuh untuk beberapa soal gitu..”

d. Form of expressions

In the interview related to question on part B (long conversation) listening comprehension of TOEFL test students were asked ‘What difficulties did you experience during Part B long conversation in listening of TOEFL test?’, some students mentioned problems relate to expressions such as idioms and phrasal verbs. "I often misinterpret the speaker's speech, especially when it comes to forms of expression. I feel like most of the time, what I thought was a positive sentence turned out to be negative or vice versa" (Interviewee 01).

“I found a lot of vocabulary that I didn't familiar with. In long conversations, there are also many positive and negative expressions which sometimes make me confused" (Interviewee 02).

"There are many pitfalls in long conversations some sentences can mean the opposite of what I thought. Idioms phrasal verbs etc. sometimes appear here. Synonyms and antonyms too, I feel lost when I didn't know what's the meaning of the words" (Interviewee 05).

"The difficulty in long conversations is that there are many forms of expression that I don't understand the meaning of, if it's only about agreement, it's still okay, what's a bit difficult is negative expressions, idioms too" (Interviewee 07).

“Sometimes I misinterpret many words or sentences. The sentence that I think I heard it means positive turns out to be negative” (Interviewee 13).

The Participants	Type of Questions	Commentary
A.W	“What difficulties did you experience during PART B long conversation in listening of TOEFL test?”	“I often misinterpret the speaker's speech, especially when it comes to forms of expression. I feel like most of the time, what I thought was a positive sentence turned out to be negative or vice versa”

M.A	"What difficulties did you experience during PART B long conversation in listening of TOEFL test?"	*"terdapat banyak vocabulary yang saya merasa asing. Di long conversation juga banyak kalimat posit negative yang saya terkadang membuat saya binggung"*
A.Z	"What difficulties did you experience during PART B long conversation in listening of TOEFL test?"	*"Di long conversation itu banyak jebakannya, beberapa kalimat bisa berarti kebalikan dari apa yang saya kira. Perumpamaan, idiom dll suka muncul disini. Sinonim dan antonim juga, I feel lost when I didn't know what's the meaning of the words"*
R.F.P	What are the difficulties you experience while listening to Part C the text passage?	"Sometimes I heard a sentence and I think it has a good meaning but no, juga sebaliknya. I think I know the answer but no"

2. Listening Problem Related to the Listener

Students' difficulties in listening not only from the material of the listening but also lack of English language skill from the listeners. Understanding listening also need concentration, when the students feel nervous or anxious they cannot concentration. The problems included in listener factor were fear before doing listening, lose concentration, difficulty in infer meaning, unclear pronunciation and encountering unknown word.

a. Fear Before doing listening

In section 1, the problem that arises is right before the test starts. Students feel nervous and make it difficult to concentrate when listening begins. "Just before the test started, I was nervous, I'm afraid I couldn't understand what the speaker was talking about, because of that nervousness, at the end it made me lose my concentration" (Interviewee 06).

"In section 1, I have difficulty when in one sentence there is nothing that I know what it means" (Interviewee 01).

"I'm afraid I can't listen well. Sometimes, there are some word that is different but they sound the same to my ears" (Interviewee 05).

"Okay. The difficulty in my opinion is the lack of concentration during the listening session. Sometimes I found myself too nervous so I can't concentrate well" (Interviewee 15).

The Participants	Type of Questions	Commentary
A.W	What difficulties did you experience during Section 1 PART A in listening of TOEFL test?	"I have difficulty when in one sentence there is nothing that I know what it means."
M.A.S	What difficulties did you experience during Section 1 PART A in listening of TOEFL test?	*"Terkadang saya tidak dapat mendengarkan dengan baik. Ada beberapa kata yang berbeda namun terdengar sama ditelinga saya"*
I.A.N	What difficulties did you experience during Section 1 PART A in listening of TOEFL test?	*"Tepat sebelum tes dimulai itu saya merasa nervous takut tidak memahami pembicaraan nya, karena nervous itu akhirnya saya jadi buyar konsentrasinya... "*
N.I.Z	What difficulties did you experience during Section 1 PART A in listening of TOEFL test?	"Okay. The difficulty in my opinion is the lack of concentration during the listening session. Sometimes I found myself too nervous so I can't concentrate well"

b. Lose concentration

The internal obstacles experienced by students did not only occur at the beginning of the session. When they were asked 'What do you do if you fall behind while listening to a long conversation?' and 'What did you do if you lose concentration in the middle of listening long conversation?' students explained that they would feel panicked and it affected them in answering questions in each session. "I feel difficult to concentrate when listening to long passage, and that concentration can be lost if I encounter a lot of new words that make me have to guess it. I also got confused when I came across an expression I didn't understand, i get too focus on things that i didn't understand then lost concentration at the rest" (Interviewee 01).

"yes, most of the time I felt panic when I fall behind during listening and lost my concentration" (Interviewee 02). ""Sometimes I choose the answer randomly because I'm confused when I don't pay attention, I'm pretty panicked, sometimes if I lose concentration I don't realize it, so it's like I'll regret it later" (Interviewee 09).

"Of course, panic and lack of concentration, because of panic, nervousness and fear of time to answer questions, I was left behind, so I answered questions randomly" (Interviewee 15).

The findings from the interview data described above are related to questions number 6 in the complementary data in the form of a questionnaire distributed to participants. On question number six ‘Do you sometimes lose concentration during listening?’ amount 15 students from 15 participants expressed their agreement. From the student comparisons to question that lead to problems related to lack of vocabulary it can be concluded that all of the participants are agree that lost concentration, nervous and panic can affect their ability to answer questions in listening comprehension of TOEFL test.

The Participants	Type of Questions	Commentary
A.W	“What difficulties did you experience during PART B long conversation in listening of TOEFL test?”	"I feel difficult to concentrate when listening to long passage, and that concentration can be lost if I encounter a lot of new words that make me have to guess it. I also got confused when I came across an expression I didn't understand, i get too focus on things that i didn't understand then lost concentration at the rest. Do you understand what I mean?”
M.A	What did you do if you lose concentration in the middle of listening long conversation?	*"Ya, seringkali saya merasa panik ketika tertinggal dan kehilangan konsentrasi”*
E.Y	What did you do if you lose concentration in the middle of listening long conversation?	*“Kadang suka milih jawaban sesukanya karena udah bingung kalau udah gak konsen, terus menyesal diakhir”*
N.I.Z	What did you do if you lose concentration in the middle of listening long conversation?	*“Tentu saja panik dan berkurangnya konsentrasi. Iya sangat mempengaruhi sekali, karena adanya rasa panik, grogi dan takut waktu utk menjawab soal selesai jadinya tertinggal”*

c. Infer meaning

In the second question, the students were asked 'Is it difficult to infer the meaning of an unknown word while listening?', the results obtained that students experience problems in infer the meaning of unknown words

while listening section and a limited time lag they faces to think before move to another conversation. "Yes, because I'm not a native speaker so there are many words that I usually find it difficult to infer the word" (Interviewee 02).

"It is hard to infer the meaning of the conversation when I don't understand the key point" (Interviewee 04). “Actually yes, because it's difficult to adjust to the time while we also don't really listen to it very much” (Interviewee 03).

"Sometimes, when I can't understand the context of the sentence as a whole, it's a bit difficult to conclude the meaning of foreign words that are rarely heard" (Interviewee 06).

"Yes, it's still too difficult for me to infer the unknown words while listening, because to be honest my vocabulary is still very bad, so sometimes I find foreign words in listening that make it difficult for me to translate the meaning" (Interviewee 07).

"It's difficult, because my brain has to work hard in concluding the answer, sometimes I don't even understand some of the spoken words, so sometimes it's a mistake to look for an answer where one of the vocabs is there when I listen to it, so I don't even conclude" (Interviewee 09).

The findings from the interview data described above are related to questions number 5 in the complementary data in the form of a questionnaire distributed to participants. On question number fifth ‘Do you difficult to quickly remember word or phrase you have just heard?’ amount 9 students from 15 participants expressed their agreement. From the student comparisons to question that lead to problems related to inferred meaning it can be concluded that most of the students are agree that it is difficult for them to infer the meaning of words while listened to the speaker in listening comprehension of TOEFL test.

The Participants	Type of Questions	Commentary
M.A	Is it difficult to infer the meaning unknown word while listening?	*“Ya, karena saya bukan native speaker jadi ada banyak kata yang saya biasanya sulit mengartikan kata tersebut”*
E.M.S	Is it difficult to infer the meaning unknown word while listening?	*“Actually yes, Because it's difficult harus nyesuaiin dengan waktu sedangkan kita juga nggak terlalu denger banget"*

I.A.N	Is it difficult to infer the meaning unknown word while listening?	*"Kadang iya, ketika nggak bisa memahami konteks kalimat secara keseluruhan jadi agak sulit menyimpulkan makna kata asing yang jarang didengar"*
R.U	Is it difficult to infer the meaning unknown word while listening?	*"Yaps, buat saya masih terlalu sulit, karna jujur aja saya vocabulary saya masih jelek sekali, jadi sometimes saya nemuin kata asing di listening yang bikin saya kesulitan menterjemahkan artinya"*
E.Y	Is it difficult to infer the meaning unknown word while listening?	*"Sulit, karena otakku harus bekerja keras dalam menyimpulkan jawabannya yang kadang aku malah gak paham beberapa vocab yg dibicarakan, sehingga kadang malah kesalahannya mencari jawaban yg salah satu vocab nya ada pas didengarkan, jadinya malah gak menyimpulkan"*

d. Unclear pronunciation

When students were asked about the difficulties they experienced during the listening section of the TOEFL test, some students mentioned problems with pronunciation. This causes them to be confused about the meaning of the spoken word. When they asked 'What difficulties did you experience during Section 1 PART A in listening of TOEFL test?' students mentions: "I am confused about the words the speaker pronounces" (Interviewee 04).

"There may be one or two words that are confused because of the pronunciation of the speaker" (Interviewee 02). Others student also said that "I think it's the way speaker pronounce words" (Interviewee 03). "The pronunciation of the speaker also sometimes confuses me" (Interviewee 12).

Not only in listening section 1 Part A, students also mention Problems related to pronunciation on questions about difficulties in part B on question 'What difficulties did you experience during Part B long

conversation in listening of TOEFL test?' student mentions; "I'm not familiar with the speaker's accent and also sometimes there are words that pronunciation seems different from what I know, so it's confusing" (Interviewee 02).

"I feel hard to understand pronunciation that is spoken, because even though the pronunciation is the same, but if it speaks by native speakers, it still takes effort to understand the conversation" (Interviewee 07). "The pronunciation of the speaker also sometimes confuses me" (Interviewee 12).

Other students precisely face problem related to pronunciation in Part C, they were asked 'What are the difficulties you experience while listening to the text passage?', so they mentions; "I think pronunciation and the speed, sometimes I didn't understand what the speaker talk about because the way the speaker pronounce words" (Interviewee 13). "Yes, the way the speaker pronounces words sometimes I can't understand so I'm confused by the conversation" (Interviewee 14).

The findings from the interview data described above are related to questions number 1 & 2 in the complementary data in the form of a questionnaire distributed to participants. On question one 'Do you find difficult to recognize the word that you know because the way speaker pronounced?' amount 13 students from 15 participants expressed their agreement. There were as many as 10 students who said yes to the question 'Do you find the pronunciation familiar but you cannot recognize the word?' in the second question. From the student comparisons to questions that lead to problems related to pronunciation can be concluded that most of the students are agree that it is difficult to understand words because of the way speaker pronunciation in listening comprehension of TOEFL test.

Name of The Participants	Type of Questions	Commentary
M.A	What difficulties did you experience during Section 1 PART A in listening of TOEFL test?	*"...Mungkin ada satu dua kata yang bingung karena pronunciation dari speakernya."*
E.M.S	"What difficulties did you experience during PART B long conversation in listening of TOEFL test?"	*"Kadang juga ada kalimat yang kedengerannya apa artinya apa. I think it's the way speaker pronounce words"*
R.U	"What difficulties did you experience	*"Pronunciation yang diucapkan, karna*

	during PART B long conversation in listening of TOEFL test?"	*meskipun pronunciation nya sama, tapi kalo yang ngomong native speaker tetep butuh usaha buat memahami percakapan, dan juga speed ngomong nya itu yang bikin susah untuk menangkap isi percakapan... "*
R.D.K	What difficulties did you experience during Section 1 PART A in listening of TOEFL test?	*"Sometimes, kadang beberapa vocab ada yg sulit dipahami karena pelafalan yg kurang jelas"*
H.I.K	Is it difficult to infer the meaning unknown word while listening?	*"Iyaa mba, cara speaker pronounce suatu kata sering kali tidak bisa saya pahami jadi bingung dengan pembicaraannya"*

e. Encountered unknown word

When students were asked about the difficulties they experienced during the listening section of the TOEFL test, some of them said they felt difficult when they come across words that they didn't understand "I feel difficult if I encounter a lot of new words that make me have to guess it. I also got confused when I came across an expression I didn't understand, i get too focus on things that i didn't understand then lost concentration at the rest. Do you understand what I mean?" (Interviewee 01), she also added "I feel confused and em…possibly choose the answer according to my feeling (I guess it)" (Interviewee 01).

"I find it difficult if the topic in the text passage is not familiar. There are some words that I don't understand the meaning of it, so, I'm guessing from the words I understand" (Interviewee 04).

"My difficulty may be when I find unfamiliar words so, when I listen to the speaker I don't know what is being said (don't catch the vocabulary)" (Interviewee 09).

"part C I think is the most difficult, maybe because what I experienced while listening on the TOEFL, I don't understand a lot of words, I miss understanding words a lot" (Interviewee 13).

"I feel that my vocabulary is still lack, there are many sentences or words that I don't understand" (Interviewee 15).

But the participants also asked 'What do you do when you come across a word or sentence that you don't understand while listening to long passage?' and they mentions: "If I hear a word that I don't know, I usually

try to understand the word before or after it first, if I have, I try to guess what the appropriate meaning for the word is, just like that" (Interviewee 02).

"If I don't understand the words, at least look for the one with the possibility is convincing enough to be used as an answer. Guess from the previous sentence that understands the meaning, because I think will understand even a little" (Interviewee 05).

"Breath, continue to listen to the conversation more carefully even though in the end I still don't understand" (Interviewee 06). "If I come across a word that I didn't understand, I will try to connect to the next word and guess what the sentence means" (Interviewee 12).

The Participants	Type of Questions	Commentary
A.W	What are the difficulties you experience while listening to Part C the text passage?	"I feel difficult to concentrate when listening to long passage, and that concentration can be lost if I encounter a lot of new words that make me have to guess it. I also got confused when I came across an expression I didn't understand... "
M.A.S	What are the difficulties you experience while listening to Part C the text passage?	*"Saya merasa kesulitan jika topik pada text passage tidak familiar. Ada beberapa kata yang tidak saya pahami maknanya"*
A.Z	What do you do when you come across a word or sentence that you don't understand while listening to long passage?	*"Kalau ga paham kosakatanya, paling ya cari aja yg sekiranya possibility nya yg cukup meyakinkan untuk dijadikan jawaban. Nebak nebak dari kalimat sebelumnya yang paham maknanya, karena pasti paham lah meskipun sedikit"*
H.N	What do you do when you come across a word or sentence that you don't understand while listening to long passage?	*"Saya akan mencoba menyambungkan ke kata selanjutnya dan menerka maksud dari kalimat tersebut"*
N.I.Z	What do you do when you come across a word or sentence that you	*"Ketika saya merasa kesulitan dengan kalimat yg unfamiliar maka saya mencoba berusaha untuk*

	don't understand while listening to long passage?	*terus memahami maksud dari kalimat tersebut sampai merasa menemukan jawaban yang cocok"*

3. Listening Problems Related to Physical Setting

Not only the difficulties come from the message, listener, but also come from environment the students it called physical setting. Speed of speech and poor quality CD player disturb students in listening comprehension.

a. Speed of speech

Student also faced problems related to speed of speech when they asked 'What difficulties did you experience during Section 1 PART A in listening of TOEFL test?', they mention that speed of speech did affect them in answering listening comprehension of TOEFL test. "I personally feel the speaker is speaking too fast" (Interviewee 04).

"In short conversation it's not too difficult, because the conversation is short and the discussion is not heavy, maybe the difficulty is in the speed, sometimes the speaker is too fast"(Interviewee 10).

"For me there are nothing major difficulties, as long as I pay my attention to the audio and focus on the questions on the paper, actually, it depends on the audio, sometimes the speaker talks too fast and we have to really pay attention to the audio, but other than that I don't find any" (Interviewee 11).

Likewise to the question of part B and C. "I think the speaker is talking too fast, so I can't catch the whole meaning, only part of it" (Interviewee 06). "I think pronunciation and the speed, sometimes I didn't understand what the speaker talk about because the way the speaker pronounce words and talks fast or is it just because my vocab are not good haha.. I don't know" (Interviewee 13).

The findings from the interview data described above are related to questions number 3 in the complementary data in the form of a questionnaire distributed to participants. On the third question 'Do you find difficult to understand when the speakers' speak too fast?' amount 15 students from 15 participants expressed their agreement. From the student comparisons to question that lead to problems related to speed of speech it can be concluded that most of the students are agree that speed of speech is one of their difficulties in listening comprehension of TOEFL test.

