

ERROR ANALYSIS OF NON- ENGLISH STUDENTS DEPARTMENT IN ANSWERING LISTENING SECTION IN TOEFL

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Abstract

Several universities in Indonesia apply the TOEFL test as one of the graduation requirements by considering the importance of mastering English for students, either continuing higher education levels or as a requirement for applying for jobs. Each university has a different standard score as a requirement for graduation. Some universities use the TOEFL test to measure the ability of their students in English. In practice, many students experience difficulties. This study aims to determine the most difficult part of the TOEFL listening comprehension and to determine the factors that make it difficult for students to do listening. 25 seventh semester students of Nursing Study Program participated in this study selected by using random sampling techniques. Descriptive qualitative method was used in this research. The results of this study indicate that the difficulties experienced by students based on the content of their listening material are difficulties in choosing synonyms of keywords, double negative expressions, idioms, main idea of the paragraph, and detailed information. Difficulties related to listeners are excessive anxiety, difficulty in concentration while listening, difficulties regarding vocabulary meaning, difficulty in drawing conclusions on conversations. Meanwhile, the factors that affect students' difficulty in doing TOEFL listening comprehension test questions are low level of self-confidence, low mastery of English vocabulary, low mastery of the skills tested on the TOEFL test, inability in time management, and lack of intensity of practice on the TOEFL test.

Keywords: Listening comprehension, TOEFL, listening, listening difficulties

INTRODUCTION

TOEFL (Test of English as Foreign Language) is a test to measure English proficiency for non-native English speakers. This test is held by many universities as a consideration for decisions in admitting new students. This test is

also used by individuals who plan to apply for certain jobs or courses in educational institutions where English is used as the language of instruction. Studying at an overseas university requires prospective students to achieve a minimum score in order to apply to their desired

university. Based on the official website of Educational Testing Service (2013) otherwise known as ETS, there are approximately more than 9,000 universities and colleges in more than 130 countries that use TOEFL scores.

Most universities in Indonesia apply the TOEFL test as one of the graduation requirements. Each university has a different standard score as a requirement for graduation. Some universities use the TOEFL test to measure the ability of their students in English.

Language Development Center (P2B) Harapan Bangsa University is responsible for developing students' mastery of English by equipping students with English language skills for all faculties. Thus, the requirements for passing the minimum TOEFL score are not only intended for students of the English Education study program but also other study programs. Each faculty and department varies in the minimum score they set for students. P2B determines 400 for the minimum TOEFL score for diploma students in all faculties. Meanwhile, 450 is a must-go score for those with a Bachelor's degree. The English Education Study Program has a higher standard score than other faculties, which is above 450.

The English Proficiency Test (EPT) which is commonly used by P2B is designed in such a way as to use the paper-based TOEFL test reference. TOEFL itself is officially managed by ETS. There are three sections in the TOEFL test, namely

listening comprehension (Part I), Structure and written expression (Part II), and Reading comprehension (Part III).

In taking the TOEFL test, students may experience difficulties that affect test results. To find out which part of the TOEFL test is difficult for students to face, the authors conducted a pre-research on nursing students at Harapan Bangsa University. The author found that some students had difficulty doing Listening Comprehension (part I) compared to other sections. Based on these facts, this study focuses on exploring listening comprehension. In addition, their lack of vocabulary and belief that native speakers speak too fast causes them to have difficulty with Listening Comprehension.

Several studies have been conducted regarding TOEFL Listening Comprehension. There have been several studies on understanding previous TOEFL visits. Handri (2013) conducted a research on "An Analysis of the Fourth Year Students' ability in Comprehending Sample Listening Test from Barron's TOEFL Book" at the University of Tanjungpura Pontianak, Paulus (2015) conducted a research entitled "The students' listening Proficiency in TOEFL".

What distinguishes this study from previous research is that this study analyzes students' answers in listening comprehension with the aim of finding out the most difficult parts experienced by students. In addition, the author will also examine what aspects are not mastered and mastered

by students. So that they can find out which skills must be improved to achieve the maximum TOEFL score. Based on the background of the research problem, the objectives of this study are: 1) to identify the difficulties experienced by non-English Education students in working on the Listening Section in the TOEFL test; 2) to find out the factors that make non-English language students overcome difficulties experienced in the Listening Section in the TOEFL test.

