

Chapter One

Introduction

This chapter provides an overview discussed in this proposed research. The first part explains the background of the research, which explains why the researcher is interested in conducting the study. The second point is the identification and limitation of the problem, which focuses on the problems of the study. The third point is the research question. The next is the objectives of the research. Moreover the last is the significance and organization of the chapters.

Background of the research

In English, there are four skills: reading, listening, writing, and speaking. Sadiku (2015) stated that English skills include integrating listening, speaking, reading, and writing. These four skills enable students to communicate effectively as listeners, speakers, readers, and writers. Mainly listening plays a significant role as an input for the learners. It was previously stated by Tyagi (2013) that receiving, attention to, building meaning from, and responding to verbal and nonverbal stimuli is the psychological process of listening. Besides, in the communication process, listening becomes an integral aspect that must appear as input in communicative activities. Listening is the foundation for communicative competence since it offers auditory input and allows learners to participate in spoken conversation. Language development is heavily reliant on listening (Renukadevi, 2014). Thus, listening is one of the inputs along with the reading to give nuance to understanding a language.

Moreover, recalling the statement mentioned above, having proper listening skills is needed. In that case, a test is needed. Of the many English proficiency tests, there are IELTS (International English Language Testing System), CAE (Certificate of Advanced English), TOEIC (Test of English for International Communication), TOEFL (Test of English as a Foreign Language), and PTE (Pearson Language Test). In the Indonesian context, institutions often use the TOEFL to determine their students' English proficiency.

Particularly in TOEFL, there are several types of TOEFL tests, namely Paper Based Test, TOEFL CBT (Computer Based Test), TOEFL IBT (Internet Based Test), and TOEFL ITP (Institutional Testing Program). This research focus on the Paper Based TOEFL test. Sulistiyo (2009) stated that Since 2005, TOEFL had embraced the so-called next-generation version of the internet-based testing procedures, or IBT (henceforth), which has marked a substantial departure from earlier TOEFL iterations that included paper-and-pencil testing as well as computer-based testing (PBT, henceforth). On the other hand, the PBT version is still mostly covered in those training classes.

Furthermore, the TOEFL Paper Based Test was the first TOEFL administered on paper. It is divided into three sections: listening comprehension, written structure and expression, and reading comprehension. It begins with Listening Comprehension (Parts A, B, and C), followed by Structures and Writing Expression (Parts A and B), and finally, Reading Comprehension (Parts A and B) (Parts A and B). According to Tanihardjo (2016), the TOEFL PBT is divided into three sections: reading comprehension, structure and writing expression, and

listening comprehension. Lubis and Irmayana (2019) stated that TOEFL is not an easy test but requires preparation. Thus, proper preparation is needed to reach the expected score.

As one of the parts of the TOEFL test, listening becomes one of the focuses when teaching and learning. They, students and teachers, try to maximize the score of listening skills to the highest score. According to Fitria (2021), the TOEFL Listening Comprehension segment is typically a terrifying phantom for test-takers; many participants in this session regularly fail the exam. Thus, in preparing TOEFL test, teachers function as facilitators, motivators, mentors, assessors, and learning partners for students. The teachers' involvement in assisting and solving students' challenges is critical. As a result, teachers must have effective teaching methodologies in teaching listening to help students learn TOEFL, particularly in the listening section.

However, some issues related to having a listening section in TOEFL are noticed by some scholars. For instance, Padang et al. (2022) mentioned that one of the most challenging things for students to master is listening comprehension. Most students find understanding the suggested meaning in the TOEFL short dialogue of listening comprehension exam items challenging. Romadhon (2022) found that students easily get distracted when doing the listening section. To find out realistic evidence, a preliminary observation was done. It was found that students felt scared and anxious when they had to face the listening section in the TOEFL test. Also, there are still many difficulties faced by students when taking the TOEFL test. Thus, it is interesting for the researcher to discuss what strategies

teachers use when teaching TOEFL and what problems teachers face when teaching, especially listening comprehension.

Furthermore, researching the strategies and problems faced is vital since the researcher found that one of the Islamic private universities in Yogyakarta requires their students to have a standard score in TOEFL before they graduate. The researcher noticed that all departments require their students to acquire a particular minimal score of TOEFL before graduating. When the students fail to do so, they must retake the test or postpone their graduation. TOEFL is a compulsory subject in every department to facilitate their students. Nevertheless, the number of students who fail the TOEFL score is still noticeable. The students who failed stated that one of the challenging parts is listening skills since they lack listening exposure and need to know the context of the listening skills in every tested item.