The Participants	Type of Questions	Commentary

M.A.S	What difficulties did you experience during Section 1 PART A in listening of TOEFL test?	*"Saya secara pribadi merasa speaker bicara terlalu cepat"*
I.A.N	"What difficulties did you experience during PART B long conversation in listening of TOEFL test?"	*"kesulitan yang saya alami di long conversation itu speaker bicara terlalu cepat..."*
R.H.F	What difficulties did you experience during Section 1 PART A in listening of TOEFL test?	"actually, it depends on the audio, sometimes the speaker talk to fast and we have to really pay attention to the audio, but other than that I'm not find any"
R.F.P	What difficulties did you experience during Section 1 PART A in listening of TOEFL test?	"I think pronunciation and the speed.. sometimes I didn't understand what the speaker talk about because the way the speaker pronounce words and talks fast or is it just because my vocab are not good haha I don't know"

b. Poor audio/CD quality

Another problem that the students mentioned was the poor audio and background noises which made them distracted. "I take the text before pandemic. And the audio in the room couldn't produce nice sounds. I think the CD/speakers should be fixed" (Interviewee 03).

"When I took the test, my difficulty in listening was more about the sound system. The audio I think was bad. Plus the first part of listening is a short dialogues, the conversation that I heard feels different with the multiple choices at the paper" (Interviewee 07).

"When I do the section 1 some speakers sound not clear. So it makes me hard to listen to the conversation. Yet, it is easy when the speaker is clear. You see what I mean? Speaker here is not someone who speak, but the thing that sounding a voice" (Interviewee 10).

"Actually, it depends on the audio, sometimes the speaker talk to fast and we have to really pay attention to the audio, but other than that I'm not find any" (Interviewee 11).

“I think the difficulty is the speaker I mean the sound of the record. Especially if there is a background voice in the recording” (Interviewee 13).

The findings from the interview data described above are related to questions number 8&9 in the complementary data in the form of a questionnaire distributed to participants. On question eight ‘If unclear sounds resulting from poor equipment. Does interfere your listening?’ amount 14 students from 15 participants expressed their agreement. There were as many as 15 students who said yes to the question ' When unclear resulting from a poor quality CD player. Is it interfered your listening?' in the question number nine. From the student comparisons to question that lead to problems related to poor equipment it can be concluded that most of the students are agree that poor audio or CD player can affect their ability to answer questions in listening comprehension of TOEFL test.

The Participants	Type of Questions	Commentary
E.M.S	What difficulties did you experience during Section 1 PART A in listening of TOEFL test?	“I take the text before pandemic. And the audio in the room couldn't produce nice sounds. I think the CD/speakers should be fixed”
R.U	What difficulties did you experience during Section 1 PART A in listening of TOEFL test?	*"Kalo waktu tes nya itu kesulitan saya dalam listening itu lebih ke kendala sound sistem nya kali yaaa.. Ditambah bagian pertama dari listening itu short dialog, omongan yang didenger apa, pilihan jawaban yang di ABCan apa Dan buat saya masih sulit untuk mencari sinonim dari kalimat yang diomongin”*
L.K.N	What difficulties did you experience during Section 1 PART A in listening of TOEFL test?	"when I do the section 1 some speakers sound not clear. So it makes me hard to listen to the conversation. Yet, it is easy when the speaker is clear. You see what I mean? Speaker here is not someone who speak, but the thing that sounding a voice”
R.H.F	What difficulties did you experience during Section 1	"actually, it depends on the audio, sometimes the speaker talk to fast and

	PART A in listening of TOEFL test?	we have to really pay attention to the audio, but other than that I'm not find any"
R.F.P	What difficulties did you experience during Section 1 PART A in listening of TOEFL test?	"I think the difficulty is the speaker I mean suara record nya ya. Apalagi kalau ada background voice di recording nya, but the question is not really hard"

In the interview, they were asked about the strategies used by students in the listening of TOEFL test and how students overcome the obstacles that arise when the listening section of the TOEFL test started. Participants were asked about the strategies they used in answering questions in the listening comprehension of TOEFL test starting from part A, Part B, and part C.

1. Before Listening

One of the strategy explaine by students during the interview was preparation before taking the TOEFL test. According to them studying before the TOEFL test can help them be better prepared, in this case students say they get used to listening to conversations in English so that their ears are trained. "Before taking the test, get used to listening to English conversations so you will get used to it. Continue to focus, don't panic, listen to those who understand, don't interpret words, don't understand, just continue" (Interviewee 03).

"Another strategy is to increase vocabulary, see lots of examples of similar questions, look at books, the types of questions and how to answer them. Study before the test so you can get used to it" (Interviewee 05).

"Learn about English culture, because in that section there are many idioms and phrasal verbs" (Interviewee 10). ""I don't know if this is a strategy or not, but before the test, what I did was to get used to listening to the text book a lot so that I could get used to it. I also asked my friends who had already tested, especially in the last part, what the text was about" (Interviewee 14).

The Participants	Type of Questions	Commentary
E.M.S	*Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?*	*"Sebelum ambil tes itu biasakan dengerin percakapan bahasa ingggris jadinya terbiasa. Terus focus jagan panik, dengerin yang paham, nggak kata perkata diartiin, nggak paham lanjut aja... "*
A.Z	*Apakah ada strategi lain yang anda gunakan untuk*	*"Strategi lainnya ya banyakin kosa kata, banyak2 liat contoh soal yg serupa,*

	menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?	*lihat di buku, jenis pertanyaannya dan cara menjawabnya. Belajar dulu gitu sebelum tes biar terbiasa juga hehe"*
L.K.N	*Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?*	"Learn about english culture, because in that section there are many idioms and phrasal verbs"
H.I.K	*Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?*	*"Saya nggak tau ini strategi atau bukan tapi sebelum tes yang saya lakukan adalah membiasakan dengan banyak mendengarkan teks book tujuna nya biar terbiasa terus juga saya tanya ke temen yang sudah tes terutama di section 3, teks nya tentang apa gitu"*

2. While Listening

   a. Pay attention to the second speaker

Students mention strategies to focus on the second line or second speaker in listening comprehension, especially they use in listening section part A. "Usually I focus on line 2 in each of these conversations. The answer is usually implied in line 2" (Interviewee 02). "Yeah, usually focus on the second speaker and take the key out of the conversation" (Interviewee 03).

"Usually, in part one, the answer is in the conversation, which ends up being focused on that" (Interviewee 05). "I tend to hear the sentence the answerer said. Not focusing on the meaning of the question, but on the second sentence of listening part 1" (Interviewee 07).

"I once got a suggestion from my tutor that section one was a short conversation, so I focused on the last speaker and I applied it. The last speaker is usually the answer" (Interviewee 13). "The strategy I used in Part A is to focus on the second speaker because usually the answer appears on the second speaker" (Interviewee 14).

The Participants	Type of Questions	Commentary

M.A	*Strategi apa yang anda gunakan untuk menjawab pertanyaan section 1 yakni short dialogue pada listening TOEFL?*	*"Biasanya saya fokus ke line 2 pada setiap percakapan tersebut. Jawabannya biasanya tersirat pada line ke 2"*
E.M.S	*Strategi apa yang anda gunakan untuk menjawab pertanyaan section 1 yakni short dialogue pada listening TOEFL?*	*"Ya, biasanya focus di line kedua dan ambil kunci dari percakapannya"*
R.F.P	*Strategi apa yang anda gunakan untuk menjawab pertanyaan section 1 yakni short dialogue pada listening TOEFL?*	*"Saya pernah dapat saran dari tutor saya kalo section satu itu kan short conversation jadi fokus ke speaker terakhirnya dan saya menerapkan itu. Memang biasanya jawabannya di speaker yang terakhir"*
H.I.K	*Strategi apa yang anda gunakan untuk menjawab pertanyaan section 1 yakni short dialogue pada listening TOEFL?"*	*"strategi di section satu itu fokus ke speaker ke dua karena biasanya jawabannya muncul di speaker kedua"*

b. Choose answer with synonym

Another strategy that the students mentioned was looking for synonyms of the keywords they heard, it still applies to the listening section part A. "My strategy is looking for keyword in the conversation, and what I hear is not the answer, because in part A usually the answer is the synonym of the keyword of conversation" (Interviewee 01).

"My strategy is listening to the keywords of the conversation, because the answer can be a synonym for these keywords. For long conversations I look for who, where and what the topic is. For part 3 I only focus on listening" (Interviewee 02).

"Look for answers that use the same meaning of words that appear in the dialogue, like synonyms" (Interviewee 06).

The findings from the interview data described above are related to questions number 16 in the complementary data in the form of a questionnaire distributed to participants. On question sixteen 'When you heard the speaker, do you choose an answer that contains synonyms (words with similar meanings but different sounds)?' amount 13 students from 15 participants expressed their agreement. From the student comparisons to question that lead to strategy used by students to answered listening questions, it can be

concluded that most of the students are agree that choose answer with synonyms can be one of the strategy in answering listening question in listening comprehension of TOEFL test especially in section 1 part A.

The Participants	Type of Questions	Commentary
A.W	*Strategi apa yang anda gunakan untuk menjawab pertanyaan section 1 yakni short dialogue pada listening TOEFL?*	"My strategy is looking for keyword in the conversation, and what I hear is not the answer, because in part A usually the answer is the synonym of the keyword of conversation."
M.A	*Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?*	*"Dengan mendengarkan kata kunci dari percakapan tersebut. Karena bisa jawabannya merupakan sinonim dari kata kunci tersebut. Untuk long conversation saya mencari siapa dimana dan apa topiknya. Kalau untuk part 3 saya hanya focus mendengarkan"*
I.A.N	*Strategi apa yang anda gunakan untuk menjawab pertanyaan section 1 yakni short dialogue pada listening TOEFL?*	*"Nyari jawaban yang pake arti kata yang sama kaya yang muncul di dialog, tapi pake kata2 yg beda"*

c. Questing the question by looking at the multiple choice

This strategy was the one most mentioned by the students when they asked 'What other strategies did you use when you answered the Listening section of TOEFL?', they explained that by paying attention to the multiple choices available they could guess the questions that might arise and that made it easier for them to focus on some important points in listening section. "There is no specific strategy to answer part A in the TOEFL test, at least while listening to the conversation, while match it to the answer" (Interviewee 05).

"Mostly I just focus on the conversation, look for keywords while matching the answer choices, guessing the question from the answer choices while listening" (Interviewee 06).

"Usually, to make it easier for me to find the point of listening, I first look at the questions and multiple choice questions, then focus on finding sentences that are similar to the one in one of the multiple choices" (Interviewee 07).

"I prefer to understand the available answers (in multiple choices) while listening" (Interviewee 09). "I look at the multiple choices first then listen to the dialogue" (Interviewee 12).

The findings from the interview data described above are related to questions number 10 in the complementary data in the form of a questionnaire distributed to participants. On question ten 'Before listening, do you tried to anticipate the topic by looking at the answers in the test paper?' amount 15 students from 15 participants expressed their agreement. From the student comparisons to question that lead to strategy used by students to answered listening questions, it can be concluded that all of the participants are agree that anticipate the topic by looking at the multiple choice at the test paper can be one of the strategy in answering listening question in listening comprehension of TOEFL test especially in part B and C.

The Participants	Type of Questions	Commentary
A.Z	*Strategi apa yang anda gunakan untuk menjawab pertanyaan section 1 yakni short dialogue pada listening TOEFL?*	*"Nggak ada strategi khusus untuk menjawab part A dlm tes toefl sih, paling ya sambil dengerin percakapnnya, sambil mencocokkan ke jawabannya..."*
I.A.N	*Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?*	*"Paling hanya fokus medengarkan, cari kata kunci sambil mencocokan dengan pilihan jawaban, mengira ngira pertanyaannya dari pilihan jawaban sambil mendengarkan"*
E.Y	*Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?*	*"Oh iya saya lebih suka memahami jawaban yg tersedia (dipilihan ganda) sambil mendengarkan.."*
H.N	*Strategi apa yang anda gunakan untuk menjawab pertanyaan section 1 yakni short dialogue pada listening TOEFL?*	*Melihat opsi yang diberikan terlebih dahulu kemudian mendengarkan dialog"*

d. Pay attention to 5W+1H

The strategy most mentioned by students was paying attention to what, who, and where the conversation took place. Especially in parts A and B. "I used to pay attention on what, where and who in the conversation and avoid similar sound but for

academic/science texts I will guess the answer based on my knowledge that's why I have to pay attention more in Part 3" (Interviewee 01).

"My strategy is listening to the keywords of the conversation, because the answer can be a synonym for these keywords. For long conversations I look for who, where and what the topic is. For part 3 I only focus on listening" (Interviewee 02).

"....Take the keyword like 5W+1H at least 'what are the conversation talking about' must be caught" (Interviewee 03). "I don't have a detailed strategies, I'm just trying to listen carefully to the name of the character, the place and the purpose of the conversation" (Interviewee 04).

The findings from the interview data described above are related to questions number 14 in the complementary data in the form of a questionnaire distributed to participants. On question fourteen 'While listening, Do you tried to draw conclusions about who, what, when, where. Such as: Who is talking? When/where does the conversation probably take place? What is the source of information for the conversation?' amount 13 students from 15 participants expressed their agreement. From the student comparisons to question that lead to strategy used by students to answered listening questions, it can be concluded that most of the students are agree that pay attention to 5W+1H can help them understand the conversation and the speaker better so that it be one of the strategy in answering listening question in listening comprehension of TOEFL test especially in part B and C.

Name of The Participants	Type of Questions	Commentary
A.W	*Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?*	"I used to pay attention on what, where and who in the conversation and avoid similar sound but for academic/science texts I will guess the answer based on my knowledge that's why I have to pay attention more in Part 3"
M.A	*Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?*	*"Untuk long conversation saya mencari siapa dimana dan apa topiknya. Kalau untuk part 3 saya hanya focus mendengarkan"*
E.M.S	*Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test?*	*"Ambil kata kuncinya kaya 5W 1H minimal apa percakapannya harus nangkep"*

	Misalnya pada section 2 dan 3?	
M.S	*Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?*	*"Saya tidak punya strategi yang terperinci, saya hanya mencoba mendengarkan dangan baik nama tokohnya, tempat dan maksud dari percakapannya"*

e. Overcome Panic

In the interview session, several students stated that they felt panicked when they fell behind during a conversation or for a moment when they lost concentration. So, they given questions 'What did you do if you lose concentration in the middle of listening long conversation?' and 'What do you do if you fall behind while listening to a long conversation?', here is their answer: "Skipping one/two questions to take a deep breath, keep motivating yourself" (Interviewee 03)

"I will feel panicked and choose the answer randomly because I'm not focused" (Interviewee 04)

"If you are in the middle of a listening session, your lose your concentration.. it's better to immediately focus on moving to the next number. let it be... even if you're distracted a little bit, panic a little, keep trying to calm down and move on to answer the next question" (Interviewee 05)

"Breath, continue to listen to the conversation more carefully even though in the end I still don't understand" (Interviewee 06).

"If in the middle of listening I lose concentration, I usually skip it if I miss it a lot. But to prevent that, at the beginning of listening, I was ready to take notes, so as soon as I heard it and got this conversation, what would I talk about, I immediately remembered" (Interviewee 07)

"If I miss the conversation, I've just moved on to the next part. Then if you don't understand, I just quested the answer" she also added "There must be a sense of panic but I still try to focus on continuing to listen, try to remember the sentence that is understood its meaning is connected to the answer choices" (Interviewee 14).

"pray" (Interviewee 15).

The Participants	Type of Questions	Commentary
E.M.S	What do you do if you fall behind while listening to a long conversation?	*"Melewatkan satu/dua pertanyaan buat tarik napas panjang,merem trus motivasi sendiri"*

A.Z	What did you do if you lose concentration in the middle of listening long conversation?	*"Kalau di tengah2 sesi mendengarkan, terus buyar konsentrasinya.. Langsung fokusnya move ke nomor selanjutnya aja. Yg udah ketinggalan yaudah di tinggal aja... meskipun agak terdistract sedikit, panic dikit, tetep berusaha buat tenang dan move on untuk jawab pertanyaan selanjutnya"*
R.U	What did you do if you lose concentration in the middle of listening long conversation?	*"Kalo ditengah2 listening 2 saya ilang konsentrasi, biasanya saya skip kalo emang udah bener2 ketinggalan banget. Tapi untuk mencegah hal itu, diawal listening 2 berlangsung saya siap2 untuk mencatat, jadi begitu saya denger dan dapet ini conversation bakal bicarain apa kira2, langsung saya inget2"*
H.I.K	What did you do if you lose concentration in the middle of listening long conversation?	*"pasti ada rasa panik tapi tetep mencoba fokus untuk melanjutkna mendengarkan, coba inget-inget kalimat yang dipahami maknanya disambung sambungin ke pilihan jawabannya"*

Questioner Findings

1. Listening Problems Related to Content of Listening Comprehension of TOEFL test

   The materials became the main source of listening comprehension problems. They were unfamiliar topic, lack of vocabulary, long spoken text and form of expressions. To know the results of students' difficulties in listening material, the researcher used the following table which consisted of the students' answer of the question.

