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KESULITAN MAHASISWA DALAM MENYIMAK PEMAHAMAN TOEFL OLEH MAHASISWA NON-BAHASA INGGRIS DI UNIVERSITAS PGRI SUMATERA BARAT

Students' Difficulties In Listening Comprehension Of TOEFL By Non-english Student At University PGRI Sumatera Barat

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Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana kesulitan siswa dalam menyimak pemahaman TOEFL oleh mahasiswa non-Inggris di Universitas PGRI Sumatera Barat. Objek dari penelitian ini adalah mahasiswa non-Inggris di Universitas PGRI Sumatera Barat. Metode yang digunakan adalah deskriptif kuantitatif dalam bentuk penelitian survei. Data diambil dengan teknik simple random sampling, dengan menggunakan kuesioner dan wawancara. Populasi penelitian ini adalah 310 mahasiswa pada tahun ajaran 2018/2019, sampel yang diambil sebanyak 10%. Maka, jumlah sampel dalam penelitian ini adalah sebanyak 32 mahasiswa. Temuan dari penelitian ini berupa pendapat mahasiswa mengenai kesulitan yang mereka hadapi dalam memahami listening pada tes TOEFL. Hasil dari penelitian ini menunjukkan bahwa siswa mendapatkan kesulitan dalam memahami listening pada tes TOEFL. Karena kebanyakan dari mereka mendapatkan kesulitan pada bagian percakapan dan pembicaraan yang panjang. kegagalan beberapa mahasiswa pada bagian listening dapat dilihat pada skor yang mereka dapatkan setelah mengikuti tes TOEFL.

Kata Kunci:
Kesulitan siswa
Pemahaman mendengarkan
TOEFL

Keywords:
Students' Difficulties
Listening Comprehension
TOEFL

Abstract

This study aims to find out how the students' difficulties in listening comprehension of TOEFL by non-English students at Universitas PGRI Sumatera Barat. The object of this study was an non-english students at Universitas PGRI Sumatera Barat. The method used was descriptive quantitative in the form of survey research. Data were taken by simple random sampling technique, using questionare and interviews. The population was 310 students'in 2018/2019 academic years, the samples taken by 10% of it. Then, the number of samples in this research is as many as 32 students. The findings of this study are in the form of students' opinions regarding the difficulties they face in understanding listening on the TOEFL test. The results of this study indicate that students get difficulties to understand listening on the TOEFL. Because most of them get difficulties in the conversation section and long talks. the failure of some students in the listening section can be seen in the scores they get after taking the TOEFL.

PENDAHULUAN

The TOEFL is intended every student can become a qualified scholar, namely being able to express ideas orally and in writing in English. TOEFL as a test tool to measure the proficiency of English is indeed more commonly used in various institutions in Indonesia, especially in universities, because this type of test is accessible to correct and relevant to universities that are oriented to the academic path. With doing the TOEFL the students will easily find to work amid competition in the current field of work. In Indonesia, the TOEFL is originally conducted by English Language System (ELS), a specific institution for TOEFL Test, known as Institutional TOEFL. The university may also administer a TOEFL-like or a TOEFL-equivalent test, or a TOEFL prediction, such as by the center of language studies or by the language laboratory within the university. This kind of TOEFL is locally administered by the university, and only used for

internal usages in order to examine the students' English proficiency.

Listening is an essential part of English as a foreign language. It seems like the other skills such as writing, reading, and speaking. Listening is very important skill because it is the most widely used in daily life. Listening comprehension is one of the language skills which one of important to be studied. This skill uses the human hearing sense to communicate and understand each other. In hearing, sound waves are received as stimuli while listening requires an active interpretation of the stimuli that are received.

Listening comprehension is an integrative and creative process of interaction given by the speaker and received by the listener, which contains linguistic or non-linguistic knowledge. The TOEFL score is one of the requirements to be able to register for the COMPRE exam. Second, the standard TOEFL score that must be met by students of the English education study program is 475 and for the non-English education study program is 425. Third, this decision is effective as of March 25, 2015, with the stipulation that if in the future there is an error, it will be corrected accordingly. Based on the TOEFL standard, it can be seen that there are still many students who have not been able to achieve this score.