RESEARCH METHODOLOGY

In order to achieve the research objectives, this research uses descriptive qualitative as a case study. The qualitative research describes phenomena that occur in the social environment in accordance with Yin (2014), qualitative research describes phenomena that occur in the social environment, explaining that case studies are one of the methods of social science research. The point of research is carried out by a researcher who is carried out in their social environment as well as their daily lives from the problems of specific problems that are examined in as much detail as possible.

According to Creswell (2013), a case study is an exploration of a case or multi-case discussed in detail and in depth that involves many sources of information and is rich in context.

The purpose of this study is to analyze the part of the Listening Comprehension which students

considered the most difficult. By using the descriptive qualitative method, the author describes the test results that produce conclusions on the problematic aspects and the aspects mastered by students. An aspect is considered problematic when the wrong answer is higher than the number of correct answers. And an aspect is considered mastered if the number of correct answers is more than the number of wrong answers. From the results of the pre-research, the authors decided to examine 25 seventh semester class A and B of the Nursing Department of Harapan Bangsa University under the consideration that students had taken the TOEFL test during the semester seven.

Data collection techniques in this study was qualitative research. Qualitative research has a descriptive analysis method. Descriptive qualitative describes and interprets the results of the data. Robert K. Yin (2014) states that the sources of evidence used as a focus for case study data collection include; 1) documentation; 2) archival records; 3) interview; 4) direct observation; 5) participant observation. In this research, the writer used two sources of archival records and interview.

The test used is the "Complete Test (paper-based)" from the book by Phillips (2003) entitled "Longman Complete Course for the TOEFL Test." The test consists of three parts; part A (short dialogue), part B (conversation) and part C (talk 23 A consists of thirty questions, part B

consists of eight questions, and Part C consists of twelve questions with about 35 minutes of time for the entire listening section. The CD will be played once; therefore, no there is a repetition.

Adapting from the book, the aspects analyzed in this test are synonyms, similar sounds, identifying location, speaker and activity, passives, multiple nouns, negative expressions, double negative expressions, “almost negative” expressions, negative with

comparatives, expressions of agreement. , expressions of uncertainty and suggestion, empathic expressions of surprise, wishes, untrue conditions, two- and three-part verbs, idioms, topic, organization of ideas, stated details, unstated details and referents (Phillips, 2003).

After the writer received the test data, the writer checked the students' answers, whether they were correct or not. Then, the author entered the answers in the table 1 below.

Tabel 1
hasil tes

| No | Mahasiswa | | | | | | | TJB | TJS |
|-----|-----------|---|---|---|---|-----|----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | ... | 22 | | |
| Q1 | | | | | | | | | |
| Q2 | | | | | | | | | |
| Q3 | | | | | | | | | |
| ... | | | | | | | | | |
| Q50 | | | | | | | | | |

$$\text{Percentage per section} = \frac{\sum \text{CASA}}{(\text{T} \times \text{n})} \times 100 \%$$

Keterangan :

$\sum \text{CASA}$: Accumulation of correct answer

T : Number of item in the test with the same aspects

n : Number of students

With the formula, it showed the percentage of problematic aspects and mastered by students. An aspect was assessed as a problematic when the result of the formula is less than 50%, because it had been proven that the number of wrong answers is higher than correct answers. Conversely, an aspect was considered as mastered by students whe the formula shows result more than 50%, because the correct answer is higher than the wrong answer.

The second objective of this study is to find out what factors cause students to experience difficulties in answering the listening section questions. In this case, the researcher dag up direct information from the participants using the interview technique. Interviews have an important role in strengthening evidence research in addition to documentation or questionnaires, because by conducting interviews, researchers can obtain more factual

information from informants. As explained by Robert K. Yin (2013), researchers can ask respondents about facts and events in addition to their opinions about events that occurred there.

