

**COMPARING TOEFL LISTENING COMPREHENSION BETWEEN
ENGLISH STUDENTS AND ENGLISH COURSE STUDENTS (A CASE
STUDY AT ENGLISH DEPARTMENT AND FULL BRIGHT INSTITUTE)**



A THESIS

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Fulfillment of the Requirement to Obtain Sarjana Degree

In English Department

BY

NURASIA

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ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

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THESIS

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By

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Today, Thursday, 18 February 2021, the Board of Thesis Examination has kindly approved a thesis by NURASIA (Student Number: F21116002) entitled, **COMPARING TOEFL LISTENING COMPREHENSION BETWEEN ENGLISH STUDENTS AND ENGLISH COURSE STUDENTS (A CASE STUDY AT ENGLISH DEPARTMENT AND FULL BRIGHT INSTITUTE)**, submitted in fulfillment one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S) Degree at the English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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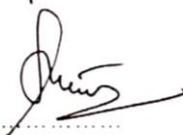
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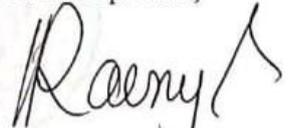
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Apabila dikemudian hari terbukti atau bahwa sebagian atau keseluruhan isi Skripsi ini hasil karya orang lain atau dikutip tanpa menyebut sumbernya, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Makassar, 25 Februari 2021

A handwritten signature in black ink is written over a yellow postage stamp. The stamp features the Garuda Pancasila emblem and the text '10000', 'METERAN TEMPORER', and 'PTFFAJX053796062'.

(NURASIA)

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Overall, the writer hopes this thesis can give a bit contribution although that this thesis is still not perfect. So, any suggestion is needed to improve this writing.

Makassar, 18th February 2021
The Writer,

NURASIA

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ABSTRACT

NURASIA. *Comparing TOEFL Listening Comprehension Between English Students and English Course Students (A Case Study at English Department and Full Bright Institute)* (Supervised by **Nadira Mahaseng** and **Sitti Sahraeny**).

The aims of this study are: (1) to figure out the most difficult part in TOEFL listening test faced by English students and English course students, and (2) to find the difficulty of English Students and English course students faced in responding to the TOEFL Listening test.

This research is quantitative descriptive research. This research is carried out on English Department students batch 2016-2018 and English course students. The data is obtained by conducting TOEFL listening test and filling questionnaire. The data is analyzed by counting the percentage of incorrect answer and determine the difficulty that English students and English course students faced during the TOEFL listening test.

The result of this study shows that the most difficult part in TOEFL listening test is part C with total percentage of error from English students is 66% and English course students is 76%. Meanwhile the difficulty that English students faced during the test is related to the content of listening text and the difficulty that English course students faced during the test is related to the content of listening text and physical settings.

Keywords : *English students, English course students, TOEFL, Listening comprehension section.*

ABSTRAK

NURASIA. *Perbandingan Pemahaman Mendengarkan TOEFL antara Siswa Bahasa Inggris dengan Siswa Kursus Bahasa Inggris (Sebuah Studi Kasus di Departemen Sastra Inggris dan Full Bright Institute)* (Dibimbing oleh **Nadira Mahaseng** dan **Sitti Sahraeny**)

Tujuan dari penelitian ini adalah: (1) untuk mengetahui bagian tersulit dalam tes mendengarkan TOEFL yang dihadapi oleh siswa bahasa Inggris dan siswa kursus bahasa Inggris, dan (2) untuk mengetahui kesulitan yang dihadapi siswa kursus bahasa Inggris dan bahasa Inggris dalam menanggapi tes mendengarkan TOEFL.

Penelitian ini merupakan penelitian deskriptif kuantitatif. Penelitian ini dilakukan pada mahasiswa Jurusan Bahasa Inggris angkatan 2016-2018 dan siswa kursus Bahasa Inggris. Data diperoleh dengan melakukan tes menyimak TOEFL dan pengisian angket. Analisis data dilakukan dengan menghitung persentase jawaban salah dan menentukan tingkat kesulitan yang dihadapi siswa bahasa Inggris dan siswa kursus bahasa Inggris selama tes mendengarkan TOEFL.

Hasil dari penelitian ini menunjukkan bahwa bagian tersulit dalam tes menyimak TOEFL adalah bagian C dengan total persentase error dari siswa bahasa Inggris adalah 66% dan siswa kursus bahasa Inggris adalah 76%. Sedangkan kesulitan yang dihadapi siswa selama tes terkait dengan konten teks mendengarkan dan kesulitan yang dihadapi siswa kursus bahasa Inggris selama tes terkait dengan konten teks mendengarkan dan pengaturan fisik.