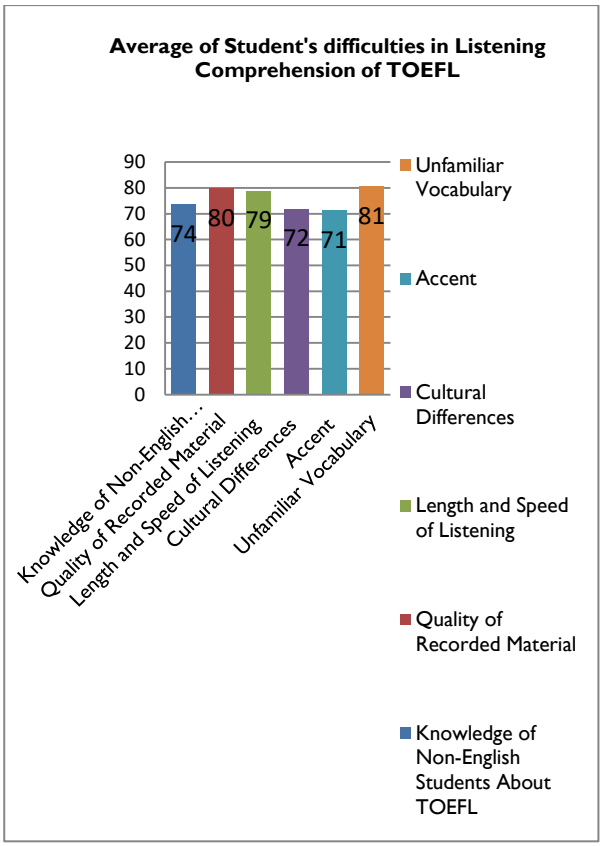
Many students feel that listening to TOEFL is very difficult for students who have never taken it.. Many students fail in attempting the TOEFL because of problems in answering listening section. For more details, the researcher conducted interviews with several non-english students at Universitas PGRI Sumatra Barat, to find out their difficulties of the TOEFL. non-english students perceive the TOEFL as something that hinders, interferes, and makes it difficult for them to be able to take the undergraduate trial. Students also find it difficult to pass the TOEFL because the questions given are difficult. The questions given are always different for each test so students have no idea about the TOEFL questions. The listening section felt very difficult because they were not sure they could hear the conversation in English. Sometimes what the student hears is different from what the speaker is talking about so they get the wrong result, the speaker used sounds less clear, making it more difficult for them in this section.

METODOLOGI

This research uses descriptive quantitative method. The participants of this study were 310 (three hundred and ten) non-english students of 2018/2019 batch at PGRI University of West Sumatra. Meanwhile, the sample was taken as much as 10%, the samples taken by 10% of it, Then the number of samples in this research is as many as 32 students. The instrument used to collect data was a questionnaire supported by interviews. The data obtained from the questionnaire was analyzed based on the formula suggested by Gay and Airasian. Meanwhile, the data from the interview was analyzed in which the researcher asked the respondents verbally and the respondents' answers were also written by them in the interview column distributed by the researcher beforehand. The research findings show that most students do find it difficult in listening comprehension on the TOEFL test.

HASIL DAN PEMBAHASAN

The findings of this research are in the form of students' opinions regarding the difficulties they face in listening comprehension of the TOEFL test. After conducting research, students do find it difficulties to deal with listening on the TOEFL and also some students fail in the listening section which can be see in the results of the scores they get after carrying out the TOEFL. Most of the difficulties they experience are in the second and third elements, namely the elements of long conversations and talks. Below is a diagram of the questionare results:



(Figure 1 (Avarage of Student's difficulties in Listening Comprehension of TOEFL)

Information we get from the chart is**:** The indicator Of knowledge of non-english students about TOEFL it can be seen that the average is "agreed with a percentage of 74%", The indicator quallity of recorded material it can be seen that the average is "agreed with a percentage of 80%, the indicator of length and speed of listening it can be seen that the average is "agreed with a percentage of 79%, the indicator of cultural differences it can be seen that the average is "agreed with a percentage of 72%, the indicator of accent it can be see that the average is "agreed with a percentage of 71%, the indicator unfamiliar vocabulary it can be seen that the average is "strongly agree with a percentage of 81%.

Based on the results of the interview, The researcher conclude that the average student only study and took the TOEFL in the final semester where they took the TOEFL to fulfill the requirements for completing their final project. Most of them get the highest score just to reach the passing limit set by the campus. Based on their experience, the most difficult elements in listening comprehension are in the second and third parts. there are several factors that influence students in answering listening difficulties such as factors related to listening material, namely their lack of understanding of TOEFL material. The next factor is related to mental conditions, physical conditions, and environmental conditions in answering listening comprehension, in some of these factors the author concludes that most of the students feel unwell and have headaches which are also influenced by disturbing environmental conditions such as air conditioning that is too cold and noisy surroundings when taking the TOEFL exam so that it makes them feel nervous to face the TOEFL test. another factor that affects the difficulty in answering TOEFL is that the pause from one question to another is too fast and there is no repetition of questions during the exam.

KESIMPULAN

Conclusion of this research are, the researcher used six indicators where the indicators of non-English students' knowledge of TOEFL, the quality of the recorded material, the length and speed of the listening, cultural differences, and accents were the majority of which answered agree, while on the unfamiliar vocabulary indicator the majority of students answered strongly agree.

There are several factors that influence students in answering listening difficulties such as factors related to listening material, namely their lack of understanding of TOEFL material. The next factor is related to mental conditions, physical conditions, and environmental conditions in answering listening comprehension, most of the students also feel unwell which is influenced by disturbing environmental conditions such as air conditioning that is too cold and noisy surroundings when taking the TOEFL exam so that it makes them feel nervous. another factor that affects the difficulty of answering TOEFL is the time lag from one question to another that is too fast and there is no repetition of questions during the exam. So it can be seen that students really experience difficulties from the results of questionnaires and interviews that can answer the research question in this study.

The researcher offers some suggestions with regard to the results of the study, for TOEFL training organizing lecturer, lecturer can find out what difficulties students face when working on listening comprehension in the TOEFL. So the results of this study can enrich the theories that have existed before.

The findings of this study are expected to be used as a valuable addition to information about students difficulties in listening comprehension of TOEFL by non-english students at University, for researchers who want to conduct further research on TOEFL. And for non-english student It is hoped that this research can provide information about students difficulties in listening comprehension of TOEFL by non-english students at University. It can be used to help them learn better.

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