Questions	Answer	
	YES	NO
Do you find it difficult to understand words because of a lack of vocabulary?	13	2
Do you find difficult to understand listening text when the topic is unfamiliar?	15	0
Before listening, do you tried to anticipate the topic by looking at the answers in the test paper?	15	0

Do you difficult to understand when there's a lot of Expressions?	15	0

From the table above, it can be concluded that most of the students experienced Listening Problems Related to the Content of Listening Comprehension of the TOEFL test. In the first question regarding the lack of vocabulary, 13 participants admitted that they had difficulty with the lack of vocabulary they had.

Meanwhile, in the second question about an unfamiliar topic, all 15 participants stated that they had difficulty understanding the content of listening if the topic being discussed was not familiar to them. In addition to the next questions related to topics in the listening comprehension of the TOEFL test, participants were asked whether they tended to anticipate topics by looking at multiple choices. As many as 15 participants stated "YES", which means that all participants agree that before listening started they tend to look at the multiple choices to anticipate topics that may be played in listening section of the TOEFL test.

Listening problems related to the content of listening comprehension of the TOEFL test continued to next question form of expression. All of the participants stated YES on difficulties in terms of form of expression.

2. Listening Problem Related to the Listener

Students' difficulties in listening not only from the material of the listening but also lack of English language skill from the listeners. Understanding listening also need concentration, when the students feel nervous or anxious they cannot concentration. The problems included in listener factor were lose concentration, difficulty in infer meaning, unclear pronunciation and encountering unknown word.

Questions	Answer	
	YES	NO
Do you sometimes lose concentration during listening?	15	0
Do you find difficult to recognize the word that you know because the way speaker pronounced?	13	2
Do you find the pronunciation familiar but you cannot recognize the word?	10	5
Do you difficult to quickly remember word or phrase you have just heard?	9	6

From the table above, it can be concluded that most of the students experienced Listening Problems in the TOEFL test not only from the material but also from the listener themself. In the first question regarded losing concentration, 15 participants admitted that they found themself to lose concentration during the listening section of the TOEFL test.

Meanwhile, in the second question about pronunciation, 13 participants stated that they had difficulty in recognizing the words during the listening section of the TOEFL test because of the way the speakers pronounced.

Related to the next questions, participants were asked whether they find the pronunciation familiar but you cannot recognize the word. 10 participants stated "YES", which means most of them found themself feels difficult to understand the way speakers pronounced words during the listening section of the TOEFL test.

Listening problems related the listener continued to the next question about difficulties in remembered word or phrase you have just heard. 9 participants stated it is difficult to remember words or phrases they just heard. it can be concluded that participants experience difficulties in the listening section of the TOEFL test not only from the material but also from the listener themself.

3. Listening Problems Related to Physical Setting

Not only the difficulties come from the message, listener, but also come from environment the students it called physical setting. Speed of speech and poor quality CD player disturb students in listening comprehension.

Questions	Answer	
	YES	NO
Do you find difficult to understand when the speakers' speak too fast?	15	0
If unclear sounds resulting from poor equipment. Does interfere your listening?	14	1
When unclear resulting from a poor quality CD player. Does interfere your listening?	15	0

From the table above, on questions related to the speed of speech, amount 15 participants expressed their agreement. From the student comparisons to questions that lead to problems related to the speed of speech, it can be concluded that most of the students are agree that speed of speech is one of their difficulties in listening comprehension of the TOEFL test. On the question regarding poor equipment, the majority of participants stated "YES" that poor equipment affected them in the listening section during the TOEFL test. On the question 'If

unclear sounds resulting from poor equipment. Does interfere your listening?' amount 14 participants from 15 participants expressed their agreement. There were as many as 15 participants who said yes to the question ' When unclear resulting from a poor quality CD player. Is it interfered your listening?' in the question number nine. From the student comparisons to question that lead to problems related to poor equipment it can be concluded that most of the students are agree that poor audio or CD player can affect their ability to answer questions in listening comprehension of TOEFL test.

Question	Answer	
	YES	NO
Before listening, do you tried to anticipate the topic by looking at the answers in the test paper?	15	0
Before listening, do you tried to anticipate what the questions would be and I listened specifically for the answer?	13	2
While listening, do you tried to determine the topic or main idea for each conversation?	13	2
While listening, Do you tried to draw conclusions about who, what, when, where. Such as: Who is talking? When/where does the conversation probably take place? What is the source of information for the conversation?	13	2
While listening, do you tried to follow along with the answer while listening?	14	1
When you heard the speaker, do you choose an answer that contains synonyms (words with similar meanings but different sounds)?	13	2

From the table above, it can be concluded that the majority of students agree that students tend to anticipate the topics and the questions before listening started by looking at multiple choices in the test paper. While listening, they tend to determine the main idea of the conversation they heard and try to draw conclusions about 5W+1H about the topics or the conversation.

From the explanation that has been presented in the research results in the form of interviews and questioners, it can be concluded that the research carried out with 15 participants has answered the entire research question including: Problems encountered by students of English Education Department in listening comprehension during TOEFL test are Listening Problems Related to Content of Listening Comprehension of TOEFL test that can be divided into Unfamiliar Topic, Lack of

Vocabulary, Long Spoken Text and Form of Expression. Problems Related to The Listener such as Fear Before Doing Listening, Lose Concentration, Infer Meaning, Unclear Pronunciation, Encountered Unknow Words. Last, Problems Related to Physical Setting such as speed of speech, Poor Audio/CD Quality, also answered research question number 2, strategies used by students' of English Education Department to comprehend the problem in listening section on TOEFL test are Before Listening and While Listening. While listening students prefer strategies such as Pay Attention to The Second Speaker, Choose Answer with Synonyms, Questing the question by looking at the multiple choice, Pay attention to 5W+1H and overcome panic.

B. Discussion

The focus of this study is to identify EFL Learners problems in listening comprehension of TOEFL test and strategies follows. And the result obtained through interviews with fifteen members of Class-A English Education Department of Islamic State University of Walisongo. From the explanation above, it can be drawn conclusion that listening is a difficult task of students which can be seen from the result of interview and questioner.

1. Listening Problems in Listening Comprehension of TOEFL Test

The first result is from listening problems. According to the finding From the explanation in research finding, it can be concluded that there are three types of problems that arise in the listening comprehension of TOEFL test for English Language Education (Class A) students in the 2017 academic year of Islamic State University of Walisongo. There some problems from three types of factors encountering students when they listening explained, Listening Problems Related to Content of Listening Comprehension of TOEFL test, Listening Problem Related to the Listener, and Listening Problems Related to Physical Setting. Among these listening problems related to content of listening comprehension of TOEFL test become a main source of the problems because may be the students lack of practice to listen and to read English literature in order to improve their listening skill and vocabulary. In this case, content problems means problems related to parts B and C of listening comprehension, i.e. unfamiliar topics, lack of vocabulary, long spoken text and difficulty in form of expression.

Based on the research finding it shows that there are interconnected factors with previous research conducted by Hamouda 'entitled Listening Comprehension Problems-Voices from the Classroom'. Hamouda mentioned accent, pronunciation, speed of speech, insufficient vocabulary, and lack of vocabulary as factors that affected students in listening comprehension[55]. This is equivalent to the results of this study, such as problem with pronunciation, problem with speed of speech,

[55] Hamouda.

problem with the material, problem with form of expression, problem with vocabulary, students difficulties in infer meaning, internal student problem, problem related to the audio. However, there are significant differences in the problems with form of expression and problems with the material that the students mentioned appeared in the listening section of the TOEFL test part B and C.

The finding is not congruent with the study of Goh , her findings show that students mostly have difficulty in listening especially related to the listener[56]. It explained students find difficulties in quick forgot what is heard, do not recognize the words they knew, understand words but not intended meaning and students prior knowledge to be unable to form mental representation from words they heard. As a result, depending on the situation, and conditions, the differences in problems experienced by the students who faced problems in listening related to Content of listening comprehension of TOEFL test with the ones members of communities who encountered problems related to The listener. Students at English Education Department in the Islamic State University of Walisongo, especially English class A, continue to experience problems in the listening comprehension of the TOEFL test even though they have studied English culture in the same class and have received listening material for a period of time. It proves that self-conscious in students needed to develop their abilities. For example, someone who gets listening material in the same class will have different results if that one's keep practicing, training their ears to get used to listening to speakers in English and tried as much as possible to avoid problems in listening related to the listener. This finding indicates that listening problems are diverse depend on the student abilities, effort and also supporting environment.

2. Strategies Used in Listening Comprehension of TOEFL Test

According to the finding, it can be concluded that there are two types of strategies used by the students in the listening comprehension of TOEFL test for English Language Education (Class A) students in the 2017 academic year of Islamic State University of Walisongo. The two types of strategies used by students are: Before listening and While Listening. The finding is congruent with Phillips, Deborah in her book Longman Complete Course for The TOEFL Test[57]. Equal to research from Silviyanti, Rahmadhani, & Samad entitled EFL Students' Strategies in Answering the Listening Section of the Longman TOEFL[58]. There are top 2 strategies used by students in answering the listening section of the paper-based TOEFL test. The first is before listening, students expect the topic by learning from

[56] Christine C.M. Goh, 'A Cognitive Perspective on Language Learners' Listening Comprehension Problems', *System*, 28.1 (2000), 55–75 <https://doi.org/10.1016/S0346-251X(99)00060-3>.
[57] Deborah Phillips.
[58] Silviyanti, Rahmadhani, and Samad.

the course book, get used to listen to English speaker and trained to be familiar with English culture. Second strategy is While Listening, pay attention to send speaker, choose answer with synonyms especially in listening section 1 Part A. Questing the question by looking at the multiple choice, pay attention to 5W+1H and overcome panic while listening comprehension of TOEFL test.

This leads us to the conclusion that listening comprehension problems in the TOEFL test can be overcome by finding the right strategy in each session and not forgetting to equip students with a lot of practice. In specific, if students are aware of the problems of listening comprehension for them, they will be able to more easily adapt the strategies to their specific needs. As a result, they can improve their listening ability and can pass the TOEFL test with satisfactory listening scores by aware of the problems and applying the right strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter presents conclusions designed precisely from research findings and discussion supported by previous chapters. Furthermore, suggestions will be included for several parties involved with this research, ending with the author's closing statement.

A. Conclusion

The aim of the research was to find out kinds of listening comprehension problems encountered by students of English Education Department at Islamic State University of Walisongo in listening comprehension of TOEFL test and to find out the strategies used by students' of English Education Department to comprehend the problem in listening section on TOEFL test. Based on the data analyzes in chapter IV, It can be concluded that :

1. Problems encountered by students of English Education Department that were found in analyzing students' difficulties, they were:
   a. Listening Problems Related to Content of Listening Comprehension of TOEFL test such as Unfamiliar Topic, Lack of Vocabular, Long Spoken Text and Form of Expression.
   b. Problems Related to The Listener such as Fear Before Doing Listening, Lose Concentration, Infer Meaning, Unclear Pronunciation, Encountered Unknow Words.
   c. Problems Related to Physical Setting such as speed of speech, Poor Audio/CD Quality.

It is correct that the problems in listening comprehension of TOEFL test faced by students' not only from the listeners themselves but also from content material and environment of listening comprehension. Hence, the students have to study hard and have more practice to improve their listening comprehension.

2. Strategies used by students to comprehend the problems in listening section of TOEFL test were:
   a. Before Listening comprehension by Learning about English Culture from books or trying to train themselves by listening to native speaker.
   b. While listening such as Pay Attention to The Second Speaker, Choose Answer with Synonyms, Questing the question by looking at the multiple choice, Pay attention to 5W+1H & overcome panic.

B. Suggestion

Based on the research study, listening is one of difficult skill for students as foreign language learners even though they are students in English Education Department. Although

students encountered various kinds of problems in listening comprehension of TOEFL test, they need to study hard to become better listeners. Because listening is provides input for the learners not only in language learning but also in daily communication. Accordingly, the researcher offers the following suggestions:

1. The students as listeners

   The students need to train their listening at home intensively in order to help them overcome their problems about the topic in listening by listening at native English speaker in many various content and platforms such as Youtube, Podcast, Music and listening website available. Listening to Englih culture with various accent and interesting topic will help them to improve their vocabulary automatically. When the listening section of TOEFL test process, be prepared, don't try to understand words one by one, and try to focus. Furthermore don't forget to apply listening strategies which suitable for you if you want to success in listening comprehension test. Don't be panic and stay positive.

2. The reader

   In order to get more a representative result, a related study with a broader population is suggested and to give more attention in order to used instrument which applied for the students at university.

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LIST OF APPENDIX

APPENDIX 1: Question Observation

Name :

WhatsApp Number :

1. Have you passed the listening comprehension course?
2. Have you passed TOEFL test?
3. How many times have you tried to take the TOEFL test before you finally passed?
4. What was your last TOEFL test score?
5. What was your Score for listening in TOEFL test?
6. From scale 1-5, what level of difficulty did you experience in the listening of TOEFL test.

APPENDIX 2: Data of Participants

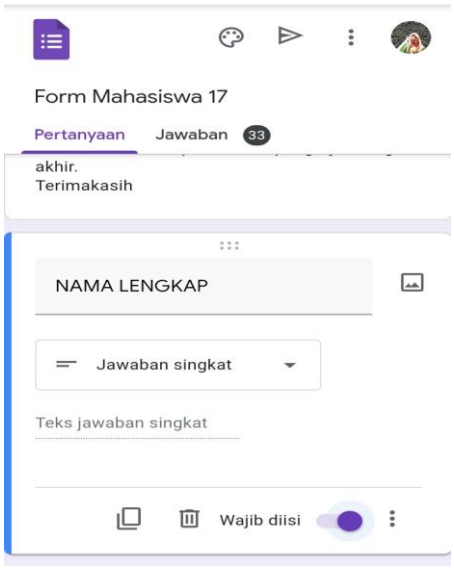
Name	Passed Listening comprehension course	passed TOEFL Test	Try taking the TOEFL test	TOEFL test score	Score for listening in	Listening difficulty level (from scale 1-5)
1. Hany Ira Kusumawardani	Yes	Yes	Once	450	48 -	4
2. Asmahan Aji Ramania	Yes	Yes	Once	520	53	3
3. Qurrotu A'yun	Yes	Yes	Third	540	52	3
4. Istianah Ainun Najibah	Yes	Yes	Once	520	50 -	4
5. Yunita Widyastuti	Yes	Yes	Once	523	57	3
6. Nuvika Nastiti Wulandari	Yes	Yes	Once	513	56	3
7. Ainun Hasriningtyas	Yes	Yes	Once	477	52	4
8. Lovqian Alkhadid Nurokhim	Yes	Yes	Once	450	50 -	3
9. Meli ana Syam	Yes	Yes	Once	450	48 -	3
10. Anjar Widiyanti	Yes	Yes	Once	450	49 -	5
11. Nida Aya Sofia	Yes	Yes	Once	530	54	4
12. Mila Andiliya	Yes	Yes	Once	450	49 -	3

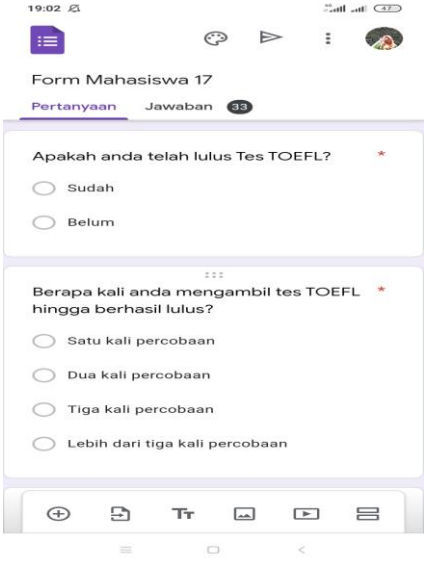
13. Affifatuz Zahroh	Yes	Yes	Once	450	44 -	3
14. Robert Haikal Fikri	Yes	Yes	Once	480	50 -	2
15. Ela Mariam Saraswati	Yes	Yes	Once	467	48 -	3
16. Nurul Istiqomah	Yes	Yes	Once	507	55	3
17. Rizka Dwi Kurniawati	Yes	Yes	Twice	450	49 -	4
18. Nur Wahidzatun Nafisah	Yes	Yes	Once	460	51	3
19. Indah Mutya Lestari	Yes	Yes	Twice	450	43 -	5
20. Himatun Nazila	Yes	Yes	Twice	503	49 -	5
21. Achmad Agung Prayoga	Yes	Yes	Once	550	53	3
22. Kurniasani Nafaul	Yes	Yes	Once	490	51	4
23. Eva Lutvi Mawadah	Yes	Yes	Once	537	57	4
24. Erva Yunita	Yes	Yes	Once	450	43 -	4
25. Rahmita Utami	Yes	Yes	Once	450	50 -	3
26. Miftah Ikmal	Yes	Yes	Once	523	53	3
27. Rahma Maulida	Yes	Yes	Once	470	51	3
28. Nafilatun Nafi’ah	Yes	Yes	Once	480	52	3
29. Alma Ikhtiara	Yes	Yes	Once	490	51	5
30. Qowi Milati	Yes	Yes	Once	520	53	3
31. Naila Izati Zoelvy	Yes	No	Once	450	49 -	4
32. Lilis	Yes	Yes	Once	520	51	3
33. Indah Darmawati	Yes	Yes	Once	550	53	3
34. Rewang Febri Pangestuti	Yes	Yes	Twice	510	48 -	5

