STUDENTS ABILITY IN ANSWERING LISTENING COMPREHENSION QUESTION IN TOEFL-LIKE LISTENING: A CASE STUDY AT ENGLISH DEPARTMENT UNIVERSITY OF MATARAM IN ACADEMIC YEAR 2017/2018

Rahmat Dwi Nurdianto[1], Lalu Thohir[2], Agus Saputra[3]

[1,2,3]English Education Department, Faculty of Teacher Training and Eduucation,
University of Mataram, Indonesia

*Corresponding Author's email: smartfreen3@gmail.com

Abstract: The main problem that students face in listening test is the exercise that students did not have enough understands about the type of question in listening comprehension that include dialogue, extended conversation, and mini-talks. Purposes of this study is expected to give information of the TOEFL score that the students get in listening comprehension question based on thing that students like to get a better result, the importance of it, and the applications of the related theories. There are various score that students get in TOEFL-like test in listening comprehension question. The researcher selected a descriptive quantitative research as a research design. The subject of these research are English Department students in academic year 2017/2018 at University of Mataram. The result of this research showed that, the most difficult question is dialogs and the easiest question is extended conversation. Finally, the students and teachers can use the result of this research as guidance to improve the score in listening comprehension question.

Keyword: TOEFL, Listening comprehension

INTRODUCTION

Listening includes making sense of talked language ordinarily went with by other sounds and visual input, with the assistance of our patient earlier information and the setting in which we are listening (Tony Lynch, 2009:180). Instead considering of listening as a single prepare, it is more precise to expressed by the speaker, recognition of pitch designs appearing data center, elucidation of the significance of what is being said to the current theme and so on.

TOEFL is a tests that has been established to evaluate the ability in English. TOEFL is a standardized test that aims to test students' knowledge and use of the English language. Al-Rawashdeh (2011) non-native students or applicants who have the desire to continue their studies at an American or English speaking school or university, to take the TOEFL scores are recognized by more than 6.000 institutions in more than 100 countries.

In the TOEFL examiners will be tested in understanding spoken text (listening comprehension), understanding the structure and written expression related to English grammar, reading comprehension and writing comprehension skills.

As an input expertise, listening has an critical part in students' language improvement. In a few cases of language classes, listening is the foremost trouble some language ability for understudies since it requires more consideration and concentration to get it fabric which in corporates understanding discourse and monolog things are happening at the same time within the mind.
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RESEARCH METHODS

In arrange to attain the reason of this investigate, graphic quantitative investigate is connected. Clear quantitative inquire about where by information collection is done through perception. The plan requires that the analyst collect information by concocting a method where by in spite of the fact that the method of information collection is through perception, the data is interpreted in to numeric shape such as recurrence, rate, count numbers etc. So, the key point here is that the analyst needs to measure character which have been watched.

The reason of this investigate is to analyze the area in tuning in comprehension in which the understudies normal score, most difficult, and the most straightforward address in tuning in comprehension address. By utilizing the graphic quantitative strategy, the author portrays the result of the test. The information will bring on a conclusion on how the understudies score is.

From the result of the pre-research, the writer decided to take third grade in 2017 academic year as the sample of the research, the amount of the sample is 40 students.

FINDING AND DISCUSSION

Based on research conducted in (month/year) at Pusat Bahasa, the researcher obtained data that needed to be analyzed in this chapter. In collecting data, the researcher used 40 students as participants. The researcher took only the students from English department faculty.