Kata kunci: Siswa Bahasa Inggris, Siswa kursus bahasa Inggris, TOEFL, bagian pemahaman mendengarkan.

CHAPTER I

INTRODUCTION

This chapter deals with the essential detail of the research which consist of the background of study, identification of problem, scope of problem, research questions, research objectives and significance of the research.

A. Background

Nowadays foreign language is the things that many people study due to the fact it is one in every of vital factor to help their educational development and career. One of the foreign languages that many humans learn is English. It was learned in schools, faculties, and even in a few courses.

In Indonesia English is learning as a foreign language from elementary school until senior high school even though in college. While it is true that different people enjoying different faculties can master their mother tongue, they do not enjoy the same success when learning a foreign language. This is somehow because learning a foreign language is affected by both teaching and learning factors. As a non-native English speaker that studying English and academic purpose has heard about TOEFL is one of the standardized assessments that is extensively utilized by many institutions in EFL countries to measure students' English proficiency.

TOEFL stands for Test of English as a Foreign Language is one of the English tests that has become a standardized test acknowledge internationally. It is utilized to measure the English language ability of non-native speakers. The

increasing population of non-native students in the United States in the late 1950s and early 1960s necessitated the urgency of a language test that accommodates their academic needs. As a result, the National Council on the Testing of English as a Foreign Language was established in 1961, which launched its first TOEFL test in 1964.

In recent times, TOEFL is not only accredited in the international area however, it additionally is going to the domestic areas. In Indonesia, it was becoming one of the necessities to apply for universities or to construct a career in certain institutions or companies because the good score of TOEFL can be perceived as having appropriate English-proficiency which is further able to determine a bright future career.

Since the TOEFL test measuring English proficiency of course it is covering some skills and aspects such as listening, reading, and structure, and written expression. One of the skills categorized as the basic skill in understanding English is listening. It is an important skill that should be mastered because it helps to improve capability in English.

TOEFL Listening test examines our ability to understand and interpret spoken English through audio. Therefore it is necessary to have a good ear for English. Lack of listening skills makes it difficult for people to accept information or leads to misinterpretation. The lack of listening skills was caused by several factors.

Based on explanation above the writers intend to conduct research with a title “Comparing TOEFL Listening Comprehension Between English Students

and English Course students (A Case Study at English Department and Full Bright Institute).

B. Identification of Problem

Based on the explanation above, the writer investigates the problems or related issues that can be identified as follows:

1. People hard to understand what actually the meaning of listening in TOEFL based on their ability.
2. There are difficult elements faced by students in TOEFL as types of language testing.
3. There are factor that influence the students when doing TOEFL test.

C. Scope of the Problem

The skills that are covered in test TOEFL such us reading, listening, written and structure section have had their own obstacles and difficulty level faced by listener. It is impossible to explore all those at same time, so in this study the writer will concern to analyze the difficult elements in TOEFL listening test faced by English students and English course students and to find out different levels of difficulty that they faced in three factor related to the content of listening text, related to listeners and related to the physical settings.

D. Research Questions

This research is conducted to answer the following questions :

1. What is the most difficult part faced by English students and English course students during their TOEFL listening test?

2. What are the difficulty faced by English students and English course students in responding to the TOEFL listening test?

E. Objectives of Study

The objective of the study are :

1. To figure out the most difficult part in TOEFL listening test faced by English students and English course students.
2. To explain the difficulty of English Students and English course students in responding to the TOEFL listening test.

F. Significance of Study

The significances of this study were divided into two types, those are theoretical and practical. This below is the description:

1. Theoretical

This study was expected contributes to give more understanding about the conceptual of TOEFL especially in the listening section, and give information about the importance of TOEFL whether it's on the work field or education fields.

2. Practical

This study is expected to make readers more understand the system in the TOEFL, especially listening as one of language proficiency, give information to readers some of obstacle that faced when doing TOEFL test especially in listening section and can be used as a reference for who wants to conduct a research that related with this study.

CHAPTER II

LITERATURE REVIEW

The purpose of this chapter is to describe the literature which is relevant to the topic of the study including previous studies required as materials to consider for this research, as well to support the construction of the theoretical review.

A. Previous Studies

There are some journals and thesis that the writer finds out relates to the topic of this research that might can support analysis and as a comparison to this writing. They were Munadia (2016), Darti (2017), and Aiik Mar'amin (2019).