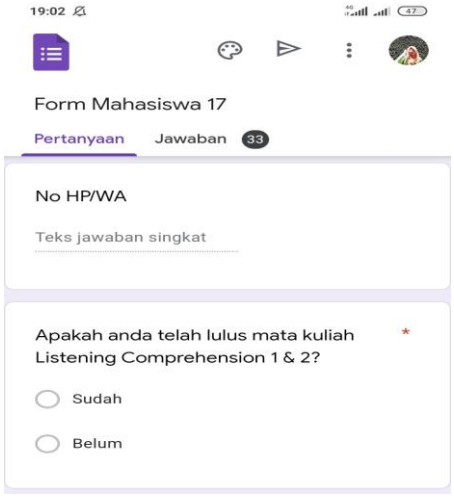
APPENDIX 3: Data of Sample

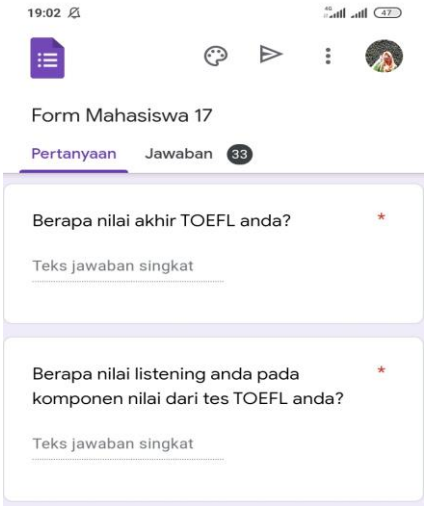
Name	Region	TOEFL test Score	Listening Score	Listening difficulty level (From a scale of 1-5)
Anjar Widiyanti	Lamongan	450	49	5
Naila Izzati Zoelvi	Pekanbaru	450	49	4
Hany Ira Kusumawardani	Tangerang	450	48	4
Hikmatun Nazila	Padang	503	49	5
Meli Ana Syam	Riau	450	48	3
Robert Haikal Fikri	Banyumas	480	50	4
Mila Andiliya	Pati	450	49	3
Rizka Dwi Kurniawati	Pati	450	49	4
Rahmita Utami	Pati	450	50	3
Afifatuz Zahroh	Boyolali	450	44	3
Rewang Febri Pangestuti	Buol	510	48	5
Ela Maryam Saraswati	Purwokerto	467	48	3
Lovqian Al khadid	Tegal	450	50	3
Erva Yunita	Kudus	450	43	4
Istianah Ainun Najibah	Wonosobo	520	50	4

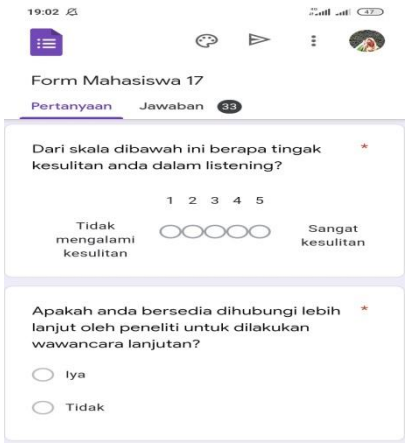
APPENDIX 4: Documentation of Observation











APPENDIX 5: Question Interview

Adapted from Hamouda[59]

Category	Section	Question Interview
Listening in TOEFL Test	Section 1 (short conversation)	What difficulties did you experience during Section 1 PART A in listening of TOEFL test?
		Is it difficult to infer the meaning unknown word while listening?
	Section 2 (long conversation)	What difficulties did you experience during Part B long conversation in listening of TOEFL test?
		What do you do if you fall behind while listening to a long conversation?
		What did you do if you lose concentration in the middle of listening long conversation?
	Section 3 (long/short passage)	What are the difficulties you experience while listening to the text passage?
		What did you do if you do not understand the topic of section 3?
		What do you do when you come across a word or sentence that you don't understand while listening to long passage?
Listening Strategies		What strategies do you use to answer section 1 (short cconversation) Listening of TOEFL?
		What other strategies did you use when you answered the Listening section of TOEFL? Ex. Strategy for section 2 & 3
		What do you do if you do not understand the conversation/lecture at all?

APPENDIX 6: Questioner

Adapted from Hamouda[60]

[59] Hamouda.
[60] Hamouda.

No	Question	Condition
1.	Do you find difficult to recognize the word that you know because the way speaker pronounced?	YES/NO
2.	Do you find the pronunciation familiar but you cannot recognize the word?	YES/NO
3.	Do you find difficult to understand when the speakers' speak too fast?	YES/NO
4.	Do you find it difficult to understand words because of a lack of vocabulary?	YES/NO
5.	Do you difficult to quickly remember word or phrase you have just heard?	YES/NO
6.	Do you sometimes lose concentration during listening?	YES/NO
7.	Do you find difficult if unable to get repeated?	YES/NO
8.	If unclear sounds resulting from poor equipment. Does interfere your listening?	YES/NO
9.	When unclear resulting from a poor quality CD player. Does interfere your listening?	YES/NO
10.	Do you find difficult to understand listening text when the topic is unfamiliar?	YES/NO
11.	Before listening, do you tried to anticipate the topic by looking at the answers in the test paper?	YES/NO
12.	Before listening, do you tried to anticipate what the questions would be and I listened specifically for the answer?	YES/NO
13.	While listening, do you tried to determine the topic or main idea for each conversation?	YES/NO
14.	While listening, Do you tried to draw conclusions about who, what, when, where. Such as: Who is talking? When/where does the conversation probably take place? What is the source of information for the conversation?	YES/NO
15.	While listening, do you tried to follow along with the answer while listening?	YES/NO
16.	When you heard the speaker, do you choose an answer that contains synonyms (words with similar meanings but different sounds)?	YES/NO

APPENDIX 7: Research Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B-2869/Un.10.3/D1/TA.00.01/09/2021 Semarang ,17 September 2021
Lamp : -
Hal : Mohon Izin Riset
a.n. : Sofiatun Nisa Arfianti
NIM : 1703046008

Yth.
Bapak/Ibu Walidosen
Di Tempat

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama	:	Sofiatun Nisa Arfianti
NIM	:	1703046008
Alamat	:	Rt 02 / Rw 03 Desa Jatisawit, Kec. Bumiayu, Kab. Brebes.
Judul Skripsi	:	EFL Learner Problems in Listening Comprehension of TOEFL Test: A Study at an English Education Departement

Pembimbing :
1. Daviq Rizal, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 10 hari, mulai tanggal 4 Agustus 2021 sampai dengan tanggal 14 Agustus 2021.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Mahmud Junaedi

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

APPENDIX 8: Transcript Interview
Transcript Interview

a. Interview Transcript 1
Name : Anjar Widiyanti
Date : 4th August 2021
Time : 08.45 WIB

Turn	Speakers	Expression
1.	S:	*"Assalamuallaikum wr.wb. Let me introduce myself first my name is Sofiatun Nisa Arfianti. I want to do interview with you to conduct data for my research. My research entitled EFL Learners Problem in Listening Comprehension of TOEFL Test: A Study at an English Education Department. Can I do a quick interview with you today?"*
2.	A:	"Wa'alaikumsalam wr.wb Hello Ms. Sofi. Yes, sure"
3.	S:	*"In this interview you can answer either using Bahasa or English, its fine. Shall we start?"*
4.	A:	"Yes, please"
5.	S:	*"Thank you, and let's start with first question. You can answer using either english or bahasa its fine. What difficulties did you experience during section 1 PART A in listening of TOEFL test?"*
6.	A:	"Okay. In section 1, I have difficulty when in one sentence there is nothing that I know what it means."
7.	S:	*"Is it difficult to infer the meaning unknown word while listening?"*
8.	A:	"It's depending on the context of the conversation. If what being discussed is daily life, it's easy to infer"
9.	S:	*"What difficulties did you experience during PART B long conversation in listening of TOEFL test?"*
10.	A:	"I often misinterpret the speaker's speech, especially when it comes to forms of expression. I feel like most of the time, what I thought was a positive sentence turned out to be negative or vice versa"
11.	S:	*"Okay then, What do you do if you fall behind while listening to a long conversation?"*
12.	A:	"I will choose an answer that relates to at least one sentence that I got from the long conversation"
13.	S:	*"What did you do if you lose concentration in the middle of listening long conversation?"*

14.	A:	"I got panic a little but I just trying to calm myself and try to concentrate on the next question"
15.	S:	*"Okay, What are the difficulties you experience while listening to the text passage?"*
16.	A:	"I feel difficult to concentrate when listening to long passage, and that concentration can be lost if I encounter a lot of new words that make me have to guess it. I also got confused when I came across an expression I didn't understand, i get too focus on things that i didn't understand then lost concentration at the rest. Do you understand what I mean?"
17.	S:	*"I understand. Do you think that lack of vocabulary can affected your understanding in listening to long passage?"*
18.	A:	"Of course. If we mastered the vocabularies and their pronunciation, it makes us easier to understand in listening"
19.	S:	*"What do you do when you come across a word or sentence that you don't understand while listening to long passage?"*
20.	A:	"Nothing. I feel confused and em…possibly choose the answer according to my feeling (I guess it)"
21.	S:	*"What strategies do you use to answer part A Listening of TOEFL?"*
22.	A:	"My strategy is looking for keyword in the conversation, and what I hear is not the answer, because in part A usually the answer is the synonym of the keyword of conversation."
23.	S:	*"What other strategies did you use when you answered the Listening section of TOEFL?"*
24.	A:	"I used to pay attention on what, where and who in the conversation and avoid similar sound but for academic/science texts I will guess the answer based on my knowledge that's why I have to pay attention more in Part 3"
25.	S:	*"You said that you find it difficult when you didn't understand meaning in one sentence so, What do you do if you do not understand the conversation/lecture at all?"*
26.	A:	"I'm sorry Miss sofi, my listening skill is low. So, I will guess it according to my feeling"
27.	S:	*"That's okay miss. Anjar no need to be sorry let's keep trying and study hard. And that's the end of our interview today. Thank you so much*

		miss Anjar for allow me to interviewing you today. It's such a pleasure. Thank you so much for giving your time and thank you for your nice respons. Semoga segala kebaikan mba Anjar dibalas berkali kali lipat oleh Allah SWT. Aamiin. Have a good day, Have a good rest Mba Anjar Thank you"
28.	A:	"Amiin. Anytime miss Sofi. Good luck Skripsinya"

b. Interview Transcript 2
Name : Mila Andiliya
Date : 4th August 2021
Time : 10.00 WIB

Turn	Speakers	Expression
1.	S:	*"Assalamuallaikum. Let me introduce myself first, my name is Sofiatun Nisa Arfianti. Can I do a Quick interview with you today?"*
2.	M:	"Waalaikumsalam. Yes, please"
3.	S:	*"Okay Thank you. Can we start the first question? You can answer either in English or in bahasa it's fine"*
4.	M:	"Baik mba"
5.	S:	*"What difficulties did you experience during section 1 in listening of TOEFL test?"*
6.	M:	"Yang saya alami selama mengerjakan section 1 (short dialogue) pada part listening belum terlalu ada kesulitan yang signifikan, dan masih bisa dipahami karena percakapannya tidak terlalu panjang. Mungkin ada satu dua kata yang bingung karena pronunciation dari speakernya."
7.	S:	*"Okay pertanyaan selanjutnya. Is it difficult to infer the meaning unknown word while listening?"*
8.	M:	"Ya, karena saya bukan native speaker jadi ada banyak kata yang saya biasanya sulit mengartikan kata tersebut"
9.	S:	*"What difficulties did you experience during Section 2 long conversation in listening of TOEFL test?"*
10.	M:	"Terdapat banyak vocabulary yang saya merasa asing. Di long conversation juga banyak kalimat posit negative yang saya terkadang membuat saya binggung"
11.	S:	*"What do you do if you fall behind while listening to a long conversation?"*
12.	M:	"Untuk long conversation biasanya saya

		mencari atau mendengarkan kata kunci dari percakapan tersebut"
13.	S:	*"Lalu bagaimana jika ketika listening berlangsung ada tertinggal? Apakah anda akan merasa panik dan kehilangan konsentrasi?"*
14.	M:	"Ya, seringkali saya merasa panik ketika tertinggal dan kehilangan konsentrasi"
15.	S:	*"Apakah itu mempengaruhi anda dalam menjawab soal?"*
16.	M:	"Ya, karena tidak yakin percakapannya tentang apa, jadi waktu menjawab pun ragu2"
17.	S:	*"What did you do if you lose concentration in the middle of listening long conversation?"*
18.	M:	"Tidak ada, hanya mencoba menebak jawaban yang sekiranya masuk akal untuk percakapan tersebut"
19.	S:	*"What are the difficulties you experience while listening to the text passage?"*
20.	M:	"Tidak familiar dengan aksen pembicaranya dan juga kadang ada kata yang pelafalannya seperti apa namun berbeda dengan yang saya tau, jadi membingungkan"
21.	S:	*"What do you do when you come across a word or sentence that you don't understand while listening to long passage?"*
22.	M:	"Jika saya mendengar kata yang tidak saya tau, biasanya saya memahami kata sebelumnya atau sesudahnya dulu, jika sudah, saya mencoba mengira-ngira artinya apa yang cocok/nyambung untuk kata tersebut, seperti itu"
23.	S:	*"Strategi apa yang anda gunakan untuk menjawab pertanyaan section 1 yakni short dialogue pada listening TOEFL?"*
24.	M:	"Biasanya saya fokus ke line 2 pada setiap percakapan tersebut. Jawabannya biasanya tersirat pada line ke 2"
25.	S:	*"Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?"*
26.	M:	"Dengan mendengarkan kata kunci dari percakapan tersebut. Karena bisa jawabannya merupakan sinonim dari kata kunci tersebut. Untuk long conversation saya mencari siapa dimana dan apa topiknya. Kalau untuk part 3

		saya hanya focus mendengarkan”
27.	S:	*“Thank you so much miss Mila for allow me to interviewing you today. It's such a pleasure. Thank you so much for giving your time and thank you for your nice respons. Semoga segala kebaikan mba Mila dibalas berkali kali lipat oleh Allah SWT. Aamiin. Have a good day mba Mila Thank you”*
28.	M:	“Sama-sama. Semangat mba Sof”

c. Interview Transcript 3
Name : Ela Maryam Saraswati
Date : 4th August 2021
Time : 16.05 WIB

Turn	Speakers	Expression
1.	S:	*“Assalamuallaikum. Let me introduce myself first my name is Sofiatun Nisa Arfianti. I'm asking ms Ela for permission to do interview for my research. Can I have your time to do a quick interview with you today?”*
2.	E:	“Yes of course”
3.	S:	*“In this interview you can answer either in English or in Bahasa, it’s okay”*
4.	E:	“Okay”
5.	S:	*“Let’s start with first question. What difficulties did you experience during section 1 in listening of TOEFL test?”*
6.	E:	“I take the text before pandemic. And the audio in the room couldn't produce nice sounds. I think the CD/speakers should be fixed”
7.	S:	*“How about the topic? Are you feeling difficult in section 1?”*
8.	E:	“I feel okay”
9.	S:	*“Okay next, Is it difficult to infer the meaning unknown word while listening?”*
10.	E:	“Actually yes, Because it's difficult harus nyesuaiin dengan waktu sedangkan kita juga nggak terlalu denger2 bgt”
11.	S:	*“What difficulties did you experience during Section 2 long conversation in listening of TOEFL test?”*
12.	E:	“It’s difficult to answer the question while try to matching it with the answer. Kadang juga ada kalimat yang kedengerannya apa artinya apa. I think it’s the way speaker pronounce words”

