CHAPTER II
LITERATURE REVIEW

In this chapter, an in-depth explanation of the theories used in this research will be presented. The theories are related to English Test Proficiency, Listening Section, Students' Strategies in Answering Listening Section, and study of relevant research.

A. Theoretical Framework

1. English Test Proficiency

The English test proficiency is a way to determine students' competence in language from various aspects, including reading, listening, writing, and even speaking. Language proficiency is a person's ability to use language for communicative purposes (Renandya et al., 2018). Ockey and Gokturk (2019) stated that standardized language proficiency tests in academia are usually for the benefit of test takers. English test proficiency can assess a person's language strengths and weaknesses, and also for academic purposes such as scholarship requirements, university needs, or professional purposes as a condition of employment abroad. A certain level of language proficiency is seen as an essential requirement for academic success, so much so that in some universities, language proficiency is used as an entry requirement (Neumann et al., 2019). Therefore, the English proficiency test can be used as a reference for students' language proficiency levels, ranging from basic, intermediate, and advanced levels.

International English standardized tests include Test of English Foreign Language (TOEFL), International English Language Test System (IELTS), Test of English for International Communication (TOEIC), and others. The most popular in Indonesia are TOEFL and IELTS. There are also local standardized English tests, namely TOEFL-Like such as the Test of English Language Proficiency (TELP). Test of English Language Proficiency (TELP) is an institutional TOEFL test held at one of the universities in Tasikmalaya.

Test of English Language Proficiency (TELP) is an English language test that aims to measure students' English language skills as one of the requirements for the thesis exam in the framework of the proficiency test. Based on the rector's regulation no. 7 of 2023 concerning academic guidelines article 9 on student obligations, states that all students at a university in Tasikmalaya are required to take this TELP with a minimum score of 400 as a prerequisite for thesis examination. The components of the Test of English Language Proficiency (TELP) are listening, reading comprehension, and structure and written expression.

The difference between TOEFL and TELP is in terms of the questions that exist TOEFL measures four aspects, including reading, speaking, listening, and writing, while TELP only measures three aspects, including structure and written expression, listening comprehension, and reading comprehension. In addition, the purpose and use of TOEFL is that it can be accepted internationally to apply for universities abroad, while TELP is only used for institutional purposes, and test results are only valid in certain institutions, not internationally recognized.

The English language proficiency test refers to a person's level of ability from basic to advanced, which is important for academics and professionals. English tests that are often used include TOEFL, IELTS, TOEIC, and also TOEFL-like tests such as TELP.

2. **Listening Section**

Listening comprehension is a complex activity because listening is not just listening but how to receive, and analyze the context, of the message conveyed by the speaker. Listening comprehension is an activity where the process is complex and listeners need to interpret the meaning of the message in listening (Nushi & Orouji, 2020). To begin to comprehend the specific advantages this relational activity offers, and its special significance in particular areas of interaction, we must acknowledge listening as a construct in and of itself stated (Weinstein et al., 2022). Listeners need to focus on what the speaker is saying,

analyze the meaning behind the sentence, understand the information, and capture the tone, and intonation to understand the speaker's context.

This listening comprehension is a foundational skill that helps language learners understand the meaning of the sentences conveyed by the speaker. According to Hidayati et al. (2022), listening is a basic language and communication skill that needs improvement. Listeners are required to listen and understand the message conveyed by the speaker or conveyer of information (Kok, 2017). This is what makes listening comprehension important from all aspects of other language skills and has its concept that provides benefits for speakers and listeners.

Understanding what listening components are in listening text material is crucial. Jamieson et al., (2000) stated that text material in TOEFL is divided into three types: grammatical features, discourse features, and pragmatic features, which are the contents of TOEFL questions. To know about listening component Bejar et al., (2000) explain the text material listening section on the TOEFL:

a. Grammatical features are vocabulary, from a lexical perspective vocabulary has text that varies in features such as the use of technical terms, vocabulary frequency, and emphasis. Second is phonology, phonology competence is the first step to comprehension. Phonology competence refers to aspects relevant to processing spoken texts and is a major aspect of the academic listening construct. Speech rate. Stress and intonation. Then accent, accent can be American accent. And lastly, the syntax is the syntax complexity of a text.

b. Discourse features are propositional structures including coherence which means that each idea in the text is related and cohesion words used to connect sentences clearly, in a text can be characterized by the value of five types of ties in the form of references (pronouns, demonstratives, comparatives), substitutions (verbs, nouns, clauses), ellipsis (verbs, nouns, clauses), conjunctions, and lexical using the same or similar words to connect ideas (repetition, synonym), then there is propositional density

which is a way of calculating the ratio of prepositions during speech. Propositional complexity is to measure the extent to which the text deviates from a linear presentation of ideas, if the content of the text only presents simple ideas it is called linear. Still, if the content of the text is filled with a variety of different ideas, it becomes complex.

