

CHAPTER I

INTRODUCTION

This chapter presents a comprehensive description of the study. It consists of a background of the study, formulation of the problem, operational definitions, the aim of the study, and significance of the study.

A. Background of the Study

Undergraduate students must pass the TOEFL test as a requirement for completing their studies. The Test of English Language Proficiency (TELP) at a university in Tasikmalaya is one of the English language proficiency tests and is also used as a requirement to complete studies. This is based on the rector's regulation no. 7 of 2023, as outlined in the academic guidelines, specifically in article 9 concerning student obligations, which states that all undergraduate students are required to take the Test of English Language (TELP) with a minimum score of 400 as a prerequisite for taking the thesis examination. According to Rohman (2019), the language proficiency test is held regularly as a graduation requirement by the language center, and students must take it. The TELP consists of three sections: listening section, structure and written expression, and reading comprehension. With this test, institutions can ensure students' ability to understand the material and communicate well in English.

Listening is a person's effort to listen to information from spoken language. Listening in this study is listening comprehension in answering Test of English Language Proficiency (TELP) questions. The Listening section in the Test of English Language Proficiency (TELP) plays a crucial role in assessing students' academic and non-academic abilities. Meanwhile, Based on preliminary research at a university in Tasikmalaya, the average listening section score of some English education students in 2024 was 48. Therefore, it is important to know the content of listening questions. There are three types of listening section questions as noted by Philip (2001), including: Short conversations, long conversations, and talks. Therefore, to answer TELP listening section questions, one must have good listening comprehension skills.

Effective listening test strategies are needed by students to achieve high scores. Students use directive listening strategies to get detailed information using bottom-up strategies, focus on familiar words, top-down strategies to understand information, take notes while listening, and predict what is asked (Nunung and Nehe, 2016). Effective strategies used can help students understand listening test questions and speed up processing time by focusing on important information in the listening section. Musa (2020) argues that knowing the strategy can make it easier for students when doing listening tests. To get high scores on the English Test, students must use strategies, which will make students more confident and ready to face challenges in doing listening tests so that they can maximize the results of test scores.

An outstanding TOEFL score is important for academic purposes. English education students, as one of the majors at a university, must pass the TELP with good scores. To answer TOEFL using the right strategy is the key to success in achieving high scores in English tests, especially in the listening section. In her analysis of students answering the listening section by Chang (2008), she identified two strategies: Topic preparation and Preview Questions. The right strategy is very important for students who will take the Test of English Language Proficiency (TELP) and achieve high scores.

A previous study on the listening section of TOEFL was conducted by Asmawati et al. (2022) entitled “An Analysis of Students' Problems in the Listening Section of TOEFL in English Education of UIN Alauddin Makassar”. Examines the problem of students performing on the listening section of the TOEFL test. Using the Qualitative research method, the data collection used is interviews with 8th-semester students as respondents totaling 12 students, then analyzing using Miles and Huberman. The results of the study found that the problems experienced by students in the listening section are three problems, the first is listening to material in the form of unfamiliar words, grammatical structure, long-spoken text, speakers' speed, and unclear pronunciation. The second problem from the listener, such as loss of concentration, limited English vocabulary, worry, and lack of TOEFL test practice. The third problem from the surrounding situation includes

noise and low recording quality. Meanwhile, this study examined the strategies of students in answering the listening section in TELP who had high scores in listening section, qualitative approach, data collection using semi-structured interviews in order to get in-depth answers from participants, and then analyzed using thematic analysis.

However, a previous study highlights the problems of students in listening section of TOEFL. It was more inclined to discuss student difficulties in answering listening section without providing solutions. Therefore, it is crucial to provide a deep understanding of the strategies in answering the listening section in preparation the test and during the test, for students who will take the TELP test to achieve high score in the listening section. The researcher was fascinated to conduct a study entitled “Students' Strategies in Answering Listening Section of TELP Test: A Case Study at English Department of EFL Context”. Ultimately, this study is expected to fill the gap by providing insights into effective strategies in the listening section from the perspective of students who had high scores in the listening section of TELP.

B. Formulation of the Problem

Based on the background, the researcher addressed the following question: “What are the strategies used by students in the English department in answering the listening section of the TELP?”

C. Operational Definitions

- 1. English Test Proficiency** : A test used to measure language proficiency, one example is TELP. The Test of English Language Proficiency (TELP) is a TOEFL-like as a tool to test the English language skills of students at a university in Tasikmalaya. This TELP test includes the listening section, structures and written expression, and reading comprehension. In this study,

researcher focused on the listening section.

2. Listening Section

: Listening is a person's effort to listen to information from spoken language. Listening in this study is listening comprehension in answering Test of English Language Proficiency (TELP).

3. Students' Strategies in Answering Listening Section

: The strategy utilized by students to answer listening section questions involves effective strategies that enhance their performance. The study focused on English education students who have taken the TELP

D. Aim of the Study

Based on the research question, this study aims to find out the students' strategies in answering the listening section of Test of English Language Proficiency (TELP).

E. Significances of the Study

1. Theoretical Significance

This study is theoretically able to provide insight from the perspective of students related to strategies, particularly in the listening section of the Test of English Language Proficiency (TELP).

2. Practical Significance

This study is useful for the students and hopes that students use strategies of listening section and can also improve their Test of English Language Proficiency (TELP) scores, especially in listening, and also provide additional

information for TELP instructors regarding good strategies for teaching listening.

3. Empirical Significance

This study provides insight for researcher to take the Test of English Language Proficiency (TELP) again, and to improve scores, particularly in the listening section.