

**EFL STUDENTS' DIFFICULTIES IN ANSWERING TOEFL
TEST SECTION AT ENGLISH DEPARTMENT OF IAIN
PALOPO**

A Thesis

*Submitted to fulfill one of the requirements to obtain an S.Pd. degree in English
Language Education Study Program of the Faculty of Education and Teacher
Training of the State Islamic University of Palopo*



UIN PALOPO

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC UNIVERSITY OF PALOPO**

2025

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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THE STATE ISLAMIC UNIVERSITY OF PALOPO**

2025

THESIS APPROVAL

This thesis entitled "EFL Students' Difficulties in Answering TOEFL Test Section at English Department of IAIN Palopo" which is written by Andi Esse Nurazizah, Registration Number 21 0202 0054, the students of English Language Education Study Program Tarbiyah and Teacher Training Faculty Islamic State University of Palopo, has been examined and defended in Munaqasyah session which is carried out on Friday, August 15th 2025 M. Coincided with 21 Shafar 1447 H. it has been approved by the examiner as requirement to pursue the title of Sarjana Pendidikan (S.Pd).

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ABSTRAK

Andi Esse Nurazizah, 2025. *“Kesulitan Mahasiswa EFL (Pembelajar Bahasa Inggris sebagai Bahasa Asing) dalam Menjawab Bagian Ujian TOEFL di Program Studi Pendidikan Bahasa Inggris UIN Palopo.”* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Wisran dan Wahibah.

Penelitian ini bertujuan untuk menganalisis kesulitan yang dihadapi oleh mahasiswa semester dua pada Jurusan Bahasa Inggris UIN Palopo dalam menjawab bagian *listening* pada ujian TOEFL. Fokus utama penelitian ini adalah mengidentifikasi jenis-jenis kesulitan spesifik serta faktor internal dan eksternal yang memengaruhi performa mahasiswa. Metode yang digunakan adalah deskriptif kuantitatif, dengan data diperoleh dari 30 responden melalui tes mendengarkan, kuesioner, dan wawancara. Hasil penelitian menunjukkan bahwa mayoritas mahasiswa memiliki kemampuan yang rendah dalam menjawab soal *listening* TOEFL, dengan sebagian besar tergolong dalam kategori "sangat lemah". Kesulitan utama yang diidentifikasi mencakup pemahaman terhadap makna tersirat, ekspresi idiomatik, serta konteks percakapan, yang mengindikasikan keterbatasan dalam keterampilan inferensial dan penguasaan kosakata. Data kuesioner mengungkapkan bahwa faktor internal yang dominan meliputi keterbatasan kosakata (26%), kecemasan (24%), kesulitan memahami tiap kata (19%), rasa takut (18%), dan ketidakmampuan mengenali sinyal transisi (13%). Sementara itu, faktor eksternal meliputi kualitas rekaman audio yang buruk (27%), lingkungan belajar yang tidak kondusif (25%), kecepatan bicara penutur (25%), serta variasi aksen (23%). Wawancara mendukung temuan tersebut, menunjukkan bahwa kualitas audio yang rendah, gangguan kebisingan, kecepatan bicara yang tinggi, serta perbedaan aksen menjadi hambatan utama dalam pemahaman. Selain itu, kecemasan dan keterbatasan kosakata turut menurunkan tingkat konsentrasi dan kepercayaan diri mahasiswa. Temuan ini menegaskan bahwa kemampuan pemahaman mendengarkan dipengaruhi oleh kemahiran berbahasa, strategi mendengarkan, kesiapan psikologis, dan faktor lingkungan eksternal.

Kata kunci: Ujian Mendengarkan TOEFL, Kesulitan Siswa, EFL (Bahasa Inggris sebagai Bahasa Asing)

ABSTRACT

Andi Esse Nurazizah. 2025. *“EFL Students’ Difficulties in Answering Toefl Test Section at English Department of IAIN Palopo.”* Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo. Supervised by Wisran and Wahibah.

This study aims to analyze the difficulties encountered by second-semester students of the English Education Department at UIN Palopo in answering the listening section of the TOEFL test. The primary focus is to identify specific types of difficulties and the internal and external factors influencing student performance. A descriptive quantitative method was employed, with data collected from 30 respondents through a listening test, questionnaires, and interviews. The findings show that most students demonstrated low proficiency in answering TOEFL listening questions, with the majority classified as “very weak.” The main difficulties identified include understanding implied meanings, idiomatic expressions, and conversational context, indicating limitations in inferential skills and vocabulary mastery. Questionnaire data revealed dominant internal factors such as limited vocabulary (26%), anxiety (24%), difficulty recognizing every word (19%), fear (18%), and inability to identify transition signals (13%). External factors comprised poor audio quality (27%), an uncondusive learning environment (25%), speaker speed (25%), and accent variation (23%). Interview results supported these findings, highlighting low audio quality, background noise, rapid speech, and accent differences as major barriers to comprehension. In addition, anxiety and limited vocabulary were found to reduce students’ concentration and confidence. These findings confirm that listening comprehension is influenced by language proficiency, listening strategies, psychological readiness, and external environmental factors.

Keywords: TOEFL Listening Test, Student Difficulties, EFL (English as a Foreign Language)

الملخص

أندي إيسّي نور عزيزة، ٢٠٢٥. "صعوبات التي يقابلها طلبة اللغة الإنجليزية كلغة أجنبية (EFL) في الإجابة عن

قسم اختبار 'TOEFL' بشعبة تدريس اللغة الإنجليزية في الجامعة الإسلامية الحكومية فالوفو."

رسالة جامعية، في شعبة تدريس اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية

الحكومية فالوفو. بإشراف: ويران، ووهيبة.

يهدف هذا البحث إلى تحليل الصعوبات التي يواجهها طلبة الفصل الدراسي الثاني بقسم اللغة الإنجليزية في الجامعة الإسلامية الحكومية فالوفو عند الإجابة عن قسم الاستماع في اختبار "TOEFL". ويركّز البحث على تحديد أنواع الصعوبات الخاصة، والعوامل الداخلية والخارجية التي تؤثر في أداء الطلبة. اعتمدت الدراسة المنهج الوصفي الكمي، حيث جُمعت البيانات من ٣٠ مشاركاً من خلال اختبار الاستماع، ومن خلال الاستبانة، والمقابلة. أظهرت النتائج أن غالبية الطلبة يمتلكون مستوى ضعيفاً في الإجابة عن أسئلة الاستماع في اختبار "TOEFL"، حيث وقع معظمهم في مستوى "ضعيف جداً". وتتمثل أبرز الصعوبات في فهم المعاني الضمنية، والتعبير الاصطلاحي، وسياق المحادثة، مما يدل على محدودية في مهارة الاستنتاج وإتقان المفردات. وكشفت الاستبانة أن العوامل الداخلية الأكثر تأثيراً هي: محدودية المفردات (٢٦٪)، القلق (٢٤٪)، صعوبة فهم كل الألفاظ (١٩٪)، الخوف (١٨٪)، وعدم القدرة على التعرف إلى إشارات الانتقال (١٣٪). أما العوامل الخارجية فتشمل: رداءة جودة التسجيل الصوتي (٢٧٪)، بيئة التعلم غير المواتية (٢٥٪)، سرعة كلام المتحدث (٢٥٪)، وتنوع اللهجات (٢٣٪). وأكدت المقابلات هذه النتائج، حيث تبين أن رداءة جودة التسجيل، والتشويش الصوتي، وسرعة الكلام العالية، واختلاف اللهجات تشكل العوائق الأساسية في الفهم. إضافة إلى ذلك، فإن القلق ومحدودية المفردات لدي الطلبة يسهمان في انخفاض مستوى التركيز والثقة بالنفس عند الطلبة. وتؤكد هذه النتائج أن قدرة الفهم السمعي تتأثر بالكفاءة اللغوية، واستراتيجيات الاستماع، والاستعداد النفسي، والعوامل البيئية الخارجية.

الكلمات المفتاحية: اختبار الاستماع في "TOEFL"، صعوبات الطلبة، اللغة الإنجليزية بصفتها لغة أجنبية (EFL)

CHAPTER I

INTRODUCTION

A. Background

Listening is an integral part of language learning, particularly in acquiring English. It plays a crucial role for anyone seeking to master a new language, alongside speaking, reading, and writing skills. This aligns with the message of the Qur'an, which reminds us to always be grateful, as stated in Surah An-Nahl (16:78):

اللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

Allah brought you out from the wombs of your mothers when you knew nothing, and he gave you hearing, sight and hearts so that you might be grateful.

Listening constitutes a vital aspect of learning English as a foreign language. It is the most frequently utilized skill in daily communication, giving it greater significance compared to other language skills such as writing, reading, and speaking. Our ability to listen will significantly boost our ability to speak. If people want to communicate effectively, meaningfully, and easily, they must continuously and frequently hear different types of English. Listening is a challenging process as it demands the listener to understand and interpret the information conveyed through sound. According to Hien, listening also facilitates more effective communication. In the context of foreign language learning, listening is essential because it serves as the primary source of language input. Without receiving this input through listening, language acquisition would not be possible. Developing the students' language skills depends heavily on listening as an input ability.

Furthermore, listening can help students improve their word stress, pronunciation, and syntax comprehension, it supports linguistic proficiency and knowledge.¹

However, listening as a substantial skill sometimes ruled out by many teachers and students. Mendelson points out that despite its significance in foreign language learning, the teaching of listening comprehension has long been somewhat neglected and inadequately addressed in many EFL programs. In line with this view, Rebecca emphasizes that listening is a fundamental language skill, yet it is often overlooked by both foreign and second language teachers. Similarly, Hamouda supports this statement, noting that listening and speaking skills are frequently underrepresented in course books and curricula, with teachers often giving little attention to these skills when designing their lessons.²

In English as a foreign language assessment, listening is typically the first skill evaluated and holds significant importance for students. Therefore, listening lessons should be designed to be engaging, enabling learners to become familiar with and comprehend various sources that align with their learning objectives, despite the inherent difficulty of mastering this skill.

In certain language classes, listening is frequently regarded as the most challenging skill, as it demands intense concentration and complete attention to comprehend a wide range of materials, including both conversations and

¹ ASMAMAW ALEMAYEHU SHELEMO, "An Analysis Of Students' Difficulties In Listening Comprehension At The Second Semester Of English Education Study Program Of IKIP PGRI Bojonegoro," *Nucl. Phys.* 13, no. 1 (2023): 1–22.

² Iannatul Husnia Boeng, "Listening Comprehension Problems Encountered by Eleventh Grade Students at SMA Ar-Rohmah Putri Batu," 2019.

monologues. In addition, listening activities can also make students feel stressed and anxious.³

Students may encounter various difficulties during the process of listening comprehension. Several scholars, including Anderson, Goh, Vandergrift, and Nowrouzi & Tam, define listening comprehension problems as obstacles that arise simultaneously with the process of understanding spoken texts.⁴

A limited vocabulary and insufficient practice hinder students in engaging effectively with their lesson content. Learners employ different strategies to comprehend the material; however, in teaching English, particularly for EFL learners, various new challenges emerge, even when lecturers incorporate technological tools. Compared to traditional methods, this approach requires learners to be more conscious of their own abilities in order to determine appropriate learning steps and fully grasp the subject matter.⁵

Bekleyen suggests that the listener's emotional state is one of the most influential factors affecting the way information is processed. Among these emotional factors, listening anxiety—defined as the type of anxiety experienced by

³ Asep Hardiyanto, Mutia Tanjung, and Sigit Suharjono, "Listening Comprehension Difficulties; a Case Study of Efl Students in Listening Class," *Listening Comprehension Difficulties* 7, no. 1 (2021): 1–12, <https://doi.org/10.24252/eternal.v7i1.2021.a12>.

⁴ Nurhandayani S., Eliza Nur Fadila, and Zuhad Ahmad, "Listening Comprehension Problems Among Efl Vocational School Students," *ELLTER Journal* 1, no. 1 (2020): 1–11, <https://doi.org/10.22236/ellter-j.v1i1.4907>.

⁵ Nirma Paris and Pratiwi Samad, "The EFL Learners' Listening Comprehension Through Western Song and The Strategies for Improvement," *Jurnal Pendidikan Dan Pembelajaran* 1, no. 2 (2022): 1–5, <https://doi.org/10.54259/diajar.v1i2.718>.

language learners in situations that require listening—can significantly hinder the comprehension of spoken input.⁶

Considering the various factors influencing students' listening comprehension as outlined above, the researcher intends to investigate listening difficulties that are specifically affected by external factors. In addition to external factors, researchers are also curious whether the factors that cause students' listening problems also arise from within, such as laziness and lack of motivation to learn. Therefore, the researcher will examine students' listening problems from their internal and external factors.

Haeruddin's research focuses on identifying listening difficulties among high school students, highlighting external factors such as limited vocabulary, speaker accent, speaking speed, and concentration problems, as well as learning factors such as lack of practice and varied teaching methods.⁷ Meanwhile, Dewi Furwana and Andi Tenrisanna Syam, study focuses on the developing learning tools enhance listening skills among university students (IAIN Palopo), emphasizing challenges related to complex vocabulary, modern grammar, and the speaking speed of native speaker, thereby proposing R&D learning methods and the ADDIE model.⁸ Thus, the inconsistency between the two studies lies in external factors and

⁶ Mehrak Rahimi and Elham Soleymani, "The Impact of Mobile Learning on Listening Anxiety and Listening Comprehension," *English Language Teaching* 8, no. 10 (2015): 152–61, <https://doi.org/10.5539/elt.v8n10p152>.