c. Pragmatic features include text type, rhetorical function, and register. The first text type is a term the listening team uses to categorize texts as lectures, conversations, or discussions. The second rhetorical function is the speaker's reason for doing something such as to explain, describe, and reinforce points. The last register is language style, tone, and level of formality, an aspect of the register is the degree of planning which is related to the delivery of spoken texts for example lectures are usually more planned or formal, and conversations are usually more spontaneous and relaxed.

The TOEFL test is a paper, computer, and internet-based test, the first test is called listening comprehension. This section consists of fifty questions, students must listen to various types of questions. Students can only listen to the recording once, so they must be careful and respond to multiple-choice questions about the material. In the listening section, Phillip (2001) reported there are several parts:

a. Short conversation

In this section, students listen to a conversation between two people, which consists of 30 short dialogs and 30 questions as part A, and then at the end, students listen to questions. In this section, several points are tested including vocabulary, modals, phrases, inferring meaning from intonation, causatives, negative and positive expressions, and listening to language functions such as being asked to identify the meaning of the dialog (Dang, 2016, as cited in Razmalia & Gani, 2017).

b. Long conversation

This section is a casual conversation between students, with multiple-choice questions consisting of seven to nine questions as the B section. This section tests the ability to understand informal dialogue. In this section, the points

in the question part are identifying detailed information, identifying main idea and topic (Dang, 2016, as cited in Razmalia & Gani, 2017).

c. Talks

This talks or lectures section consists of 11-13 questions as part C, which is a recorded conversation about an academic subject or lecture followed by several questions. Students will listen to a long conversation followed by some questions. Some of the points tested in this section are similar to the long conversation, namely identifying the main idea and topic, identifying detailed information (Dang, 2016, as cited in Razmalia & Gani, 2017).

To test listening skills, one of which is the TOEFL test, in the test listening skills both academically and non-academically. Therefore, students must have good listening skills, even though for some people the listening process is complex to understand what is heard.

3. Students' Strategies in Answering Listening Section

In the context of answering listening section questions during the test, certainly, it certainly requires a strategy that is used during the listening test. Here the researcher uses the strategies to answer listening section questions from research (Chang, 2008). The strategies used including Topic Preparation and Preview Questions.

a. Topic Preparation

This strategy is a form of before-listening test, Students have prepared the material before the test begins. Surely, this preparation can help students know the overview of the topic during the test. Students can focus on specific information during the test, before taking the students already know a little about the topic. Students agree that knowing the topic can focus more on the details of the questions or audio listening according to (Chang & Read, 2006). That strategy during the test, it is ready and what is heard can be understood more quickly. Here are the strategies topic preparation:

1). Telling oneself not to be nervous

Students' strategy to control their anxiety before the test begin and this can help them focus on the test. Students directed their attention to self-management strategies before the listening test to help manage their nervousness. Thus, managing pre-test anxiety with self-management strategies can improve their focus and performance in listening tests.

2). Telling oneself not to think about the mark

Students' strategy to reduce anxiety about grades and stay focused on the listening test. Students can focus more on audio details and be better prepared for listening tests. Hence, students who reduce anxiety about grades can be more focused and prepared for listening tests.

3). Paying full attention to the test

The students' strategy to focus on their preparation and to listen carefully is key to understanding the information in audio. Good topic preparation can help learners understand the audio better and improve their performance in the listening test. So, good preparation and focus on audio details can improve students' performance in listening tests.

4). Guessing the content based on the understood parts

Students' strategies in guessing the content of the audio if there are things that are not understood in the audio section. In terms of preparation before listening students can guess the topics that will appear in the listening test questions. Furthermore, the guessing strategy helps students understand unclear audio and prepare for listening tests.

5). Listening for detailed information because the topics were known

Students' strategy to find out the topic will easier to know the information in detail. In preparation for the test, they can read or practice related vocabulary or idioms on each topic. Students relies heavily on prior topical knowledge. Thus, prior topical knowledge greatly helps students understand the detailed information in the listening test.