From this explanation, the authors conducted interviews to obtain complete data about the students' listening ability in the TOEFL test and their obstacles in listening comprehension, as well as the causes of student difficulties.

In the data analysis section, researchers used a matrix analysis from Miles and Huberman (2014) consisting of 1) data reduction; the process of selecting, simplifying, abstracting, and transforming data that appears in field notes or transcriptions, 2) data display; displays neatly organized information so that it makes it easier to analyze and draw conclusions and take action, 3) drawing conclusion and verification; decide whether or not certain patterns, regularities, explanations, causation, and

propositions are present. Verification is used to describe all data that will be collected and written in conclusions, which are easily understood by other researchers.

FINDINGS AND DISCUSSION

Researcher had obtained the required data, namely the difficulty of students in doing listening comprehension questions and the factors that cause students to have difficulty in listening comprehension tests.

A. Student Difficulties in the Listening Comprehension Test

1. Difficulties related to listening content

The researcher analyzed the students' difficulties in carrying out the listening comprehension test on the TOEFL test. Table 1 describes the most difficult and easiest elements to do in the TOEFL test. The test consists of three parts, part A, part B, and part C.

Table 1. Error Statistics on *Listening Comprehension* in TOEFL part A

| Number of item | Correct answer | Percentage (%) | Incorrect answer | Percentage (%) |
|----------------|----------------|----------------|------------------|----------------|
| 1 | 3 | 12% | 22 | 88% |
| 2 | 13 | 52% | 12 | 48% |
| 3 | 8 | 32% | 17 | 68% |
| 4 | 12 | 48% | 13 | 52% |
| 5 | 17 | 68% | 8 | 32% |
| 6 | 15 | 60% | 10 | 40% |
| 7 | 7 | 28% | 18 | 72% |
| 8 | 20 | 80% | 5 | 20% |
| 9 | 12 | 48% | 13 | 52% |
| 10 | 12 | 48% | 13 | 52% |

| | | | | |
|--------------|------------|------------|------------|------------|
| 11 | 17 | 68% | 8 | 32% |
| 12 | 17 | 68% | 8 | 32% |
| 13 | 4 | 16% | 21 | 84% |
| 14 | 18 | 72% | 7 | 28% |
| 15 | 16 | 64% | 9 | 36% |
| 16 | 12 | 48% | 13 | 52% |
| 17 | 8 | 32% | 17 | 68% |
| 18 | 13 | 52% | 12 | 48% |
| 19 | 17 | 68% | 8 | 32% |
| 20 | 5 | 20% | 20 | 80% |
| 21 | 17 | 68% | 8 | 32% |
| 22 | 11 | 44% | 14 | 56% |
| 23 | 12 | 48% | 13 | 52% |
| 24 | 9 | 36% | 16 | 64% |
| 25 | 13 | 52% | 12 | 48% |
| 26 | 15 | 60% | 10 | 40% |
| 27 | 9 | 36% | 16 | 64% |
| 28 | 17 | 68% | 8 | 32% |
| 29 | 10 | 40% | 15 | 60% |
| 30 | 15 | 60% | 10 | 40% |
| Total | 364 | 49% | 376 | 51% |

Table 1 shows that the highest error percentage above 60% is found in question number 1 with a percentage of 88 percent, followed by questions number 13 and 20 with a percentage of 84% and 80%.

Meanwhile, the percentage of questions number 7 was 72%, and 68% had the wrong answer in question numbers 8 and 17, numbers 24 and 27 with a percentage of 64%.

Table 2. *Error Statistics on Listening Comprehension at TOEFL part B*

| Number of item | Correct answer | Percentage (%) | Incorrect answer | Percentage (%) |
|----------------|----------------|----------------|------------------|----------------|
| 31 | 15 | 60% | 10 | 40% |
| 32 | 5 | 20% | 20 | 80% |
| 33 | 15 | 68% | 10 | 40% |
| 34 | 17 | 76% | 8 | 32% |
| 35 | 6 | 24% | 19 | 76% |
| 36 | 6 | 24% | 19 | 76% |
| 37 | 11 | 44% | 14 | 56% |
| 38 | 16 | 64% | 9 | 36% |
| Total | 93 | 46% | 109 | 54% |

In Listening part B shown in Table 2 above, questions number 32,

35 and 36 are considered the most difficult with the percentage of

students who answered incorrectly by 76%. The moderate difficulty category is number 37 with a percentage of 56%. Meanwhile, the

wrong answer with the smallest percentage is in question number 34 with a percentage of 32%.