13.	S:	*"What do you do if you fall behind while listening to a long conversation?"*
14.	E:	"I try to guess the answer. Seenggaknya ada 3-4 kata yang didengar jadi nebak2 aja"
15.	S:	*"Do you get panic/start losing concentration when you fall behind while listening to long conversation?"*
16.	E:	"No"
17.	S:	*"What did you do if you lose concentration in the middle of listening long conversation?"*
18.	E:	"Melewatkan satu/dua pertanyaan buat tarik napas panjang,merem trus motivasi sendiri"
19.	S:	*"Do you think lack of vocabulary can cause difficulty in infer meaning from unknown word?"*
20.	E:	"Yap, karena kalau vocabulary nya bagus automatically akan lebih mudah juga untuk memahami percakapan dan menjawab pertanyannya"
21.	S:	*"What are the difficulties you experience while listening to the text passage?"*
22.	E:	"Terlalu panjang dan kadang terlalu cepat. Topic nya asing"
23.	S:	*"What do you do when you come across a word or sentence that you don't understand while listening to long passage?"*
24.	E:	"Abaikan fokus yang kupahami"
25.	S:	*"What strategies do you use to answer part A Listening of TOEFL?"*
26.	E:	"Ya, biasanya focus di line kedua dan ambil kunci dari percakapannya"
27.	S:	*"Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?"*
28.	E:	"Sebelum ambil tes itu biasakan dengerin percakapan bahasa ingggris jadinya terbiasa. Terus focus jagan panik, dengerin yang paham, nggak kata perkata diartiin, nggak paham lanjut aja. Ambil kata kuncinya kaya 5W 1H minimal apa percakapannya harus nangkep"
29.	S:	*"What do you do if you do not understand the conversation/lecture at all?"*
30.	E:	"Guessing"
31.	S:	*"Thank you so much Ela for allow me to interviewing you today. It's such a pleasure. Thank you so much for giving your time and thank you for*

		your nice respons. Semoga segala kebaikan, dibalas berkali kali lipat oleh Allah SWT. Aamiin. Have a good day Ela. Thank you"
32.	E:	"Aamiin"

d. Interview Transcript 4
Name : Meli Ana Syam
Date : 4th August 2021
Time : 20.00 WIB

Turn	Speakers	Expression
1.	S:	*"Assalamuallaikum. Let me introduce myself first my name is Sofiatun Nisa Arfianti. I'm asking permission to do interview for my research. Can I do a quick interview with you today?"*
2.	M:	"Iya bisa mba"
3.	S:	*"Baik, saya mulai drai pertanyaan pertama ya mba meli"*
4.	M:	"Silahkan mba"
5.	S:	*"What difficulties did you experience during section 1 in listening of TOEFL test?"*
6.	M:	"Saya jawabnya pake Bahasa Indonesia saja boleh mba?"
7.	S:	*"Iyaa mba tidak apa"*
8.	M:	"Pada awalnya saya merasa takut tidak dapat mendengarkan dengan baik. Saya secara pribadi merasa speaker bicara terlalu cepat, atau saya kebingungan dengan kata kata yang di pronounce oleh speaker"
9.	S:	*"Okay pertanyaan selanjutnya Is it difficult to infer the meaning unknown word while listening?"*
10.	M:	"Tidak mba tapi kadang ada beberapa yang tidak dipahami"
11.	S:	*"What difficulties did you experience during Section 2 long conversation in listening of TOEFL test?"*
12.	M:	"Terkadang saya tidak dapat mendengarkan dengan baik. Ada beberapa kata yang berbeda namun terdengar sama ditelinga saya"
13.	S:	*"What do you do if you fall behind while listening to a long conversation?"*
14.	M:	"Saya akan merasa panik dan memilih jawaban sesuka saya karena terlanjur tidak focus"
15.	S:	*"Apakah menurut anda lack of vocabulary dapat mempengaruhi pemahaman anda dalam listening of TOFL test?"*
16.	M:	"Ya, sangat mempengaruhi karena kalau banyak vocab yang diketahui makin banyak informasi yang bisa ditangkap dari listening"
17.	S:	*"What are the difficulties you experience while listening to the text passage?"*
18.	M:	"Saya merasa kesulitan jika topik pada text passage

		tidak familiar. Ada beberapa kata yang tidak saya pahami maknanya"
19.	S:	*"What do you do when you come across a word or sentence that you don't understand while listening to long passage?"*
20.	M:	"Menerka-nerka dari kata yang saya pahami"
21.	S:	*"What strategies do you use to answer part A Listening of TOEFL?"*
22.	M:	"Saya tidak punya strategi yang terperinci, saya hanya mencoba mendengarkan dangan baik nama tokohnya, tempat dan maksud dari percakapannya"
23.	S:	*"Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?"*
24.	M:	"Masih dengan strategi yang sama mba. Ya saya mencoba mencari kata kunci dari pilihan jawabannya"
25.	S:	*"Thank you so much miss Meli for allow me to interviewing you today. It's such a pleasure. Thank you so much for giving your time and thank you for your nice respons. Semoga segala kebaikan mba Meli dibalas berkali kali lipat oleh Allah SWT. Aamiin. Have a good day have a good rest mba meli Thank you"*
26.	M:	"Amiin Ya Allah"

e. Interview Transcript 5
Name : Afifatuz Zahroh
Date : 4th August 2021
Time : 21.10 WIB

Turn	Speakers	Expression
1.	S:	*"Assalamuallaikum wr.wb. Hai miss Afifatuz. Let me introduce myself first my name is Sofiatun Nisa Arfianti. I want to interview you to conduct data for my research entitled EFL Learners Problem in Listening Comprehension of TOEFL Test: A Study at an English Education Department. Can I have your time to do a quick interview with me today?"*
2.	A:	"Wa'alaikumsalam wr.wb. Baik mba"
3.	S:	*"Thank you. Can we start the first question? You can answer either in English or in bahasa it's fine"*
4.	A:	"Iyaa mba"
5.	S:	*"What difficulties did you experience during section 1 in listening of TOEFL test?"*
6.	A:	"Kesulitan di section 1 di toefl tes itu paling ya menangkap isi percakapannya itu, karena suaranya native speaker, dan saya sendiri jarang mendengarkan bentuk-bentuk

		percakapan dari native speaker”
7.	S:	*“Okay pertanyaan selanjutnya Is it difficult to infer the meaning unknown word while listening?”*
8.	A:	“Kalau ditanya apakah itu sulit atau tidak, ya untuk tahap pertama dalam tes ya tidak begitu menyulitkan.. tapi kalau di section 1 belum begitu sulit mba sepertinya..”
9.	S:	*“What difficulties did you experience during Section 2 long conversation in listening of TOEFL test?”*
10.	A:	“Di long conversation itu banyak jebakannya, beberapa kalimat bisa berarti kebalikan dari apa yang saya kira. Perumpamaan, idiom dll suka muncul disini. Sinonim dan antonim juga, I feel lost when I didn't know what's the meaning of the words”
11.	S:	*“What do you do if you fall behind while listening to a long conversation?”*
12.	A:	“Kalau missed percakapannya ya biasanya pakenya feeling aja.. setidaknya, paling enggak ada 2/3 kata yg terekam di otak., Nebak aja”
13.	S:	*“What did you do if you lose concentration in the middle of listening long coversation?”*
14.	A:	“Kalau di tengah2 sesi mendengarkan, terus buyar konsentrasinya.. Langsung fokusnya move ke nomor selanjutnya aja. Yg udah ketinggalan yaudah di tinggal aja... meskipun agak terdistract sedikit, panic dikit, tetep berusaha buat tenang dan move on untuk jawab pertanyaan selanjutnya”
15.	S:	*“Okay. What are the difficulties you experience while listening to the text passage?”*
16.	A:	“Kalau untuk bagian text passage itu, kesulitan yg sering saya alami itu pasti durasi nya.. Karena agak lama, kosa kata juga banyak.. jadi kadang suka ga fokus.. informasi apa yg terkandung didalamnya. Kadang juga nggak paham sama apa yang disampaikan karena topiknya yang academic stracture”
17.	S:	*“What do you do when you come across a word or sentence that you don't understand while listening to long passage?”*
18.	A:	“Kalau ga paham kosakatanya, paling ya cari aja yg sekiranya possibility nya yg cukup meyakinkan untuk dijadikan jawaban. Nebak nebak dari kalimat sebelumnya yang paham maknanya, karena pasti paham lah meskipun

		sedikit"
19.	S:	*"What strategies do you use to answer part A Listening of TOEFL?"*
20.	A:	"Nggak ada strategi khusus untuk menjawab part A dlm tes toefl sih, paling ya sambil dengerin percakapnnya, sambil mencocokkan ke jawabannya... dan biasanya itu kalo di part satu jawabannya ada di percakapan yang akhir jadi focus ke situ"
21.	S:	*"Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada Part B dan C?"*
22.	A:	"Strategi lainnya ya banyakin kosa kata, banyak2 liat contoh soal yg serupa, lihat di buku, jenis pertanyaannya dan cara menjawabnya. Belajar dulu gitu sebelum tes biar terbiasa juga hehe"
23.	S:	*"Last question, What do you do if you do not understand the conversation/lecture at all?"*
24.	A:	"Nebak aja.. berarti..Tp tetap di sambungin dari setiap nomer, jawaban yg sekiranya berhubungan yg mana.. karena text passage itu biasanya kan untuk beberapa pertanyaan jadi ya disambung sambungin aja. Tapi kalo ketinggalan, ya dijawabnya nanti aja diakhir, kalau sesi listening dah selesai"
25.	S:	*"Thank you so much for today's interview miss Afif. It's such a pleasure. Thank you so much for giving your time and thank you for your nice respons. Semoga segala kebaikan mba Afif dibalas berkali kali lipat oleh Allah SWT"*
26.	A:	"Amiin. Sama-sama mba"

f. Interview Transcript 6
Name : Istianah Ainun Najibah
Date : 5th August 2021
Time : 12.30 WIB

Turn	Speakers	Expression
1.	S:	*"Assalamuallaikum. Let me introduce myself first my name is Sofiatun Nisa Arfianti. I'm asking permission to do interview for my research. Can I do a quick interview with you? You can answer the question either in english or bahasa"*
2.	I:	"Waalaikumsalam. Oh hai mba sofi, my pleasure. Bahasa aja ngga papa ya"

3.	S:	*"Its okay, mba. Let's start with first question. What difficulties did you experience during section 1 in listening of TOEFL test?"*
4.	I:	"Tepat sebelum tes dimulai itu saya merasa nervous takut tidak memahami pembicaraan nya, karena nervous itu akhirnya saya jadi buyar konsentrasinya. Terlebih lagi saya merasa speaker nya bicara terlalu cepat jadi saya makin bingung"
5.	S:	*"Okay pertanyaan selanjutnya Is it difficult to infer the meaning unknown word while listening?"*
6.	I:	"Kadang iya, ketika nggak bisa memahami konteks kalimat secara keseluruhan jadi agak sulit menyimpulkan makna kata asing yang jarang didengar"
7.	S:	*"What difficulties did you experience during Section 2 long conversation in listening of TOEFL test?"*
8.	I:	"Kesulitan yang saya alami di long conversation itu speaker bicara terlalu cepat, sering ada kalimat atau kata yang saya tidak paham karena jujur vocab saya masih kurang"
9.	S:	*"What do you do if you fall behind while listening to a long conversation?"*
10.	I:	"Kalau tertingal saya biasanya menjawab asal sesuai apa yang saya tangkap saja."
11.	S:	*"Apakah anda akan merasa panik dan kehilangan fokus untuk mendengarkan listening pada section 2 (long conversation)?"*
12.	I:	"Kadang iya kadang nggak, tapi sepertinya banyak iyanya tapi lebih ke kehilangan fokus bukan panic hehe."
13.	S:	*"Oke lalu What did you do if you lose concentration in the middle of listening long conversation?"*
14.	I:	"Atur ulang nafas, terus dengerin percakapan lebih seksama lagi walaupun ujung2nya juga kurang paham"
15.	S:	*"What are the difficulties you experience while listening to the text passage?"*
16.	I:	"Karna menurut saya speakernya terlalu cepat ngomongnya, jadi gak bisa nangkep makna keseluruhan, cuma sebagian aja"
17.	S:	*"What do you do when you come across a word or sentence that you don't understand while listening to long passage?"*

18.	I:	"Seperti yang saya bilang sebelumnya tadi, sya akan memilih jawaban secara acak yang sekiranya masih nyambung"
19.	S:	*"What strategies do you use to answer part 1 Listening of TOEFL?"*
20.	I:	"Nyari jawaban yang pake arti kata yang sama kaya yang muncul di dialog, tapi pake kata2 yg beda, kalo di part 1 biasanya itu ada dipercakapan yang terakhirnya"
21.	S:	*"Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?"*
22.	I:	"Paling hanya fokus medengarkan, cari kata kunci sambil mencocokan dengan pilihan jawaban, mengira ngira pertanyaannya dari pilihan jawaban sambil mendengarkan"
23.	S:	*"What do you do if you do not understand the conversation/lecture at all?"*
24.	I:	"Jawab asal saja mba"
25.	S:	*"Thank you so much miss Najib for allow me to interviewing you today. It's such a pleasure. Thank you so much for giving your time and thank you for your nice respons. Semoga segala kebaikan mba Najib dibalas berkali kali lipat oleh Allah SWT. Aamiin. Have a good day, have a good rest mba Najib Thank you"*
26.	I:	"Sama-sama mba"

g. Interview Transcript 7
Name : Rahmita Utami
Date : 5th August 2021
Time : 20.00 WIB

Turn	Speakers	Expression
1.	S:	*"Assalamuallaikum. Let me introduce myself first my name is Sofiatun Nisa Arfianti. I'm texting you for asking permission to do interview for my research. Can I do a quick interview with you? You can answer the question either in english or bahasa"*
2.	R:	"Wa'alaikumsalam..Okee"
3.	S:	*"Okay first question. What difficulties did you experience during section 1 in listening of TOEFL test?"*
4.	R:	"Kalo waktu tes nya itu kesulitan saya dalam listening itu lebih ke kendala sound sistem nya

		kali yaaa.. Ditambah bagian pertama dari listening itu short dialog, omongan yang didenger apa, pilihan jawaban yang di ABCan apa Dan buat saya masih sulit untuk mencari sinonim dari kalimat yang diomongin"
5.	S:	*"Okay pertanyaan selanjutnya Is it difficult to infer the meaning unknown word while listening?"*
6.	R:	"Yaps, buat saya masih terlalu sulit, karna jujur aja saya vocabulary saya masih jelek sekali, jadi sometimes saya nemuin kata asing di listening yang bikin saya kesulitan menterjemahkan artinya"
7.	S:	*"What difficulties did you experience during Section 2 long conversation in listening of TOEFL test?"*
8.	R:	"Kesulitan di long conversation itu banyak bentuk bentuk ekspresions yang saya kurang pahami maknanya, kalau hanya seputar agreement masih oke lah, yang agak susah itu negative expresions, idoms juga"
9.	S:	*"What do you do if you fall behind while listening to a long conversation?"*
10.	R:	"Menulis 2 kata yang saya dengar saat listening section 2. Karna prinsip saya ketika listening ga boleh ga denger satu kata pun dari listening 2. Harus denger 2 kata minimal meskipun saya sendiri masih ketinggalan saat listening. Apalagi waktu long conversation, itu waktunya lebih lama, jadi insyaallah bisa untuk denger setidaknya 2 kata or 2 kalimat yang diucapkan speaker"
11.	S:	*"Oke lalu What did you do if you lose concentration in the middle of listening long conversation?"*
12.	R:	"Kalo ditengah2 listening 2 saya ilang konsentrasi, biasanya saya skip kalo emang udah bener2 ketinggalan banget. Tapi untuk mencegah hal itu, diawal listening 2 berlangsung saya siap2 untuk mencatat, jadi begitu saya denger dan dapet ini conversation bakal bicarain apa kira2, langsung saya inget2"
13.	S:	*"What are the difficulties you experience while listening to the text passage?"*
14.	R:	"Pronunciation yang diucapkan, karna meskipun pronunciation nya sama, tapi kalo yang ngomong native speaker tetep butuh usaha buat memahami percakapan, dan juga speed ngomong nya itu yang bikin susah untuk menangkap isi percakapan dan apalagi kalo

		yang section 3 itu kan satu text panjang yang dibacakan tuh untuk beberapa soal gitu, susah buat inget2 kalimat mana yang bakal jadi soal nomer ini, nomer itu gitu"
15.	S:	*"What do you do when you come across a word or sentence that you don't understand while listening to long passage?"*
16.	R:	"Jalan terakhir sih skip, tapi untuk mencegah hal itu, biasanya saya baca dulu pilihan ABC nya dari tiap nomer, pahami arti dari kalimat ABC nya itu, kalo udah paham arti kalimat dari ABC nya itu baru nanti tinggal saya dengerin baik2 listening nya itu"
17.	S:	*"Apakah kamu merasa kesulitan jika topic pada long passage tidak familiar?"*
18.	R:	"Pasti itu, dan menurut saya listening section yang butuh kerja keras itu section 3, karna kita denger bacaan sekaligus, dan harus ngerti betul isi dari bacaan nya. Kalo topik nya ga familiar pasti susah, karna bakal nemu vocab2 yang ga familiar juga"
19.	S:	*"What strategies do you use to answer part A Listening of TOEFL?"*
20.	R:	"Memfokuskan diri saya untuk mendengar kalimat yang diucapkan si penjawab. Bukan fokus ke arti pertanyaan, tapi ke kalimat kedua dari listening part 1"
21.	S:	*"What other strategies did you use when you answered the Listening section of TOEFL? (Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?)"*
22.	R:	"Kalo untuk listening 2 dan 3 strategi saya buat jawab soal2 nya itu dengan mencari poin inti dari listening nya itu, biasanya untuk mempermudah saya mencari inti listening itu syaa liat dulu soal dan ABC nya, baru nanti fokus mencari kalimat yang mirip seperti yang ada di slaah satu ABC nya"
23.	S:	*"What do you do if you do not understand the conversation/lecture at all?"*
24.	R:	"Mengarang jawaban. Kalo bener2 ga paham sama sekali"
25.	S:	*"Thank you so much miss Ami for allow me to interviewing you today. It's such a pleasure. Thank you so much for giving your time and thank you for your nice respons. Semoga segala kebaikan mba Ami dibalas berkali kali*

		lipat oleh Allah SWT. Aamiin. Have a good day, have a good rest mba Ami Thank you"
26.	R:	"Iyaaaa mba, sama2"

h. Interview Transcript 8
Name : Rizka Dwi Kurniawati
Date : 6th August 2021
Time : 11.15 WIB

