

A Preliminary Study on the Barriers in Listening Section of English Proficiency Test: Students' Perspectives

Paulina¹, Farah Natchiar Mohd Khaja², Abdul Ghani Abu³

Universiti Pendidikan Sultan Idris, Universitas Muhammadiyah Gresik, Indonesia¹

paulina@umg.ac.id

Universiti Pendidikan Sultan Idris, Malaysia²

farah.natchiar@fbk.upsi.edu.my

Universiti Pendidikan Sultan Idris, Malaysia³

Abstrak

Penelitian ini bermaksud untuk mengetahui masalah atau hambatan yang dihadapi oleh mahasiswa Indonesia dalam Tes Kecakapan Bahasa Inggris (TKBI), khususnya pada bagian keahlian Mendengarkan. TKBI menjadi ujian bahasa Inggris standar dan ujian wajib bagi mahasiswa karena digunakan sebagai salah satu persyaratan kelulusan di tingkat sarjana, dan juga untuk melamar pekerjaan. Persyaratan tersebut akhirnya meningkatkan permintaan tes. Namun, fakta menunjukkan bahwa peserta tes TKBI mengikuti tes beberapa kali karena mereka tidak dapat melewati nilai yang ditargetkan. Fakta ini mendorong penelitian ini untuk menyelidiki lebih lanjut tentang hambatan yang mereka hadapi di TKBI. Penelitian ini juga menjelaskan macam-macam Tes Kecakapan Bahasa Inggris dan jenis-jenis yang digunakan khususnya di Universitas Muhammadiyah Gresik. Desain penelitian ini adalah deskriptif kualitatif dengan subjek 40 mahasiswa. Data dikumpulkan dari kuesioner dan wawancara lanjutan untuk menjawab pertanyaan dan mengungkapkan hambatan yang mereka hadapi selama tes.

Kata kunci: *Tes Kecakapan Bahasa Inggris, Mendengarkan*

Abstract

This study intends to find out the problems or barriers faced by Indonesian students in studying for an English proficiency test (EPT), especially in Listening section. EPT becomes a standard English test and a compulsory test for students since it is used as one of the requirements for their graduation at the degree level, and also for a job application. Those requirements increase the demand of the test. However, the fact shows that the test takers of the EPT took the test for times since they cannot pass the targetted score. This fact led this study to investigate further about the barriers they face in EPT. The study also describes kinds of English Proficiency Test and the kind used in University of Muhammadiyah Gresik. The design of the study is descriptive qualitative with 40 students as the subject. The data will be collected from questionnaire and follow-up interview to answer the question and reveal the barriers they face during the test.

Keywords: *English Proficiency Test, Listening*

Background of the Study

In Indonesian Education system, English always plays important roles in every knowledge. The English language itself is the native language in some developed countries, such as United States, United Kingdom, Australia, Singapore, New Zealand, etc. English is also regarded as the International language in the world. In Indonesia, English is one of the languages spoken though its position is still as a foreign language. English becomes important in Indonesia since the language is used for many purposes, such as study, work, and even daily activities. Indonesian sometimes uses English as the instruction of a procedure, the name of a brand, or the title of song, drama, movie or poem. This popularity makes English as one of standards for academic evaluation. The Existence of the language exams helps the evaluation. Many people take the language exam to improve their English. It also helps them get a good job, travel overseas, and even live abroad. Such exam requires the test takers to use the language in situations similar to everyday life and assess how well people are able to communicate in realistic situations. The common language exam is the Language Proficiency Test which. Broadly, a language proficiency is refers to one's ability to use language for a variety of

communicative purposes. People who are proficient can understand language without any difficulties, can communicate and express ideas clearly in both speech and writing comfortably (Renandya, 2018). As a proficiency test, English proficiency test tests both skill and knowledge in English. Generally, the test consists of skill and component in English, such as Listening, Reading, Writing, Speaking, and Grammar Structure. However, sometimes it consists only Listening, reading, and structure.