Tabel 3. Error statistics on part C *Listeningc comprehension* test of TOEFL.

| Number of item | Correct answer | Percentage (%) | Incorrect answer | Percentage (%) |
|----------------|----------------|----------------|------------------|----------------|
| 39 | 22 | 88% | 3 | 12% |
| 40 | 12 | 48% | 13 | 52% |
| 41 | 13 | 52% | 12 | 48% |
| 42 | 14 | 56% | 11 | 44% |
| 43 | 5 | 20% | 20 | 80% |
| 44 | 14 | 56% | 11 | 44% |
| 45 | 10 | 40% | 15 | 60% |
| 46 | 11 | 40% | 15 | 60% |
| 47 | 3 | 8% | 22 | 92% |
| 48 | 17 | 68% | 8 | 32% |
| 49 | 19 | 76% | 6 | 24% |
| 50 | 19 | 76% | 6 | 24% |
| Total | 159 | 53% | 142 | 47% |

Based on table 3, the highest percentage of incorrect answers made by students is number 47 with a percentage of 92% meaning that only 3 students answer correctly. Followed by question number 43 with a percentage of 80%. Meanwhile, the error in the moderate category is

found in questions number 10 and 11 or 60%. The low error category can be seen in questions number 49 and 50 or around 24% who answered the questions incorrectly. And the lowest negligence is shown by question number 39 with a percentage of 12%.

Table 4. Total of Percentage of errors at TOEFL listening comprehension done by students

| Parts | Correct answer | Percentage (%) | Incorrect answer | Percentage (%) |
|--------------|----------------|----------------|------------------|----------------|
| Part A | 364 | 49% | 376 | 51% |
| Part B | 93 | 46% | 109 | 54% |
| Part C | 159 | 53% | 142 | 47% |
| Total | 620 | 49% | 621 | 51% |

From the table 4 above, out of a total of 50 questions, students who answered incorrectly in part A were 376 questions, or 51%. While there were 54 percent wrong answers in part B. In part C, students answered

incorrectly as much as 51%. So that the average percentage of students who answered questions incorrectly was 51% and the total number of students who answered questions correctly was 49%.

Table 5. List of errors made by students in listening comprehension on TOEFL.

| Errors and mistakes types | Item number | Part | Frequency of errors | Percentage |
|--|--------------------|-------------|----------------------------|-------------------|
| <i>Choose answers with synonym</i> | 1 | Part A | 22/25 | 88% |
| <i>Double negative expression</i> | 13 | Part A | 21/25 | 84% |
| <i>Idioms</i> | 20 | Part A | 20/25 | 80% |
| <i>Keyword Synonym</i> | 7 | Part A | 18/25 | 72% |
| <i>Who and what in multiple nouns</i> | 17 | Part A | 17/25 | 68% |
| <i>Similar sound</i> | 3 | Part A | 17/25 | 68% |
| <i>Untrue Condition</i> | 24 | Part A | 16/25 | 64% |
| <i>Who and what in passive</i> | 27 | Part A | 16/25 | 64% |
| <i>Wishes</i> | 29 | Part A | 15/25 | 60% |
| <i>Identifying main idea and topic</i> | 32 | Part B | 20/25 | 80% |
| <i>Identifying main idea and topic</i> | 35 | Part B | 19/25 | 76% |
| <i>Identifying detail information</i> | 36 | Part B | 19/25 | 76% |
| <i>Identifying detail information</i> | 43 | Part C | 20/25 | 80% |
| <i>Identifying detail information</i> | 47 | Part C | 22/25 | 92% |
| Total | | | | 75% |

Based on table 5 above, it can be concluded that there are 14 skills considered difficult by students. The five skills that students considered most difficult were recognizing keyword synonyms, double negative expressions, idioms, identifying main idea and topic, identifying detailed information.