⁷ Haeruddin, "Listening Problems Faced By The Eleventh Grade At Sma Negeri 2 Batu (A Survey Study of 11th at SMA Negeri 2 Batu)," 2018, <http://repository.ub.ac.id/id/eprint/8965/>.

⁸ Dewi Furwana and Andi Tenrisanna Syam, "'Listening Is Hard': ADDIE Model on the Development of English Listening Worksheets," *Language Circle: Journal of Language and Literature* 16, no. 1 (2021): 52–60, <https://doi.org/10.15294/lc.v16i1.30355>.

learning methods, while Dewi Furwana and Andi Tenrisanna Syam provide learning solutions with a linguistic emphasize but lack depth in psychological factors.

Thus, based on aforementioned explanation, the researcher aims to address this gap using a holistic approach by comprehensively examining both internal and external factors to understand and overcome students' listening difficulties in EFL at IAIN Palopo, with the title *“EFL Students' Difficulties in Answering TOEFL Test Section at English Department of IAIN Palopo”*

B. Research Questions

Based on the background described above, the researcher formulates the following research questions:

1. How are the students' ability in answering TOEFL test section at English Department of IAIN Palopo
2. What factors are influencing students' difficulties in answering TOEFL test section at English Department of IAIN Palopo
3. Why do these factors affect students' difficulties in answering the TOEFL test section at English Department of IAIN Palopo?

C. Objectives of the Research

The objectives of this research are:

1. To find out the students' ability in answering the TOEFL test section at the English Department of IAIN Palopo.
2. To identify the factors that influence students' difficulties in answering the TOEFL test section at the English Department of IAIN Palopo.

3. To analyze why these factors affect students' difficulties in answering the TOEFL test section at the English Department of IAIN Palopo.

D. Significances of the Research

This study holds two main types of significance, namely theoretical significance and practical significance:

1. Theoretical Significance

This study is expected to offer valuable contributions and insights for the teaching of listening comprehension as a foreign language. From a theoretical standpoint, it enhances our understanding of effective approaches to teaching listening skills. When students comprehend the listening process and have confidence in their ability to achieve their goals, they will be better equipped to manage and develop this skill. Additionally, teachers who understand students' difficulties can more easily identify appropriate teaching strategies. Most importantly, this can also motivate instructors to be more enthusiastic about teaching listening comprehension.

2. Practical Significance

The findings of this research are expected to be beneficial for:

a. For Teachers

This research is expected to assist teachers in identifying students' difficulties in the listening section, and teachers will also pay more attention to students' listening skills when providing exercise.

b. For Students

The result of the study will show them what problems are commonly found in listening section. This research is expected to provide knowledge and insight about overcoming their listening problems.

c. For Other Researcher

The researcher anticipates that this study will serve as an inspiration other researchers to conduct further research on student problem on listening comprehension.

E. Scope of the Research

This research focuses on analyzing the difficulties encountered by students learning English as a foreign language (EFL) in Listening Comprehension of TOEFL Test. The scope of the study was limited to second-semester students in the English Department of IAIN Palopo. Where researcher identified and analyzed the factors of difficulties faced by EFL students such as internal factors and external factors.

CHAPTER II

LITERATURE REVIEW

A. Previous Research Findings

The researcher presents the following previous studies relevant to this research:

1. Hadist et al., in their article “*An Analysis of EFL Students’ Difficulties in Listening Comprehension at STKIP Muhammadiyah Bogor*”, aimed to identify factors influencing EFL students’ listening comprehension, including listening materials, listener attitudes, background knowledge, speakers, and physical settings. The study employed a descriptive qualitative design; although qualitative research typically utilizes various instruments such as questionnaires, interviews, and observations, in this case, the researchers used only a questionnaire to collect data. The findings revealed several factors affecting EFL learners’ listening comprehension. The most common difficulties were related to listening materials (60%) and unfamiliar vocabulary (80%). Regarding students’ attitudes and background knowledge, the main challenges included recognizing blended words (54%) and distinguishing correct word sounds (44%). In terms of speakers, places, and equipment, the most significant obstacles were poor sound quality from recordings (93%) and low-quality supporting equipment, with both poor recording quality and inadequate equipment reported by 90% of respondents.⁹

⁹ Muhammad Khoerul Hadist et al., “An Analysis of EFL Students’ Difficulties in Listening Comprehension at STKIP Muhammadiyah Bogor,” *Jurnal Educatio FKIP UNMA* 8, no. 1 (2022): 174–79, <https://doi.org/10.31949/educatio.v8i1.1847>.

2. Zulfatun Nimah, in her article “*An Analysis of EFL Students’ Difficulties in TOEFL Listening Comprehension Test*”, aims to examine and identify the types of difficulties encountered by EFL (English as a Foreign Language) students when undertaking the Listening section of the TOEFL exam, from linguistic, psychological, and external factors such as accent and audio quality, to provide recommendations or more effective learning strategies. This study uses a descriptive qualitative method. This method was selected to conduct an in-depth analysis of the difficulties faced by EFL students in completing the listening section of the TOEFL test. The qualitative approach enabled the researcher to obtain comprehensive and detailed data regarding students’ experiences and perceptions. The research instrument employed was in-depth interviews with six EFL students from the English Language Education Department at UMY who participated in the study. These interviews were designed to investigate the challenges students encountered, covering both internal and external factors, as well as the strategies they used to overcome these difficulties. The findings revealed several key factors contributing to students’ challenges, including unfamiliar speaker accents; the rapid speech rate of native speakers, which made it difficult to follow in real time; physical conditions such as poor audio quality and unsuitable room environments; limited vocabulary mastery and insufficient exposure to spoken English; and lack of concentration during the test. To address these issues, students tend to use several strategies, such as regularly practicing listening with TOEFL materials, focusing on key words in conversations, increasing exposure to various sources of spoken English, and studying English culture to better understand the context of

conversations. This study concludes that internal factors such as vocabulary proficiency and concentration, as well as external factors such as the speaker's accent and audio quality, significantly influence students' performance in the TOEFL Listening section. With appropriate practice and increased exposure to spoken English, the challenges faced by students can be minimized.¹⁰

3. According to Isnaeni Wahab and Novalia Tanasy, in their article entitled “*The interferences faced by the EFL students in listening comprehension*”. Nassaji’s research aims to describe the phenomenon and its characteristics. A descriptive method was employed to gather data that could address the research questions, aiming to identify the types of difficulties students encountered in understanding listening materials through the use of a questionnaire. Additionally, a qualitative approach was applied to provide a detailed and comprehensive description of the obstacles faced by students during the listening process. Therefore, a questionnaire was distributed to 24 English language students to identify the difficulties they experienced while listening. The data collected came from questionnaire responses that focused on listening problems and the context of the material being listened to.¹¹

4. Rita Hermida, in her article “*Listening Comprehension Difficulties Faced by EFL Students*”, states that many learners encounter challenges in understanding listening materials when studying English as a foreign language (EFL). According to Hamouda and Osada, one contributing factor is the tendency of schools to

¹⁰ Zalfatun Nimah, “An Analysis of EFL Students’ Difficulties in TOEFL Listening Comprehension Test,” 2023,

¹¹ Isnaeni Wahab and Novalia Tanasy, “The Interferences Faced by The EFL Students in Listening Comprehension” 5, no. 1 (2022): 16–26.

prioritize grammar, reading, and vocabulary, which leads to the neglect of listening skills. This study specifically aims to explore the difficulties experienced by EFL students. Employing a quantitative approach, the research involved 50 second-year high school students from a private Islamic boarding school in Aceh, selected through purposive sampling. Data was interviews were conducted with several students who had similar questionnaire responses to delve deeper into the issues they encountered when learning to listen.

The findings of this study reveal several major obstacles that hinder students' ability to comprehend spoken English. The most significant challenge, reported by 96% of the participants, is the lack of opportunity to hear words repeated. Next, they have difficult due to a lack of contextual understanding, which is 90%. Furthermore, inadequate grammar knowledge (80%) and unfamiliar vocabulary (70%) also hinder students' ability to comprehend the meaning of the sentences they hear.

Another challenge encountered by students concerns the length and speed of the listening material, which is felt by 60% of them, cultural differences and unfamiliar topics by 60%, and the speaker's accent or pronunciation, which is an obstacle for 60% of students. Additionally, other issues that received less than half of the students' responses, approximately 40%, include the quality of recordings that are sometimes difficult to understand, especially for those with weaker language skills, confusion about listening tasks, unsupportive classroom conditions, lack of focus, and low motivation during listening activities.

5. Bella Fitria Putri Sagita, in her study entitled “*An Analysis of Students’ Difficulties in Listening Comprehension*”, aimed to identify the challenges faced by students in understanding spoken English. The research employed descriptive and qualitative methods to analyze these difficulties. Data were collected through interviews, and students’ responses were verified through observation during listening activities. The findings indicated that listening is generally one of the most challenging skills for students learning a foreign language. Three main factors influence listening skills: the listening material, the listener’s condition, and the surrounding environment. In the English Education Study Program, the primary problems experienced by students include unfamiliar accents, rapid speech, limited vocabulary, variation in speaker pronunciation, lack of focus, and unclear audio recordings. To address these issues, it is recommended that teachers enhance listening tools and materials, expand students’ vocabulary, provide exposure to a variety of accents in the language laboratory, teach effective listening strategies, and consistently motivate students.¹²

6. Iannatul Husnia Boeng, in her study entitled “*Listening Comprehension Problems Encountered by Eleventh Grade Students at SMA Ar-Rohmah Putri Batu*”, aims to examine the internal factors that influence students’ difficulties in comprehending listening materials. This study adopts a survey method using questionnaires and interviews adapted from Ananda pong and Hamouda. The results indicate that the main external factors are difficulty in catching unclear word,

¹² SHELEMO, “An Analysis Of Students’ Difficulties In Listening Comprehension At The Second Semester Of English Education Study Program Of IKIP PGRI Bojonegoro.”

speakers who speak too quickly, poor-quality cassette recordings, and inadequate equipment. The internal factors identified include students' difficulty in maintaining concentration, which is often caused by unclear audio resulting from poor-quality recordings.¹³

Based on the aforementioned studies, it can be concluded that there are several similarities with the present research, including the use of questionnaires as the research instrument, the application of a quantitative descriptive method with a survey design, and a shared focus on analyzing EFL students' difficulties in listening comprehension.

The distinction between the previous studies and the present research lies in the location where the study was conducted. In addition to using questionnaires, the current researcher also used a listening comprehension test to measure students' difficulties. Furthermore, this study places greater emphasis on internal factors influencing students' difficulties in listening skills, as previous research has predominantly focused on external factors.

B. Theoretical Review

1. Definition of Listening

According to Nation and Newton, listening serves as the foundation of speaking ability and is an essential process in acquiring and developing a first or second language, as language learning begins with listening. Brown's study, as cited in Yusnida et al., explains that listening involves responding to and

¹³ Boeng, "Listening Comprehension Problems Encountered by Eleventh Grade Students at SMA Ar-Rohmah Putri Batu."

understanding the meaning of what is heard. Therefore, in the process of listening, one must continuously respond; without such responses, the listener will be unable to engage effectively with the speaker. This is in agreement with Sadiku, who states that listening management allows us understand what is heard, and listeners will connect with the meaning of everything they hear.¹⁴

According to Ramadhianti and Somba, listening is essential as it serves as the primary source of input in the language learning process, and accurately comprehending this input enhances one's understanding, thereby enabling effective communication. Moreover, in English as a foreign language examination, listening is the first skill assessed. Therefore, the development of listening skills is highly important for students, given its critical role in successful language acquisition.¹⁵

According to Walberg, listening is a skill that enhances understanding and details as well as the capacity to facilitate effective conversation with others. Furthermore, according to Schmitt, listening is a skill that entails comprehending spoken language and is typified by the ability to identify the speaker's voice, perceive the intonation pattern used, and form an interpretation based on the speaker's words. Additionally, Bite stated that the secret to successfully listening to messages is listening. Listening necessitates a high level of concentration and blends hearing with psychological engagement with the speaker. However, in the

¹⁴ Masbirorotni, Failasofah, and Nurul Izzah, "Using 'Listening Time Podcast' on Spotify to Improve Students' Listening Comprehension," *Eduvelop: Journal of English Education and Development* 7, no. 1 (2023): 1–9, <https://doi.org/10.31605/eduvelop.v7i1.2894>.

