



English Students' Difficulties in Understanding Listening Section of the TOEFL Test

Dandika Aprino

University of Bengkulu

dandikaapri12@gmail.com

Elfrida

English Education Study Program, Department of Language

and Art University of Bengkulu

miss.elfrida@gmail.com

Azhar Aziz Lubis

azharlubis@unib.ac.id

English Education Study Program, Department of Language

and Art University of Bengkulu

Corresponding email : dandikaapri12@gmail.com

Abstract

The objective of this research is to find out the difficulties and the dominant factor that faced by the English students in understanding the listening section of the toefl test. This research used descriptive quantitative method. 18 students as the total population and 18 students become a sample of this research. The instrument of the reasearch was questionnaire adopted from Hamouda in Raini (2019). The questionnaire consist of 27 statements and devided into 7 tables. The result of this research shown that the highest percentage by using mean is in physical setting (50%) and the dominant factor is in physical setting (50%) where the problem that were the difficulty to concentrate with noises around and unclear sounds from poor quality-CD player are the biggest difficulties to the English students UNIB. It could be concluded that the content of listening test and physical setting become the highest difficulties and the dominant factor that faced by English Students UNIB. It was recommended for the English lecturer should pay more intention towards to listening material and find more suitable method or technique in teaching listening course and students should find another option to cover the listening skill.

Keywords: Difficulties; listening; TOEFL test

Introduction

Recently there are two methods to measure English skills there are Test of English for Foreign Language (TOEFL) and International English Language Test System (IELTS). These methods become relatively required for some

businesses, governments and scholarship programs.

Some countries use TOEFL and IELTS become requirements to get job as well such USA, UK, New Zealand, this will be beneficial for job seeker in order to get a better job if they have TOEFL or IELTS certificate. Test of English as a Foreign Language or as known as TOEFL is an English test that will measure someone's ability, especially in three aspects which are listening, structure, and reading. There are types of TOEFL test but TOEFL iBT is the most use in this world. It means most institutions and colleges in America use TOEFL. This is also preferred on academic English. Meanwhile, the International English Language Test System or IELTS offers an academic requirements also only for several countries such as United Kingdom, New Zealand, Canada and Australia.

There are four skills that students will learn to measure their toefl score which are listening, writing, speaking, and reading. According Graham (2006) said that there are some other factors that increase listeners' listening comprehension problem such as restricted vocabulary, poor grammar, and misinterpretations about listening tasks, that makes listening is the most difficult one because of some factors, such as listen carefully what speaker are saying, high concentration and also another distraction will affect the result of the toefl score. According to Graesser and Britton in C. Goh (2009) said that text understanding is the dynamic process of constructing coherent representations and inferences at multiple levels of text and context, within the bottleneck of a limited capacity working memory". That means to memorize in listening section is the hardest one because of limited capacity working memory.

From the word given above, we can recognize that listening is the most commonly used language skill which plays a great role in the development of listening. In the same way, an article which appeared on the web page of Growing Greatness, Lawson (2007) indicated that listening is the fundamental language skill, and it is the intermediate from beginning to end which people gain a big portion of their information, their understanding, their education of the world and of human affairs, their appreciation, their ideals and sense of value.

The factors that mentioned above potentially cause difficulties in listening subject and can give assistance to low listening accomplishment of students. The function of listening in language development is very significant. It can be seen from the child's language development through language acquisition. In this case listening is the activity which gives the largest contribution. Children initially do not know a single word, but because they used to hear adults speaking, their language began to develop.

Rost in Hamouda (2013) confirmed that listening is vital in language classrooms because it provides input for learners. Krashen in Hamouda (2013) further argued that people acquire language by understanding the linguistic information they hear. However, without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be achieved (Cross, 1998). This situation is supposed to be handled seriously in order to reduce the obstacles in listening classes and make the students simple to comprehend what they listen to.

Teng (2002) identified four listening factors, they are listener factors, speaker factors, stimulus factors, and context factors. She indicated that "EFL proficiency" was the most important listener factor for EFL listening problems. According to Seferoglu and Uzakgoren (2004), some other listening comprehension problems are related to the kind of listening materials. The researcher emphasized that listening is not of great importance and teacher do not teach listening strategies to their learners.

