

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purposes of the research, significance of the research, and definition of key terms.

1.1. Background of the Problem

English proficiency is needed in the globalization era. TOEFL (Test of English as a Foreign Language) is one of the measurements of English Proficiency. In Indonesia, the TOEFL test is originally conducted by English Language System (ELS), a specific institution for TOEFL Test, known as Institutional TOEFL (Mahmud: 2014). Nowadays, TOEFL is used on many occasions such as continuing study at university, getting scholarships, and getting a job in both national and international companies. TOEFL is the requirement for knowing the students English proficiency.

The studies about TOEFL has been done by some researchers. Atmaja (2021) researched the second-semester student's ability in TOEFL listening comprehension, and he found that the students still had a problem comprehending the TOEFL listening comprehension in section C (long talk part). In other research about students' ability in the TOEFL listening comprehension test done by Syaifullah (2018), he found some factors influencing the student's ability in the test, they are: the students did not listen carefully, the students were confused about the speakers talk, and the students still did not know about the meaning of word.

Rainy, et. Al (2020) found the most problematic while doing the TOEFL Listening test section is on conversations and talks. The last research by Handri (2013) found that the ability of the students in TOEFL listening comprehension is at a moderate level.

Based on the previous interview on July 2022 with the third-year students of the English Department of Bung Hatta University via Whatsapp, it was found that they had some problems when they did the TOEFL test, especially in the listening section. Based on the problem above, the researcher focused on the student's listening ability in comprehending long talks, because of that the researcher conducted her research with the title "An Analysis of the Third Year Students' Ability in Listening to Long Talk in TOEFL At the English Department of Bung Hatta University."

1.2. Identification of the Problem

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

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

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

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

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

1.3. Limitation of the Problem

Following the identification of the problem above, the researcher focused this research on students' ability in listening to long talks in TOEFL. This research was conducted on third-year students at the English Department of Bung Hatta University.

1.4. Formulation of the Problem

Related to the limitation of the problem above, the researcher formulated the problem into the following question: How is the third-year students' ability in listening to a long talk in TOEFL?

1.5. Research Questions

Based on the formulation the problem, the researcher formulated the research questions as follows:

1. How is the students' ability in listening to the main idea/ topic of long talks in the TOEFL?
2. How is the students' ability in listening to the details of long talks in the TOEFL?

1.6. Purposes of the Research

The main purpose is to find out the students' ability in listening to long talks in TOEFL. The specific purpose of the research are as follows:

1. To find out the students' ability in listening to the main idea/ topic of long talks in the TOEFL.

2. To find out the students' ability in listening to the details of long talks in the TOEFL.

1.7. Significance of The Research

The researcher hopes this research will give a contribution to lecturers, students, and future researcher. The result of this study hopefully can give the students information about their listening ability in comprehending long talks in TOEFL, so that they can improve their ability in the future. For the lecturers, the result will provide useful information about the students' listening ability in comprehending long talks in TOEFL and they can improve or increase the teaching-learning process so that the students can increase their ability. Lastly, the researcher will expect that this research will be useful as a reference for other researchers.

1.8. Definition of Key Terms

To avoid misunderstanding of some conceptual terms of this research, the researcher defined key terms as follows:

1. Listening: hearing what others are saying, and trying to understand what it means.
2. Listening ability: a competence to comprehend the long talk of TOEFL.
3. Listening Comprehension: This section measures the ability to understand English as it is spoken in North America.
4. TOEFL: TOEFL stands for the 'Test of English as a Foreign Language'. The test is designed to measure the English proficiency of non-English speaking people and is divided into three sections: short conversation, longer conversations, and long talk.