¹⁵ Salma Nurul Fitria and Slamet Wahyudi Yulianto, "Students' Listening Comprehension Difficulties on the Sixth Semester of the English Education Study Program at Subang University," *Proceeding Virtual English Education ...* 02, no. 01 (2023): 56–60, <http://ejournal.unsub.ac.id/index.php/vesco/article/view/1865>.

study by Jufriadi et al., it was found that one of the visuals that greatly helped students strengthen their listening skills was audio-visual media such as PowerPoint animations.¹⁶

2. Definition of Listening Comprehension

According to Rost and Hamouda, listening comprehension is an interactive process in which listeners actively engage in constructing meaning from language. Elements such as sound discrimination, prior knowledge, grammatical structures, stress and intonation, as well as various linguistic and non-linguistic cues, all contribute to understanding what is heard. In essence, listening comprehension involves the process of perceiving and interpreting spoken language, which includes recognizing speech sounds, understanding the meaning of individual words, and grasping the grammatical structure of sentences.¹⁷

According to Ahmadi, listening comprehension is a unique method of comprehending what others are saying. According to Chastain, the goal of listening comprehension is to naturally understand spoken language delivered at a normal pace. As Rost and Hamouda describe it as an interactive process, listening comprehension occurs when listeners actively construct meaning from what they hear. This process is supported by factors such as sound discrimination, prior knowledge, grammatical structures, stress, intonation, and other linguistic or non-

¹⁶ Khoirotun Naimah, Jufriadi Jufriadi, and Fadhliyah Rahmah Muin, "The Impact of Powerpoint Animation in Increasing the Students' Listening Skills at Islamic Senior High School," *FOSTER: Journal of English Language Teaching* 5, no. 2 (2024): 62–69, <https://doi.org/10.24256/foster-jelt.v5i2.154>.

¹⁷ Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review," *English Language Teaching* 9, no. 6 (2016): 123, <https://doi.org/10.5539/elt.v9n6p123>.

linguistic cues. Similarly, Nadig characterizes listening comprehension as a complex process of receiving, processing, and interpreting oral input, which involves recognizing speech sounds, understanding the meanings of individual words, and grasping the structure of sentences.¹⁸

Lotfi also emphasizes that, to comprehend a native speaker's message, learners must draw upon information from various sources, including phonetic, phonological, prosodic, lexical, syntactic, semantic, and pragmatic elements. This is a difficult process. Because of the aforementioned complexity, students struggle and fall short in listening comprehension.¹⁹

According to Byrnes, listening comprehension is an active skill that encompasses multiple processes. It is described as a highly complex problem-solving activity composed of several distinct sub-skills. In addition, listening comprehension serves as a way to combine elements of grammar and new vocabulary into the context of communicative conversation. Many students experience difficulties, fail their exams, and have to repeat the course the following semester.²⁰

According to Alfian, defines listening comprehension as the understanding words, sentences, and meanings when we listen. Therefore, when learning to

¹⁸ S Rustan and Abd Rahman, "Development of Papancatat Media in Learning English as a Foreign Language: Beginner Level Indonesia" 11, no. 4 (2022): 263–74.

¹⁹ Mela Maresta, Rita Hayati, and Rita Inderawati, "An Investigation of Listening Comprehension Problems Encountered By The 4th Semester of English Students at Sriwijaya University," *Edukasi Lingua Sastra* 17, no. 1 (2019): 55–71, <https://doi.org/10.47637/elsa.v17i1.106>.

²⁰ Nurhidayah Sari and Rinda Fithriyana, "Exploring EFL Students' Problems in Listening Comprehension," *JEES (Journal of English Educators Society)* 4, no. 1 (2019): 47–52, <https://doi.org/10.21070/jees.v4i1.1722>.

understand what is heard, listeners must follow the listening process carefully in order to obtain the necessary information. For example, when students are given listening assignments, they must listen carefully to the speaker and understand the words or sentences spoken in order to answer correctly.

3. Definition of TOEFL Test

TOEFL is an English language test that is recognized in many countries and used by many of universities and institutions around the world. According to Clark, more than 27 million people from over 9.000 institutions in more than 130 countries have taken this test. However, Heni Kartikasari et al. state that TOEFL scores do not always directly correlate with academic performance. Brown explains that the TOEFL focuses more on assessing general English language proficiency rather than academic performance, the test measures listening, grammar, and writing skills, as well as reading, typically in the Paper-Based TOEFL (PBT) format.²¹

Research conducted by Nur Fadillah Nurchalis and Ermawati entitled *“Challenges of Listening Section in TOEFL faced by students of English Education Program in STAIN Majene and IAIN Palopo”* shows that students from both universities face similar challenges. The most challenging part of the TOEFL listening test is part A, the second most challenging part is part C, which consists of long conversations, while the easiest part is part B, which also consists of long

²¹ Devy Angga Angga Gunantar and Stefani Dewi Rosaria, “Difficulties of Non-English Study Program Students in Carrying Out the Institutional TOEFL Test,” *English Education: Jurnal Tadris Bahasa Inggris* 16, no. 1 (2023): 119–34, <https://doi.org/10.24042/ee-jtbi.v16i1.16106>.

conversations. One of the factors that makes part A difficult is the type of questions, which are in the form of restatement.²²

4. Listening Comprehension Strategies

Goh emphasized the importance of teaching listening strategies to students, while also highlighting that teachers need to support students in enhancing their vocabulary, grammar, and phonology knowledge.²³ Vandergrift also highlighted the significance of cultivating strategies that enable students to organize and assess their own understanding and responses. According to researchers such as Conrad O'Malley et al., listening comprehension strategies can be categorized into three types: cognitive, metacognitive, and socio-affective strategies. The use of these strategies may vary depending on the students' individual abilities.²⁴

a. Cognitive Strategies

Cognitive strategies involve understanding and storing input in either short-term or long-term memory for future use. Comprehension begins with processing incoming data through sequential stages of analysis and decoding. According to Azmi Bingol et al., cognitive strategies are problem-solving techniques that learners apply to manage learning activities and facilitate knowledge acquisition. Abdalhamid adds that cognitive strategies pertain to learning activities and include the direct use or modification of learning materials.

²² Iain Palopo, "Challenges of Listening Section in TOEFL Faced by Students of English Education Program in STAIN Majene and IAIN Palopo," 2022, 112–22.

²³ Pratiwi Lestari et al., "Youtube: A Teaching Media To Optimize Students' English Listening Comprehension Skill," *Global Expert: Jurnal Bahasa Dan Sastra* 11, no. 1 (2023): 17–24, <https://doi.org/10.36982/jge.v11i1.3210>.

²⁴ Rina Lukita and Rizky Gushendra, "A Descriptive Qualitative on Teachers' Strategies in Teaching Listening Comprehension," *Indonesian Journal of Integrated English Language Teaching* 6, no. 2 (2021): 77, <https://doi.org/10.24014/ijiet.v6i2.12302>.

In listening, there are two types of cognitive strategies: bottom-up and top-down. Bottom-up strategies consist of translating word by word, adjusting speech speed, repeating what is heard, and focusing on pronunciation. On the other hand, top-down strategies involve predicting, guessing, explaining, and visualizing content. Typically, proficient learners tend to employ top-down strategies more frequently than beginners.

b. Metacognitive Strategies

According to Rubin, metacognitive strategies are techniques learners use to regulate their learning by planning, monitoring, evaluating, and adjusting their actions. In this context, metacognitive planning strategies involve listeners setting objectives during listening and utilizing specific features of spoken language to aid comprehension. Azmi Bingol et al. note that this strategy requires students to be consciously aware while listening. Learners use it to plan, monitor, and assess the information they gather from listening activities. Salataci highlights that employing metacognitive strategies in listening enhances learners' self-confidence, motivation, and ability to complete tasks. In Abdalhamid's study, metacognitive skills are divided into two types: knowledge about how to think and regulation of how to think. The former refers to students' awareness of their learning process, while the latter involves the actions students take to listen effectively. The difference between skilled and unskilled listeners often lies in their use of metacognitive strategies.²⁵

c. Socio-affective Strategies

²⁵ Gilakjani and Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review."

Vandergrift and Abdalhamid highlight the significance of socio-affective strategies, as they assist listeners in cooperating with others, confirming their understanding, and alleviating anxiety that may hinder the learning process. This perspective is supported by Gardner and Macintyre, who assert that affective strategies are crucial because learning environments and socio-psychological factors mutually influence each other. Additionally, O'Malley and Chamot note that among the four types of listening strategies, social and affective strategies have the greatest impact on enhancing learning. Wilson further explains that socio-affective strategies encompass not only interactions between students and others but also the way students' emotional responses during learning affect their outcomes. Therefore, Habte-Gabr states that these strategies should focus on how students manage anxiety, build confidence, and maintain motivation to improve their listening skills. Thus, all these elements are interconnected and supportive to ensure the listening learning process is effective and comprehensive.

5. Component of Listening Comprehension

According to Chastain, listening comprehension consists of four main components;

- a. The capacity to identify sounds, intonation patterns, and voices in a second language and differentiate them from those in the native language.
- b. Comprehending the overall message delivered by the speaker, where understanding the meaning of words is primary, and grammar is consulted only when the meaning is ambiguous.

c. The capacity to retain messages in memory for later retrieval and deeper understanding. Therefore, teachers should have students listen to the language being studied frequently, so most of the time in class should be spent using that language.

d. The pace of speech and the complexity of the material should be appropriate to the students' proficiency level, such as gradually transitioning from easy to difficult sentences and increasing speaking speed according to the students' abilities.

In his study, Kaspar highlights that comprehension is a process of interpreting speech at the syntactic, lexical, pragmatic, and discourse levels. This process involves several stages, namely:²⁶

- a. Establishing context. Language actually occurs within a framework of communication to reconstruct the message conveyed by the speaker.
- b. Retrieving relevant background knowledge and utilizing it to anticipate the possible ideas conveyed in the message.
- c. Predicting the overall content of the message. Effective listening involves the ability to anticipate upcoming information by cross-referencing received material, rather than making sudden or spontaneous interpretations.
- d. Taking samples of important components that contain meaning from the material. Listeners need to exert greater effort to comprehend material on unfamiliar topics and depend more heavily on linguistic cues to compensate for their limited background knowledge.

²⁶ Seyedeh Masoumeh Ahmadi, "The Importance of Listening Comprehension in Language Learning," *International Journal of Research in English Education* 1, no. 1 (2016): 7–10, <http://ijreeonline.com/article-1-22-en.html>.

- e. Utilizing samples to verify or refute prior expectations. If the sample aligns with the listener's anticipation, it is accepted as accurate. Conversely, if the sample contradicts their expectation, the listener must reevaluate both their prediction and the material to derive a meaningful understanding of the message.

6. Factor in Listening Comprehension

According to Tarigan et al., as cited in the study by Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, listening comprehension is affected by various internal and external factors, including:

a. Internal Factors

1) Problems of Hearing and Physical Condition

The listener's organs and physical condition significantly impact the hearing process. Hearing impairments severely hinder sound reception, while other physical issues can disrupt learning by reducing the listener's ability to focus on audio materials.

2) The Limitation of Ourselves in Catching all the Information Simultaneously.

The ability of the mind to store information leaves some space for words to be filled. Therefore, the listener has the opportunity to think about other things. This is what causes listeners to be full of too much information. Another reason for this matter also that the brain has limitations in remembering the words that are heard. Thus, there are usually things that are forgotten after the listening process is completed.

3) Limited Vocabulary

A limited vocabulary in listening is a major factor contributing to students' difficulties in comprehending foreign language listening materials, particularly in English. This limitation implies that students are unfamiliar with the meanings of words in the audio or conversation, making it challenging for them to understand the overall message.

4) Anxiety and Fear

Anxiety and fear within the learning context, particularly concerning listening skills, refer to psychological states where students experience nervousness, tension, fear, worry, and other negative emotions during listening activities. Such anxiety often stems from students' concerns about their ability to comprehend the audio content, grasp the intended message, or keep pace with the speed and accent of native speakers.

5) Unfamiliar Vocabulary

According to Azmi Bingol et al., students find it much easier to listen to texts that contain familiar words. Knowing the meanings of these words can increase their interest and motivation, which positively affects their listening comprehension skills. However, many words have multiple meanings, and if they are not used correctly within their proper contexts, students may become confused.

b. External Factors

According to Azmi Bingol et al., learners may encounter various difficulties related to external factors during the listening comprehension

process. The goal is to recognize these challenges and work towards resolving them. Some of these issues include:²⁷

1) Quality of Recorder Materials

In certain classes, teachers utilize recorded materials of low quality. The sound system's quality can significantly affect learners' ability to comprehend listening content.

2) A non-conducive learning environment

A non-conducive learning environment is a condition where the atmosphere, facilities, or interactions in the learning process do not support the comfort, safety, and effectiveness of student learning.

3) Length and Speed of Speaker

Azmi Bingol et al., Length of speaker refers to the total time or duration a speaker spends delivering their message. Meanwhile, the speed of speaker (also known as speaking rate or rate of speech) is how fast a person speaks the words.

4) Accent

According to Munro and Derwing, a high degree of accented speech can greatly hinder comprehension. Goh discovered that 66% of students identified the speaker's accent as a major factor affecting their listening comprehension. Both native and non-native speakers with unfamiliar accents often face considerable challenges in understanding, whereas listeners tend to comprehend better when the accent is familiar.

²⁷ Gilakjani and Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review."

5) Transition Signal and Content Prediction

Difficulty recognizing transition signals and predicting content are the obstacles students experience in understanding when and how the speaker moves from one topic or point to another in a conversation or spoken text, as well as difficulty in guessing or predicting what will be said next.