According to Harahap, A. Lubis, A. A. & Syahrial (2021) said that the result of the students proficiency score for English students are lower, because it still far from the required target is in the way due to the syllabus of the English course. It showed that even English students got a lower score because of some factors. This study is conducted at University of Bengkulu to find out profile the level of English proficiency in university graduates of English and non-English departments at the faculty of Teacher Training and Education, Universitas Bengkulu.

According to Yagang (1994), the problems in listening were

accompanied with the four following factors: the message, the speaker, the listener and the physical setting. Furthermore, a numbers of research have been carried out to pick out the problem in listening. Listening as Howat and dakin in Hien (2015) defined the ability to identify and to understand what other are saying. The aim of listening comprehension to comprehend what the people said in English.

Research Methodology

This research used descriptive quantitative method in order to get the data. The descriptive quantitative method used to explain characteristics of a phenomenon being learnt. The instrument was questionnaires in course or college. According to Arikunto (2010) define that quantitative research is an attempt to investigate an issue by using numerical data and statistical processing. The research was conducted at Universitas Bengkulu, The population of the research was students who have got the treatment by the UPT BAHASA Universitas Bengkulu academic year 2017. There were 18 students, and all of this population are taken as sample in this reserach. The instrument was adopted from Hamouda in Raini. The questionnaire was distributed to the students through Google Form, the questionnaire was consisted of 27 statements and was devided into 7 tables and would be shown on the result. (Sugiyono,2004) :

$$P = \frac{F}{N} \times 100\%$$

P= the percentage of respondents'

answer
F= frequency of the respondents

N= total respondents

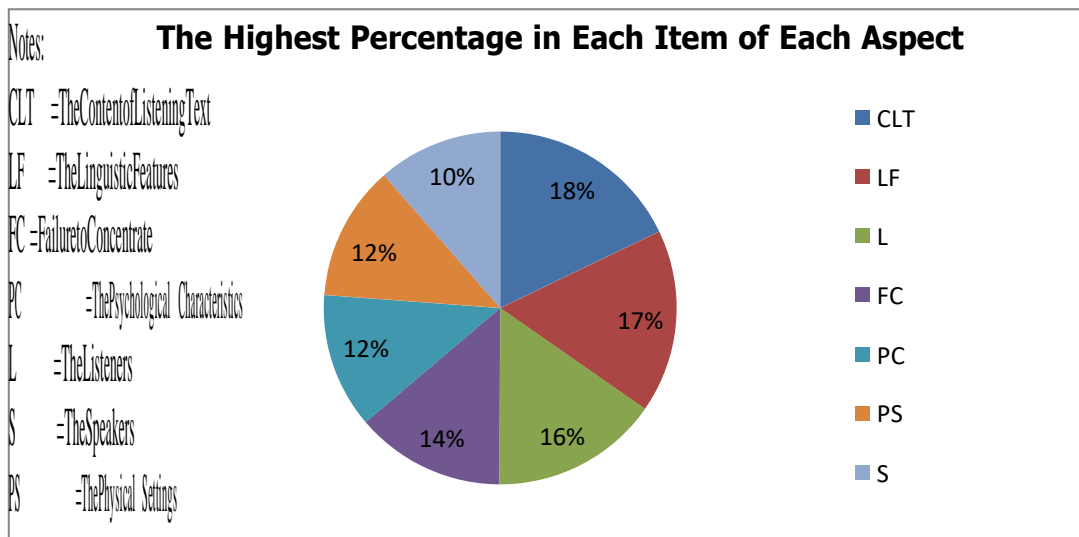
The collecting data has been done through some steps by the researcher, here was the steps of collectig data : The researcher distributed the questionnaire through google form to the sample, then the researcher reading and identifying the questionnaire that has been answered,

classifying the result of the questions based on the blueprint of the question, composing tables to classify students' problem and strategies used base on the questionnaire, calculating the result taken from the students' answer base on the tables. drawing the result base on data analysis. The data has analyzed through some steps by the researcher, check the questionnaire, make the result to the percentage, distributing data to the chart and table.

Finding and Discussion

Findings

Based on the data analysis of students' difficulties in understanding the listening test of of the toefl. It was determined the highest percentage of each table were classified in the chart below : The 7 tables that have been distriuted, the researcher only take the highest score of each table, the content of listening test, the linguistic features, failure to concentrate, the psychological characteritic, the listener, the speaker and the physical setting.