Munadia (2016) conducted a research entitle *An analysis of EFL students Difficulty in the TOEFL Structure and Written Expression Section*. The aim of this study was to identify the students' difficulty in responding the TOEFL especially in Structure and Written Expression section. The research was conducted among EFL students of English Education Department of UIN ArRaniry academic year 2012. The techniques of data collection in this research were test which involved 18 students and interview which only involved four (4) students who were mostly error in the test session. In this research researcher found that the students faced the difficulties in some elements of grammar in the structure and written expression: reduced verb, the use of verb, parralelism, subject verb agreement, and relative clause.

Moreover, the factors influencing the difficulties came from four factors : lack of grammar skill, lack of vocabulary mastery, easily distracted and less practice.

Darti (2017), conduct a research with title *Analyzing students' difficulties Toward Listening Comprehension of English Education Department of Tarbiyah and Teaching Faculty at UIN Alauddin Makassar*. The purpose of this research was to find out the problems encountered the students from three factors; Listening material, Listeners Factor, and Physical setting. The research was conducted on second semester students of English Education Department of Tarbiyah and Teaching Faculty Academic year 2016/2017. The data were collected by questionnaire and interview while observation during listening to 37 students as the subject in this study. The findings showed that listening is very difficult skill for students who study foreign language. It was based on three factors influencing their listening were listening material, listener factor, and physical setting

The last study was conducted by Aik Mar'amin (2019) entitle *An analysis on students' Perception of Problem in Listening Section for TOEFL by Non-English Department Students at English Language Training International (ELTI) Surakarta*. This objective of this study was to describe the problem in listening for TOEFL faced by Non-English department students. In this research the researcher used descriptive qualitative research. This research was carried out in English Language Training International (ELTI) Surakarta. The techniques of collecting data were questionnaire and

interview. The result of the research showed that there are two factor influenced by perception, they are external factor and internal factor. Most of factor that influence students' perception is internal factor.

Based on all those previous study above it can be seen that all researchers discussed about the difficulty in the TOEFL test in their research. However, what distinguishes this study from the other research are this study compare listening comprehension skills between English students and English course students through the TOEFL listening test, determine the difficult part in TOEFL listening and also tries to explain what problem that they faced.

B. Theoretical Review

1. Test of English as Foreign Language (TOEFL)

a. Overview of the TOEFL

TOEFL which stands for Test of English as a Foreign Language is a standardized test for measuring students English language capability. The TOEFL is a massive-scale language assessment. It became first developed in 1963 in the United States of America to assist within the evaluation of the language competence of non-native speakers. As a test type, it is a standardized test of English proficiency administered by the Educational Testing Service, Princeton. It is broadly used to measure the English language proficiency of overseas college students wishing to go into American colleges and universities.

The TOEFL has significantly been recognized as a version test and have-take-check for our college students, graduate and postgraduate, as well as our teachers and researchers in universities and higher education institutions wishing to examine for higher stages and expand similarly their studies potential in North American universities. The TOEFL score had been used as the requirements for non-native applicants in American and English speaker colleges and universities, so do to achieve scholarship in those countries.

b. Types of TOEFL

The official TOEFL Test is currently administered around the world in different types (Abboud et al, 2011, p 113) :

1) The Paper Based TOEFL (PBT)

Paper based test is one of the International Testing Program. It is includes four sections: Listening comprehension with 50 questions, Structure and Written Expression 40 questions, Reading comprehension 50 questions, and Test of Written English (TWE): one essay, 250-300 words.

2) The Computer Based TOEFL (CBT)

The Computer-Based TOEFL Program comprises four sections: Listening, Structure, Writing and Reading. The writing section in this test is equivalent to the Test of Written English (TWE) in the Paper-Based TOEFL Test. In addition, everyone who takes the TOEFL during the same administration may not see or answer the same questions.

These questions are selected according to the level of the student's proficiency. In this test, there are three sub-scores: Listening, Structure / Writing, and Reading. Actually, the total score is limited on a scale of (0 –300) (Sharpe, 2009:11).

3) The internet-Based TOEFL (iBT)

This test is described as a new version of the TOEFL Test. It is delivered in secure testing centers around the world. It replaces the Computer-Based TOEFL Test and the Paper-Based TOEFL Test. Its main concern is to measure the examinees' ability to communicate successfully in an academic setting. TOEFL iBT consist of four sections; listening, reading, speaking, and writing.

4) Institutional Testing Program (ITP)

In the Institutional Testing Program, began in 1965 and is still administered throughout the world. Actually, it differs from other TOEFL test programs because it gives qualified universities, English language institutes, and other agencies the opportunity to use older forms of International Testing Program paper-based TOEFL Test or the Preliminary Test of English as a Foreign Language (Pre- TOEFL) to their own students using their own facilities and staff and setting their own test dates (Abboud and Hussein. 2011, p 115).