7. Types of Listening Activity

There are various reasons for listening, such as tuning in to the radio for the latest news or listening to music for enjoyment. The way we listen varies depending on our purpose, which helps us listen more effectively. Several types of activities can be implemented to support listening learning. Ur identifies four such training activities as follows²⁸:

- a. No explicit response is required from the students during listening; however, their facial expressions and body language often indicate whether they are engaged. This category includes activities such as listening to stories, songs, and entertainment.
- b. Short responses involve tasks such as following instructions, marking items, determining true or false statements, identifying errors, guessing meanings, as well as skimming and scanning techniques.
- c. Longer responses encompass activities such as answering questions, taking notes, paraphrasing and translating, summarizing, and completing extended gap-filling exercises.

²⁸ Rachmie Sari Baso, "Exploring Indonesian Graduates' English Language Skills and Companies' English Language Skills Requirements in East Kalimantan, Indonesia," *IOSR Journal of Humanities and Social Science*, 2014, <https://doi.org/10.9790/0837-19664456>.

d. Extended responses use listening as a starting point for further activities such as reading, writing, or speaking, involving integrated skills. This category includes tasks like problem-solving and interpretation.

In addition, there are other activities designed to enhance listening skills, as provided by PolyU ELC:

- a. Engage in listening to English pop songs, which includes tasks such as writing summaries, singing along with the melody, completing cloze exercises, and dictating the lyrics.
- b. Listen to television news reports, involving activities such as making predictions, keeping a diary, and recording the news.
- c. Listen to films, which involves activities such as reading film reviews, completing gap-filling exercises, watching without subtitles, and reading the novel adaptation of the film.
- d. Listen to television programs or videos, which includes activities such as following instructions without viewing the screen, watching without subtitles, and previewing the version in the first language beforehand.
- e. Listen to the radio, involving activities such as practicing with fast speech, consulting additional resources beforehand, focusing on colloquial expressions, and writing summaries.²⁹

According to Douglas Brown, several types of listening can be utilized for teaching listening skills in the classroom, including:

²⁹ Education Of State, "The Listening Competence of the Fifth Semester English English Study Program Tarbiyah and Teacher Training Faculty the State Islamic Institute (Iain) Palopo," 2020.

a. Reactive

This type of listening performance requires minimal processing of meaning and is used in communicative classroom settings.

b. Intensive

A technique designed solely to concentrate on specific components such as phonemes, words, intonation, discourse, and markers.

c. Responsive

A large portion of classroom listening activities involves brief segments of teacher speech aimed at prompting immediate student responses.

d. Selective

During extended discourse, such as monologues lasting a few minutes or longer, students are not expected to process every detail but instead focus selectively on specific information.

e. Extensive

Extensive listening activities may involve following long lectures or conversations in order to grasp the overall message and purpose.

f. Interactive

This type of listening performance encompasses all five previously mentioned learner activities, including participation in discussions, debates, conversations, role-plays, and other pair or group work.³⁰

6. Problem in Listening Skill

³⁰ James A. Lander and H. Douglas Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," *Language*, 1995, <https://doi.org/10.2307/415773>.

Listening is often a challenging skill for students to master. One reason is that students do not have a written text to refer to when they struggle to understand the information. Another challenge arises from the accent and intonation of native English speakers. Additionally, various dialects and regional accents within each country can cause confusion for listeners. These factors contribute to the difficulty of learning listening skills, making it understandable why students often find it hard.

Ur identifies several common difficulties students face in learning to listen, including problems with distinguishing sounds, feeling the need to understand every word, coping with fast and natural native speech, requiring multiple exposures to the material, struggling to keep pace, and experiencing fatigue.³¹

Another challenge in learning listening is that students have no control over the speed of the audio they are hearing and cannot pause or rewind to listen again. Although listening materials in the classroom are often recorded and can be replayed, this is usually done under the teacher's control. Additionally, due to the fast pace at which native speakers typically talk, teachers often encourage students to focus on understanding the overall message and to not worry about missing some parts. However, teachers may be unaware that students sometimes fail to understand up to 75% of what they hear, which can significantly hinder comprehension.³²

Furthermore, some difficulties are directly related to the students themselves. One such issue is that students have developed certain learning habits, often being encouraged to understand every detail by carefully listening to teachers

³¹ Hidayati, "Improving Listening Skill of Grade VIII Students At SMP Negeri 2 Galang Through Pop Song," *Desember* 4, no. 5 (2016): 12580–522.

³² Zerin Alam, "Developing Listening Skills for Tertiary Level Learners," *Dhaka University Journal of Linguistics* 2, no. 3 (2010): 19–52, <https://doi.org/10.3329/dujl.v2i3.4141>.

who typically speak slowly and clearly. As a result, when they are unable to grasp every word during listening, they tend to lose focus and become confused, which may explain the anxiety and worry they frequently exhibit before and during listening activities.

In light of these challenges, it is clear that students' motivation plays a crucial role in learning to listen. Motivation is a key theme to consider because of the inherent difficulty of listening tasks. Therefore, teachers must thoughtfully design activities that are both engaging and effective. One way to create interest is through the use of English songs as listening materials.³³

7. Material in Listening Skill

Puspita states that the choice of material is crucial for enhancing students' listening skills. Appropriate materials can motivate students to engage in learning. The materials should be interesting, appropriately challenging for the students' level, and delivered through diverse activities. Providing materials that are engaging, familiar, meaningful, and varied can facilitate students' comprehension more effectively.³⁴

Additionally, the material should be as natural as possible to allow students to practice and imitate the authentic voices of native speakers. Paulston emphasizes that listening materials should include samples of natural language from a wide range of sources, providing students with exposure to various topics and situations. In conclusion, teachers are better equipped to understand students' interests in

³³ Joy. L.M Brown, "Stories And Songs In The Esl Classroom," *Cambridge University Press* 1 (2006): 1–66, <https://doi.org/10.1111/j.0954-6820.1972.tb18460.x>.

³⁴ Rika Luci Aryani and Aji Hadrian, "Improving Listening Ability Using Song," *Professional Journal Of English Education* 2, no. 1 (2019): 86–92.

listening activities, which helps prevent boredom and maintains their motivation to learn.

8. Evaluation in Listening Skill

a. Listening process

Listening skills involve two distinct processes. The top-down process occurs when listeners use their prior knowledge such as familiarity with the topic, context, text type, culture, or other information stored as schemata in long-term memory to interpret the meaning of a message. In this approach, listeners rely on content words and contextual clues to generate hypotheses in an exploratory way. Conversely, the bottom-up process involves listeners using their linguistic knowledge to decode meaning, starting from individual sounds, then moving to words, grammatical structures, and lexical meanings, until the full message is understood.

Listening is not solely dependent on either top-down or bottom-up processing; instead, it is an interactive and interpretive process in which listeners integrate both prior knowledge and linguistic information to comprehend messages. The balance between these processes varies based on the listener's language proficiency, familiarity with the subject, and listening purpose. For example, listening for the general idea mainly utilizes top-down processing, while listening for specific details such as in a weather forecast, relies more heavily on bottom-up processing to grasp all essential information.

b. Context

Research in cognitive psychology has shown that listening comprehension involves more than just decoding the meaning of spoken language. It requires integrating the speech with the listener's existing knowledge about the topic. As a result, when listeners are familiar with the context of a text or utterance, their understanding is greatly enhanced because they can draw upon prior knowledge and make necessary inferences to grasp the message. Therefore, educators should support students in organizing their ideas, activating relevant background knowledge, and making predictions before listening activities. This approach helps reduce the cognitive demands of comprehension for the listener.

c. Purpose

Listeners do not process all information equally; instead, their focus is directed by the specific goal of the task. This determines the listening skills needed and the approach taken, distinguishing between interactional and transactional communication purposes. Interactional language use is socially driven, aimed at fulfilling participants' social needs, such as in casual conversations or small talk. Thus, interactional listening is highly contextual and involves active, reciprocal engagement with the speaker. In contrast, transactional language use is focused on conveying information, as seen in news reports and lectures. Unlike interactional listening, transactional listening requires precise understanding of the message without opportunities for clarification from the speaker. Recognizing the communicative purpose of a text or utterance helps listeners decide which elements to prioritize and which cognitive processes to engage.

d. Listening and language learning

Listeners employ metacognitive, cognitive, and socio-affective strategies to enhance comprehension and improve the effectiveness of their learning. Metacognitive strategies play a key role by managing, regulating, or guiding the language learning process. Cognitive strategies involve manipulating the learning material or applying specific techniques to tackle listening tasks. Socio-affective strategies refer to the methods listeners use to interact with others, confirm their understanding, or reduce anxiety. Research indicates that proficient listeners tend to use metacognitive strategies more frequently than less skilled ones. When listeners are aware of how to:

- 1) Assess the demands of a listening task
- 2) Engage the necessary listening processes
- 3) Generate relevant predictions
- 4) Track their understanding throughout the task
- 5) Reflect on the effectiveness of their strategies

C. Conceptual Framework

The conceptual framework outlines the researcher's systematic approach to conducting this study. The primary goal of the research is to analyze the challenges encountered by EFL students in TOEFL Test. The diagram below illustrates the conceptual framework that underpins this study:

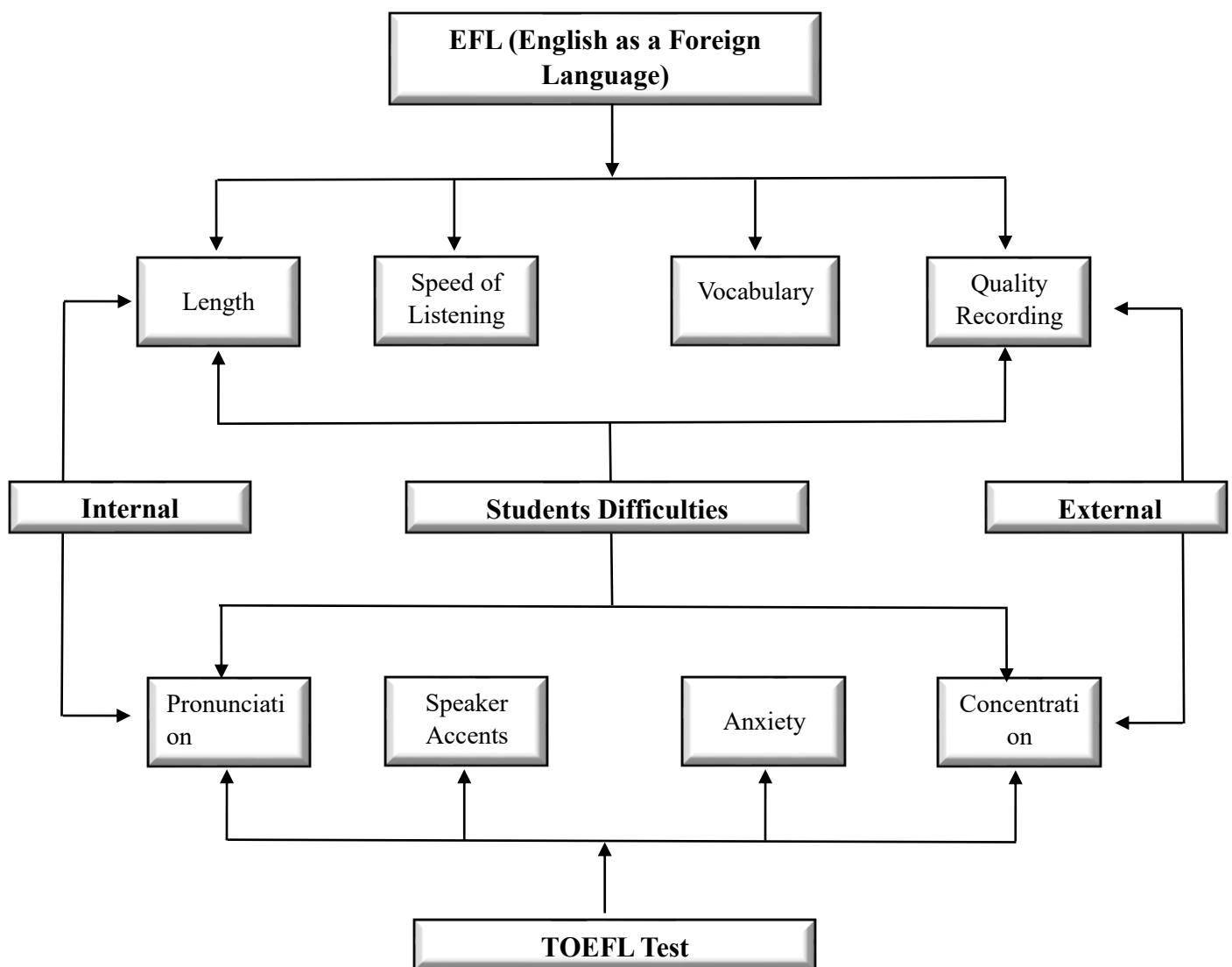


Figure 2. 1 The Conceptual Framework

This framework demonstrates the connection between variables involved in the listening comprehension process and the challenges faced by students. It illustrates that listening comprehension skills in the context of learning English as a foreign language (EFL) are affected by key factors such as the length of the material, listening speed, vocabulary, and the quality of the audio recording. This framework divides these factors into two main categories: internal and external factors that contribute to students' difficulties.