There are many kinds of English Proficiency Test which are authorized and used for a standard in some requirements related to English ability. Some famous tests are TOEFL (Test of English as a Second Language), TOEIC (Test of English as International Communication), IELTS (International English Language Testing System), and many others. Those tests have their own popularity since many overseas universities set them as one of the requirements to get a Letter of Acceptance (LOA). Those tests also have a different function according to the use. For an Instance, people will sit for the TOEFL and IELTS if they want to apply to the university. Meanwhile, they will take TOEIC for applying for a job.

Many universities in Indonesia require TOEFL score as one of the university enrollment requirements since the test is regarded as a well-accepted English proficiency test in Indonesia. TOEFL is commonly used as a standard assessment of students' English proficiency. Originally, TOEFL score is used for Indonesian students (non-English native speakers) as one of the requirements to apply in overseas universities. However, as English becomes more popular as the International language, TOEFL is recently used as one of the requirements for university enrollment, university graduation, and a job application in Indonesia for about more than 10 years. Another popular English proficiency test in Indonesia is IELTS. Many people sit for the test in order to fill the requirements of scholarship grants in European countries, Australia, and New Zealand.

Other reasons for having the English proficiency test in Indonesia is because the learning process in the university involves the analysis process of international journals written in English. Moreover, some universities have their own policy to expect their students to publish their own article to the International journal and also to present their research in the international platform,

such as seminar, symposium, and other conferences.

From an interview with ten students from different universities in East Java, Indonesia, which was asking about how the English proficiency test is conducted, it was found that there are some universities require English Proficiency Test for students enrollment. Those universities also require students to sit for the English Proficiency test as one of the requirements for graduation. Each university has different policy for the standard English Proficiency test score for completing the requirement. One example is University of Muhammadiyah Gresik (UMG) which has two standards in accepting the students' English Proficiency Test score. This university has a different policy for different departments. The accepted English Proficiency Test score for English education department is 500, while the accepted score for other departments is 388. Its standard score policy is decided through some considerations, such as the students' ability which points the most concern. If students cannot reached the targeted English Proficiency Test score yet, they will fail completing the graduation until they have the acceptable English Proficiency Test score by taking more tests.

The English proficiency test score is also needed in the process of applying a job. Some vacancies from government or private institution require English proficiency test score as the registration requirement. The reason for this policy is to optimize the employees to especially expedite the process of International relationship within the companies. Commonly, after having the English proficiency test score record for completing the graduation, students can use the score record to apply for a job. Since the two big state-owned enterprises of Indonesia are located in Gresik, and they require English proficiency test score for the job application, many students in University of Muhammadiyah Gresik have high intention to pass the English Proficiency Test.

A preliminary study in a small scale survey and interview was conducted in University of Muhammadiyah Gresik in 2020 in order to know students' perspectives, especially their barriers on the English proficiency test. The preliminary study was firstly carried out in English department because this department has some compulsory courses related to English proficiency test in the third semester, such as advanced listening course, advanced grammar course, and advanced reading course. The test was administered for twenty

four selected students. They were questioned about the most difficult section in the English proficiency test. The result showed that 14 students (58%) stated listening section as the most difficult part in the test, while 10 students (42%) stated grammar section, and no student (0%) stated reading section.

Since the result showed that Listening section takes the most difficult part in English proficiency test, the study intends to investigate more on the barriers in the section.

In a higher education, such as university, specifically in English department, English is taught through eight semesters which consists of several subjects. Commonly in Indonesia, the first and the second year of the English learning focus on the improvement of English skill itself (listening, speaking, reading, and writing). Those skills are separated into three parts; basic, intermediate, and advanced. In the third until the fourth year, students are equipped with the deep understanding about the knowledge in English itself.