It includes 3 sections. each section consists of a multiple-choice layout so that you can examine the capability to understand North American English. The sections are:

a) Listening

It is used to evaluate the examinees' ability to understand spoken English.

b) Structure and Written Expression:

It is used to evaluate the examinees' ability to recognize language that is appropriate for standard written English.

c) Reading Comprehension:

It is used to evaluate the examinees' ability to read and understand short passages.

| Section | Number of Items | Time |
|---|------------------------|-------------|
| Listening: | | |
| Part A Questions about short conversations | 30 | 30-40 |
| Part B Questions about longer conversations | 7 | Minutes |
| Part C Questions about lecturer talks | 13 | |
| Total | 50 | |
| Structure and Written Expressions: | | |
| Completing sentences correctly | 15 | 25 |
| Identifying errors | 25 | Minutes |
| Total | 40 | |
| Reading comprehension: Questions about reading passages | 50 | 55 |

| | | |
|-------|----|---------|
| Total | 50 | Minutes |
|-------|----|---------|

In this research, the researcher only took one section that was listening comprehension section in the present study.

2. Listening Comprehension

a. Defenition of Listening Comprehension

Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented. According to Rost (2009), listening helps us to understand the world around us and is one of the necessary elements in creating successful communication.

1) Types of Questions

This section is designed to measure the ability to understand spoken English.

a. Detail Question

The detail question is frequently asked following a lecture, even though is sometimes requested following a verbal exchange, as well. The question asks why a minor element is noted inside the speak. This detail is often an example provided in the lecture. This question may be difficult due to the fact you can be requested any detail approximately the listening, even minor ones. it could be tough to endure in mind each small element even as

listening, but with enough practice, your memory will decorate and so will your potential to concentrate and look at down each element efficiently.

b. Inference Question

An Inference question requires you to understand an indirect meaning of a sentence stated in a lecture. This type of question requires you to look further than the surface and literal meaning of the speech, ideas, or sentences to find the correct answer. You can recognize inference questions because they use phrases like "What does the professor imply...?" or "What can be inferred...?". A little confused? This one is hard to understand at first.

c. Attitude Question

The attitude question asks about the intention and attitude of the speaker when he/she talks about a specific detail. In other words, this question is about WHY the speaker mentions the detail. This question shows you details in the prompt, but does not actually ask about it. It may be complicated, however the most important approach to getting this query right is to look further than the surface.

d. Function Question

The function question won't ask you what does the listening mean like other questions, but it asks you why the speaker says what

he says. Many times, the speaker uses slang, idioms, or says things that are not directly relevant to what the question asks. Your job is to figure out what those seem-to-be-irrelevant information do in the whole dialogue or talk.

e. Gist-content Question

Gist-content questions ask you to identify the main topic or idea of the listening conversation or lecture. You can recognize gist-content questions because they use phrases like "mainly about", "mainly discussing".

f. Gist-Purpose Question

The gist of something is the main point or key idea. Gist-purpose questions ask you to identify what the main purpose of the conversation or lecture is. The purpose question often looks for the overall purpose of the dialogue or why the dialogue happens in the first place, but not any specific detail. You should only focus on the big picture of the dialogue for this question.

g. Connecting-content Question

Connecting content questions ask you to show understanding of the relationships among ideas in a lecture and may require you to fill in a chart or table. This is one of the very few multiple choices listening questions. If there are three columns, the question is worth two points instead of one. The question can ask you to categorize answer options into categories or put the options in a specific order.

h. Organization Question

Organization questions ask you to understand how the details and information are organized in the talk or lecture. The most typical question is ‘how is the lecture/talk organized?’ in order to answer this question efficaciously, you need to recognize the organization of the lecture and the main subject and reason of the speak or lecture. knowing only the company of the lecture may not be sufficient to reply it efficaciously.

3. Listening Difficulties

Listening difficulties is the problem that happened when try to understanding listening related to the cognitive. Hamouda (2013) stated that factors causing students listening comprehension problem were categorized into different sources including problems related to the listening text, listening problems related to task and activities, listeners problems related to the listeners, physical setting and lecture’s methodology.

The difficulties that faced by the student would interrupt during the process of listening comprehension especially those who learn English as foreign language. According to Lindsay, a major problem students have, in contrast to students studying English is that they have little or no experience in ‘real’ listening to fall back on. The facts that

they lived in country which English be a foreign language were major factor to their listening problems.

Theoretical explanations of listening comprehension provided three factors which learners faced when they listen to a spoken text were listening material, listener factors, and physical setting. All of the problems for each factors need to be identified in order to find students' difficulties. In this study the difficulties that related to the three factors will be identified how they encounter it through their TOEFL listening test.