CHAPTER III

RESEARCH METHOD

A. Research Method

In this approach, the researcher employs a quantitative method, specifically descriptive quantitative analysis. According to Sugiyono, descriptive quantitative which is consistent with research variables, focuses on actual problems and phenomena that are happening and presents research results in the form of meaningful numbers. The research method applied is descriptive quantitative, utilizing a listening test, questionnaire and interview to identify the difficulties faced by second-semester EFL students in the English Department of IAIN Palopo.

B. Time and Place of the Research

The study was conducted by researcher with second-semester students of the English Department at UIN Palopo, located on Jl. Agatis, Kelurahan Balandai, Kecamatan Bara, Kota Palopo, South Sulawesi.

C. Population and Sample

1. Population

A population refers to a group of individuals sharing similar characteristics. In this study, the population consists of second-semester students from classes BIG A and BIG B in the English Language Education Study Program at UIN Palopo.

Table 3. 1 Total Population at the second-semester students of UIN Palopo

No	Class	Total
1	BIG A	19
2	BIG B	15
Total		34

2. Sample

The sample for this study comprised 30 students of second-semester from classes BIG A and BIG B in the English Education Study Program at UIN Palopo.

D. Instrument of the Research

In this study, the researcher employed quantitative methods with a descriptive approach, utilizing three instruments: a listening test, questionnaires and interview.

1. Listening Test

Students were given a TOEFL test of 20 questions to measure listening comprehension skills. Each correct answer will be given a score, while incorrect answers are not subject to score deduction. In the listening comprehension test, researchers use the formula Percentage of average value $NR = \frac{\text{Average Score}}{\text{Maximum Score}} \times 100\%$.

2. Questionnaires

The questionnaire uses a 1-to-4 Likert scale with response options of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). These choices are designed to obtain clear and definite responses from participants. According to Sugiyono, the Likert scale measures attitudes, opinions, and perceptions of individuals or groups regarding social phenomena. Erman explains that in the Likert scale, respondents are asked to carefully read each statement and then rate their level of agreement accordingly. The assessment of these statements is subjective, depending on the attitude of each individual”.

3. Interview

The researcher used the semi-structured interview method. The students to be interviewed were three second-semester English students from BIG A and BIG B class.

Table 3. 2 Students' Respond

No	Respond	Scale
1.	Strongly Disagree	1
2.	Disagree	2
3.	Agree	3
4.	Strongly Agree	4

Table 3. 3 Indicators of questionnaire

No	Indicators	Item	Number of questionnaires
1.	Students' difficulties related to listening material	1, 2, 3, 4, 5, 6	6
2.	Students' difficulties related to the listener	7, 8, 9, 10, 11, 12, 13, 14, 15	9
3.	Students' difficulties related to speaker and physical setting	16, 17, 18, 19, 20, 21, 22, 23	8

To classify the students' difficulties on listening test was use questionnaire.

The researcher divided it into 3 Indicators.

E. Procedure of Collecting Data

The researcher employed a descriptive quantitative approach. The data collection techniques used included a listening comprehension test and questionnaires.

1. Listening Test

- a. Prepare an audio recording containing 20 TOEFL-style listening questions.

- b. Instruct participants to listen to the audio carefully.
- c. Play the audio recording at a clear volume so that participants can hear it well.
- d. Instruct participants to respond to the questions based on the audio they listened to.
- e. Collect the answers, correct them, and evaluate the test results according to the answer key.
- f. Analyze the difficulties and challenges faced by participants based on the test results to identify issues in listening comprehension.

2. Questionnaire

- a. Prepare and distribute 23 questionnaires to second-semester English majors.
- b. Give students clear instructions on how to complete the questionnaire, which is designed to identify challenges in listening comprehension.
- c. Collect the completed questionnaires.
- d. Analyze the data to identify the factors causing difficulties in listening comprehension.

3. Interview

- a. The researcher used semi-structured interviews with interview guides that were developed based on the research topics and applied flexibly during the process.
- b. Direct interviews were conducted with the informants to explore information relevant to the required data.
- c. The researcher formulated questions according to the interview guidelines and adjusted them based on the information needed.

- d. Prior to the interviews, the researcher arranged interview schedules with the informants.
- e. During the interviews, the researcher presented questions from the interview guidelines and added follow-up questions to gain deeper insights.
- f. The interviews were recorded using a voice recorder on a mobile phone, and important points were noted simultaneously.

F. Technique of Data Analysis

a. Stages of data analysis for Listening Test

- 1) Calculate each student's score and calculate each student's score using the formula:

$$NR = \frac{\text{Average Score}}{\text{Maximum Score}} \times 100\%$$

Example: If a student answers 16 out of 20 questions correctly, then the score =
 $(16/20) \times 100\% = 80\%$

- 2) Classifying scores into predicate categories, after calculating the percentage score, classify it into the following categories:

Table 3. 4 Scoring of Listening Test

Score range on a 100-point scale	Correct answer	Predicate
90% - < 100%	18-20	Very Good
80% - < 90%	16-17	Good
70% - < 80%	14-15	Acceptable
60% - < 70%	12-13	Poor
< 60%	<12	Very Poor

3) Determine and examine the types of difficulties students face by analyzing their scores and error patterns on the listening test.³⁵

b. Stages of Data Analysis for Questionnaires

1) Count the number of respondents (frequency/F) who choose each answer for each statement

2) Calculate the percentage for each statement by applying the following formula:

Where:

P = Percentage F = Frequency

N = Total number of students

$$P = \frac{f}{n} \times 100$$

Meanwhile, to calculate the number of students based on percentages, researcher also use statistical formulas.

Where:

$$NS = \frac{P}{100} \times \text{Total Number of Students}$$

Calculated with *SPSS 26*.³⁶

³⁵ C R N Sitorus, L W Manurung, and ..., "The Effect of Cloze Dictation in the Development of Listening Comprehension at the Eleventh Grade Students of SMA HKBP 2 Tarutung," *Jurnal* ... 4(2022):4625–33, <http://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/7348%0Ahttps://journal.universitaspahlawan.ac.id/index.php/jpdk/article/download/7348/5536>.

³⁶ Alya Saputri et al., "Listening Comprehension Challenges: Analyzing EFL Students in the English Teacher Education Program at Universitas Mulawarman," *Borneo Educational Journal (Borju)* 7, no. 1 (2025): 147–57, <https://doi.org/10.24903/bej.v7i1.1995>.

c. Technique of Data Analysis for Interviews

Research data were obtained through semi-structured interviews with flexible, open-ended questions. The interviews were recorded and transcribed verbatim to ensure data accuracy. The transcripts were then reviewed, coded, and grouped into main themes according to the participants' response patterns. Thematic analysis was employed to interpret the meaning of the themes in relation to the research objectives. During the interviews, the researcher adjusted the questions to explore the information in greater depth. Reflexivity and triangulation were applied to maintain the credibility of the data. The results of the analysis were presented in a clear narrative, supported by direct quotations from the participants.³⁷

³⁷ Saepudin Mashuri et al., "Semi-Structured Interview: A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies Ruslin," *Journal of Research & Method in Education* 12, no. 1 (2022): 22–29, <https://doi.org/10.9790/7388-1201052229>.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

Before presenting the scores from the students' listening tests, it should be noted that the scores are calculated from the number of correct answers converted into a percentage using the formula:

$$NR = \frac{\text{Average Score}}{\text{Maximum Score}} \times 100\%$$

These scores are then classified into categories to facilitate analysis of the students' overall abilities.

1. Listening Test

Table 4. 1 Students' Score on TOEFL Test

No	Respondent	The correct answer	Score	Score range on a 100- point scale
1.	MS	9	45	Very Poor
2.	ARS	11	55	Very Poor
3.	AFZ	11	55	Very Poor
4.	MMA	16	80	Good
5.	STR	7	35	Very Poor
6.	PR	8	40	Very Poor
7.	XF	8	40	Very Poor
8.	SLV	6	30	Very Poor
9.	FFN	10	50	Very Poor
10.	MAA	15	75	Acceptable
11.	F	14	70	Acceptable
12.	M	12	60	Very Poor
13.	RF	10	50	Very Poor
14.	H	9	45	Very Poor
15.	ZZ	13	65	Poor
16.	HWS	6	30	Very Poor
17.	DAZ	8	40	Very Poor
18.	NFJ	5	25	Very Poor
19.	AHS	8	40	Very Poor
20.	NF	8	40	Very Poor
21.	T	11	55	Very Poor
22.	AH	5	25	Very Poor
23.	AMA	9	45	Very Poor

24.	FNR	3	15	Very Poor
25.	UN	4	20	Very Poor
26.	ASM	7	35	Very Poor
27.	MAG	7	35	Very Poor
28.	S	7	35	Very Poor
29.	SLF	6	30	Very Poor
30.	TR	4	20	Very Poor

Source: Primary Data, Processed 2025

The students' listening test results in Table 4.1 display a range of scores, with the highest at 80 and the lowest at 15, indicating that the overall listening skills of the students remain relatively low. Consequently, measures should be taken to enhance their listening abilities.

Table 4. 2 Frequency and Percentage of students' listening scores

Predicate	Score (%)	Frequency	Percentage (%)
Good	80-90	1	3.3
Acceptable	70-80	2	6.7
Poor	60-70	1	3.3
Very Poor	<60	26	86.7
Total		30	100.0

Source: SPSS Statistic 26, Processed 2025

Table 4.2 presents the classification of students' listening test scores. Among the students, 2 are categorized as acceptable, 1 as good, 1 as poor, and 26 as very poor.

Table 4. 3 Descriptive Statistics of Students' Listening test

Statistics			
		Score	Score Range
N	Valid	30	30
	Missing	0	0
Mean		4.73	4.73
Median		5.00	5.00
Mode		5	5
Minimum		2	2
Maximum		5	5

Source: SPSS Statistic 26, Processed 2025

Based on descriptive statistics, 30 respondents had an average score of 4.73 with a median and mode of 5. The lowest score was obtained by 2 respondents with a score of 15, while the highest score was obtained by 5 respondents with scores between 60 and 80. This means that most respondents obtained low scores.

2. The Result of the Questionnaires

The outcomes from the questionnaire distribution, based on the analysis of primary data across various indicators, are as follows:

a. Students' difficulties related to listening material

Table 4. 4 The Percentage of Students' Difficulties Based on Listening Material

No	Statement	Explanation			
		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Do you find it difficult to understand a listening text with many unfamiliar words?	1 student (3,2%)	2 students (6,5%)	17 students (54,8%)	10 students (32,3%)
2.	Do you have difficulties in understanding every single word of incoming speech?	0 student	10 students (32,3%)	14 students (45,2%)	6 students (19,4%)
3.	Does a long-spoken text interfere with your listening comprehension?	0 student	7 students (22,6%)	16 students (51,6%)	7 students (22,6%)
4.	Do you find it difficult to interpret the meaning of a long-spoken text?	1 student (3,2%)	7 students (22,6%)	17 students (54,8%)	5 students (16,1%)
5.	Do you find it difficult to understand listening to text when the topic is unfamiliar?	2 students (6,5%)	9 students (29,0%)	10 students (32,3%)	9 students (29,0%)
6.	Do you feel fatigue and distracted with listening to along spoken text?	5 students (16,1%)	13 students (41,9%)	9 students (29,0%)	3 students (9,7%)

Source: SPSS Statistic 26, Processed 2025

Table 4. 5 The mean score and Standard Deviation of Listening Material

Statistics		
Material total		
N	Valid	30
Mean		17.13
Median		17.00
Mode		15 ^a
Std. Deviation		3.501
Minimum		10
Maximum		24

Source: SPSS Statistic 26, Processed 2025

Based on the descriptive statistical analysis of 30 respondents, the average TOEFL Test score is 17.13, with a median of 17.00 and a mode of 15. These values indicate that most students possess a fairly good listening comprehension ability, which is concentrated around the central value. A standard deviation of 3.501 suggests that the score distribution is not excessively wide, demonstrating consistency in student performance. Although scores range from a minimum of 10 to a maximum of 24, overall, this data implies that students' listening test abilities are relatively uniform within the research sample.

b. Students' difficulties related to the speaker

Table 4. 6 The Percentage of Students' Difficulties Based on the Speaker

No	Statement	Explanation			
		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Before doing listening comprehension, do you fear you cannot understand what you will hear?	4 students (12,9%)	7 students (22,6%)	10 students (32,3%)	9 students (29 %)

2.	Do you feel worried if you don't understand spoken text?	3 students (9,7%)	2 students (6,5%)	14 students (45,2%)	11 students (35,5%)
3.	Do you find the pronunciation familiar but you cannot recognize the word?	3 students (9,7%)	8 students (25,8%)	10 students (32,3%)	9 students (29 %)
4.	Do you find it difficult to recognize the signals that indicate the speaker is transitioning from one point to another?	4 students (12,9%)	13 students (41,9%)	6 students (19,4%)	7 students (22,6%)
5.	Do you lose focus when get an expected answer in your mind?	1 student (3,2%)	11 students (35,5%)	11 students (35,5%)	7 students (22,6%)
6.	When encountering an unknown word, I stop listening and think about the meaning of the word.	3 students (9,7%)	4 students (12,9%)	10 students (32,3%)	13 students (41,9%)
7.	Do you lose concentration when you think the meaning of new words?	1 student (3,2%)	6 students (19,4%)	10 students (32,3%)	13 students (41,9%)
8.	Do you find it difficult to recognize familiar words because of the speaker's pronunciation?	0 student	6 students (19,4%)	15 students (48,4%)	9 students (29 %)
9.	Do you find it difficult to predict what will come next?	3 students (9,7%)	3 students (9,7%)	19 students (61,3%)	5 students (16,1%)