As shown by the diagram above there were the highest percentage of each table, (18%) for Content of Listening Test, (17%) for Linguistic Feature, (16%) for Listener, (14%) for Failure to Concentrate, (12%) for Psychological Characteristic, (12%) for Physical Setting, and (10%) for Speaker. From the result in the chart above, it can be concluded that the percentage average of each aspect from highest to lowest using frequency was physical setting, the listening comprehension problems related to material (the content of listening text), related to language features, related to the listener, related to the failure to concentrate, related to the speaker and related to psychological characteristic. It can be implied that the students have problems in 7 aspects.

The result of the questionnaire would be shown as

follow :Table 1: Content of Listening Test

Item No.	Statement	Never	Sometimes	Often	Always	Total Percentage
1.	I find it difficult to understand listening texts in which there are too many unfamiliar words including jargon and idioms.	(1) 5.6%	13) 72.2%	(0) -	(4) 22.2%	100%
2.	Complex grammatical structures disturb with my listening comprehension.	(3) 16.7%	(13) 72.2%	(0) -	(2) 11.1%	100%
3.	Long spoken text interfered with my listening comprehension.	(-) -	(11) 61.1%	(4) 22.2%	(3) 16.7%	100%
4.	I feel tired and confused when I listen to a long spoken text.	(2) 11.1%	(12) 66.7%	(3) 17.7%	(1) 5.5%	100%
5.	I find it difficult to understand every single	(0)	(15)	(0)	(3)	100%

	word of incoming speech	-	83.3%	-	16.7%	
6.	I find the listening passage difficult to understand	(0)	(14)	(1)	(3)	100%
		-	77.7%	5.6%	16.7%	
Mean		5.5%	72.2%	7.4%	14.8%	100%

From the table above it showed one of seven angles of difficulties and it was about the content of listening text. It has six (6) items, each item has each result. Item number one, 13 of 18 respondents choose sometimes frequency (72.2%), it also happened in the next item 13 person of respondents also choose sometimes (72.2%), The third item is about how long the spoken text, in this case, 11 respondents choose sometimes, 4 respondents choose often, 3 respondents choose always. The other item about tired and confused when they listen to a long spoken text. 12 of 18 students sometimes face these difficulties (66.7%), 3 students often frequency, 1 students felt always and 2 students choose never. On fifth item that says I find difficult to understand every single word of coming speech, 15 students choose sometime frequency (83.33%), 3 students choose always, and no students choose for often and never. The last one is item number six. Sometime 14 students (77.8%) feel difficult when listening the passage, 3 students choose always, 1 student often felt difficult and no students never feel difficult to understand the passage.

Table 2: Listening Problem Relate to Linguistic Feature.

Item No.	Statement	Never	Sometimes	Often	Always	Total Percentage
7.	I find it surprising and difficult to deal with daily language and slang.	(1)	(15)	(0)	(2)	
		5.6%	83.3%		11.1%	100%
				-		

8.	I find the Pronunciation Familiar but cannot recognize the words	(2)	(13)	(4)	(2)	100%
		11.1%	72.2%	22.2%	11.1%	
9.	When I find the unknown word, I stop listening and think about the meaning of the word	(-)	(11)	(3)	(-)	100%
		-	61.1%	16.7%	-	
10.	I find it difficult to follow the sequence of spoken text when the sentences are too long and complex.	(-)	(13)	(3)	(2)	100%
		-	72.2%	16.7%	11.1%	
Mean		9.7%	68%	13.9%	8.4%	100%

This table is about difficulties relate to linguistic feature. There are 4 items on second table. Item number one is about daily language and slang, and the result that 15 out of 18 student (83.3%) sometime cannot deal with daily language and slang, the rest 2 choose always which is (11.1%), 1 choose never which is (5.6%) and no students choose for often. Second item in this table about familiar pronunciation but cannot recognize the word. In this item sometimes frequency was highest chosen which is 10 students out of 18 students (55.6%). 4 students (22.2%) choose often, 2 students choose never (11.1%), and students choose always (11.1%). In third item 11 students of 18 students (61.1%) sometime stop listening and thing about the meaning when the find unknown word, 4 students choose never (22.2%), 3 students choose always (16.3%) and no students choose for often. The last item on this table is about too long and complex sentences. From 18 students sample in this item 13 (72.2%) students choose sometimes, 3 students (16.7%) choose often, 2 students (11.1%) choose always and no student choose never.