From these findings, students are thought to have difficulty in vocabulary. The lack of vocabulary made it difficult for them to find synonyms resulted in them choosing the wrong options. Another difficulty experienced by students is grammar, this can be seen when they answered questions about recognizing synonym

keywords, double negative expressions, idioms, identifying main idea and topic, identifying detailed information. Complex grammar makes it difficult for students to understand the content of the conversation that is being played.

2. Difficulties related to the participant's personality.

a) The excessive anxiety of not getting what the speaker says.

Based on the questionnaire, 20 students answered that they were worried that they could not understand the native speaker speech. They worry about getting a low score in the listening section. Because every time there is an English lesson in class, they often don't understand what the native speakers are saying. This excessive worry can be an obstacle for students to pass the TOEFL test. They already have negative assumptions regarding their ability to solve listening questions.

b) The difficulty in speed rate of speech and unclear pronunciation of native speakers.

There were about 19 students who complained that they had difficulty understanding the content of the conversation because the native speakers spoke too fast and their pronunciation was not clear. They only rely on the options in the question sheets because they don't really understand what they heard. This happens because students have low pronunciation skills. Lack of practice listening to conversations in

English could be the cause of their low pronunciation skills.

c) The difficulty in concentration when listening to audio and answering questions at the same time.

There were 18 students who answered that they had difficulty concentrating when they had to listen to audio conversations while looking for the correct answer. As the result, they can't concentrate on finding the right answer. They're just looking for answers that sound like what they heard in the dialogue on the tape. In fact, they should have avoided the answer option. They acknowledge the difficulty understanding all native speaker speech. Even though in the TOEFL test, participants do not have to know all the native speaker sayings because it is not possible. Lack of mastery of strategies in answering TOEFL questions causes students not to focus on choosing the right answer. They should only look for the information asked in each item of the question.

d) The difficulties in recognizing the meaning of new words (unfamiliar vocabulary) they hear.

About 23 students were revealed that they had got difficulties in recognizing the meaning of new word. They lose concentration because they thought too much about words they didn't know the meaning. So they stopped listening to the audio and started looking for answers according to the words they heard from the audio. As a result, they lose important information in the dialogue.

Because there were many foreign words they hear in listening comprehension, especially in part B, long conversations, and long talks. When they listen, they try to understand the whole content of what the speakers are saying and when they find a word that they don't understand, it means they will be busy thinking about the word, so the information they are asking cannot be answered correctly.

e) The difficulty in drawing conclusions from the audio they hear.

Students have difficulty understanding the core information conveyed in the recording. There are two things that make it difficult for them to recognize important information. First, they have limited vocabulary. Second, they tried to translate words. These two things may make it difficult for them to answer listening comprehension questions.

B. Factors that affect students have difficulty answering incorrect listening Comprehension questions

1. Low level of self-confidence

The low self-confidence factor was found when students were asked what caused their low TOEFL score, they revealed that learning English was not easy.

ANA: "I got difficulties in memorizing English especially the formula. It's hard to understand, I have studied too, but I forget it later. Especially when I will get a test, I am

getting nervous "(Int2 / ANA / 03072020 / Q4).

DR: "English is difficult, a lot of formulas, mister, I have a hard time memorizing formula" (Int21 / DR / 03072020 / Q4).

FNR: "I am weak in listening, perhaps, I can handle the grammar but for listening is different. I need to repeat the recording to understand the content, I don't understand what they are saying" (Int3 / FNR / 03072020 / Q5).

From the findings above, self-confidence seems to be essential. It influenced the results of the listening test. Lack of confidence may cause them to hesitate to answer questions. Students, thought that English is a difficult language to learn, there are too many formulas to memorize and the speed of the native speakers is also the reason they find it difficult to understand the listening section.