Turn	Speakers	Expression
1.	S:	*"Assalamuallaikum. Let me introduce myself first my name is Sofiatun Nisa Arfianti. I'm asking permission to do interview for my research. Can I do a quick interview with you today? You can answer in english or bahasa"*
2.	R:	"Sure miss, with my pleasure"
3.	S:	*"Thank you. Should we start?"*
4.	R:	"Yes"
5.	S:	*"What difficulties did you experience during section 1 in listening of TOEFL test?"*
6.	R:	"First is the duration, karena mungkin waktu mengerjakan terbatas fokus terganggu dengan batasan waktu. second is pronunciation, biasanya agak tidak jelas pelafalafannya walau sudah didengarkan 2x"
7.	S:	*"Okay pertanyaan selanjutnya Is it difficult to infer the meaning unknown word while listening?"*
8.	R:	"Sometimes, kadang beberapa vocab ada yg sulit dipahami karena pelafalan yg kurang jelas. Ditambah penguasaan vocabulary saya yang masih kurang"
9.	S:	*"What difficulties did you experience during Section 2 long conversation in listening of TOEFL test?"*
10.	R:	"Speaker bicara terlalu cepat dan kadang pronunciationnya tidak jelas"
11.	S:	*"What do you do if you fall behind while listening to a long conversation?"*
12.	R:	"Mencari kosa kata lain yg berhubungan, misalnya dalam percakapan itu ada kata kata yang saya tangakap dan saya pahami nah itu saya sambung sambungkan dengan pilihan jawaban yang ada"
13.	S:	*"Do you think that lack of vocabulary can affected your understanding in listening to long passage?"*

14.	R:	"Yes of course. Jika penguasaan vocabulary nya banyak pasti lebih banyak dapat kosakata dari percakapannya jadi lebih paham apa yang dibicarakan."
15.	S:	*"What did you do if you lose concentration in the middle of listening long conversation? Do you feel panik?"*
16.	R:	"Sedikit karena kalau sudah tertinggal kan pasti kaget, meskipun begitu saya mencoba fokus, saya skip bagian yg tertinggal dan fokus melanjutkan bagian selanjutnya."
17.	S:	*"What are the difficulties you experience while listening to the text passage?"*
18.	R:	"Topiknya tidak familiar, pelafalan speakeenya tidak jelas dan teks nya terlalu panjang. Kalau sudah hilang fokus ditengah tengah section 3 bisa buyar semuanya"
19.	S:	*"What do you do when you come across a word or sentence that you don't understand while listening to long passage?"*
20.	R:	"Saya skip bagian yg tertinggal dan fokus melanjutkan bagian selanjutnya. lebih fokus sm kosa kata yg sudah dipahami sebelumnya."
21.	S:	*"What strategies do you use to answer part A Listening of TOEFL?"*
22.	R:	"Mencari inti dari short dialogue tsb di speaker kedua biasanya"
23.	S:	*"What other strategies did you use when you answered the Listening section of TOEFL? Misalnya pada section 2 dan 3?"*
24.	R:	"Saya menggunakan strategi yang sama yakni fokus pada inti dari percakapanpercakapan sambil mencocokan dengan pilihan ganda yg dilembar jawab. tidak dipungkiri, menurut saya listening memang kadang sulit dan menjebak"
25.	S:	*"Lalu apakah bagian tersulit dari listening in TOEFL test menurut anda? Dan dari section 1-3 dimana anda menemukan diri anda merasa kesulitan?"*
26.	R:	"Section 3 i think, maybe karena yang menjadi pengalaman saya saat listening di TOEFL itu section 3 itu menjebak sekali ya mba, banyak kata yang saya tidak pahami, suka miss pemahaman dan menurut saya speaker nya sering kali tidak jelas pelafalannya"
27.	S:	*"Thank you so much miss Rizka for allow me to interviewing you today. It's such a pleasure.*

		Thank you so much for giving your time and thank you for your nice responsrespons. Semoga segala kebaikan mba Rizka dibalas berkali kali lipat oleh Allah SWT. Aamiin. Have a good day have a good rest mba Rizka Thank you"
28.	R:	"Amiin, urwell mbak"

i. Interview Transcript 9
Name : Erva Yunita
Date : 6th August 2021
Time : 09.13 WIB

Turn	Speakers	Expression
1.	S:	*"Assalamuallaikum. Let me introduce myself first my name is Sofiatun Nisa Arfianti. I'm asking ms Erva for permission to do interview for my research. Can I do a quick interview with you today?"*
2.	E:	"Sure"
3.	S:	*"Thank you. In this interview you can either answer the question in english or bahasa. Let's start with first question. What difficulties did you experience during section 1 in listening of TOEFL test?"*
4.	E:	"Oke saya pakai bahasa ya biar mudah. Kesulitan saya sih mungkin bila menemukan kata yang tidak familiar sehingga pas mendengarkan saya gak tau apa yang sedang diucapkan (tidak menangkap vocab)"
5.	S:	*"Okay pertanyaan selanjutnya Is it difficult to infer the meaning unknown word while listening?"*
6.	E:	"Sulit, karena otakku harus bekerja keras dalam menyimpulkan jawabannya yang kadang aku malah gak paham beberapa vocab yg dibicarakan, sehingga kadang malah kesalahannya mencari jawaban yg salah satu vocab nya ada pas didengarkan, jadinya malah gak menyimpulkan"
7.	S:	*"What difficulties did you experience during Section 2 long conversation in listening of TOEFL test?"*
8.	E:	"Banyak vocab yang saya tidak pahami, karena jujur saja vocab saya masih kurang jadi tidak bisa memahami makna secara keseluruhan"
9.	S:	*"What do you do if you fall behind while listening to a long conversation?"*
10.	E:	"Yg saya lakukan memilih jawaban sesuai vocab yg

		saya dengarkan..”
11.	S:	*“Apakah menurut anda lack of vocabulary dapat mempengaruhi pemahaman anda dalam listening of TOFL test?”*
12.	E:	“Sangat mempengaruhi menurut saya, memang lack of vocab yg membuat saya kesulitan dalam listening”
13.	S:	*“What did you do if you lose concentration in the middle of listening long conversation?”*
14.	E:	“Kadang suka milih jawaban sesukanya karena udah bingung kalau udah gak konsen, terus menyesal diakhir”
15.	S:	*“Apakah kehilangan konsentrasi di tengah listening membuat anda panik?”*
16.	E:	“Lumayan panik, kan kadang kalau kehilangan konsentrasi suka gak sadar, jadi kaya nantinya bakal nyesel.. Tapi kadang setelah gak konsen malah bisa jadi penyebab untuk nyemangatin diri sendiiri kaya (duh, yok semangat, konsen2)”
17.	S:	*“What are the difficulties you experience while listening to the text passage?”*
18.	E:	“Kesulitannya memahami isi ceritanya ya, hampir sama si, cuma kadang kalau text passage soalnya lebih menjuru ke yg ada dicerita beberapa ya, dan saya tidak familiar dengan isi ceritanya jadi semakin sulit”
19.	S:	*“What do you do when you come across a word or sentence that you don't understand while listening to long passage?”*
20.	E:	“Mencoba memahami lewat kata yg saya tahu, dan mencoba menebak nebak..”
21.	S:	*“What strategies do you use to answer part A Listening of TOEFL?”*
22.	E:	“Gak ada strateginya si, menjawab apa yang didengarkan saja”
23.	S:	*“Okay so you focusing yourself to listen to the speaker”*
24.	E:	“Iya seperti ituu mba sof..”
25.	S:	*“What other strategies did you use when you answered the Listening section of TOEFL? (Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?)”*
26.	E:	“There is no sof, mengikuti alur fokus mendengarkan dan menebak2 jawaban..Gak

		ada strategi sih, bingung aja..”
27.	S:	*“Apakah anda mencoba mencari kata kunci melalui pilihan jawaban yang tersedia atau anda hanya berusaha fokus mendengarkan percakapannya saja?”*
28.	E:	“Oh iya saya lebih suka memahami jawaban yg tersedia (dipilihan ganda) sambil mendengarkan..”
29.	S:	*“You said that you find it difficult when you didn't understand meaning in one sentence so, what do you do if you do not understand the conversation/lecture at all?”*
30.	E:	“Menebak jawaban yang tersedia aja atau kayaknya pas nya yg ini.. Gitu..”
31.	S:	*“Thank you so much miss Erva for allow me to interviewing you today. It's such a pleasure. Thank you so much for giving your time and thank you for your nice respons. Semoga segala kebaikan mba Erva dibalas berkali kali lipat oleh Allah SWT. Aamiin. Have a good day mba Erva Thank you. Wasalamualaikum wr wb”*
32.	E:	“Iya sofi, sama2.. Semangat yaaaaa”

j. Interview Transcript 10
Name : Lovqian Al Khadid Nurokhim
Date : 9th August 2021
Time : 09.10 WIB

Turn	Speakers	Expression
1.	S:	*“Assalamuallaikum. Let me introduce myself first my name is Sofiatun Nisa Arfianti. I'm texting mas Lovqian for asking permission to do interview for my research. Can I do a quick interview with you today?”*
2.	L:	“Waalaikumsalam, oke mba. Just keep going on”
3.	S:	*“Hello mas Lovqian. So, In this interview you can either answer the question in english or bahasa. Let's start with first question. What difficulties did you experience during section 1 in listening of TOEFL test?”*
4.	L:	“So far, I didn’t find the difficulties as long as the speaker is good. I mean, when I do the section 1 some speakers sound not clear. So it makes me hard to listen to the conversation. Yet, it is easy when the speaker is clear. You see what I mean? Speaker here is not someone who speak, but the thing that sounding a voice”

5.	S:	*"Yes I understand. Let's jump to the next question. Is it difficult to infer the meaning unknown word while listening?"*
6.	L:	"Not really, because I already learned about english culture. It will be difficult for someone who just learn about English"
7.	S:	*"What difficulties did you experience during Section 2 long conversation in listening of TOEFL test?"*
8.	L:	"Still same when the audio is bad it's hard for me to understand the conversation well"
9.	S:	*"What do you do if you fall behind while listening to a long conversation?"*
10.	L:	"Skip it or just guess it"
11.	S:	*"Do you think lack of vocabulary can affect you in listening? What's your opinion about it?"*
12.	L:	"Of course, vocabulary is the most important thing in english. Lack of vocabulary will have an impact on 4 skills in English, reading, writing, speaking and listening"
13.	S:	*"What did you do if you lose concentration in the middle of listening long conversation? Do you feel panic?"*
14.	L:	"It depends on the rule, sometime we are allowed to repeat the sound twice. But if it is only once, i just choose randomly the multiple choices"
15.	L:	"I didn't panic"
16.	S:	*"Cool. What are the difficulties you experience while listening to the text passage?"*
17.	L:	"I feel bored and sleepy. I guess it's because the passage are too long. It makes me unfocus to the speaker"
18.	S:	*"Do you feel difficult when the topic in section 3 text passage is unfamiliar?"*
19.	L:	"Yes"
20.	S:	*"What do you do when you come across a word or sentence that you don't understand while listening to long passage?"*
21.	L:	"Skip it tho, nothing else can be done right? So, before we join to the listening section just make sure that you already learn about english. So far, i never find the case like this"
22.	S:	*"What strategies do you used to answer part A Listening of TOEFL?"*

23.	L:	"Just listen in the last conversation. Focus on the last sentence"
24.	S:	*"What other strategies did you use when you answered the Listening section of TOEFL? (Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?)"*
25.	L:	"Learn about english culture, because in that section there are many idioms and phrasal verbs"
26.	S:	*"What do you do if you do not understand the conversation/lecture at all?"*
27.	L:	"Choose the multiple choise randomly"
28.	S:	*"Thank you so much mas Lovqian for allow me to interviewing you today. It's such a pleasure. Thank you so much for giving your time and thank you for your nice respons. Semoga segala kebaikan mas Lovqian dibalas berkali kali lipat oleh Allah SWT. Aamiin. Have a good day mas Lovqian Thank you. Wasalamualaikum wr wb"*
29.	L:	"Aamiin, terima kasih kembali atas doanya"

k. Interview Transcript 11
Name : Robert Haikal Fikri
Date : 9th August 2021
Time : 09.45 WIB

Turn	Speakers	Expression
1.	S:	*"Assalamuallaikum. Let me introduce myself first my name is Sofiatun Nisa Arfianti. I'm texting mas Robert Haikal for asking permission to do interview for my research. Can I do a quick interview with you today?"*
2.	R:	"Of course you could, it's my pleasure"
3.	S:	*"Thank you. Hai, Robert. So, In this interview you can either answer the question in english or bahasa. Let's start with first question. What difficulties did you experience during section 1 in listening of TOEFL test?"*
4.	R:	"For me there are nothing a major difficulty, as long as I pay my attention to the audio and focus on the questions on the paper I will nailed it"
5.	S:	*"In part 1 you didn't find any difficulties yet. Okay. Next question. Is it difficult to infer the meaning unknown word while listening?"*

6.	R:	"Actually, it depends on the audio, sometimes the speaker talk to fast and we have to really pay attention to the audio, but other than that I'm not find any"
7.	S:	*"What difficulties did you experience during Section 2 long conversation in listening of TOEFL test?"*
8.	R:	"I sometimes miss understood the situation in the conversation. Maybe because there's a lot expresions going on and i didn't pay attention much because I lost concentration also the speed, the speaker talks fast"
9.	S:	*"Do you think lack of vocabulary can affect you in listening? What's your opinion about it?"*
10.	R:	"Of course it is, we are from english education department, and we learn and discover a lot of vocabulary everyday even tho we realized it or not, and i think it's really affect the result of our listening test"
11.	S:	*"What do you do if you fall behind while listening to a long conversation?"*
12.	R:	"Kind of difficult to me if that happen, cause there are a lot of detail in the conversation that i have to understand answering the question, but if I do I will find the possible logic answer in the paper to choose based on the listening topic"
13.	S:	*"What did you do if you lose concentration in the middle of listening long conversation? Do you feel panic?"*
14.	R;	"Of course, I feel panic, cause the key to listening is to pay attention and it will be lucky for me if there is a repetition, but if it doesn't then I have to choose random answer"
15.	S:	*"Cool. What are the difficulties you experience while listening to the text passage?"*
16.	R:	"This passage is my difficulty, because I have to pay attention to every important detail of it, and it's long and sometimes I got distracted in the middle of it and not focus and it's just so boring. The topic is unfamiliar a lot of unknown words, section 3 is the hardest"
17.	S:	*"Do you feel difficult when the topic in section 3 text passage is unfamiliar? What did you do if you do not understand the topic of section 3?"*
18.	R:	"Yeah, that's the point if it's long but the topic is kind of familiar and exciting, I will definitely hear it without feel bored. if I didn't understand the topic I just simply process what I heard from the speaker

		and try to match it with the multiple choices"
19.	S:	*"What do you do when you come across a word or sentence that you don't understand while listening to long passage?"*
20.	R:	"In my case, i will pay attention to the topic from the beginning, like at least i have to know what kind of topic that speaker talk about, so even though i don't understand certain parts, some other parts of the audio that i can understand will help me to answer the question"
21.	S:	*"What strategies do you use to answer part A Listening of TOEFL?"*
22.	R:	"I don't have any particular strategies, i just have to pay attention and if the audio has a clear sounds and the speaker not talk too fast i will find it easy"
23.	S:	*"Okay so you're focusing yourself to listen to the speaker?"*
24.	S:	*"What other strategies did you use when you answered the Listening section of TOEFL? (Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?)"*
25.	R:	"Yes, focus and pay a lot of attention is the key, cause it takes a lot of times and there are a lot of important detail that could possibly be the answer, if there is a piece of paper i will write down some of the details so i'm not going to forget it"
26.	S:	*"What do you do if you do not understand the conversation/lecture at all?"*
27.	R:	"Like at all? I don't understand any part of it?"
28.	S:	*"Yup, but if you never experience such things like that, it's also cool"*
29.	R:	"Lucky for me, I never experienced that, I stumbled in reading session of TOEFL cause it's consuming time, based on my experience in the listening session, I understand most of the topic and vocabulary as long as I pay attention"
30.	S:	*"That's cool. Thank you so much mas Robert Haikal for allow me to interviewing you today. It's such a pleasure. Thank you so much for giving your time and thank you for your nice respons. Semoga segala kebaikan mas Robert Haikal dibalas berkali kali lipat oleh Allah SWT. Aamiin. Have a good day mas Robert Haikal Thank you. Wasalamualaikum wr wb"*
31.	R:	"All the good wishes goes to you too, sis, you're very welcome"

l. Interview Transcript 12
Name : Hikmatun Nazila
Date : 10th August 2021
Time : 18.45 WIB