In other departments, English is taught only as a general subject in the first year. Generally, the goal of this English learning is to equip students to understand their own major literature and sources which are usually texted in English.

However, students always expect a deep approach to learning through a combination of teaching and learning methods in order to make them comprehend in their English learning (Fry, Steve, & Stephanie, 2009).

English Proficiency Test

English proficiency test may refer to a test which is designed to measure one's ability in a language (Yuyun, Meyling, Laksana, & Abenedgo, 2018). Proficient users are said to have a good English proficiency if they have the ability to use the language for a variety of communicative purposes (Renandya, 2018). There are some famous standardized tests used to measure this ability and common for the test takers, such as the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), the Test of English for International Communication (TOEIC), and General English Proficiency Test (GEPT).

Above mentioned tests have their own functions in measuring English ability. TOEFL has the same purpose as IELTS and GEPT which is used for the test takers for helping pursue a higher level of study, while TOEIC has the purpose for applying a job in a better institution in Indonesia. Here, the

three tests of TOEFL, IELTS, and TOEIC is reviewed in order to give details understanding about English proficiency Test.

Test of English as a Foreign Language (TOEFL)

TOEFL (Test of English as a Foreign Language) is a kind of English proficiency test. TOEFL test is used as a tool to measure a person's ability to what extent his / her English skills without being directly associated with the teaching and learning process. Thus, TOEFL is different from achievement test whose scope of examination is limited to materials that have been studied in one English class. There are four aspects measured in TOEFL; (1) Listening Comprehension, (2) Structure and Written Expression, (3) Reading Comprehension, and (4) Writing.

Basically, the TOEFL is designed to test the ability to understand standard North American English. The TOEFL was developed to help American and Canadian colleges and universities evaluate the level of English language proficiency of the international students they want to admit because this test is needed to get into a particular college or university.

TOEFL itself was officially developed, initially by the Center for Applied Linguistics at Stanford University, especially under Prof. Dr. Charles A. Ferguson. In 1964, the TOEFL was first organized or administered by the Modern Language Association and funded by the Ford Foundation and the Danforth Foundation. Then in 1965, The College Board and ETS (Educational Testing Service) joined to continue the TOEFL test program. Until 1973, the cooperation agreement between ETS, The College Board, and The Graduate Record Examinations was made to facilitate the TOEFL test program. ETS acts as the regulator or the party responsible for the program until now.

There are three kinds of TOEFL test; International TOEFL test, Institutional TOEFL test, and TOEFL Like-Test. The difference between the three tests is that the International TOEFL has new tasks in each test. While Institutional Test and TOEFL Like-Test were sourced on issues a few years earlier from the international TOEFL Test. The validity duration of the toefl test varies. The International TOEFL test validity period is two years acceptable to all universities in the world. The score is acceptable to apply scholarships abroad. The Institutional TOEFL test has six months validity period. It has cheaper cost but the score is not

acceptable for overseas universities admission. While the TOEFL-like Test is not acceptable for overseas universities admission, only for certain requirements in Indonesian universities, such as graduation requirement.

Until now there are three types of TOEFL issued by ETS; Paper-Based Test (PBT), Computer-Based Test (CBT), and Internet-Based Test (IBT). The differences among those three are are:

PBT (Paper Based Test) TOEFL

PBT-TOEFL is a type of TOEFL Test which is firstly issued by ETS. The system of the test requires paper and worksheet filled with 2B pencils. The sections tested are Listening, Structure, and Reading. The score ranged from 217 to 677. While the test duration is around 2 to 2,5 hours.

CBT (Computer-Based Test) TOEFL

CBT-TOEFL is the second type replacing PBT-TOEFL. The system of the test does not use papers, but computer. CBT is firstly issued in 1998. However in some Asian countries, Especially in Indonesia, are still allowed to administer PBT (ITP-TOEFL) as the standard of International TOEFL Test. Thus, the popularity of CBT in Indonesia is low. The sections tested in CBT

TOEFL are Listening, Structure, Reading, and Writing. The score ranged from 0 to 300, while the duration of the test is around 2 to 2,5 hours.

