

**THE SECOND YEAR STUDENTS' DIFFICULTIES IN LISTENING TO  
SHORT CONVERSATION OF TOEFL LIKE AT THE ENGLISH  
DEPARTMENT OF BUNG HATTA UNIVERSITY**

**THESIS**



**By:**

**AYU SUNDARI  
1410013121048**

**ENGLISH DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
BUNG HATTA UNIVERSITY  
PADANG  
2018**

## ABSTRACT

Sundari, Ayu. 2018. *The Second Year Students' Difficulties in Listening to Short Conversation of TOEFL Like at the English Department of Bung Hatta University Padang.*

Advisors : 1. Dr. Joni Alfino, S.Pd., M.Pd.  
2. Fitriana Harmaini, S.S., M.A.

The purpose of this research was to find out the second year students' difficulties in listening to short conversation of TOEFL Like. The method applied was the descriptive-quantitative research. Major population of this research was the second year students of English Department of Bung Hatta University. The number of sample was 23 second year English students taken by total sampling. The data was collected by using a standardized-test in the form of listening to short conversation of TOEFL Like that was compiled from the book by Philips (2001). The test for listening to short conversation of TOEFL Like consisted six parts. They were restatement, negative, passive, agreement, suggestion, and *who/where*. The result of this research was shown in general that the second year students' difficulties in listening to short conversation of TOEFL Like were 37% categorized as a low difficulty (see Appendix 3). Specifically, the second year students' difficulties in restatement were 41% categorized as a moderate difficulty (see Appendix 4); the second year students' difficulties in negative were 46% categorized as a moderate difficulty (see Appendix 5); the second year students' difficulties in passive were 74% categorized as a high difficulty (see Appendix 6); the second year students' difficulties in agreement were 43% categorized as a moderate difficulty (see Appendix 7); the second year students' difficulties in suggestion were 20% categorized as a low difficulty (see Appendix 8); the second year students' difficulties in *who/where* were 14% categorized as a low difficulty (see Appendix 9). Based on the finding of this research, a simple conclusion could be drawn that the second year students' difficulties in listening to short conversation of TOEFL Like were in the passive part. There are some of suggestions that the students should improve their difficulties in listening to short conversation of TOEFL Like, specifically for the passive part. In addition, the lecturer should use an appropriate strategy for improving the students' difficulties in listening to short conversation of TOEFL Like related to grammatical skill in the passive.

## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENT</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>iii</b>
<b>TABLE OF CONTENTS</b> .....	<b>iv</b>
<b>LIST OF TABLES</b> .....	<b>vi</b>
<b>LIST OF CHARTS</b> .....	<b>vii</b>
<b>LIST OF APPENDICES</b> .....	<b>viii</b>

### CHAPTER I: INTRODUCTION

1.1	The Background of the Problem .....	1
1.2	The Identification of the Problem .....	5
1.3	The Limitation of the Problem .....	6
1.4	The Formulation of the Problem .....	7
1.5	The Purposes of the Research .....	8
1.6	The Significances of the Research .....	9
1.7	The Definition of Key Terms .....	10

### CHAPTER II: REVIEW OF RELATED LITERATURE

<b>1.1</b>	<b>Nature of Listening</b> .....	<b>12</b>
	1.1.1 Listening Comprehension .....	14
	1.1.2 Components of Listening Comprehension .....	15
	1.1.3 Language Basis of Listening Comprehension .....	16
<b>2.1</b>	<b>Listening in the Classroom</b> .....	<b>17</b>
	2.1.1 Importance of Listening Comprehension .....	18
	2.1.2 Listening Comprehension Difficulties .....	19
	2.1.3 Listening Material in Classroom .....	21
	2.1.4 Listening Comprehension Strategies .....	23
<b>2.2</b>	<b>Listening of TOEFL Like</b> .....	<b>24</b>
	2.2.1 Relevant Studies .....	27
<b>2.4</b>	<b>Conceptual Framework</b> .....	<b>29</b>

### CHAPTER III: RESEARCH METHOD

3.1	Research Design .....	30
3.2	Population and Sample .....	31
3.3	Instrument .....	31
3.4	Technique of Data Collection .....	33
3.5	Technique of Data Analysis .....	34