2. Low mastery of English vocabulary.

Vocabulary mastery plays an important role in learning English. The ability to understand vocabulary can be seen in activities including reading and listening. Based on the results of the listening test analysis. Most of the students answered incorrectly on the synonym recognition skill or the equivalent word. Some students experience vocabulary problems which cause low TOEFL listening test scores. As stated by the following students.

NY: "I actually understood a little about what the speakers were saying, but when I saw the answer, I found many vocabularies meant that I don't understand. Therefore, I try my best to choose the word I know" (Int3 / NY / 03072020 / Q7).

ED: "I don't know the meaning of part C, so I predict the answer" (Int3 / ED / 03072020 / Q13).

3. Low mastery of the content in the TOEFL test.

As it is well known, the TOEFL test consists of various kinds of skills. Each question has a different type of skill, such as synonym, double negative expression, wish, and other skills. Although students have been provided with discussion material for each skill at each meeting, students have not been able to identify the types of questions and types of skills in the test questions. Therefore, they cannot apply the strategies taught in these skills. This was revealed during the interview session by the following students.

KM: "I don't think about it, mister, the important thing is just to focus while listening then looking at the answer options" (Int3 / KM / 03072020 / Q12).

S: When I had the test I feel like forget every single material i have laerned, I felt nervous about it, so it is dispersed, especially since the time is limited" (Int3 / KM / 03072020 / Q12).

Students in taking tests no longer pay attention to the skills that have been taught. It can be seen that in taking the test students were unable to analyze the types of questions and the strategies used to answer them. Mastery of these skills is very important considering that by mastering the skills in the questions, students will be able to choose the right answer

4. Lack of skills in time management

The main difficulty faced by students when implementing the TOEFL test in listening comprehension is the inability to manage time. Students cannot work on questions in a timely manner according to the time allocated. The admission of 45% percent of students was revealed during the interview session. As expressed by several students.

DN: I am very optimistic at first that I will be able to get a high TOEFL score, the problem is that the time is very fast, if only a little bit of time was extended, maybe the TOEFL score would not be like this (Int3 / DN / 03072020 / Q10).

LDR: The speaker spoke quickly, I hadn't finished reading the answer options, it turned out that the speaker had already mentioned the next question number. Finally, I tried to answer as best as I could which seems similar (Int3 / LDR / 03072020 / Q11).

NSAS: Actually, in my opinion, it is not that difficult, just the timing runs fast, so you can't think fast, I got nervous in the end (Int3 / NSAS / 03072020 / Q11).

5) Lack of practice of TOEFL test questions

The next reason students experience difficulties is the lack of initiative from students to independently practice working on TOEFL questions.

AR: I wish, I practiced a lot the TOEFL questions before the test, especially listening, my ears are not used to listening to English conversations, that's why I had a bad score. (Int3 / AR / 03072020 / Q7).

FZ: "Sometimes there are questions with similar answers that make me hesitate to choose the correct answer option. I don't think the questions are such difficult as it seems. I just need to practice more and learn the tricks. " (Int3 / FZ / 03072020 / Q8).

AM: "Indeed, I am weak in listening, they speak fast, it's hard for me to understand them, perhaps if I try listening to them often, may be the results would be better than now (Int3 / AM / 03072020 / Q10).

Weak self-motivation to study independently can be seen in the results of the interview. Students relied on the material provided by the lecturer, instead of learning to explore the material that has been given on their own. They can search for

learning resources on the internet or can ask for information from the lecturer for references used for independent study. Students are also reluctant to ask friends and lecturers about material they have not mastered. To be able to master the TOEFL, including listening comprehension, it requires proactive action by students in exploring the skills in the TOEFL test and learning self-reliance.

There are two discussions in the discussion in accordance with the research objectives which include:

a) Difficulties experienced by students in the TOEFL test

Based on the data obtained, the authors analyzed the most errors experienced by students when taking the TOEFL test.