IBT (Internet-Based Test) TOEFL

IBT-TOEFL or well-known with *Next Generation* TOEFL is the newest type of the test issued by ETS and was introduced in 2005. However, it was administered in Indonesia in 2006 as the standard International TOEFL Test. ETS made many changes to the format and system of this TOEFL test. This IBT TOEFL also utilizes

computer, but the test system on IBT uses the internet. Thus, the test takers is directly online with ETS and answer the test online. The sections tested are Listening, Speaking, Writing, and Reading. The score ranged from 0 to 120, and the duration of the test is 4 hours.

However, todays only two types of the TOEFL, PBT TOEFL and IBT TOEFL, are used in many countries. Here is the quick comparison between PBT TOEFL and IBT TOEFL formats.

Table 1. Item in PBT TOEFL and IBT TOEFL

NO	ITEM	PBT TOEFL	IBT TOEFL
1	Listening	50 questions	33-34 questions
2	Speaking	NO questions	6 questions
3	Listening/Speaking	NO questions	Included
4	Structure	40 questions	No questions
5	Reading	50 questions	36-39 questions
6	Reading/Speaking	NO questions	Included
7	Writing	1 question	2 questions
8	Listening/Writing	NO questions	Included
9	Reading/Writing	NO questions	Included
10	TIME	2 hours	4 hours

In a TOEFL course, students are equipped with the skills and strategies to improve the TOEFL score and succeed in a university or graduate

program. However, to get the best possible TOEFL score, students need to know the TOEFL from the inside and outside.

In University of Muhammadiyah Gresik, Indonesia, the TOEFL with three sections is conducted. This proficiency test becomes the learned subject in the third semester of English department. There are three subjects which are compulsory to learn about TOEFL. They are advanced listening, advanced grammar, and advanced reading. However, all students from every department have to sit for the TOEFL test as their one of requirements for graduation.

Paper-Based TOEFL (PBT)

There are 50 questions in three parts on the Listening Section of the Paper-Based TOEFL. The conversations, talks, and questions are presented only one time. The test takers may not take notes. The topics are both general and academic. The questions are all multiple choice with four possible answer choices. The section takes about 40 minutes to complete.

In Part 1, the test takers hear short conversations between two people. After each conversation, they will hear one question. They should choose the best answer choice from four possible answers.

In part 2, the test takers hear long conversations between two people. After each conversation, they will hear several questions. After every question, they choose the best answer choice from four possible answers.

In Part 3, the test takers hear short talks by one person. After each talk, they will hear several questions. After every question, they choose the best answer choice from four possible answers.

Internet-Based TOEFL (IBT)

There are usually 33 or 34 questions in two parts on the Listening Section of the IBT TOEFL. The conversations, talks, and lectures are presented only one time. You may take notes. The topics are all academic. The questions are either multiple-choice with four possible answer choices or computer-assisted with special directions on the screen. It takes 25 minutes to complete the questions. The time for the conversations, talks, and lectures is not included in the 25-minute estimate.

There are two types of tasks included in the Listening Section: independent listening tasks and integrated listening tasks.

In the independent listening tasks, you will hear long conversations, class discussions, and lectures in an academic setting. They include natural pauses, and they are presented at a normal rate for native speakers. You may take notes. After each conversation, discussion, or lecture, you will hear several questions. After every multiple-choice question, choose the best answer choice from four possible answers. After

every computer-assisted question, follow the special directions on the screen to complete the answer. Refer to Exercise 30 to see examples.

In the integrated listening tasks, you will hear and respond to long conversations, class discussions, and lectures in an academic setting.

The language includes natural pauses and is presented at a normal rate for native speakers. You may take notes. After each conversation, discussion, or lecture, you will hear a question that requires you to respond by speaking or writing.