Table 3: Problem Caused by the Failure to Concentrate.

Item No.	Statement	Never	Sometimes	Often	Always	Total Percentage
----------	-----------	-------	-----------	-------	--------	------------------

11.	I lose focus of the talk when I have got an expected answer in my mind	(3)	(10)	(4)	(1)	
		16.7%	55.6%	22.2%	5.5%	100%
12.	I Cannot concentrate because I am looking for the answers, and I listen to the dialogue at the same time	(4)	(11)	(2)	(1)	100%
		22.2%	61.1%	11.1%	5.5%	
13.	I Cannot concentrate because I am looking for the answers, and I listen to the dialogue at the same time	(1)	(12)	(3)	(2)	100%
		5.6%	66.7%	16.7%	11.1%	
14.	I lose my concentration if the recording is in a poor quality.	(2)	(7)	(4)	(5)	100%
		11.1%	38.9%	22.2%	27.8%	
Mean		13.9%	55.6%	18%	12.5%	100%

The third table is about the failure to concentrate. There are 4 items in this table. Item number 1 said that 10 students (55.6%) sometimes lose their focus when they got an expected answer in their mind, 4 students (22.2%) choose often, 3 students choose never (16.7%), and 1 (5.6%) student choose always. For the next item is about "I Cannot concentrate because I am looking for the answers, and I listen to the dialogue at the same time" For this item 11 students (61.1%) choose sometimes, 4 students (22.2%) choose never, 2 students (11.1%) choose often, and 1 student (5.6%) choose always. Next item in this table talk about lose concentrate when the text is too long. From 18 students, 12 students (66.7%) choose sometimes, 3 students choose often (16.7%), 2 students choose always (11.1%), and 1 student choose never (5.6%). The last item on this table is about losing concentration if the recording is in poor quality. 7 students from 18 students (38.9%) choose sometimes, besides that 5 students (27.8%) choose always, 4 students (22.2%) often faced this difficulty, and 2 students (11.1%) never faced this difficulty.

Table 4: Learners' Perception of Listening Problem Related to the Psychological Characteristics.

Item No.	Statement	Never	Sometimes	Often	Always	Total Percentage
15.	I feel nervous and worried when I don't understand the spoken text	(5) 27.8%	(10) 55.6%	(-) -	(3) 16.7%	100%
16.	I find it difficult to understand the spoken text which is not interested to me.	(8) 44.4%	(5) 27.8%	(2) 11.1%	(3) 16.7%	100%
17.	I stop listening when I have problem in understanding a listening text.	(14) 77.7%	(3) 16.8%	(1) 5.6%	(0) -	100%
MEAN		50%	33.3%	5.6%	11.1%	100%

Fourth item learners' perception of listening problem related to the psychological characteristics. The result for item number 1 shows that 10 students (55.6%) choose sometimes, 5 students (27.8%) never having this difficulty, 3 students (16.7%) choose always and no students choose for often. Second item for this table is about not interested to the spoken text. Based on table above 8 students out of 18 students choose never (44.4%) disturbed them, 5 students (27.8%) choose sometimes, 3 students (16.7%) choose always, and 2 students (11.1%) students choose often. The last item we can see that there is no student always stop listening when they have problem in understanding. Beside that 14 students choose never (77.8%), 3 students choose sometimes (16.7%), 1 student (5.6%) chooses often and no students choose for always.

Table 5. Listening Problem Relate to Listener.

Item No.	Statement	Never	Sometimes	Often	Always	Total Percentage
18.	I find it difficult to get a general understanding of the spoken text from the first listening.	(3) 16.7%	(12) 66.7%	(1) 5.6%	(2) 11.1%	100%
19.	At the time of listening I find it difficult to predict what would come next	(3) 16.7%	(9) 50%	(2) 11.1%	(4) 22.2%	100%
20.	I find it difficult to quickly remember word or phrases I have just heard	(1) 5.6%	(9) 50%	(3) 16.7%	(5) 27.8%	100%
21.	I find it difficult when listening to English without transcripts.	(1) 5.6%	(12) 66.7%	(2) 11.1%	(3) 16.7%	100%
22.	I find it difficult to answer questions which require other than a short answer (e.g. why or how questions).	(2) 11.1%	(14) 77.7%	(1) 5.6%	(1) 5.6%	100%
MEAN		11.1%	62.2%	10%	16.7%	100%