The calculation result can be seen in table below :

NO		NIM	Subject Initials	QUESTIONS CATEGORY			TOTAL
				DIALOGS	EXTENDED CONVERSATION	MINI-TALKS	
				SUB TOTAL	*SUB TOTAL*	*SUB TOTAL*	
1	E1	C017xx	AK	7	1	2	10
2	E1	D117xx	AP	7	6	6	19
3	E1	D117xx	AH	5	3	4	12

4	E1	D117xx	A	17	7	6	30
5	E1	D117xx	BHH	13	5	5	23
6	E1	D117xx	BYAA	8	4	4	16
7	E1	D117xx	BS	15	6	7	28
8	E1	D117xx	DS	16	6	8	30
9	E1	D117xx	DP	8	2	4	14
10	E1	D117xx	DA	9	1	5	15
11	E1	D117xx	DMSE	8	3	2	13
12	E1	D017xx	EL	9	1	4	14
13	E1	D017xx	EWS	10	2	5	17
14	E1	D017xx	EZ	12	7	7	26
15	E1	D017xx	FA	14	7	7	28
16	E1	D017xx	FA	13	3	1	17
17	E1	D017xx	HW	9	1	7	17
18	E1	S017xx	HAH	5	1	3	9
19	E1	D117xx	IL	5	2	4	11
20	E1	D017xx	IS	9	4	4	17
21	I2	J017xx	I	13	5	6	24
22	E1	D017xx	IY	18	6	9	33
23	E1	D017xx	IYC	12	6	9	27
24	E1	D117xx	JS	10	5	3	18
25	E1	D017xx	K	3	1	3	7
26	E1	D117xx	LCAJ	11	1	3	15
27	E1	D017xx	LGMRM	11	6	5	22
28	E1	D117xx	LIA	3	1	0	4
29	E1	D017xx	LMJ	20	5	7	32
30	E1	D117xx	LMK	11	5	7	23
31	E1	D017xx	LTS	13	7	3	23
32	E1	D117xx	LK	13	2	7	22
33	E1	D017xx	MFI	11	2	3	16
34	E1	D117xx	M	11	4	4	19
35	E1	D117xx	MNA	12	6	5	23
36	E1	D117xx	MFS	12	3	6	21
37	E1	C017xx	MJ	11	4	6	21
38	E1	D117xx	MI	15	7	8	30

39	E1	D017xx	MH	19	7	6	32
40	E1	D117xx	NK	10	3	6	19
AVERAGE				10.95	3.95	5.02	19.9
MAX. SCORE				20	7	9	33
MIN. SCORE				3	1	0	4

Table shows the results of student TOEFL-like scores based on the five components in listening comprehension questions. Subjects number 18, 25, and 28 are shown answered less than the other students during the test. The highest score obtained by student was 33, the lowest was 4 and the average are 19.9.

Table 4.1.1 shows the results of student TOEFL-like scores based on the five components in listening comprehension questions. Subjects number 18, 25, and 28 are shown answered less than the other students during the test. The highest score obtained by student was 33, the lowest was 4 and the average are 19.925.

Table 4.2 Students frequency category

Range of score	Category	Total students	Precentage
34-50	Very Good	0	0%
17-33	Good	27	68%
0-16	Poor	13	33%

Table 4.2 above shows the test result of test takers. There are four categories; Very good, Good, Poor, and Very poor, and each categories, represented students' achievement based on the score sheet.

Based on table 4.1.1 the result of students in TOEFL-like test listening comprehension, it can be interpreted that there are three question category which were the limitation to find out the students score in TOEFL-like test listening comprehension question. The categories included :

The first category observed from the results of students sheet was Dialogs section. In this case it was adjusted to the Dialogs with Sound Confusion; Homonym and Words with Multiple Meanings; Idiomatic Expressions; Inference Question about Dialogs; Involving Agreement and Disagreement; Involving Suggestions, Invitation, Offers, and Request; Involving Contradictions, Assumptions, and Questions; and questions about Activities, Plans, Topics, and Problem. One of example the Dialogs questions.