Table 2. Quick comparison on Listening comprehension of PBT TOEFL and IBT TOEFL

.NO	PBT TOEFL	IBT TOEFL
1	Three types of questions are presented in three separate parts. Part A has short conversations; Part B has long conversations and class discussions; Part C has mini-talks and lectures.	Two types of questions are presented in six sets. The first sets each have a long conversation. The next sets each have one lecture
2	The talks and lectures are about 2 minutes long	The lectures are about 5 minutes long
3	Everyone taking the TOEFL answers the same questions	Everyone taking the same form of the TOEFL answers the same questions
4	There are no pictures or visual cues	Each conversation and lecture begins with a picture to provide orientation. There are several pictures and visual cues with lectures.
5	You hear the questions, but they are not written out for you to read.	The questions are written out on the computer screen for you to read while you hear them.
6	Everyone taking the TOEFL proceeds at the same pace. You cannot pause the tape.	You may control the pace by choosing when to begin the next conversation or lecture.
7	The section is timed. At the end of the tape, you must have completed the section.	The section is timed. A clock on the screen shows the time remaining for you to complete the section.
8	You may not replay any of the conversations or lectures.	You may not replay any of the conversations or lectures.
9	All of the questions are multiple choice	Most of the questions are multiple choice, but some of the questions have special directions.

10	Every question has only one answer. You answer on a paper Answer Sheet, filling in ovals marked.	Some of the questions have two or more answers. You click on the screen in the oval that corresponds to the answer you have chosen, or you follow the directions on the screen.
11	You can return to previous questions, erase, and change answers on your Answer Sheet.	You cannot return to previous questions. You can change your answer before you click on OK . After you click on OK , you cannot go back.
12	You may NOT take notes.	You may take notes while you listen to the conversations and lectures.

There are many studies that carried out TOEFL as the main concerns. In 2014, Karim and Nining conducted a qualitative study on the Indonesian lecturers' attitude specifically in teaching English towards TOEFL. The data collection using a questionnaire shows that the lecturers showed a positive attitude towards a TOEFL test and they agreed of having TOEFL as the assessment and one of the requirements in graduation.

Al-Rawasdheh (2011) was concerned more in students' difficulties in TOEFL. The study was in Jordania where 179 students face difficulties because of their weakness in English language, test duration, the minimum passing level, and the tuition fees. These difficulties affected much in their TOEFL preparation so that the study addresses the high ministry of education to held workshop regarding to the importance of TOEFL and

applied the best strategies in comprehending TOEFL.

Arifuddin, Susanto, and Suharsono (2013) explored difficulties in TOEFL and kinds of TOEFL questions types that test-takers failed to answer and can be the causes of failure. Pronunciation, cultural value, sentence complexity, context, colloquial, and discourse markers are some types of implicature questions the students often failed in the TOEFL test. This result is very valuable to this study because it gives reference on how the material will be designed.

Nemati, Kamran & Mohammad (2016) investigated more in students' problem in TOEFL. A short and open-ended questions administered showed that TOEFL gave students significant problems in Listening where students had main problem in identifying words in the text they listened

because students were not used to fast speech. The weak at vocabulary and colloquial terms were also found. Moreover, students believed that universities should put more responsibilities to enhance their listening comprehension because insufficient attention to listening comprehension practices could hinder the process in TOEFL test.

METHOD

This chapter reviews the methodology employed in the study. The discussion includes the research design, research method, sampling, instrument, data collection and data analysis. The study will try to investigate the barriers on the English Proficiency Test through students' perspectives. A descriptive qualitative study will be carried out to answer the questions. The participants of the study is the English education department students who sit for the English Proficiency Test in University of Muhammadiyah Gresik. Each session of the test consists of 20 students. This study will take 2 sessions of the test with 40 students.

There are some instruments to collect the data in this study. Some instruments are described below.