1) Difficulties related to Listening content

Difficulty in choosing synonym of keywords. In this type of problem students have difficulty in choosing synonym of keywords. In this question they tend to choose words that have the same sound as the keywords in the conversation, this can be seen from the answers chosen by them in question number 1. They tend to choose the answer options that have the same sound (similar sound) as the words they hear on the tape. As explained by Phillips (2009), the wrong option is often a word that has the same sound but its meaning is different from what is heard in the

audio. The answer options that have a similar or the same sound in the TOEFL test tend to be the wrong answer options. Therefore, it is suggested that listeners should avoid choosing an answer option like this. The lack of English vocabulary and knowledge of synonyms can be one of the causes of this problem. As stated by Chang (2007), one of the difficulties experienced by listeners in understanding listening is the limited vocabulary and knowledge of academic terms. Chou (2011: 108) says that there are many studies that show that vocabulary knowledge and background knowledge can help students read and understand well, the more vocabulary they master the easier it will be to understand what they read. and listen. Thus, vocabulary mastery is the biggest problem faced by students in listening comprehension.

To sum up, vocabulary mastery is an important thing that must be mastered by students when taking the TOEFL test. Limited vocabulary and knowledge of academic terms will result in difficulties in answering TOEFL listening questions, especially on the type of questions about synonyms.

The second difficulty is understanding double negative expressions. Students have difficulty regarding double negative expression grammar when choosing the correct answer. Double negative expressions are complex grammars. Students are

required to listen to a conversation consisting of two negative expressions. To answer this type of question requires the ability to understand grammar. This lack of grammar understanding causes students to experience two obstacles at once. Constraints in understanding the language and grammar used by native speakers. This causes students to take a long time to answer questions.

The third difficulty is understanding idioms. More than 50% of students incorrectly answered questions about this idiom. Idiom is a series of words whose meaning cannot be interpreted literally, but represents a certain expression implied in it. So it takes knowledge about the kinds of idioms. For beginners, of course, it will be a challenge in learning languages. As explained by Phillips (2001) that idioms will be very difficult for some students because idioms seem to describe a real situation even though they describe other situations with different meanings.

The fourth difficulty is understanding identifying main idea and topic. This question requires students to understand the main ideas and topics discussed by the speaker in recording. In this section, students' ability to identify keywords in conversation is needed. They can use the question words of who, what, when, where, why, and how, depending on the questions in the test.

To be able to identify, students need to provide vocabulary knowledge and pronunciation so that they don't experience problems when listening to conversations.

The fifth difficulty is understanding detailed information. 55% of students answered the wrong type of this question. Detailed information is a test in part B where a long conversation will be played by a speaker about school or campus life. As explained by Phillips (2007) that often the conversation is about school life such as how difficult certain subjects are, how to write research reports, and how to enroll in subjects. The material can also be news in the United States. Students have difficulty understanding the topic and have difficulty drawing conclusions about what happened, who, when and where it happened.

2) Difficulty related to listeners.

Most students experience the concern of not being able to understand native speaker speech. Students complained that they felt tense and anxious before and during listening to English. As stated by Chastain (1999: 81-88), Listening is a complex skill in which students have a fear of understanding messages and interpreting them correctly. This was also explained by Christenberry (2003) that listening is a difficult part naturally even when teaching it which causes students to become nervous. There are many factors that cause anxiety such as authenticity of the

listening text, inability to listen to the listening material and factors. This is also in line with the results of research by Rahmi (2020) with the title Investigating Medical Students Difficulties in TOEFL Listening Test which found 64% of students had difficulty understanding the pronunciation of native speakers.

The next factor is difficulty in concentrating when listening to audio and answering questions at the same time. This is due to a lack of focus on paying attention. Students are not able to organize and control the input of information that is played well unless they are given the opportunity to repeat the information at a reduced pace (Arnold: 2000). Students who experience anxiety when listening to them tend to have difficulty understanding knowledge of vocabulary, grammar and sentence structure. Even these students may not be able to process information because of their inability to understand language.