Source: SPSS Statistic 26, Processed 2025

Table 4. 7 The mean score and Standard Deviation of Listener

Statistics		
Listener Total		
N	Valid	30
Mean		26.70
Median		27.00
Mode		30
Std. Deviation		5.760
Minimum		12
Maximum		36

Source: SPSS Statistic 26, Processed 2025

Based on the descriptive statistical analysis of 30 respondents, the average listening skill score was 26.70. With a median of 27.00 and a mode of 30, the data suggests that the majority of respondents possess good listening skills, with scores clustering around the mean. However, a standard deviation of 5.760 and a score range spanning from 12 to 36 reveal considerable variability in listening proficiency among the respondents.

c. Students' difficulties related to speaker and physical setting

Table 4. 8 Percentage of Students' Difficulties Based on Speaker and Physical Setting

No	Statement	Explanation			
		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Do you lose concentration if the recording quality is poor?	0 student	1 student (3,2%)	5 students (16,1%)	23 students (74,2%)
2.	Do you find it difficult to understand the meaning of spoken language without seeing the speaker's body language?	1 student (3,2%)	10 students (32,3%)	14 students (45,2%)	5 students (16,1%)
3.	Do you find it difficult to understand when the speaker uses a variety of accents?	0 student	6 students (19,4%)	10 students (32,3%)	14 students (45,2%)
4.	Do you find it difficult to understand when the speaker speaks too fast?	0 student	4 students (12,9%)	7 students (22,6%)	19 students (61,3%)
5.	Do you find it difficult if you are unable to have something repeated?	0 student	4 students (12,9%)	11 students (35,5%)	15 students (48,4%)
6.	Do you find it difficult to concentrate if noises are around?	0 student	3 students (9,7%)	7 students (22,6%)	19 students (61,3%)
7.	Does unclear audio from a poor-quality CD player interfere with your listening?	0 student	1 student (3,2%)	6 students (19,4%)	23 students (74,2%)
8.	Does poor equipment that produces unclear sound	0 student	2 students (6,5%)	6 students (19,4%)	22 students (71%)

interfere with your listening
comprehension?

Source: SPSS Statistic 26, Processed 2025

Table 4. 9 Mean score and Standard Deviation of Speaker and Physical Setting

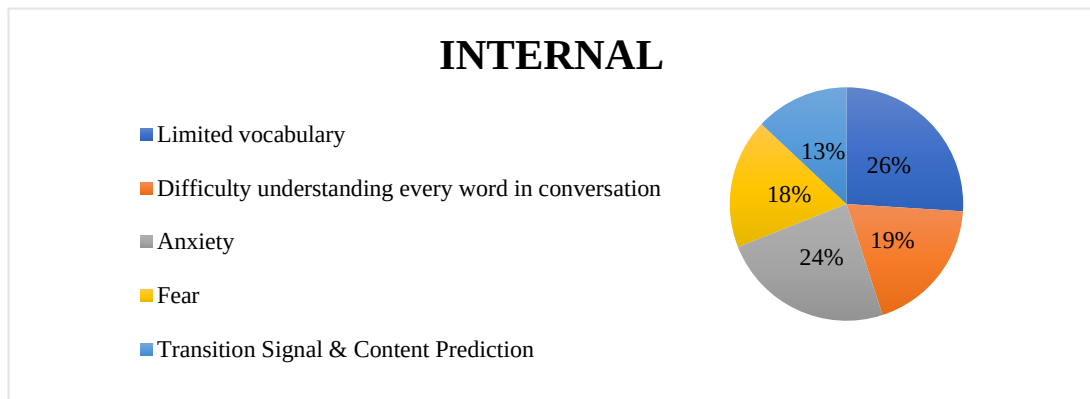
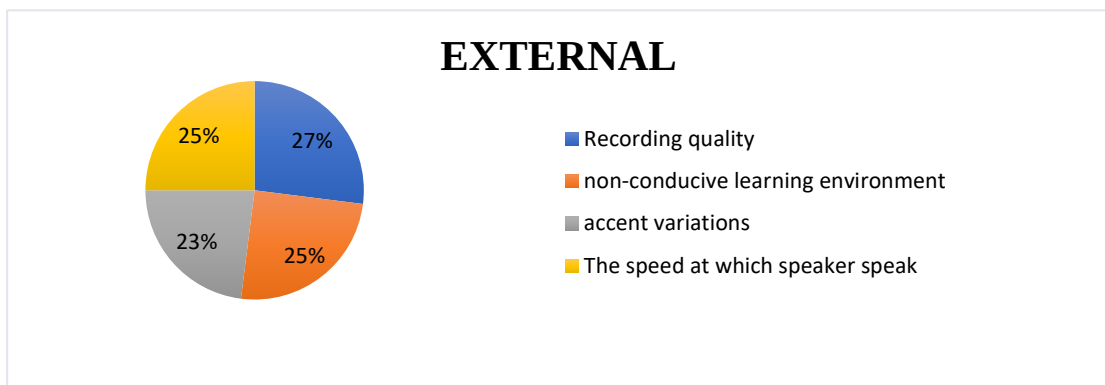
Statistics		
Speaker and Physical Sett Total		
N	Valid	30
Mean		27.57
Median		29.00
Mode		31
Std. Deviation		4.006
Minimum		16
Maximum		32

Source: SPSS Statistic 26, Processed 2025

Based on the analysis of 30 respondents, the mean evaluation score of the speakers and physical setting was 27.57, with a median of 29.00 and a mode of 30. These values indicate that in general, respondents gave high ratings to the quality of the speakers and physical setting, with most of the scores concentrated in the good range. However, the standard deviation of 4.006 and the range of scores from a minimum of 16 to a maximum of 32 indicate variation in respondents' perceptions, suggesting that not all respondents have the same assessment of these qualities.

3. Classification of Internal and External Factors

Based on the results of questionnaires 4.4, 4.6, and 4.8, there are several internal and external factors, so the data be classified in a pie chart as follows

Figure 4. 1 Internal Factors**Figure 4. 2 External Factors**

4. Results of the Interview

To better understand the difficulties faced by EFL students in answering TOEFL test questions, the researcher conducted interviews with several participants.

Based on the researcher's interview with Nurul Fausia, a second-semester student in Class B at IAIN Palopo, regarding the difficulties faced by students in answering TOEFL test questions, she stated:

"I had never taken the TOEFL test before, so when I took it for the first time, I encountered several difficulties. For example, the audio was not very clear,

which affected my ability to understand what the speaker was saying, and the speaker's fast pace made it harder for me to grasp the content"

A similar statement was made by Silva from Class BIG B regarding the difficulties faced by students in answering TOEFL test questions. She stated:

"Regarding the difficulties faced by EFL students in answering questions in Section A of the TOEFL test, I had never taken the TOEFL test before. Therefore, taking it for the first time was quite challenging for me. I encountered several difficulties, such as a limited vocabulary, which made it hard for me to fully understand the audio text, and unclear audio quality, which made it difficult to comprehend what the speaker was saying."

A similar statement was also conveyed by Xiang Fei Fathimah M from Class BIG A regarding the difficulties faced in answering the TOEFL Section A test. She stated:

"Previously, I had taken the TOEFL test through a course, so I had some experience in answering TOEFL questions. However, I still encountered many difficulties. When taking the TOEFL test provided by the researcher, I experienced several challenges, such as fear of interpreting the questions due to a lack of understanding of grammar, difficulty in comprehending what the speaker was saying because of varied accents, and a lack of learning motivation."

Based on interviews with three second-semester EFL students at IAIN Palopo, the main difficulties encountered in answering TOEFL questions include problems with the listening section, such as unclear audio, speaker speed, and variations in speaker accents that hinder comprehension, limited vocabulary that impedes comprehensive understanding of the audio text, insufficient grammar

understanding that causes confusion and anxiety when tackling questions, as well as factors related to experience and learning motivation that influence students' ability to handle the TOEFL test.

B. Discussion

1. Students' ability in answering the TOEFL test section at the English

Department of IAIN Palopo

Based on the results of the TOEFL listening test, the students' ability in answering the TOEFL listening section at the English Department of IAIN Palopo is generally low. This is evidenced by the fact that the majority of students obtained scores in the *very poor* category, while only a few reached the *acceptable* and *good* categories. The low average score further confirms that most students do not yet possess adequate listening skills.

Furthermore, the analysis of the test items indicates that students were able to answer questions with literal meaning more easily, but faced difficulties with items requiring an understanding of implied meaning, idiomatic expressions, and conversational context. This suggest that their inferential skills and vocabulary mastery remain limited.

Therefore, it can be concluded that the students' overall ability in answering the TOEFL listening section is still at a low level. This condition highlights the need for more effective listening teaching strategies, intensive practice with authentic materials, and greater exposure to diverse English accents and expressions in order to improve their listening proficiency in the future.

The findings of this research are in line with the study conducted by Zulfatun Nimah from Universitas Muhammadiyah Yogyakarta. Both studies highlight that students' overall performance in the TOEFL listening section tends to be low, with most students struggling to achieve satisfactory scores. Similar to the present research, Zulfatun Nimah found that students encountered significant difficulties in understanding listening passages, particularly due to limited vocabulary knowledge, the fast speed of the speakers, and the unfamiliarity with various accents.

Furthermore, both studies emphasize that students are more capable of answering questions with literal meaning but face serious challenges when dealing with implied meaning, idiomatic expressions, and conversational context. These similarities indicate that students' listening comprehension problems are not only related to the technical aspects of listening materials but also to their limited inferential skills and inadequate mastery of vocabulary, which are crucial for successful comprehension.³⁸

2. Factors influencing students' difficulties in answering the TOEFL test section at the English Department of IAIN Palopo

Based on the results of the questionnaires analyzed through SPSS, it was found that the difficulties faced by students in answering the TOEFL listening section were influenced by both internal and external factors. These factors can be

³⁸ Boeng, "Listening Comprehension Problems Encountered by Eleventh Grade Students at SMA Ar-Rohmah Putri Batu."

categorized into three main aspects; difficulties related to listening material, the speaker, and the speaker together with the physical setting.

a. Internal Factors

On the internal factors, students experience some key barriers. These include limited vocabulary, difficulty understanding every word in speech, psychological factors such as anxiety and fear and difficulty recognizing transition signals and predicting content. These factors also influence students' performance in listening comprehension, highlighting the need for special attention during instruction to help enhance their listening skills.

b. External Factors

The research findings indicate that poor audio quality, an unsuitable learning environment, variations in speaker accents, and rapid speaking rates are major external factors that obstruct students' listening comprehension. These external factors significantly hinder students' listening comprehension, so they need to be overcome by teachers and institutions to make learning more effective.

3. The reasons why these factors affect students' difficulties in answering the TOEFL test section at the English Department of IAIN Palopo

The findings from both the questionnaire and the interviews indicate that the difficulties faced by students in answering the TOEFL listening section are influenced by several interrelated factors, both internal and external.

First, **internal factors** such as limited vocabulary and insufficient mastery of grammar directly affect students' comprehension of the listening passages. A lack of vocabulary prevents students from grasping the meaning of the spoken text,

especially when encountering idiomatic expressions or less familiar words. Similarly, inadequate grammar knowledge creates confusion in interpreting the questions and increases anxiety, which further hinders concentration and comprehension. In addition, low learning motivation also plays a role, as students who are less motivated tend to engage less in practicing listening, which in turn affects their readiness for the TOEFL test.

Second, **external factors** include listening materials, the quality of audio, and the characteristics of the speaker. Many students reported that the unclear audio quality and fast speaking pace made it difficult for them to follow the content of the listening passages. Moreover, variations in accents presented additional challenges, as students were not sufficiently exposed to different English accents during their learning process. These external issues are consistent with what Field suggests, that listening comprehension is strongly affected by the clarity of input and the listener's ability to adapt to different accents and speech rates.

Furthermore, experience in taking the TOEFL test also plays an important role. Students who had never taken the test before admitted to experiencing greater difficulties compared to those who had prior exposure. The lack of familiarity with the test format and strategies increases students' anxiety and reduces their confidence, making it harder for them to focus during the test. This aligns with Vandergrift and Goh, who argue that familiarity and practice in listening tasks can significantly reduce cognitive load and enhance comprehension.

In conclusion, these factors influence students' difficulties because listening comprehension is not only a matter of decoding spoken language but also a complex

interaction between linguistic knowledge, listening strategies, psychological readiness, and external conditions. Without sufficient vocabulary, grammar mastery, and motivation, combined with external challenges such as unclear audio and varied accents, students struggle to achieve satisfactory results in the TOEFL listening section.