The next section It is about listener problem. The table has five item. First about difficult to get general understanding Item in this table 12 students (66.75) out of 18 students feel difficult to get general understanding from first listening and choose sometimes, 3 students choose never (16.7%), also 2 students (11.1%) choose always and 1 student choose often (5.6%). Second difficult to predict what come next In second item 9 students sometimes (50%) felt difficult to predict what would come next, the other such as 4 students

(22.2%) choose always, (16.7%) never 3 students, and (11.1%) often 2 students. Third difficult to quickly remember word or phrase that have just hear Third item is about difficult to quickly remember word or phrase they have just heard. 9 students sometimes (50%) felt this difficulty, 5 students always (27.8%) felt difficulty, 3 students often (16.7%) felt also 1 student (5.6%) never felt this difficulty. Fourth difficult listening without transcripts Fourth item in this table describe that 12 students sometimes (66.7%) face difficulty when they listening to English without transcript. The rest 3 students (16.7%) choose always, 2 students (11.1%) chose often, and 1 student (5.6%) choose never. Fifth items difficult to answer that has long answer such why and how question. 14 students (77.7%) sometimes felt this situation, 2 students never felt this situation, and both of often and always have 1 student (5.6%).

Table 6: Listening Problem Relate to the Speaker.

Item No.	Statement	Never	Sometimes	Often	Always	Total Percentage
23.	I find it difficult to understand the natural speech which is full of doubt and pauses.	(2) 11.1%	(14) 77.7%	(1) 5.6%	(1) 5.6%	100%
24.	I find it difficult to understand the meaning to word which are not pronounced clearly.	(1) 5.6%	(5) 27.8%	(4) 22.2%	(8) 44.4%	100%
25.	I find it difficult to understand well when speakers speak too fast	(1) 5.6%	(6) 33.3%	(5) 27.8%	(6) 33.3%	100%
MEAN		7.4%	46.3%	18.5%	27.8%	100%

Next aspect listening problem relate to the speaker there are 3 item or

statements on this table such as first they find it difficult to understand the natural speech which is full of doubt and pauses The result of table above shows that 14 students sometime (77.7%) felt this situation, 2 students (11.1%) choose never, and 1 students (5.6%) choose for both often and always for first item. Second they find it difficult to understand the meaning to word which are not pronounced clearly In second item students face about not clearly pronounced. 8 students (44.4%) out of 18 choose always face this situation, 5 students choose sometimes (27.8%), 4 students choose often (22.2%), and 1 student choose never (5.6%) felt this situation. And the last one is they find it difficult to understand well about speed of delivery be the last problem statement on this table and 6 students (33.3%) having smoetimes and always felt it difficult to deal with, 5 students choose often (27.8%), 1 students (5.6%) choose never felt it difficult

Table 7: Listening Problems Related to the Physical Setting.

Item No.	Statement	Never	Sometimes	Often	Always	Total Percentage
26.	It is difficult for me to concentrate with noises around.	(1) 5.6%	(7) 38.9%	(1) 5.6%	(9) 50%	100%
27.	I find it difficult to Unclearsounds resulting from a poor-quality CD- player interfere with my listening comprehension.	(2) 11.1%	(5) 27.8%	(2) 11.1%	(9) 50%	100%
Mean		8.3%	33.4%	8.3%	50%	100%

The last aspect is about Listening problems related to the physical setting the result from table above shows each result. For first item 9 students out of 18 students always (50%) felt difficult to deal with noises around, besides that 7 students (38.9%) choose sometimes interfere with it, 1 student

(5.6%) choose never and 1 student (5.6%) choose often. The last one item in this table is about poor -quality CD-player. For the last statement in this table, 9 students always (50%) interfere with it, 5 students (27.8%) choose sometimes , 2 students choose never (11.1%) and 2 students choose often (11.1%).