Turn	Speakers	Expression
1.	S:	*"Assalamuallaikum. Let me introduce myself first my name is Sofiatun Nisa Arfianti. I'm asking permission to ms Ila to do interview for my research. Can I do a quick interview with you today?"*
2.	H:	"Yes, miss Sofia"
3.	S:	*"Hai, Ila. So, In this interview you can either answer the question in english or bahasa. Let's start with first question"*
4.	H:	"Okey miss"
5.	S:	*"What difficulties did you experience during section 1 in listening of TOEFL test?"*
6.	H:	"Kesulitan dalam section 1 adalah kurang jelas nya audio dan karena tidak terkadang perbedaan pelafalan dan waktu yang sangat cepat jadi saya terkadang sulit mendengar percakapan yg diberikan"
7.	S:	*"Pertanyaan selanjutnya. Is it difficult to infer the meaning unknown word while listening?"*
8.	H:	"Iya,apalagi jika pembicaranya terlalu cepat berdialog,,itu sangat sulit"
9.	S:	*"What difficulties did you experience during Section 2 long conversation in listening of TOEFL test?"*
10.	H:	"Banyak kata atau kalimat yang saya suka salah artikan. Kalimat yang saya dengar berarti positif ternyata bisa berarti negatif atau kebalikannya. Pronunciation dari speakernya juga kadang membuat saya bingung"
11.	S:	*"What do you do if you fall behind while listening to a long conversation?"*
12.	H:	"Saya meninggalnya saja dan berlanjut ke section yg selanjutnya"
13.	S:	*"Apakah menurut anda lack of vocabulary dapat mempengaruhi pemahaman anda dalam listening of TOFL test?"*
14.	H:	"Menurut saya iya, karena semakin banyak kosa kata yg difahami itu semakin membantu dalam menjawab test"

15.	S:	*"What did you do if you lose concentration in the middle of listening long conversation? Do you feel panic?"*
16.	H:	"Saya akan panik tapi berusaha tenang,,mungkin bisa dengan memejamkan mata agar lebi focus"
17.	S:	*"What are the difficulties you experience while listening to the text passage?"*
18.	H:	"Kesulitannya sering tertinggal dan lupa"
19.	S:	*"Do you feel difficult when the topic in section 3 text passage is unfamiliar? What did you do if you do not understand the topic of section 3?"*
20.	H:	"Iya,,bagian 3 termasuk bagian tersulit. Kalau saya tidak paham saya megarang jawaban saja mba"
21.	S:	*"What do you do when you come across a word or sentence that you don't understand while listening to long passage?"*
22.	H:	"Saya akan mencoba menyambungkan ke kata selanjutnya dan menerka maksud dari kalimat tersebut"
23.	S:	*"What strategies do you use to answer part A Listening of TOEFL?"*
24.	H:	"Melihat opsi yang diberikan terlebih dahulu kemudian mendengarkan dialog"
25.	S:	*"What other strategies did you use when you answered the Listening section of TOEFL? (Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?)"*
26.	H:	"Sepertinya tidak. saya melakukan strategi yang sama untuk setiap section,,mungkin lebih konsentrasi saja karna percakapan bertambah panjang"
27.	S:	*"Apakah anda mencoba mencari kata kunci melalui pilihan jawaban yang tersedia atau anda hanya berusaha fokus mendengarkan percakapannya saja?"*
28.	H:	"Iya,,saya mencari kata kunci melalui pilihan jawaban namu saya tetap harus fokus mendengarkan hal yang ditanyakan"
29.	S:	*"What do you do if you do not understand the conversation/lecture at all?"*
30.	H:	"Mencoba mencari opsi yang tepat yang sedikit sama dengan opsi yang lain dan memilih salah satu dengan harapan benar"

31.	S:	*"Thank you so much mba Ila for allow me to interviewing you today. It's such a pleasure. Thank you so much for giving your time and thank you for your nice respons. Semoga segala kebaikan mba Ila dibalas berkali kali lipat oleh Allah SWT. Aamiin. Have a good day mba Ila Thank you. Wasalamualaikum wr wb"*
32.	H:	"Amin,,sama2 mbk Sofi,, wassalam"

m. Interview Transcript 13
Name : Rewang Febri Pangestuti
Date : 12th August 2021
Time : 13.10 WIB

Turn	Speakers	Expression
1.	S:	*"Assalamuallaikum wr wb. Let me introduce myself first my name is Sofiatun Nisa Arfianti. I'm calling you for asking permission to do interview for my research. Can I do a quick interview with you today, miss Rewang?"*
2.	R:	"Yes miss sofi, please"
3.	S:	*"Thank you so much, so in this interview you can answer the questions in english or in bahasa either way is fine.shall we start to the first question?"*
4.	R:	"Ya ya"
5.	S:	*"What difficulties did you experience during section 1 in listening of TOEFL test?"*
6.	R:	"I think the difficulty is the speaker I mean suara record nya ya. Apalagi kalau ada background voice di recording nya, but the question is not really hard"
7.	S:	*"Next question, Is it difficult to infer the meaning unknown word while listening?"*
8.	R:	"Yes because we have to listen to the recording also have to answer the question in the same time, so I don't have much time to think for long time"
9.	S:	*"What difficulties did you experience during Section 2 long conversation in listening of TOEFL test?"*
10.	R:	"I think pronunciation and the speed.. sometimes I didn't understand what the speaker talk about because the way the speaker pronounce words and talks fast or is it just because my vocab are not good haha I don't know"
11.	S:	*"Do you think lack of vocabulary can affect you in listening? What's your opinion about it?"*

12.	R:	"Yes of course. Karena gapernah denger, ga pernah baca vocab2nya, jadi pas dengerin ya bingung or the way speaker nya pronounce itu juga bisa mempengaruhi"
13.	S:	*"What do you do if you fall behind while listening to a long conversation?"*
14.	R:	"If I fall behind during listening section I just move on to start answer the other question"
15.	S:	*"What did you do if you lose concentration in the middle of listening long conversation? Do you feel panic?"*
16.	R:	"A little but I will calm myself and continued to try... To listen again to the speaker again"
17.	S:	*"What are the difficulties you experience while listening to the text passage?"*
18.	R:	"Part C yang tersulit ya.. It's too long dan pembahasannya suka tidak saya pahami banyak kata yang saya tidak mengerti because my vocab is still lack. Sometimes I heard a sentence and I think it has a good meaning but no, juga sebaliknya. I think I know the answer but no hehe"
19.	S:	*"Apakah anda merasa kesulitan jika topik pada long passage tidak familiar?"*
20.	R:	"I feel like there are many scientific or academic languages that I'm not familiar with and I don't master the vocabulary much in that. Of course I feel difficult"
21.	S:	*"What do you do when you come across a word or sentence that you don't understand while listening to long passage?"*
22.	R:	"I pass It. Jump to the next thing I know"
23.	S:	*"What strategies do you use to answer part A Listening of TOEFL?"*
24.	R:	"Saya pernah dapat saran dari tutor saya kalo section satu itu kan short conversation jadi fokus ke speaker terakhirnya dan saya menerapkan itu. Memang biasanya jawabannya di speaker yang terakhir"
25.	S:	*"What other strategies did you use when you answered the Listening section of TOEFL? (Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?)"*
26.	R:	"For section two and three I think I just look at the answer sheet and try to connect what I heard and what in the ehm pilihan ganda"

27.	S:	*"What do you do if you do not understand the conversation/lecture at all?"*
28.	R:	"Hahaha Tidak paham sama sekali ya... Saya jawab asal saja kalu begitu mba haha tapi pasti ada satu dua yang paham lah jadi disesuaikan dengan pemahamna yang meski seadanya dan lihat pilihan jawaban, section 3 itu kan ada beberpa pertanyaan yah klao nggak salah jadi disambung sambungin sama nomor diatasnya"
29.	S:	*"Thank you so much mba Rewang telah menyempatkan waktu untuk melakukan interview dengan saya. Thnak you soo much for your kindness respons and it's such a please to done an interview with you. Semoga segala kebaikan hati mba Rewang dibalas oleh Allah SWT thank you so much mba rewang. Have a good day mba. Wassalamu'alaikum wr wb"*
30.	R:	"You're welcome mba Sofi semangat skripsinya waalaikumsalam wr wb"

n. Interview Transcript 14
Name : Hany Ira Kusumawardhani
Date : 13th August 2021
Time : 10.30 WIB

Turn	Speakers	Expression
1.	S:	*"Assalamuallaikum. Let me introduce myself first my name is Sofiatun Nisa Arfianti. I'm calling ms Rara for asking permission to do interview for my research. Can I do a quick interview with you today?"*
2.	H:	"Interviewee: yes miss"
3.	S:	*"So, In this interview you can either answer the question in english or bahasa. Let's start with first question"*
4.	H:	"Oke miss saya pakai bahasa saja ya..."
5.	S:	*"Boleh mba, pertanyaan pertama ya... What difficulties did you experience during section 1 in listening of TOEFL test?"*
6.	H:	"Di short dialog belum terlalu sulit ya mba ya soalnya kan percakapannya pendek dan pembahasannya nggak berat, paling sulitnya itu di speed nya kadang speakernya itu kecepetan"
7.	S:	*"Pertanyaan selanjutnya.. Is it difficult to infer the meaning unknown word while listening?"*
8.	H:	"Iyaa mba, cara speaker pronounce suatu kata sering kali tidak bisa saya pahami jadi bingung

		dengan pembicaraannya”
9.	S:	*“What difficulties did you experience during Section 2 long conversation in listening of TOEFL test?”*
10.	H:	“Speakernya bicara terlalu cepat terus juga pronunciationnya. terlebih vocab saya masih kurang jadi banyak kata atau kalimat yang saya bingung, saya dengarnya apa ternyata yang benar apa”
11.	S:	*“What do you do if you fall behind while listening to a long conversation?”*
12.	H:	“Kalau ketinggalan ya sudah saya move on saja kebagian selanjutnya. Terus kalau nggak paham ya saya jawabnya kira kira hehe maaf ya mba”
13.	S:	*“Tidak apa mba, tidak perlu minta maaf. Selanjutnya ya... What did you do if you lose concentration in the middle of listening long conversation? Do you feel panic?”*
14.	H:	“Pasti ada rasa panik tapi tetep mencoba fokus untuk melanjutkna mendengarkan, coba inget-inget kalimat yang dipahami maknanya disambung sambungin ke pilihan jawabannya”
15.	S:	*“What are the difficulties you experience while listening to the text passage?”*
16.	H:	“Disection 3 jujur saya merasa paling kesulitan. Pertama karena bahasanya susah dipahami, terus kepanjangan, banyak pengecohnya juga misalnya saya denger kalimat yang saya rasa maksudnya ini ternyata bukan”
17.	S:	*“What do you do when you come across a word or sentence that you don't understand while listening to long passage?”*
18.	H:	“Saya buat kesimpulan dari kalimat yang saya pahami saja, dicocokan juga dengan pilihan jawabannya”
19.	S:	*“Do you feel difficult when the topic in section 3 text passage is unfamiliar?”*
20.	H:	“Iyaa. Sangat. Mungkin karena pembahasannya yang terlalu tinggi hehe gimana ya eh terlalu ilmiah gitu mba jadi kalau sudah tidak familiar ya semakin susah”
21.	S:	*“Apakah menurut anda lack of vocabulary dapat mempengaruhi pemahaman anda dalam listening of TOFL test?”*
22.	H:	“Iyaa, saya sendiri merasa vocabulary saya belum banyak jadi suka ada (kata/kalimat) yang miss ketika listening. Kalau vocabulary nya banyak kan plaing tidak bisa lebih memahami apa yang

		dibicarakan speakernya"
23.	S:	*"What strategies do you use to answer part A Listening of TOEFL?"*
24.	H:	"Strategi di section satu itu fokus ke speaker ke dua karena biasanya jawabannya muncul di speaker kedua"
25.	S:	*"What other strategies did you use when you answered the Listening section of TOEFL? (Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?)"*
26.	H:	"Saya nggak tau ini strategi atau bukan tapi sebelum tes yang saya lakukan adalah membiasakan dengan banyak mendengarkan teks book tujuna nya biar terbiasa terus juga saya tanya ke temen yang sudah tes terutama di section 3, teks nya tentang apa gitu"
27.	S:	*"Wah itu sebelum tes TOEFL ya berarti, pada saat tes berlangsung apakah anda menerapkan strategi khusus?"*
28.	H:	"Iyaa mba, saya rasa tidak saya hanya berusaha mendengarkan dengan seksama sambil mencocokna dengan jawaban yang tersedia"
29.	S:	*"What do you do if you do not understand the conversation/lecture at all?"*
30.	H:	"Saya memilih jawaban yang sekiranya saya tahu vocabulary nya saja"
31.	S:	*"Thank you so much mba Rara for allow me to interviewing you today. It's such a pleasure. Thank you so much for giving your time and thank you for your nice respons. Semoga segala kebaikan mba Rara dibalas berkali kali lipat oleh Allah SWT. Aamiin. Have a good day mba Rara Thank you. Wasalamualaikum wr wb"*
32.	H:	"Sama sama mba waalaikumsalam"

o. Interview Transcript 15
Name : Naila Izzati Zoelvy
Date : 14th August 2021
Time : 16.30 WIB

Turn	Speakers	Expression
1.	S:	*"Assalamuallaikum. Let me introduce myself first my name is Sofiatun Nisa Arfianti. I'm texting ms nayla for asking permission to do interview for my research. Can I do a quick interview with you today?"*
2.	N:	"yes sofi"

3.	S:	*"Hai, Nayla. So, In this interview you can either answer the question in english or bahasa. Let's start. What difficulties did you experience during section 1 in listening of TOEFL test?"*
4.	N:	"Okay. The difficulty in my opinion is the lack of concentration during the listening session. Sometimes I found myself too nervous so I can't concentrate well"
5.	S:	*"Pertanyaan selanjutnya.. Is it difficult to infer the meaning unknown word while listening?"*
6.	N:	"Yes, because lack of concentration makes me confused in interpreting the meaning in the listening session, for example there is a vocabulary that I never knew"
7.	S:	*"What difficulties did you experience during Section 2 long conversation in listening of TOEFL test?"*
8.	N:	"Speaker nya terlalu cepat bicara dan saya kadang tidak bisa menangkap makna dari apa yang dibicarakan speakernya mba"
9.	S:	*"What do you do if you fall behind while listening to a long conversation?"*
10.	N:	"Pasrah dan berdoaa"
11.	S:	*"Apakah menurut anda lack of vocabulary dapat mempengaruhi pemahaman anda dalam listening of TOFL test?"*
12.	N:	"Tentu saja sangat berpengaruh.."
13.	S:	*"Bagaimana kemampuan vocabulary anda mempengaruhi anda dalam listening di TOEFL tes?"*
14.	N:	"Iyaa sangat berpengaruh, karena kalau banyak menguasai vocabulary maka saat toefl mudah menjawab nya. Saya sendiri vocabulary masih kurang jadi banyak klaimat atau kata yang saya tidak pahami. Apalagi kalau pronounciation nya tidak jelas, saya akan lebih merasa kesulitan."
15.	S:	*"What did you do if you lose concentration in the middle of listening long conversation? Do you feel panic?"*
16.	N:	"Tentu saja panik dan berkurangnya konsentrasi"
17.	S:	*"Apakah rasa panik itu mempengaruhi anda dalam menjawab soal?"*
18.	N:	"Iya sangat mempengaruhi sekali, karena adanya rasa panik, grogi dan takut waktu utk menjawab

		soal selesai jadinya tertinggal”
19.	S:	*“What are the difficulties you experience while listening to the text passage?”*
20.	N:	“Kesulitan yang saya alami kurang memahami maksud dr pertanyaan di listening section 3”
21.	S:	*“Do you feel difficult when the topic in section 3 text passage is unfamiliar?”*
22.	N:	“Iyaa saya seringkali merasa tidak paham dengan topik yang ada di section 3. Bahasanya terlalu sulit dan panjang, terlebih saya juga harus mendengarkan sambil memeriksa jawaban, mencocokan dengan pilihan”
23.	S:	*“What do you do when you come across a word or sentence that you don't understand while listening to long passage?”*
24.	N:	“Ketika saya merasa kesulitan dengan kalimat yg unfamiliar maka saya mencoba berusaha untuk terus memahami maksud dari kalimat tersebut sampai merasa menemukan jawaban yang cocok”
25.	S:	*“What strategies do you use to answer part A Listening of TOEFL?”*
26.	N:	“Strategi yang saya gunakan, konsentrasi, memahami dialognya scara pelan2 dan kemudian lihat pertanyaan dan kolom jawaban yang sesuai dgn dialog tsb, kalau ragu, saya jawab sebisa saya walaupun hanya menebak”
27.	S:	*“What other strategies did you use when you answered the Listening section of TOEFL? (Apakah ada strategi lain yang anda gunakan untuk menjawab pertanyaan listening pada saat TOEFL test? Misalnya pada section 2 dan 3?)”*
28.	N:	“Saya hanya berusaha memahami percakapannya dan mencari kata kuncinya saja mba, sama seperti yang pertama”
29.	S:	*“What do you do if you do not understand the conversation/lecture at all?”*
30.	N:	“Yang saya lakukan menebak jawaban sesuai dgn isi hati”
31.	S:	*“Thank you so much mba Nayla for allow me to interviewing you today. It's such a pleasure. Thank you so much for giving your time and thank you for your nice respons. Semoga segala kebaikan mba Nayla dibalas berkali kali lipat oleh Allah SWT. Aamiin. Have a good day mba Nayla Thank you. Wasalamualaikum wr wb”*