As a result, the researcher is interested in investigating this issue further. Another reason for this study is that most researchers have yet to examine instructional methodologies from teachers to students, particularly in the TOEFL listening section at one of Yogyakarta Islamic Private Universities. Therefore, this research aims at finding the teachers' strategies and the obstacles when teaching listening for TOEFL. The results of this current research are expected to give crystal-clear strategies and obstacles used and faced by teachers. Also, students can benefit themselves when learning to listen for TOEFL.

Identification of the problem

In identifying the problem, the researcher shows the problem from the literature and the actual condition from the observation. The problems relate to the teachers; teaching activity in the classroom when teaching listening for TOEFL. The researcher finds three problems. The first problem comes from Hidayat (2013), who stated that teachers in listening classes face passive students and need more students willing to participate in the teaching and learning process. He further suggested that teachers must vary their teaching methods to tackle those problems.

The second problem is grounded from the students. When teachers have presented and provided a proper strategy, but it still needs to be successful, the problem is located in the students. The researcher conducted a non-formal interview with ELED students in a private university to find concrete issues. The researcher found that the lack of motivation, vocabulary, and skill to follow the listening pace made them challenging to get a good score in the listening section. Rina and Tiarina (2021) agreed that the problem faced by students during the TOEFL test-taking procedure included a lack of vocabulary, a lack of focus, the duration and speed of listening, and physical condition. From this point, the researcher believes that the obstacles faced by teachers also come from the students. Even though the teachers have provided a proper strategy, the results said another way. Thus, teachers are required not only to prepare a proper and suitable method but also to prepare students' readiness when learning listening for TOEFL.

The last problem was found when the researcher did a preliminary observation of one of the courses where it taught about TOEFL in ELED in one of the private universities in Yogyakarta. From the observation, the researcher argued that the teacher needed to vary the teaching strategies. Since the objective is for students to demonstrate their capability and achieve a high score, it is required of teachers to employ a variety of strategies. The students' teachers can better guide them through responding to the question in the listening phase when they do this.

Regarding the previous problems, the researcher believes that teaching listening for TOEFL needs attention. Therefore, the researcher aims to find strategies and obstacles when teaching listening for TOEFL. The results enrich the discussion and give new nuances of understanding what, why, and how the condition when teaching listening for TOEFL under the focus of strategies and obstacles teachers face.

Delimitation of the problem

Regarding the problems identified in the previous section, this research focuses on teachers' strategies when teaching TOEFL, especially listening comprehension. This study also finds the obstacles when the teacher teaches the listening section on the TOEFL. The setting of this current research is also limited to researching the strategies and obstacles in a private university in Yogyakarta.

Research question

According to the statement of the problem, the research questions are:

1. What are the teachers' strategies in teaching TOEFL listening comprehension section?
2. What are the teachers' obstacles when implementing strategies in teaching TOEFL listening comprehension section?

The significance of the research

The result of this research study is expected to be beneficial for people who read this research study, especially for teachers, students and other researchers.

For the Teachers

This research allows them to understand teachers' strategies for teaching TOEFL listening comprehension at a private university in Yogyakarta. Then they might devise and implement an effective strategy for improving kids' listening skills and assisting them in scoring well. Furthermore, the teachers are given potential obstacles to teaching and listening to the pupils. Knowing this allows them to plan appropriate and successful strategies for dealing with the impending challenges revealed by the findings of this study.

For the Students

The results of this study are expected to provide knowledge to students about how to effectively face the TOEFL test in the listening section correctly and adequately according to existing rules. Also, this current research illustrates the barrier to success in the listening section of TOEFL. By doing so, they, students, can reflect on their learning style so that the barriers can be torn down.

For the future Researchers

This research may be interesting to other researchers interested in conducting similar research. The outcomes of this study contribute to the body of information regarding strategies to assist students in improving their listening ability while taking the TOEFL exam. Then, utilizing a different design or research technique, this research can be utilized as a starting point for subsequent research to deepen the discussion under listening skills for TOEFL in light of strategies and obstacles.

Organization of the chapters

This research contains five chapters. Chapter one consists of the background, identification of the research, delimitation of the problem, research questions, objective, and the research's significance. Chapter two is the literature review that defines the TOEFL test, the types of TOEFL, the definition of Listening skills, TOEFL listening skills, strategies, and obstacles by the teacher for teaching listening skills on the TOEFL and a review of related studies. This chapter explains the theories related to teachers' overview strategies when teaching the TOEFL test on listening comprehension. The research methodology is covered in the third chapter. This chapter describes how the researcher conducted the study. The methodology, instruments, participants, settings, data collection procedure, and data examination are covered in the chapter. The findings and discussion of the data analysis results are presented in chapter four. The conclusion and recommendation are included in chapter five, which covers several recommendations and the general answers to the research questions. The

recommendations aimed at teachers, students, parents, and other researchers are included in the last chapter.