Discussion

The Content of Listening Text

The first aspect in listening comprehension problems that mentioned by Hamouda in Raini (2019) is related to the content of listening text. From 7 aspects, this aspect is in first position of listening comprehension problems that faced by the students when doing TOEFL test at UPT Bahasa, Universitas Bengkulu. The finding showed the English students UNIB have problem in listening section of TOEFL test that caused by the listening materials. In the questionnaire's item, the first item that related to the content of listening text was asked to know whether unfamiliar words interfered with the students' listening comprehension or not. Majority of the students have responded that unfamiliar words such as jargon and idioms interfered with their listening comprehension. It can be implied that limited vocabulary is one of problem faced by the student. This finding coincides with Pratiwi (2017) who reported that the dominant problem in listening section of TOEFL test was about vocabulary knowledge. The data also proves the theory realized by Underwood (1989) that lack of vocabulary is a big obstacle to most students in listening comprehension.

Besides vocabulary that becomes the reasons why the students cannot understand the talk was the length of the listening text. The majority of the students have responded that a long spoken text interfered with their listening comprehension. And because of the length of a spoken text, the students have a problem in interpret the meaning. It is also proved by Hamouda (2015) in his research's result that showed the length of a spoken text can be one major factor that negatively affects the learners' listening comprehension.

In aspect of listening material, the researchers also find that the students difficult to understand the meaning of text because they sometimes tried to understand every single word in the spoken text. This supports the claim of Butt et al, (2010) who think that some foreign language learners try to understand every single word of incoming speech, but actually, doing so is both unnecessary and impossible. The

student felt tired because there is not pause long enough after section one of listening section in TOEFL to others. Complex grammatical structures are also becoming one of examples the listening comprehension problems faced by the English student in listening section of the TOEFL test. It interfered with the students' listening comprehension. The biggest problem in this aspect is about reduced forms. The students think that listening passage sometimes make them confused. The percentages point out difficult grammatical structures cause much trouble to students. This confirms to Voley's study (1998) which shows that poor grammatical is one of problem in listening comprehension.

The Linguistic Features

The colloquial language is a special challenges. As we know that part 1 in listening section of TOEFL test is about short conversation in daily life, it may contain a lot of colloquial words and expressions, such as gonna for going to, gotta for going to, etc., as well as slang. The uses of colloquial and slang expressions soemtimes are caused problems for English major students of Universitas Bengkulu because there's no specific subject about colloquial and slamg words. The result of this present study shows that the students agreed that the use of colloquial and slang expressions made it hard for them to comprehend a listening

The unkown words that has spoken by the speaker sometimes could also be a problem for English students and it caused the students stop to listen the spoken text. The spoken text that has long sentences and complex is becoming another problems and the cannot recognize the signals of the text, that's the important part that the listeners should pay attention to. Unfortunately, many students may fail to recognize the signals which indicate that the speaker is moving from one point to another, giving an example, or repeating a point. These signals can be missed especially by less proficient listeners (Gilakjani and Ahmadi, 2011).

The Failure to Concentrate

The third aspect that cause problem in listening section of TOEFL test is related to the failure to concentrate. Many students stated that they lose focus of the talk when they have got an expected answer in their mind. It can be told when the students found the answer they would quit to listen the spoken text sometimes the

students also do not find the answer and listening the dialogue at the same time that's why they lose their concentration. Another problem that faced by the English students they try to understand the next question while the question is being spoken. Many students may be thinking about another question, therefore, they will not concentrate too much on the text.

The students lose focus after concentrating too long on the listening. The students stated that when the text is long, they have difficulty remaining focused. If the exercise is long, it would be more suitable to break it up into shorter parts by pausing or a change of the speakers (Gilakjani and Ahmadi, 2011). A number of English students of Universitas Bengkulu also lose their concentration when they heard about new words. They were not focus on the listening but they looked for the meaning of the new words. So, they cannot truly understand overall of what they heard and it has impact to their comprehension of listening.

The Psychological Characteristics

The psychological characteristic is the bottom three percentage average that voted by the students as their problems in listening comprehension when doing TOEFL test. It means that the English students do not fear enough when they did not understand the listening. They just only focus on the score that they would get after it. Because they should have at least 450 for TOEFL scores if they want to take the last session of Research Report (Thesis).