Based on the data analyze found that in Dialogs section was found in 40 students who understood the question in table 4.1.1 shown below:

Range of score	Category	Total students	Precentage	Mean score
21-30	Very Good		0%	
11-20	Good	23	57,5%	13,6
0-10	Poor	17	42,5%	7,4

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The second component analyzed was Extended Conversation. This section consists of longer conversation between a man and a woman or (sometimes) between two men or two women. Each conversations lasts from thirty to ninety seconds. One of example the Extended Conversation questions shown below :

The result of the test analysis on the Extended Conversations shows below:

Range of score	Category	Total students	Precentage
7	Very Good	6	15%
6		7	18%
5	good	5	13%
4		4	10%
3		5	13%
2	Poor	5	13%
1		8	20%

Mini-Talks was the third part of the listening comprehension section. Those are monologues (talks involving only one speaker). Each Mini-Talks lasts from thirty to ninety seconds. The questions are preceded by introductory comments. The example from Mini-Talks questions can be seen bellow:

The result of the test analysis on the Mini-Talks questions category shows below:

Range of score	Category	Total students	Precentage
10-13	Very Good		0%
5-9	Good	23	57,5%
0-4	Poor	17	42,5%

The easiest question is questions with the correct answers and can be answered by the largest number of students. The most difficult question is question with the wrong answer and can't be answered by the largest of students. The data bellow will shown the number of question that answered by students :

Table 4.3 frequency correct answer in dialogs section

Questions	Frequency correct item	Precentage
1	4	10%
2	5	13%
3	8	20%
4	10	25%
5	3	8%
6	5	13%
7	5	13%
8	8	20%
9	11	28%

10	11	28%
11	8	20%
12	4	10%
13	8	20%
14	9	23%
15	7	18%
16	9	23%
17	12	30%
18	8	20%
19	8	20%
20	1	3%
21	7	18%
22	3	8%
23	1	3%
24	3	8%
25	4	10%
26	4	10%
27	6	15%
28	3	8%
29	9	23%
30	2	5%

In Table 4.3 there is 1 question in dialogs section that has highest percentage 30% in question number 17, means that question is the most easiest and most students can answer it correctly. Table 4.3 also show that question number 30 is the most difficult question with the lowest percentage students 5%, means the question number 30 is the most difficult in dialogs section.

Table 4.4 question frequency in extended conversation section

Questions	Frequency	Precentage
31	23	58%
32	22	55%
33	22	55%
34	12	30%
35	31	78%
36	22	55%
37	26	65%

In table 4.4 there is 1 question in extended conversation section that have highest percentage with 78% in question number 35, means that question is the most easiest and most students can answer it correctly. Table 4.4 also show that question number 34 is the most difficult question with the lowest percentage students with 30%, means the question number 34 is the most difficult in extended conversation section.

Table 4.5 question difficulties score in mini-talks section

Questions	Frequency	Percentage

38	17	43%
39	24	60%
40	13	33%
41	12	30%
42	16	40%
43	25	63%
44	13	33%
45	11	28%
46	5	13%
47	10	25%
48	16	40%
49	23	58%
50	16	40%

In table 4.5 there is 1 question in extended conversation section that have highest percentage with 63% in question number 43, means that question is the most easiest and most students can answer it correctly. Table 4.5 also shows that question number 43 is the most difficult question with the lowest percentage students with 13%, means question number 46 is the most difficult in extended conversation section.

After the researcher analyzed the data, the most difficult question in listening comprehension was dialogs question with 36% correct answer from 30 questions. In other hand the most easiest question in listening comprehension was extended conversation with 56% correct answer from 7 questions.

After analyzing the data, the researcher found that all examiners have various score in listening comprehension question such as dialogs, extended conversation, and mini-talks. It could state that the students' score in answering the TOEFL-like in listening comprehension question is below the average level with only 40% question were answered correctly. In this research, most of students didn't answer the questions that decrease the score. This findings was similar with Hasan's study (2000) who found that the students have difficult in grammatical, structure and length, of the spoken passages are the most important factor that cause for learners in listening comprehension.

CONCLUSION

The application of schema theory technique gives an effect on students' listening comprehension. This is evidenced by result of computing the mean score of experimental group taught using schema technique with the average score (19.9) The most difficult questions is dialogs question and the easiest question in TOEFL-like listening comprehension is extended conversation questions. The result is based on the data that shows the frequency correct answer in listening comprehension, although in its application the easiest question always given first (dialogs) and the most difficult is in the last section (mini-talks).

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