Difficulty recognizing the meaning of new words they hear. Because students have a limited vocabulary, in fact, to be able to understand language, vocabulary mastery is needed as stated by Coady and Huckin (1997: 5) vocabulary is fundamental for those who want to learn a language. Vocabulary is a basic element for mastering the four language skills, namely listening, speaking, reading, and writing. Without sufficient vocabulary mastery, students will not be able to

master the four language skills. Which shows that vocabulary plays an important role in communication. As expressed by

Difficulty in drawing conclusions from the audio they hear. There are many factors explained by Kim (2000), namely that listeners who have difficulty listening can be caused by several factors: listening text (speed, pronunciation, intonation, length of listening text, and vocabulary mastery. interlocutors (the speaker's gender, prior knowledge, listener learning style and listening process (the effectiveness of listeners in selecting listening strategies). Such as the results of a study conducted by Darti (2017), entitled Analyzing students' difficulties in Listening Comprehension. delivered by native speakers due to unfamiliar words, speaking speed, and pronunciation of native speakers.

From the theory above, it can be concluded that the difficulty that comes from listeners comes from several aspects, excessive worry, difficulty concentrating, limited vocabulary mastery, and the inability to draw conclusions from the listening audio that is being played. To be able to master this aspect of listening, vocabulary is required which is a basic element in learning language and processing and understanding information and mastery of background knowledge to understand the contents of listening material.

a) Factors that influence students to answer incorrectly on Listening Comprehension questions.

Self-confidence is a positive self-concept that assesses oneself as a competent individual. Self-doubt or less self-confident is considered to be one of the factors that causes students to have difficulty understanding listening comprehension. According to Garber (2009: 2) students who have high self-confidence produce better performance than students who don't. Confidence can be seen in many ways such as behavior, body language, how to speak and respond. Brown (2001: 62) explains that self-confidence is students' self-confidence in completing tasks. In order to increase students' self-confidence, a teacher is suggested to provide material from the easiest to the most difficult ones. So that students can feel satisfaction because of understanding the concept and are ready to proceed to difficult material.

Low mastery of English vocabulary is considered as a factor causing them to experience difficulties. Vocabulary mastery is the ability to process words from a language (Hatch and Brown: 1995: 369). Vocabulary knowledge depends on motivation, a strong desire, and the need for the vocabulary (River: 1989: 125). Therefore, the biggest responsibility in improving vocabulary knowledge lies with the individual. Success in mastering vocabulary requires their own

motivation and desire for the words of a language.

The next factor is the low mastery of the skills tested in the TOEFL. As it is well known, in the TOEFL test, there are various kinds of skills that must be mastered including listening comprehension such as, focusing on the second line, finding the synonym, negative expression and so on. Due to this factor, students are not able to perform optimally.

The main difficulty faced by students when implementing the TOEFL test in listening comprehension is the inability to manage time. Students cannot work on questions in a timely manner according to the time allocated. The time that tends to be short by listening to audio and looking for the right answer makes it difficult for some students to manage their time, as a result students have difficulty concentrating. There are several things that cause them to be unable to finish on time, such as focusing on difficult questions so that they miss other questions and lack concentration.

The last factor is that students tend to be lazy to practice, even though it takes extra practice to improve listening comprehension skills as stated by Rost (1991: 3) listening is an active process, in order to become an active listener, listeners must think actively when listening and not. only exercises in class but actively seek out sources of information outside the

classroom. In line with Harmer (1997), he advises listeners to listen to various types of listening and accents instead of just listening to the teacher in class. Several books have been structured in such a way as to prepare for the TOEFL listening comprehension.

CONCLUSION

Listening is one of the most difficult skills faced by most learners. They need to study harder to become good listeners. They need to practice independently intensively so that they can help them overcome difficulties in listening topics. There are several strategies that teachers can apply to overcome listening comprehension problems. Teachers or lecturers can adapt and develop teaching materials or materials given considering that students have different knowledge and learning styles. Training students to be able to predict meaning (guessing the meaning in the context) can also be applied. Students are trained to be able to predict and relate their knowledge to the topics they will listen to in the listening section. Providing a variety of audio sources with varying accents during practice is also considered effective. Apart from that, pronunciation also needs to be trained to remember based on the research results that students experience problems with pronunciation.

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