One of the item that related to the psychological characteristics is the students have problems pertaining to anxiety. They feel nervous and worried when they do not understand the spoken text. The majority of students agree about the statement. Hamouda's research result shows that the very high percentages of the students reach an agreement that they sometimes feel nervous and worried when they do not understand the spoken text. Motivation and interest are also factors in understanding the topic of the spoken text. The students did not find the difficulty to understand the spoken text which is not of interest to them. The majority of the students never stop listening when they have problems in understanding a listening text. It might be wrong decision to stop listen the toefl test because it caused the result of the other section of the listening test. This finding is contradicted to Hamouda (2013) because he found that at least half of the students choose often

and always stop listening.

The Listeners

The next aspect that cause problem in listening section of TOEFL test is related to the listeners or the students themselves. From all aspects about listening comprehension problems, this aspect is in the third position that faced the majority of students when doing TOEFL test. Almost all of the students have responded that they sometimes find difficult to get a general idea from the first listening and to predict what would come next. This problem related to the listener themselves. The ability of the listener can impact to their comprehension.

It shows that the majority of the students have responded that they never, sometimes, often and always found it difficult to recognize the words they knew because of the way they were pronounced. From this result it means that most students find it difficult to recognize the words they knew because of the way they are pronounced. This result is also consistent with Ur's declaration (1984), which states that if a word is pronounced differently from the way it was said when it was learnt, the listener may not recognize it as the same word, or may even miss its existence completely. Memory, as depicted by the students, stands for 'trouble remembering the definition of the word after being taught', 'difficulty in recalling the meaning of familiar words' and 'immediately forgetting the word after being said'. Many students doing wrong about the memorize the words that have been heard before. They tend to quick not remember the words and it caused sometimes this problem that they faced when doing the listening test of the toefl.

The students find difficulty when listening to English without transcripts indicates that written support in the form of transcripts provided before listening exercises never help them understand the text. It is clear that students' learning habit is the main cause to their listening problems. This may be the fact that transcripts allow listeners to check and make sure that they have listened to everything on the tape.

The result further shows that the majority of the English students have responded that they sometimes found it difficult to answer questions which required other than short answer. From this result, it is possible to infer that many students find it difficult to answer listening questions which require longer answers such as why and how question (which demands writing skills at the expense of listening). This confirms Ur's statement (1989) which justifies that the difficulty in listening performance is partly

due to the provision of irrelevant tasks that demand the skills of reading, speaking and writing other than the skills of listening.

The Speakers

The speaker is the last position problems that faced by the 8th semester English Education Study Program students in listening section of TOEFL test is related to the speaker. almost than half of students sometimes find difficulty to understand natural speech which is full of doubts and pauses. This is in line with the findings of previous research which indicate that hesitations and pauses in spontaneous speech cause perceptual problems and comprehension errors for non- native speakers (Hasan, 2000).

The unclear pronunciation of some speakers is also considered as a source of listening problem. Many students choose that unclear pronunciation always causes much difficulty for them in understanding their English listening. The results show that the students always find it difficult to understand the meanings of words which are not pronounced clearly meanwhile only one student never find it a difficulty in that situation. It means that the students have a big problem in listening comprehension when the pronunciation is not clear.

According to the students' responses, the next problem faced by the students is the speed of speech. Faster speech rates, whether computer-manipulated or naturally produced, tend to have a negative impact on the comprehension of EFL learners. only one student said that this is not a big problem even the speaker speaks quickly it does not matter. and the rest choose sometimes, often, and always being a big problem and it can cause the result of the listening toefl test. As a result, the students absolutely encounter certain difficulties in listening comprehension since they lack control over the speed at which the speakers speak (Underwood, 1989). This coincides with the results of the studies done by Hamouda (2013) and Pratiwi (2017) who have reported that their subjects unanimously rated speed of delivery as one of the greatest obstacle to understanding.

The Physical Settings

The last aspect that mentioned by Hamouda (2013) is listening comprehension problems related to the physical settings and this is the bottom two position of being problem for the listening toefl test and become the dominant factor for listening test.

Noise is one of item that barrier to listening comprehension. Interior as well as exterior test's room noise is an obstacle to comprehension. Noise, including both background noises on the recording and environmental noises can take the listener's mind off the content of the listening passage. It shows in the result of table 7 (on the appendices), the first item shows the majority of students have difficulty to concentrate with noises around. This finding also coincides with Hamouda (2013) and Pratiwi's (2017) research that shows that noises can be a problem for their listening comprehension.