6). Listening for relevant information to the questions only

Students' strategies for gaining relevant information from audio, especially in audio listening tests. Topical preparation can help students reduce the cognitive load in listening tests, allowing them to focus more on the details that matter. Therefore, topical preparation helps students focus on important details and improve their performance on listening tests.

b. Preview Question

This strategy is used while listening test, this strategy allows students to predict listening test questions. With keywords in the questions or instructions, students taking the test will focus on relevant information while listening. According to Chang and Read (2006), focusing on keywords and phrases in listening questions allows students to listen selectively during the test. This strategy can help students focus on relevant information or topics in the recording to answer faster. Here are the strategies preview question:

1). Trying to find out keywords

Students' strategy to find out for keywords is an important listening strategy, they can capture the essence of the conversation and help them answer questions. By previewing the questions, students are likely to become more strategic in their listening, prioritizing relevant information over exhaustive comprehension. Thus, searching for keywords and previewing questions helps students be more strategic in listening and answering questions

2). Translating what is being into first language

Students' strategy to translate what they hear can help them understand the information in the audio. By translating, students can process information more effectively and improve their understanding of audio content. Hence, translating what is heard can be an effective strategy for students to understand information in audio.

3). Trying to hear every word

Students' strategy is to listen to every important word in the audio. It is important to be able to understand every word in the audio, such as catching a word that might be the main idea of the conversation. Thus, by capturing

key words, students can identify the main idea of the conversation and understand the context.

4). Matching the words found in the test question with those heard in the audio

Students' strategy to find the right answer from the clues in each audio with options. The students utilized this strategy actively while engaging with the recordings. Thus, this indicates that the student is actively involved in the listening process, using the clues to select the right answer from the available options.

5). Using the words in the test questions to predict the possible topics

Students' strategy in understanding the question, students can prepare themselves to listen to relevant information and focus on the important parts. While listening, some students demonstrated selectivity, prioritizing pertinent information and thereby potentially reducing the linguistic and informational burden. Therefore, understanding the question and being selective in listening helps students focus on relevant information and reduce cognitive load.

6). Trying to find content clues from test questions

Students' strategy to understand each question. Clues can be keywords, relevant vocabulary, and sentence structure of the question that can give an idea of what the speaker is discussing. Students would attempt to gain a general understanding of the content by utilizing available information to make predictions. Therefore, by utilizing available information, students can make predictions and understand the content in general.

Therefore, with these two types of strategies, students can quickly understand and answer listening questions during the test, and also increase their effectiveness in facing the listening test. In this study use several strategies from chang (2008).

B. Study of the Relevant Research

There are several studies that discuss the TOEFL listening section. Then, the explanation of three previous studies is explained in the following order.

The first, in study conducted by Fitria (2021), examines the difficulties of students answering on listening section of the TOEFL prediction test at the AAS Indonesia Institute of Business Technology (ITB). By using the Qualitative research method, the data collection used is a questionnaire on Google form with 5th semester students as respondents, then analyzing using Miles and Huberman. The results of the study found that the difficulties experienced by students are in external factors: speaker's accent, speed of speech, speaker's intonation, speaker's pause on sentence pronunciation, selection of words conveyed by the speaker, complicated speaker's sentence structure, and unclear audio sound. Also internal factors: students have no experience taking on the TOEFL, lack of TOEFL listening practice, students have limited time to work on the listening section, students feel too much listening to listening questions, limited student memory when listening, lack of motivation and enthusiasm from students, boredom when listening, students have limited vocabulary, lack of focus during the test, feel bored when listening, difficulty capturing or finding keywords.

The second is a study conducted by Asmawati et al. (2022), she examines the problem of students answering on the listening section of the TOEFL test. Using qualitative research method, the data collection used is interviews with 8th-semester students as respondents, then analysis 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.

The third is a study conducted by Yuniarti and Pratiwi (2022), which also examines the difficulties of students answering on TOEFL listening questions, but specifically using the TOEFL test application, with D3 nursing students who take English courses at the University of Muhammadiyah Pringsewu

(UMPRI) Lampung. Using qualitative research methods, with questionnaires to collect data, analyzed using Miles & Huberman.

The fourth is a study conducted by Aprino and Lubis (2022), which examines the difficulties and dominant factors of difficulty of English language students in the listening section at the University of Bengkulu. However, different from the two previous studies that used qualitative research, this study used quantitative. The results of their research that students' difficulties in the listening section are in the content of the listening test in the form of limited vocabulary and grammar structures and physical settings in the form of poor recording quality, background noise on the recording, and sound from the room can distract the listener's mind.

Based on the previous research above that has been presented, discussing student challenges in answering on listening section of the TOEFL is difficult. Therefore, there is an idea that there are still many problems, particularly involving the listening section. Therefore, to fill the gap this research investigated the strategies used by English education students in answering the listening section on the Test of English Language Proficiency (TELP).