Questionnaire

The questionnaire is the main instrument of the study. There will be some items asked related to the problems or barriers in English Proficiency test. Those items are divided into three sections according to the skills tested in English Proficiency test in Universitas Muhammadiyah Gresik. The likert scale will be applied in the questionnaire.

Follow-up Interview

The interview will be conducted after the questionnaires are administered to students. The purpose of the interview is to confirm the data in the questionnaires. The questions asked in the interview is unstructured questions which means that participants may elaborate their answers. The recording will be used to document the script of the interview.

Observation

The observation was conducted in Language Center of Universitas Muhammadiyah Gresik to know the regulation and the implementation of English Proficiency Test.

Data Analysis

Questionnaire

The result of the questionnaire will be analyzed statistically by having a percentage of the answers. The result will be described

in the form of table and narrated descriptively in order to answer the research question.

Follow-up Interview

The result of the interview will be narrated descriptively from the tape-script. The tape script will be written in the appendic section.

Finding

English Proficiency Test is regarded as a difficult test because taking this test might be carried out many times to achieve the targeted score.

Further investigation was carried out to uncover more information about advanced listening course in English department since the problems of the students are mostly in Listening section. Evidently, the problem in comprehending the subject is also in a matter of the material which adapts TOEFL materials. There is also no specific guidelines available for the advanced listening course though students are provided with the different materials every meeting. The process of the learning is conducted in the language laboratory where students can put on and off the headset and listen to the audio played by the lecturer from the main computer. With the existing audio and worksheet taken from available TOEFL books, both students and lecturer do not have

any warming up questions to the audio instead of following to answer the provided questions. Thus, a little comprehension for the audio is achieved so that students sometimes blame their lack of vocabulary and the TOEFL recording which contains native speaker in which students sometimes do not comprehend well. More finding showed that students have difficulty in understanding the recording. The interview conducted with 24 students assigned in Advanced Listening course showed some results that students had difficulties in answering the TOEFL listening test. The first problem is that students need to visualize the context in which the speakers are in to answer questions. It is difficult for them to understand the context if the material is different from their experience and background knowledge due to unfamiliar topics in TOEFL materials which mostly talk about an American history and literature while students are never equipped with those topics on their studies. The second problem is the duration of the entire listening test which is too long for them that makes them do not have steady concentration. They mostly cannot focus on the last two parts recording of the listening section because the parts provide longer speeches with many questions posed. The next problem is they spend time

to read the options while or after listening to the recording. Due to their limited comprehension or low level of proficiency, the students require additional time to read and understand the options in order to answer each question. This process is time-consuming resulting the students fail to answer the question. Another problem is they face some tricky questions which has to do with their unfamiliarity with the certain vocabulary items. The fifth problem is they cannot hear clearly because the speed of the speech is too fast. The last problem is because the students are non-native English speaker, they cannot easily understand the native speaker' spoken. The speech is accented that it inhibits full understanding or comprehension. In conclusion, the preliminary study found 7 problems in doing listening test of TOEFL; (1) unfamiliar topics/materials, (2) audio length, (3) lack of concentration, (4) low comprehension/listener, (5) unfamiliar vocabularies, (6) speed of the speech, and (7) speaker. However, most students agreed that their biggest problem is in the speech of the recording spoken by native speakers which is difficult for them to comprehend.

Another investigation was also conducted in the Language Center in University of

Muhammadiyah Gresik. The Language center is responsible for conducting English proficiency test, such as TOEIC and TOEFL. This center has a policy which has been approved by the university about the acceptable English proficiency test score for completing graduation requirements. As mentioned previously, English department has 500 score, while other departments have 388 for the acceptable score. While the total of the overall score is 653. The listening section of the English proficiency test consists of 50 questions with the total score is 64, the Structure section consists of 40 questions with the total score is 67, and the Reading section consists of 50 questions with the total score is 65. The paper-based English proficiency test is used in this university consisting of three sections of the test, listening section, grammar section, and reading section.