This aligns with Tarigan's research (Abbas Pourhosein Gilakjani & Narjes Banou Sabouri), which identifies several internal difficulties faced by EFL students, including hearing problems and physical conditions, limitations in capturing all information simultaneously, limited vocabulary, anxiety and fear, and unfamiliar vocabulary. Furthermore, external factors include the quality of recorded materials, an unsuitable learning environment, the speaker's length and speed of speech, accent variations, transitional signals, and the ability to predict the content of the conversation.

Thus, it can be seen that there are still many difficulties experienced by students in TOEFL Test, so effective solutions are needed to address these issues.³⁹

³⁹ Gilakjani and Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review."

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings of this research, it can be concluded that the ability of students at the English Department of IAIN Palopo in answering the TOEFL Listening Section is generally low, as reflected by the majority of students scoring in the very poor category and only a few reaching the acceptable or good categories. Students found it easier to answer questions related to literal meaning but struggled with implied meaning, idiomatic expressions, and conversational context, indicating limited inferential skills and vocabulary mastery. These difficulties are influenced by both internal and external factors: internal factors include limited vocabulary, poor grammar mastery, anxiety, low learning motivation, and difficulties in recognizing transitional signals and predicting content, while external factors involve unclear audio quality, fast speech rate, unfamiliar accents, and unsupportive learning environments. Such factors affect students' performance because listening comprehension is a complex skill that requires the interaction of linguistic knowledge, listening strategies, psychological readiness, and external conditions. A lack of vocabulary and grammar mastery hinders full understanding of listening texts, while psychological barriers such as anxiety and low motivation reduce concentration. At the same time, unclear audio, varied accents, and rapid speech further obstruct comprehension, and students' lack of prior TOEFL experience increases anxiety and lowers confidence, making the listening section even more challenging.

B. Suggestions

Based on the research findings and conclusions, the researcher offers the following recommendations:

1. For Lectures

Lecturers are advised to improve the quality of learning media by using audio recordings that are clear and varied in terms of accent and speaking speed. In addition, lecturers need to teach effective listening strategies and provide support to reduce student anxiety during the learning process. Interactive and contextual teaching methods are also highly recommended so that students are more active and motivated.

2. For Students

Students are expected to actively expand their vocabulary through various learning resources and regularly practice listening in various contexts and accents. It is also important for students to manage anxiety with relaxation techniques and build self-confidence to focus when listening to the material. Practicing consistently will help improve listening comprehension skills gradually.

3. For other Researchers

Future researchers are encouraged to conduct further research with a focus on other factors that affect listening comprehension, such as learning motivation, learning style, and the use of learning technology. Research with broader methods and samples can also provide more comprehensive results for the development of more effective listening learning strategies.

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Appendices 1: Listening Test Validation Sheet

LEMBAR VALIDASI INSTRUMENT LISTENING TEST

A. Data Responden

Nama : Dewi Furwana, S.Pd.I., M.Pd.
 Umur : 37 tahun
 Jenis Kelamin : Perempuan
 Pendidikan : ☐ S1 ☒ S2 ☐ S3 ☐ Professor
 Pengalaman Mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☒ ≥ 6 tahun

B. Tabel Evaluasi

- Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek berdasarkan kesesuaian, kejelasan, dan kelayakan instrument.
- Pengisian lembar ini dilakukan dengan memberi tanda (✓) pada kolom yang tersedia atau dengan angka yang di pilih sesuai dengan ketentuan sebagai berikut:
 - = Tidak Sesuai
 - = Kurang Sesuai
 - = Sesuai
 - = Sangat Sesuai
- Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Kesesuaian Isi dengan Tujuan Tes				✓
2.	Kesesuaian Soal dengan Indikator keterampilan listening				✓
3.	Kejelasan Bahasa dalam Soal			✓	
4.	Kesesuaian Tingkat kesulitan dengan level siswa			✓	
5.	Kejelasan instruksi pengerjaan soal				✓
6.	Kelayakan materi audio (kejelasan, intonasi, kecepatan bicara)				
7.	Variasi jenis soal untuk mengukur berbagai aspek listening			✓	

Komentar dan Saran:

u/ bagian pencatapan tidak perlu ditampilkan di soal listening.

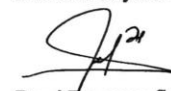
Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instrument dinyatakan:

- Layak
- ☒ Layak dengan perbaikan
- Tidak layak

Palopo, 20 Mei 2025

Penilai Kelayakan,



Dewi Furwana, S.Pd.I., M.Pd.

SURAT KETERANGAN VALIDASI

Yang bertandatangan dibawah ini:

Nama : Dewi Furwana, S.Pd.I., M.Pd.
Jabatan/Pekerjaan : Lektor
Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

*Analyzing EFL Students' Difficulties on Listening Comprehension at English
Department of IAIN Palopo*

Dari mahasiswa:

Nama : Andi Esse Nurazizah
Program Studi : Pendidikan Bahasa Inggris
NIM : 2102020054

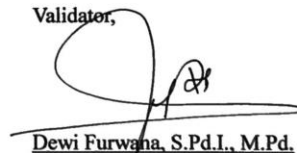
(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan
beberapa saran sebagai berikut:

Perbaiki redaksi paragraf 3 hapus paragraf 4. soal tesnya

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana
mestinya.

Palopo, 20 Mei 2025

Validator,



Dewi Furwana, S.Pd.I., M.Pd.

NIDN: 2031088701

Appendices 2: Listening TOEFL Test Section A

Listening TOEFL Test Section A

Name :

Register Number :

Class :

Directions!

In part A, you will hear short conversations between two people. At the end of each conversation, you will hear a question about the conversation. The conversations and questions will be spoken just one time. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your Answer Sheet, find the number of the question and mark your answer.

1. Woman: I think the blue jacket is bigger than the black one.

Man: But the black fits me well.

Narrator: What does the man say about the jacket?

(A) He agrees with the woman.

(B) The black jacket fits to his body.

(C) The blue jacket fits to his body.

(D) There's no jacket to suit his body.

2. Man: If you had submitted the assignment on time, I would not do an extra work.

Woman: I'm so sorry. I would make it later.

Narrator: What does the woman mean?

(A) She would make assignment.

(B) She would submit the assignment later.

(C) She would do an extra work.

(D) She would submit the later assignment on time.

3. Woman: Should I add sugar to your tea?

Man: It's sweet enough.

Narrator: What does the man mean?

- (A) He doesn't want extra sugar in his tea.
- (B) He likes the sweetest tea.
- (C) His tea isn't sweet enough.
- (D) He likes bitter tea.

4. Man: Where should I put this assignment, Ma'am?

Woman: Put it here on my table or in my locker.

Narrator: Where does this conversation probably take place?

- (A) In a library.
- (B) In a teacher room.
- (C) In front of the campus hall.
- (D) In a front office.

5. Woman: What do you think about the movie that we've just watched?

Man: It caught my eye.

Narrator: What does the man say about the movie?

- (A) The movie was interesting.
- (B) The movie was less attractive.
- (C) The movie was boring.
- (D) The movie can take the man's eye.

6. Man: The prices at this store are really outrageous!

Woman: You can say that again!

Narrator: What does the woman mean?

- (A) The prices are reasonable.
- (B) The store is too far out of town.
- (C) She would like the man to repeat what he said.
- (D) She agrees with the man.

7. Woman: Do you know who the rector of this campus is now?

Man: I heard that Mr. Ernest replaced Mrs. Peterson.

Narrator: What does the man say about the rector?

- (A) Mr. Peterson was the new rector.
- (B) Mr. Peterson took Mr. Ernest position as the rector.
- (C) Mr. Ernest took Mr. Peterson's position as the rector.
- (D) Mr. Ernest didn't become a new principal.

8. Man: I just got back from the market.

Woman: So you did do the shopping!

Narrator: What had the woman assumed about the man?

- (A) He had not gone to the store.
- (B) He was still at the market.
- (C) He was going to take care of the shopping.
- (D) He always went to the market.

9. Woman: Will I look beautiful wearing this long dress for the welcoming party tonight?

Man: Why don't you try it first? Let me take a look.

Narrator: What does the man suggest?

- (A) Not wearing the dress now.
- (B) Wearing another dress for the welcoming party.
- (C) Trying the dress first before wearing it to the party.
- (D) Never wearing the dress to the party.

10. Man: I hope you were able to finish your paper today.

Woman: It was so hot that I couldn't get any single page done.

Narrator: What does the woman mean?

- (A) She didn't finish her paper because of the weather.
- (B) She typed a lot of pages even if it was hot.
- (C) It couldn't be too hot to finish the assignment.
- (D) She finished her paper even if it was hot.

11. Woman: I don't like our new lecturer. She is too fussy.

Man: I don't either.

Narrator: What does the man mean?

- (A) He disagrees with the woman.
- (B) He thinks their new lecture isn't fussy.
- (C) He agrees with the woman.
- (D) He likes their new lecture.

12. Man: Did you or Ethan finish the assignment? I know he didn't want to do it.

Woman: I made Ethan finish it.

Narrator: What can be concluded about Ethan?

- (A) He didn't finish the assignment.
- (B) He loved to finish the assignment.
- (C) Neither the man nor Ethan finished the assignment.
- (D) Ethan finished the assignment.

13. Woman: I don't believe that you are going to go this soon.

Man: As soon as I arrive in Manhattan, I'll drop you a line.

Narrator: What does the man mean?

- (A) He will contact her as soon as he arrives in Manhattan.
- (B) He will give her a line.
- (C) He will drop in Manhattan.
- (D) He goes without any single word.

14. Woman: Let's join the campus singing contest.

Man: Don't ask me to join. I am hopeless in singing.

Narrator: What does the man imply?

- (A) He didn't like that she asks him to join the contest.
- (B) He will join the contest even though he can't sing.

(C) He won't join the contest.

(D) He is hopeless at singing.

15. Man: Is Jonas going to work on the economy project with us?

Woman: He prefers not to work on group project

Narrator: What does the woman say about Jonas?

(A) He projected that the group wouldn't work.

(B) He'd rather work alone.

(C) He prefers working alone.

(D) Group preference is his preference.

16. Woman: Mr. Edison did not look too happy as he left his classroom.

Man: He was angered by his rowdy students.

Narrator: What does the man mean?

(A) The students angered the teacher.

(B) The boisterous students made the teacher mad.

(C) The students were angry that the teacher was around.

(D) The angered students complained to the teacher.

17. Man: Did you buy the ticket?

Woman: Yes, I did. Let's go on in because the first attraction's about to play.

Narrator: Where does this conversation probably take place?

(A) In the office lobby.

(B) At the school hall.

(C) In the amusement park.

(D) In the library.

18. Woman: I'd like to apply the students' accommodation. Is there still any room left?

Man: I'm so sorry, it's full. But if you want, you can find a student who wants to share her room with you.

Narrator: What will the woman probably do?

- (A) Find a student who wants to be her roommate.
- (B) Cancel the application.
- (C) Wait until there will be an empty room.
- (D) Ask the man to give her a room.

19. Man: Have you prepared food for today's barbeque party?

Woman: Yes I did. I had bought a bag of oranges, apples, and grapes and also 3 kg of beef tenderloin.

Narrator: What does the woman imply?

- (A) She hasn't bought anything for the party.
- (B) She wanted to prepare the food.
- (C) She has already bought a bag of fruit and milk.
- (D) She only bought oranges and beef tenderloin.

20. Woman: I don't believe that Janet broke my only glasses.

Man: But don't dress her down.

Narrator: What does the man mean?

- (A) She shouldn't scold Janet in public
- (B) She hasn't to dress Janet.
- (C) She hasn't to believe that Janet broke her glasses.
- (D) Her glasses didn't break at all.