The majority of the students think the difficulties they faced in listening comprehension are due to the bad recording quality/poor-quality tapes or disks. Unclear sounds resulting from poor-quality equipment can also interfere with the listener's comprehension. It can be seen in the appendices. This is same as the failure to concentrates' aspect that showed the lack of poor quality of recording can cause problem when listening. This finding also proves the study by Hamouda (2013). From this result it can be concluded that the EFL learners have big problems pertaining to the poor quality of tapes/disks from the equipment.

Conclusion and Suggestion

Based on the analysis of the questionnaire the researchers found that Physical setting is the highest difficulties of each table that faced by the English Students when doing the Listening test of the toefl with the total number (50%) of students felt that CLT is the difficult one and thehe otherwise Physical Setting is the dominant difficulties that faced by the English students, about (50%) of students choose the Physical Setting as the dominant factor that make students failed in listening test of the toefl.

Suggetion

Based on the study that has been done, the researchers would like to give some suggestions to the Lecturers, the students especially English Education Study Program students, and future researchers. To all the lecturers especially who teach Listening course, they should pay more attention to the students about the difficulties that must be faced by the students, is it about the grammar or any kind of patterns on how to listen the

speaker. Choose the material that related to the listening test, and they should find a more suitable method or technique for teaching listening course. To the students, They should find another option if the listening course cannot cover their listening skills. Such as watching or listening to the English material that has been provided by the internet. Lastly to the future researchers, They should give more attention towards to the instrument that they use in collecting the data. They were recommended continuing this research by investigating the English student problems in understanding the listening test of the toefl also investigate the factors that maybe caused the problems.

References

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik (Research procedure: A practice approach)*. Jakarta: Rineka Cipta.
- Cross, D (1998). *Teach English*. Oxford: Oxford University Press.
- Goh, C. (2010). *Listening as process: Learning activities for self-appraisal and self-regulation*. In N. Harwood (Ed.), *English language teaching materials: Theory and practice* (pp. 179-206). Cambridge, UK: Cambridge University Press.
- Gilakjani, A., & Ahmadi, A. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement. *Journal of Language Teaching and Research*. 2(5), 977-988. <http://doi.org/10.4304/jltr.2.5.977-988>
- Graham, S. (2006). *Listening Comprehension: The Learners' Perspective*. *System*, 34 (2), 165-182.
- Hamouda, A. (2013). An investigation of listening comprehension problems encountered by Saudi students in the EL Listening Classroom. *International Journal of Academic Research in Progressive Education and Development*. 2(2), 31.
- Harahap, A. Lubis, A, A., & Syahril (2021). English Proficiency Potraits of University Graduates in Indonesia . *Asian EFL Journal Research Article*. 28(2), 2.
- Hasan, A. (2000). *Learners' Perceptions of Listening Comprehension Problems*. *Language, Culture and Curriculum*, 13, 137-153. <http://dx.doi.org/10.1080/07908310008666595>
- Hien, T.V. (2015). *Difficulties and strategies in listening comprehension*. *Truong Dai Hoc Lachong: Lac Hong university*. <http://lhu.edu.vn/139/662/DIFFICULTIES-AND-STRATEGIES-IN-LISTENING-COMPREHENSION-TRINH-VINH-HIEN->

03AV4.html. (Retrieved on November 15th , 2016)

- Pratiwi, L (2017). *An analysis of the difficulties encountered by non-English department student's in toefl test of listening section(a case study at arabic education department iain smh banten)*. Tadrīs Bahasa Inggris. UIN SMH Banten. <http://repository.uinbanten.ac.id/613/>
- Rost, M. (2002). *Teaching and researching listening*. Great Britain: Pearson Education.
- Seferoglu & Uzakgoren, S. (2004). *Equipping Learners with Listening Strategies in English Language Classes*. *Hacettepe University Faculty of Educational Journal*, 27, 223-231.
- Teng, H. C. (2002). *An Investigation of EFL Listening Difficulties for Taiwanese College Students*. *Selected Papers from the Eleventh International Symposium on English Teaching/ Fourth Pan-Asian Conference* (pp.526-533). Taipei: Crane.
- Underwood, M. (1989). *Teaching listening*. New York: Longman
- Yagang, F. (1994) *Listening: Problems and Solutions*. In T. Kral (Ed.), *Teacher Development: Making the Right Moves*. Washington, DC: English Language Programs Division, USIA.