The investigation was concerned in the recent score reports of students who sat for the English proficiency test for graduation requirements. The data showed some score reports from the period of November 2016 to January 2017. There were 228 test takers from different departments in University of Muhammadiyah Gresik. There were 5 students from industrial engineering department, 6 students from mathematic

department, 24 students from English education department, 10 students from management department, 7 students from informatics engineering department, 3 students from agrotechnology department, 154 students from accounting department, 17 students from Islamic education department, and 2 students from electrical engineering department. From their score reports, 121 students have lower score in listening section compared to grammar and reading section. From those 121 students who have low listening scores, 77 students cannot pass the acceptable score. The result shows that Listening section becomes the most concern of the test since many students have problems in the section.

Another investigation in this Language Center is conducted to see the material of the test and the score report published in the certificate. The first investigation was in the material of the test. Some tests used were seen and analyzed. The investigation showed that all materials used in the test are taken from the TOEFL materials. Meanwhile, the certificate published does not write the word of "TOEFL". The head title of the score

report is "English Proficiency Test Score Record" instead of "TOEFL Test Score Record". Thus, another investigation was conducted to the "PHPI" department in University of Muhammadiyah Gresik. PHPI stands for *Perpustakaan Hak Kekayaan Intelektual dan Publikasi Internasional* which is in charge in copyright. From the investigation, the language center at University of Muhammadiyah Gresik does not use the "TOEFL" word in the title of the certificate due to the copyright ownership. Since the university is not the authorized institution to set for the TOEFL test, so every certificate published related to English Proficiency Test cannot mention the word "TOEFL" though the test uses TOEFL materials. Thus, the university conducts the similar English proficiency test which adapts questions from the TOEFL test. The authorized TOEFL is from ETS (English Testing System). Thus, every certificate related to an authorized TOEFL is published by ETS. Those who conduct unauthorized TOEFL test may not put the word "TOEFL" in the certificate.



Figure 1. TOEFL ITP Score Record (Authorized TOEFL)

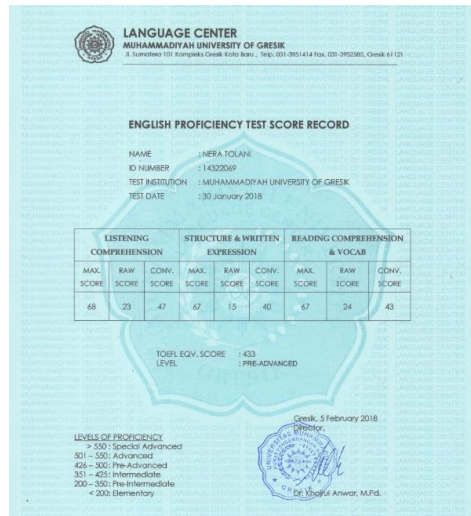


Figure 2 English Proficiency Test Score Record in UMG

Seeing the result of the preliminary study, it is concluded that Listening section is the section which students have the most difficulties in. Some studies conducted show that Listening skill is regarded difficult in learning the second language (L2). Renandya & Farrell (2016) stated that many EFL learners, especially with low language proficiency levels find that among all skills

areas of English, Listening is the most difficult skill. Listening is also regarded as the thing they feel most frustrated to learn in English (Wei, 2013). A study from Al-Rawashdeh (2010) which investigated TOEFL also mentioned that listening is a very difficult part to answer by EFL learners due to the American accent of the speakers.

Seeing the difficulties of Listening, the skill is often neglected in the English learning. However, many studies conducted also reveals that Listening plays an important role in English learning process. Kurita (2012) mentioned that listening is at the heart of language learning. Listening skill does not only have an important role in daily life but also in Language classroom settings. If people do not have a good listening skill, it is impossible for them to communicate effectively because listening is the very basic skill in Language learning.

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