Appendices 3: The QR code audio listening test



Appendices 4: Listening comprehension answer sheet

Listening Comprehension Test

Name : *Mouleas M. Al-Ghifory*

Register Number : *2402020033*

Class : *2 - A*

1. Choose the correct answer by Crossing (X) a, b, c, or d.

Listening Test Answer Sheet					
1.	A	X	C	D	✓
2.	A	X	C	D	x
3.	X	B	C	D	✓
4.	A	X	C	D	✓
5.	A	B	X	D	x
6.	A	B	C	X	✓
7.	A	B	X	D	✓
8.	A	B	C	X	x
9.	A	B	X	D	✓
10.	X	B	C	D	✓
11.	A	B	X	D	✓
12.	A	B	C	X	✓
13.	X	B	C	D	✓
14.	A	B	X	X	✓
15.	A	X	C	D	✓
16.	A	X	C	D	✓
17.	A	B	X	D	✓
18.	X	B	C	D	✓
19.	A	B	X	D	✓
20.	X	B	X	D	x

*16 Benar
4 salah*

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Listening Comprehension Test

Name : Muhammad Alfarazel Alhasryah
 Register Number :
 Class : PBI A1

1. Choose the correct answer by Crossing (X) a, b, c, or d.

Listening Test Answer Sheet					
1.	A	(B)	C	D	✓
2.	A	(B)	C	D	✗
3.	(A)	B	C	D	✓
4.	A	(B)	C	D	✓
5.	A	B	(C)	(D)	✗
6.	A	B	C	(D)	✓
7.	A	B	(C)	D	✓
8.	A	B	C	(D)	✗
9.	A	B	(C)	D	✓
10.	(A)	B	C	D	✓
11.	A	B	(C)	D	✓
12.	A	(B)	C	(D)	✓
13.	(A)	(B)	C	D	✓
14.	A	B	C	(D)	✗
15.	A	(B)	C	D	✓
16.	A	(B)	C	D	✓
17.	A	B	(C)	D	✓
18.	(A)	B	C	D	✓
19.	A	B	(C)	D	✓
20.	A	B	C	D	✗

15 Benar
 5 Salah

75

Listening Comprehension Test

Name : FAU21AH
 Register Number : 2402020011
 Class : PBI 11.A

1. Choose the correct answer by Crossing (X) a, b, c, or d.

Listening Test Answer Sheet					
1.	A	B	C	D	✓
2.	A	B	C	D	✓
3.	A	B	C	D	✓
4.	A	B	C	D	✗
5.	A	B	C	D	✓
6.	A	B	C	D	✗
7.	A	B	C	D	✗
8.	A	B	C	D	✗
9.	A	B	C	D	✓
10.	A	B	C	D	✓
11.	A	B	C	D	✗
12.	A	B	C	D	✓
13.	A	B	C	D	✓
14.	A	B	C	D	✓
15.	A	B	C	D	✓
16.	A	B	C	D	✓
17.	A	B	C	D	✓
18.	A	B	C	D	✓
19.	A	B	C	D	✓
20.	A	B	C	D	✗

70

B = 19
 C = 6

Listening Comprehension Test

Name : Zahra Latifa
 Register Number : 2402020029
 Class : 2A

1. Choose the correct answer by Crossing (X) a, b, c, or d.

Listening Test Answer Sheet				
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

B : 13

S : 7

$$\frac{13}{20} \times 100$$

~~70~~ 65

Listening Comprehension Test

Name : FITRI NURULL RISKI
 Register Number : 2402020013
 Class : B 20

1. Choose the correct answer by Crossing (X) a, b, c, or d.

Listening Test Answer Sheet					
1.	A	X	C	D	✓
2.	A	X	C	D	✗
3.	A	B	X	D	✗
4.	X	B	C	D	✗
5.	A	X	C	D	✗
6.	X	B	C	D	✗
7.	A	X	C	D	✗
8.	A	B	X	D	✗
9.	A	B	X	D	✓
10.	A	B	C	X	✗
11.	A	X	C	D	✗
12.	X	B	C	D	✗
13.	A	B	X	D	✗
14.	A	B	C	X	✗
15.	X	B	C	D	✗
16.	A	B	C	X	✗
17.	X	B	C	D	✗
18.	X	B	C	D	✓
19.	A	X	C	D	✗
20.	A	B	X	D	✗

B : 3
 S : 17

15
2

Appendices 5: Validation sheet for student questionnaire

LEMBAR VALIDASI INSTRUMENT ANGKET MAHASISWA

A. Data Responden

Nama : Dewi Furwana, S.Pd.I., M. Pd.
 Umur : 37 tahun
 Jenis Kelamin : Perempuan
 Pendidikan : ☐ S1 ☒ S2 ☐ S3 ☐ Professor
 Pengalaman Mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☒ ≥ 6 tahun

B. Tabel Evaluasi

4. Bapak/Ibu diminta untuk memvalidasi instrument ini untuk menilai kualitas angket yang disusun guna mengukur kemampuan listening comprehension.
5. Pengisian lembar ini dilakukan dengan memberi tanda (✓) pada kolom yang tersedia atau dengan angka yang di pilih sesuai dengan ketentuan sebagai berikut:
 5. = Tidak Sesuai
 6. = Kurang Sesuai
 7. = Sesuai
 8. = Sangat Sesuai
6. Bapak/Ibu dimohon kesediaanya untuk memberikan saran-saran perbaikan pada bagian akhir lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Kesesuaian pernyataan angket sesuai dengan indikator kemampuan listening comprehension				✓
2.	Kejelasan redaksi pernyataan (tidak ambigu dan mudah dipahami)				✓
3.	Relevansi pernyataan angket dengan tujuan penelitian			✓	
4.	Kesesuaian jumlah dan cakupan butir angket dengan aspek yang diukur			✓	
5.	Kejelasan instruksi pengisian angket				✓
6.	Kelayakan angket untuk digunakan dalam konteks respon yang dituju				✓

Komentar dan Saran:

u/bagian pernyataan ada beberapa pernyataan perlu direvisi

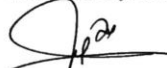
Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instrument dinyatakan:

- d. Layak
- ☒ e. Layak dengan perbaikan
- f. Tidak layak

Palopo, 20 Mei 2025

Penilai Kelayakan,



Dewi Furwana, S.Pd.I., M.Pd.

SURAT KETERANGAN VALIDASI

Yang bertandatangan dibawah ini:

Nama : Dewi Furwana, S.Pd.I., M.Pd.
Jabatan/Pekerjaan : Lektor
Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

*Analyzing EFL Students' Difficulties on Listening Comprehension at English
Department of IAIN Palopo*

Dari mahasiswa:

Nama : Andi Esse Nurazizah
Program Studi : Pendidikan Bahasa Inggris
NIM : 2102020054

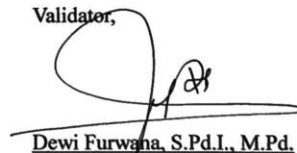
(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan
beberapa saran sebagai berikut:

Perbaiki redaksi pernyataan & hapus penjelasan di soal tesnya

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana
mestinya.

Palopo, 20 Mei 2025

Validator,



Dewi Furwana, S.Pd.I., M.Pd.

NIDN: 2031088701

Appendices 6: Questionnaires of listening comprehension

QUESTIONNAIRES OF LISTENING COMPREHENSION
(ANGKET PEMAHAMAN MENDENGARKAN MAHASISWA EFL)

Name :

Register Number :

Class :

Instructions :

1. The questionnaire is written for collecting data for the research purpose only.
2. This questionnaire does not influence your score, so please answer question honestly.
3. This questionnaire is to analyze the level of difficulty in listening comprehension.
4. You are required to give a circle (✓) for the correct answer based on your personality:
 - (SA) Strongly Agree
 - (A) Agree
 - (D) Disagree
 - (SD) Strongly Disagree
5. Thank you for your participation!

a. Students' difficulties related to listening material

No	Question	SA	A	D	SD
1.	Do you find it difficult to understand a listening text with many unfamiliar words?				
2.	Do you have difficulties in understanding every single word of incoming speech?				
3.	Does a long-spoken text interfere with your listening comprehension?				
4.	Do you find it difficult to interpret the meaning of a long-spoken text?				
5.	Do you find it difficult to understand listening to text when the topic is unfamiliar?				
6.	Do you feel fatigue and distracted with listening to a long spoken text?				

b. Students' difficulties related to the listener

No	Question	SA	A	D	SD
1.	Before doing listening comprehension, do you fear you cannot understand what you will hear?				
2.	Do you feel worried if you don't understand spoken text?				
3.	Do you find the pronunciation familiar but you cannot recognize the word?				
4.	Do you find it difficult to recognize the signals that indicate the speaker is transitioning from one point to another?				

5.	Do you lose focus when get an expected answer in your mind?				
6.	When encountering an unknown word, I stop listening and think about the meaning of the word.				
7.	Do you lose concentration when you think the meaning of new words?				
8.	Do you find it difficult to recognize familiar words because of the speaker's pronunciation?				
9.	Do you find it difficult to predict what will come next?				

c. Students' difficulties related to speaker and physical setting

No	Question	SA	A	D	SD
1.	Do you lose concentration if the recording quality is poor?				
2.	Do you find it difficult to understand the meaning of spoken language without seeing the speaker's body language?				
3.	Do you find it difficult to understand when the speaker uses a variety of accents?				
4.	Do you find it difficult to understand when the speaker speaks too fast?				
5.	Do you find it difficult if you are unable to have something repeated?				
6.	Do you find it difficult to concentrate if noises are around?				
7.	Does unclear audio from a poor-quality CD player interfere with your listening?				
8.	Does poor equipment that produces unclear sound interfere with your listening comprehension?				

Appendices 7: Data Tabulation

<i>Student Difficulties Related to Listening Material</i>						
No.	LM₁	LM₂	LM₃	LM₄	LM₅	LM₆
1.	3	3	3	2	2	1
2.	3	2	2	2	2	1
3.	3	2	3	3	2	2
4.	1	3	2	1	1	2
5.	3	2	3	3	3	2
6.	3	3	3	3	3	3
7.	4	3	3	3	3	3
8.	4	3	3	3	3	3
9.	4	4	4	4	4	4
10.	3	2	3	2	2	3
11.	3	3	2	3	3	2
12.	4	4	2	2	1	4
13.	2	2	2	2	2	2
14.	2	2	3	3	2	1
15.	4	4	4	4	4	3
16.	4	4	4	4	4	2
17.	4	4	4	4	4	4
18.	3	3	2	3	2	2
19.	3	3	3	3	3	3
20.	4	2	3	2	2	2
21.	4	3	3	3	4	2
22.	3	3	3	3	3	3
23.	4	4	4	4	4	1
24.	3	3	3	2	3	1
25.	4	2	3	3	4	2
26.	3	3	3	3	3	2
27.	3	3	3	3	3	2
28.	3	3	4	3	4	3
29.	3	3	3	3	3	3
30.	3	2	4	3	4	3

Student Difficulties Related to Speaker and Physical Setting								
No.	P ₁	P ₂	P ₃	P ₄	P ₅	P ₆	P ₇	P ₈
1	4	2	4	4	4	4	4	4
2	4	1	2	4	2	4	4	4
3	4	2	3	3	4	3	3	3
4	4	2	2	3	2	2	4	4
5	4	3	3	4	3	3	3	4
6	3	3	3	3	3	3	3	3
7	3	3	3	3	3	4	3	3
8	4	4	4	4	4	4	4	4
9	4	4	4	4	4	4	4	4
10	4	3	4	4	4	4	4	2
11	3	3	3	4	4	4	4	4
12	4	2	2	2	3	3	4	4
13	2	2	2	2	2	2	2	2
14	3	2	2	2	2	2	3	3
15	4	3	4	4	4	4	4	4
16	4	3	4	4	3	4	4	4
17	4	3	3	3	3	3	3	3
18	3	3	2	2	3	3	4	4
19	3	3	3	3	3	3	3	3
20	4	4	3	4	4	4	4	4
21	4	2	4	4	4	4	4	4
22	4	3	4	4	4	4	4	4
23	4	4	4	4	3	4	4	4
24	4	3	3	4	4	4	4	4
25	4	3	4	4	4	4	4	3
26	4	2	3	3	3	4	4	4
27	4	2	3	3	3	3	4	4
28	4	3	4	4	4	4	4	4
29	4	3	4	4	4	4	4	4
30	4	4	4	4	4	4	4	4

Appendices 8: Letter of research permission

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2025.0667/IP/DPMPTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : **ANDI ESSE NURAZIZAH**
Jenis Kelamin : **P**
Alamat : **Jl. Setia Kawan, Kec. Wotu, Kab. Luwu Timur**
Pekerjaan : **Mahasiswa**
NIM : **2102020054**

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

ANALYZING EFL STUDENTS' DIFFICULTIES ON LISTENING COMPREHENSION AT ENGLISH DEPARTMENT OF IAIN PALOPO

Lokasi Penelitian : **INSTITUT AGAMA ISLAM NEGERI PALOPO**
Lamanya Penelitian : **21 Mei 2025 s.d. 21 Agustus 2025**

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 23 Mei 2025



Ditandatangani secara elektronik oleh :
Kepala DPMPTSP Kota Palopo
SYAMSURIADI NUR. S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Tembusan, Kepada Yth.:

1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian.



Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)

Appendices 9: Scoring Listening TOEFL Test Section

No	Respondent	The correct answer	Score
1.	MS	9	45
2.	ARS	11	55
3.	AFZ	11	55
4.	MMA	16	80
5.	STR	7	35
6.	PR	8	40
7.	XF	8	40
8.	SLV	6	30
9.	FFN	10	50
10.	MAA	15	75
11.	F	14	70
12.	M	12	60
13.	RF	10	50
14.	H	9	45
15.	ZZ	13	65
16.	HWS	6	30
17.	DAZ	8	40
18.	NFJ	5	25
19.	AHS	8	40
20.	NF	8	40
21.	T	11	55
22.	AH	5	25
23.	AMA	9	45
24.	FNR	3	15
25.	UN	4	20
26.	ASM	7	35
27.	MAG	7	35
28.	S	7	35
29.	SLF	6	30
30.	TR	4	20

Appendices 10 : Documentation







BIOGRAPHY



Andi Esse Nurazizah, was born on Wotu 12 March 2003. The author is the sixth of seven children, a father named Andi Baso Dg.Parani and a mother named Husaima. Currently, the writer lives in Wotu, East Luwu. The writer's basic education was completed in 2015 at SDN 123 Banalara Wotu. Next, in the same year studying at SMPN 1 Wotu until 2018. In 2018, she studied at SMAN 2 East Luwu. After graduating high school in 2021, the author continued her education at Palopo and majored in the English Education Study Program of Tarbiyah and Teacher Training Faculty of state Islamic University of Palopo (UIN Palopo).

Author contact person: essecicah@gmail.com