32.	N:	“Sama-sama mba sofi”

APPENDIX 8: Data Questioner

No	Question	Condition	
		YES	NO
1.	Do you find difficult to recognize the word that you know because the way speaker pronounced?	13	2
2.	Do you find the pronunciation familiar but you cannot recognize the word?	10	5
3.	Do you find difficult to understand when the speakers’ speak too fast?	15	0
4.	Do you find it difficult to understand words because of a lack of vocabulary?	13	2
5.	Do you difficult to quickly remember word or phrase you have just heard?	9	6
6.	Do you sometimes lose concentration during listening?	15	0
7.	Do you find difficult if unable to get repeated?	13	2
8.	If unclear sounds resulting from poor equipment. Does interfere your listening?	14	1
9.	When unclear resulting from a poor quality CD player. Does interfere your listening?	15	0
10.	Do you find difficult to understand listening text when the topic is unfamiliar?	15	0
11.	Before listening, do you tried to anticipate the topic by looking at the answers in the test paper?	15	0
12.	Before listening, do you tried to anticipate what the questions would be and I listened specifically for the answer?	13	2
13.	While listening, do you tried to determine the topic or main idea for each conversation?	13	2

14.	While listening, Do you tried to draw conclusions about who, what, when, where. Such as: Who is talking? When/where does the conversation probably take place? What is the source of information for the conversation?	13	2
15.	While listening, do you tried to follow along with the answer while listening?	14	1
16.	When you heard the speaker, do you choose an answer that contains synonyms (words with similar meanings but different sounds)?	13	2

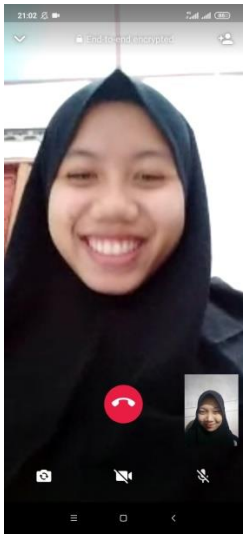
APPENDIX 9: Documentation of Interview

(Interviewee 01)-Anjar Widiyanti

(Interviewee 02)-Mila Andiliya

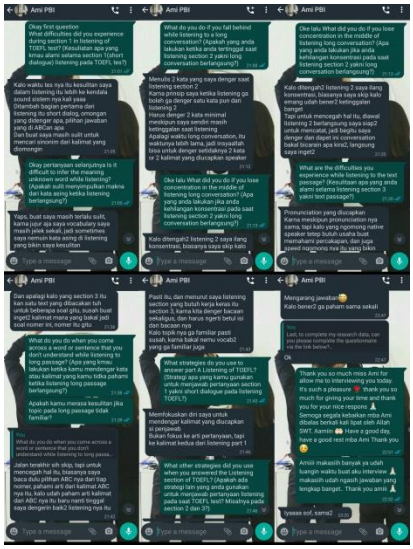
(Interviewee 03)-Ela Maryam Saraswati

(Interviewee 04)-Meli Ana Syam

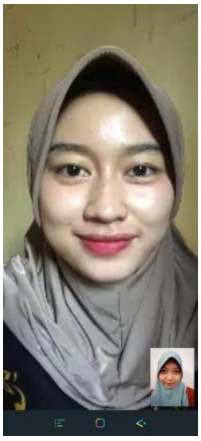


(Interviewee 05)-Afifatuz Zahroh

(Interviewee 06)-Istianah Ainun Najibah



(Interviewee 07)-Rahmita Utami



(Interviewee 08)-Rizka Dwi Kurniawati

(Interviewee 09)-Erva Yunita

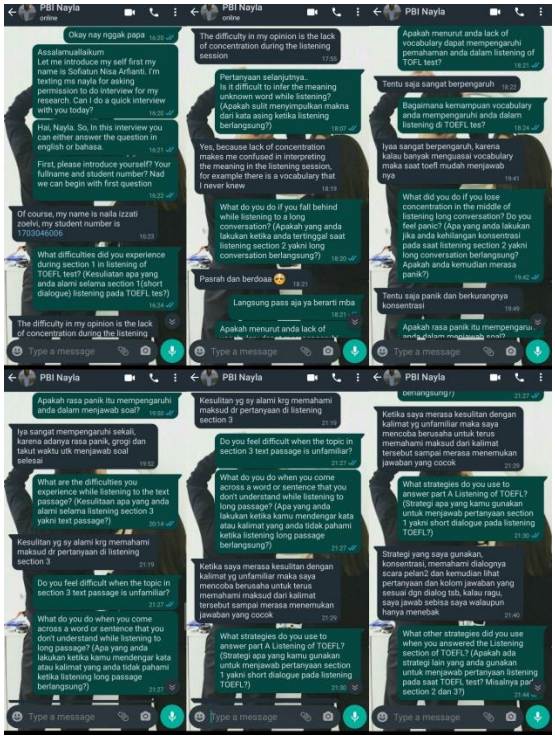
(Interviewee 10)-Lovqian Al-Khadid Nurochim

(Interviewee 12)-Hikmatun Nazila

(Interviewee 11)-Robert Haikal Fikri

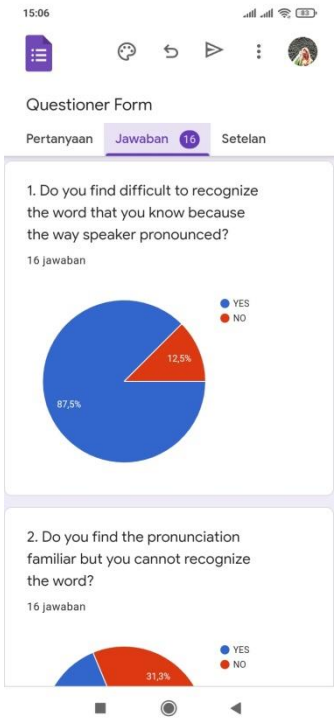
(Interviewee 13)-Rewang Febri Pangestuti

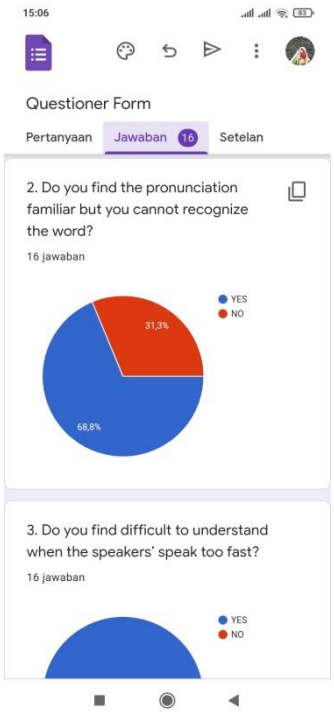
(Interviewee 14)-Hany Ira Kusumawardhania

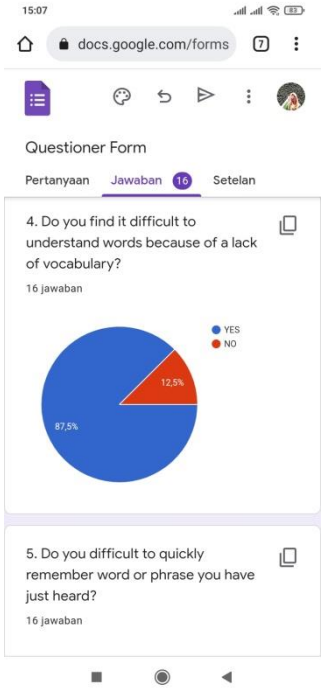


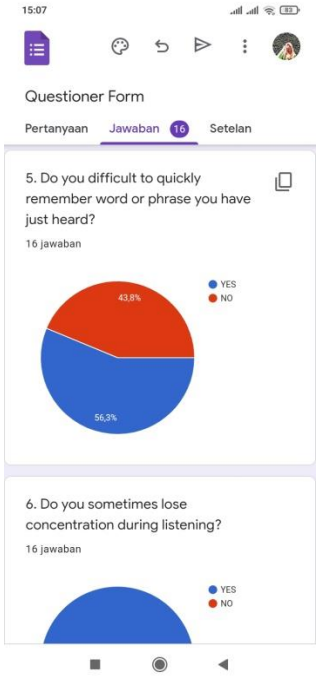
(Interviewee 15-Nayla Izzati Zoelvy)

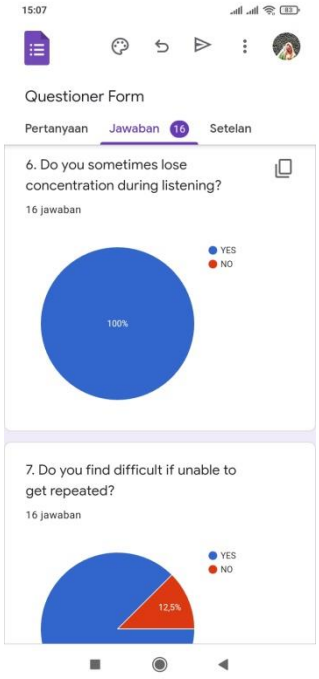
APPENDIX 10: Documentation of Questionnaire

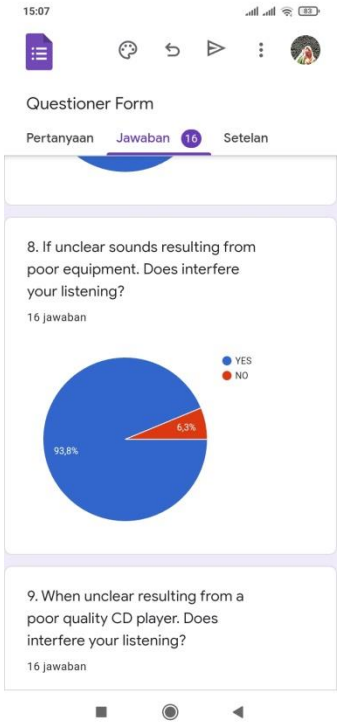


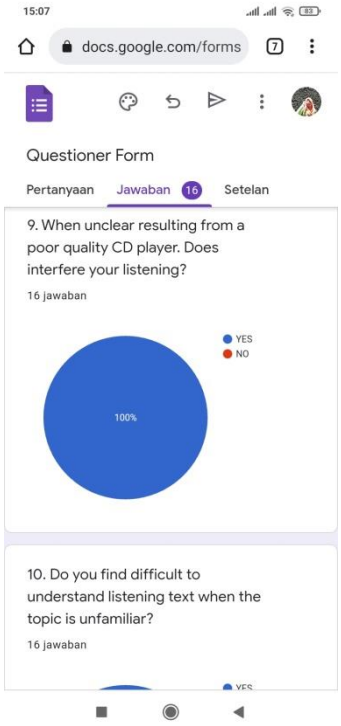


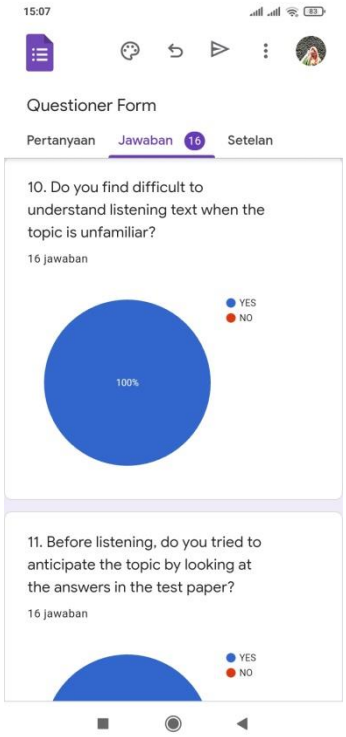

15:07
docs.google.com/forms
Questioner Form
Pertanyaan
Jawaban 16
Setelan
4. Do you find it difficult to understand words because of a lack of vocabulary?
16 jawaban
YES
NO
12,5%
87,5%
5. Do you difficult to quickly remember word or phrase you have just heard?
16 jawaban


15:07
Questioner Form
Pertanyaan
Jawaban 16
Setelan
5. Do you difficult to quickly remember word or phrase you have just heard?
16 jawaban
YES
NO
43,8%
56,3%
6. Do you sometimes lose concentration during listening?
16 jawaban


15:07
Questioner Form
Pertanyaan
Jawaban 16
Setelan
6. Do you sometimes lose concentration during listening?
16 jawaban
YES
NO
100%
7. Do you find difficult if unable to get repeated?
16 jawaban
YES
NO
12,5%


15:07
Questioner Form
Pertanyaan
Jawaban 16
Setelan
8. If unclear sounds resulting from poor equipment. Does interfere your listening?
16 jawaban
YES
NO
6,3%
93,8%
9. When unclear resulting from a poor quality CD player. Does interfere your listening?
16 jawaban


15:07
docs.google.com/forms
Questioner Form
Pertanyaan
Jawaban 16
Setelan
9. When unclear resulting from a poor quality CD player. Does interfere your listening?
16 jawaban
YES
NO
100%
10. Do you find difficult to understand listening text when the topic is unfamiliar?
16 jawaban


15:07
Questioner Form
Pertanyaan
Jawaban 16
Setelan
10. Do you find difficult to understand listening text when the topic is unfamiliar?
16 jawaban
YES
NO
100%
11. Before listening, do you tried to anticipate the topic by looking at the answers in the test paper?
16 jawaban

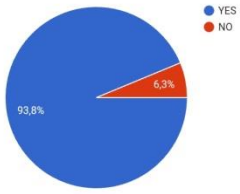
15:07

Questioner Form

Pertanyaan Jawaban 16 Setelan

11. Before listening, do you tried to anticipate the topic by looking at the answers in the test paper?

16 jawaban



12. Before listening, do you try to anticipate what the questions would be and I listened specifically for the answer?

16 jawaban

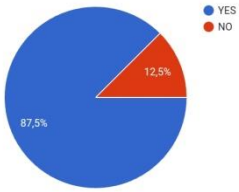
15:07

Questioner Form

Pertanyaan Jawaban 16 Setelan

12. Before listening, do you try to anticipate what the questions would be and I listened specifically for the answer?

16 jawaban



13. While listening, do you tried to determine the topic or main idea for each conversation?

16 jawaban

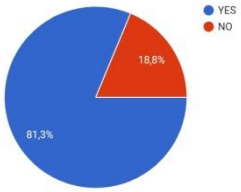
15:08

Questioner Form

Pertanyaan Jawaban 16 Setelan

13. While listening, do you tried to determine the topic or main idea for each conversation?

16 jawaban



14. While listening, Do you tried to draw conclusions about who, what, when, where. Such as: Who is talking? When/where does the conversation probably take place? What is the source of information for the conversation?

15:08

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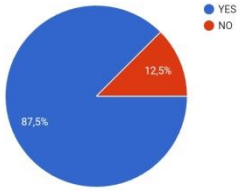
Questioner Form

Pertanyaan Jawaban 16 Setelan

14. While listening, Do you tried to draw conclusions about who, what, when, where. Such as: Who is talking? When/where does the conversation probably take place? What is the source of information for the conversation?

16 jawaban



15. While listening, do you tried to follow along with the answer while

15:08

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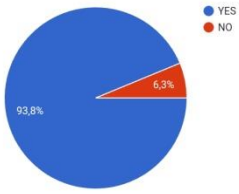
Questioner Form

Pertanyaan Jawaban 16 Setelan

15. While listening, do you tried to follow along with the answer while listening?

16 jawaban



16. When you heard the speaker, do you choose an answer that contains synonyms (words with similar meanings but different sounds)?

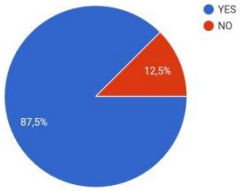
15:08

Questioner Form

Pertanyaan Jawaban 16 Setelan

16. When you heard the speaker, do you choose an answer that contains synonyms (words with similar meanings but different sounds)?

16 jawaban



END OF QUESTION

BIOGRAPHY

Sofiatun Nisa Arfianti was born on December, 18th 1998 in Bumiayu, Brebes regency Central Java. She is the only child from the marriage of her parents, Siswandi and Daryanti. She began her Elementary School at SD N Jatisawit 02 and graduated in 2011. After that, she continued her study to Junior High School, SMP N 1 Paguyangan and graduated in 2014. After finishing, she continued her study at SMA Negeri 1 Bumiayu and graduated in 2017, at the same year she entered to the S1 Program of English Education Department of Tarbiyah and Teaching Science Faculty at UIN Walisongo Semarang.

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