## CHAPTER IV FINDING AND DISCUSSION

<b>4.1</b>	<b>Finding</b>	<b>36</b>
4.1.1	Students' Difficulties in Restatement for Listening to Short Conversation of TOEFL Like	38
4.1.2	Students' Difficulties in Negative for Listening to Short Conversation of TOEFL Like	39
4.1.3	Students' Difficulties in Passive for Listening to Short Conversation of TOEFL Like	40
4.1.4	Students' Difficulties in Agreement for Listening to Short Conversation of TOEFL Like	41
4.1.5	Students' Difficulties in Suggestion for Listening to Short Conversation of TOEFL Like	42
4.1.6	Students' Difficulties in <i>Who/Where</i> for Listening to Short Conversation of TOEFL Like	43
<b>4.2</b>	<b>Discussion</b>	<b>44</b>
4.2.1	Students' Difficulties in Restatement for Listening to Short Conversation of TOEFL Like	45
4.2.2	Students' Difficulties in Negative for Listening to Short Conversation of TOEFL Like	47
4.2.3	Students' Difficulties in Passive for Listening to Short Conversation of TOEFL Like	48
4.2.4	Students' Difficulties in Agreement for Listening to Short Conversation of TOEFL Like	50
4.2.5	Students' Difficulties in Suggestion for Listening to Short Conversation of TOEFL Like	51
4.2.6	Students' Difficulties in <i>Who/Where</i> for Listening to Short Conversation of TOEFL Like	52

## CHAPTER V CONCLUSION AND SUGGESTION

5.1	Conclusion	54
5.2	Suggestion	55

<b>REFERENCES</b>	<b>56</b>
-------------------	-----------

<b>APPENDICES</b>	<b>60</b>
-------------------	-----------

## LIST OF TABLE

Table 3.1 Parts of Listening to Short Conversation of TOEFL Like.....	33
Table 3.2 Illustration of Tabulation for the Students' Difficulties in Listening to Short Conversation of TOEFL Like.....	34
Table 3.3 Criteria of Students' Difficulties.....	33
Table 4.1 The Students' Difficulties for Listening to Short Conversation TOEFL Like.....	37
Table 4.2 Number of the Students' Difficulties in Restatement for Listening to Short Conversation of TOEFL Like.....	38
Table 4.3 Number of the Students' Difficulties in Negative for Listening to Short Conversation of TOEFL Like.....	39
Table 4.4 Number of the Students' Difficulties in Passive for Listening to Short Conversation of TOEFL Like.....	40
Table 4.5 Number of the Students' Difficulties in Agreement for Listening to Short Conversation of TOEFL Like.....	41
Table 4.6 Number of the Students' Difficulties in Suggestion for Listening to Short Conversation of TOEFL Like.....	42
Table 4.7 Number of the Students' Difficulties in <i>Who/Where</i> for Listening to Short Conversation of TOEFL Like.....	43
Table 4.8 Summary of the Students' Work in Listening to Short Conversation of TOEFL Like.....	45

## **LIST OF CHART**

Chart 1.1: Number of the English Students as Test Takers of TOEFL Like in year 2016/2017 at Language Center of Bung Hatta University .....	4
Chart 4.1: Percentage of the Students' Difficulties for Listening to Short Conversation TOEFL Like .....	44

## LIST OF APPENDICES

Appendix: 1 Instrument.....	60
Appendix: 2 Recapitulation of the Students' Difficulties of Listening to Short Conversation of TOEFL Like .....	65
Appendix: 3 The Students' Difficulties in Listening to Short Conversation of TOEFL Like .....	66
Appendix: 4 The Students' Difficulties in Restatement for Listening to Short Conversation of TOEFL Like.....	67
Appendix: 5 The Students' Difficulties in Negative for Listening to Short Conversation of TOEFL Like.....	68
Appendix: 6 The Students' Difficulties in Passive for Listening to Short Conversation of TOEFL Like.....	69
Appendix: 7 The Students' Difficulties in Agreement for Listening to Short Conversation of TOEFL Like.....	70
Appendix: 8 The Students' Difficulties in Suggestion for Listening to Short Conversation of TOEFL Like.....	71
Appendix: 9 The Students' Difficulties in <i>Who/where</i> for Listening to Short Conversation of TOEFL Like.....	72
Appendix: 10 Surat Izin Penelitian .....	73