

P-ISSN: 2337-7364

E-ISSN: 2622-9005

PEDAGOGIK

JURNAL ILMIAH PENDIDIKAN DAN PEMBELAJARAN
FAKULTAS TARBIYAH UNIVERSITAS MUHAMMADIYAH ACEH

VOL. 9, NO. 1, APRIL 2022



Diterbitkan Oleh:

Fakultas Agama Islam (FAI)

dan Lembaga Penelitian, Penerbitan, Pengabdian dan Pengembangan Masyarakat
(LP4M) Universitas Muhammadiyah Aceh

Jalan Muhammadiyah No. 91 Bathoh Lueng Bata Banda Aceh Telpn/FAX. (0651) 27569

<http://ejournal.unmuha.ac.id/index.php/pedagogik>

**Pedagogik: Jurnal Ilmiah Pendidikan dan Pembelajaran
Fakultas Tarbiyah Universitas Muhammadiyah Aceh
Vol. 9, No. 1, April 2022**

Editor in Chief

Dr. Saiful, S.Ag., M.Ag.

Managing Editors

Muhammad Yani, M.Pd. dan Meutia Zahara, Ph.D.

Board of Editors

Hasnul Insani Djohar, Ph.D

Wilda Syam Tonra, M.Pd

Arief Aulia Rahman, M.Pd

Ika Kana Trisnawati, M.Ed

Ismail Darimi, MA

Rini Sulastri, M.Pd

Restu Andrian, M.Pd

Yuniarti, M.Pd

Board of Riviewers

Prof. Dr. T. Zulfikar, M.Ed

Prof. Dr. Bansu Irianto Ansari, M.Pd

Dr. Muhammad Syukri, M.Ed

Dr. Ksm. Muhammad Amin Fauzi, M.Pd

Akhsanul In'am, Ph.D

Dr. Sri Suyanta, M.Ag

Dr. Anton Widyanto, M.Ag., Ed.S

Sri Andayani Mahdi Yusuf, Ph.D

Dr. Mardhatillah, M.Pd

Rita Novita, M.Pd

Faizal Ade Rahmahuddin Abdullah, M.Si

Mursalin, M.Pd

Khairatul Ulya, M.Ed

Jofrisha, M.Pd

Ahmad Nubli Gadeng, M.Pd

Muhammad Taufik Hidayat, M.Pd

Yan Ardian Subhan, M.Pd

Board of Assistant

Devi Keumala, M.T dan Dedi Zumardi, S.Pd.I

Penerbit

Fakultas Agama Islam Universitas Muhammadiyah Aceh dan

Lembaga Penelitian, Penerbitan, Pengabdian dan Pengembangan Masyarakat (LP4M)

Email: jurnal.pedagogik@unmuha.ac.id

PENGANTAR EDITORIAL

Syukur kehadirat Allah Swt, karena hanya izin-Nya Jurnal Pedagogik yang sekarang berada di tangan para pembaca dapat diluncurkan. Selawat dan salam kita sampaikan kepada Nabi Muhammad Saw yang telah membawa ummat manusia ke jalan kebajikan dan keselamatan di dunia dan di akhirat.

Jurnal ilmiah ini diadakan untuk memfasilitasi dan mendorong lahirnya karya tulis ilmiah, berupa hasil penelitian dalam dunia pendidikan dan pembelajaran. PEDAGOGIK: Jurnal Ilmiah Pendidikan dan Pembelajaran Fakultas Tarbiyah Universitas Muhammadiyah Aceh ingin membagi pendapat dan ide dalam pengembangan dan peningkatan mutu pendidikan dan pembelajaran secara nasional maupun internasional. Keberadaan jurnal ini menjadi semakin penting untuk memacu tumbuhnya nuansa akademis di lingkungan para pendidik mulai pada tingkat rendah hingga perguruan tinggi serta bagi para peneliti pendidikan dan pembelajaran. Tetapi tidak tertutup kesempatan bagi pihak lain yang juga memiliki inisiatif untuk memaparkan hasil penelitiannya yang relevan dengan pendidikan dan pembelajaran.

Pada edisi ini, Jurnal Pedagogik menyajikan beberapa tulisan yang menganalisis isu-isu pendidikan dan pembelajaran yang bersumber dari berbagai perspektif yang meliputi pendidikan dalam konteks sains, sosial, agama, dan bahasa; pendidikan karakter; organisasi dan manajemen pendidikan; serta strategi pembelajaran dan kurikulum terutama selama pandemi covid-19. Berdasarkan tema tersebut, beberapa artikel menarik yang disajikan yaitu: Bimbingan Karier Berorientasi *Transferable Skill* Bagi Siswa Tunanetra oleh *Fajriani, Mamat Supriatna, dan Sunaryo Kartadinata*; Pelaksanaan Pendidikan Profesi Guru pada Jurusan Pendidikan Matematika Universitas Almuslim oleh *Rahmi Hayati, Wiwin Apriani, Zuraini, dan Isralidin*; Dampak Implementasi Program Merdeka Belajar Kampus Merdeka pada Program Studi Sastra Jepang Universitas Komputer Indonesia oleh *Fenny Febrianty, Soni Mulyawan Setiana, Anisa Arianingsih, dan Mohammad Ali*; Implementasi Humanisme terhadap Pembentukan Karakter Mahasiswa dalam Pembelajaran Pendidikan Agama Islam di Era *Cyberculture* oleh *Fuadi*; *Using Contextual Method in Showing Students' Understanding Perception* oleh *Cut Mawar Helmanda dan Rahmatun Nisa*.

Selanjutnya juga ada *Students' Strategies in Understanding Listening Section of Paper-Based TOEFL Tests (A Study at the Fourth Semester of English Departement Students of Tarbiyah Faculty of UIN Ar-Raniry)* oleh *Muhammad Kharizmi*; Pengaruh Kuliah Daring Saat Pandemi Covid-19 terhadap Kemampuan Mahasiswa di Indonesia oleh *Febyolla Presilawati, Nuzulman, dan Windi NR Wardhani*; Pengembangan Buku Panduan Menulis Puisi Menggunakan Model *Mind Mapping* pada Siswa SMP Nurul Huda Pajaran Poncokusumo oleh *Nurwakhid Mulyono*; Metode Pembelajaran di Pesantren Tradisional oleh *Saiful*; Analisis Sosiologis Pengembangan Kurikulum oleh *Zulkifli*; Penerapan Strategi Metakognitif terhadap Kemampuan Berpikir Kritis Matematis Siswa oleh *Lilis Arini, M. Duskri, dan Muhammad Yani*.

Sesuai dengan jurnal ilmiah, publikasi Jurnal Pedagogik ini diharapkan dapat menjadi bahan rujukan dan sumber kajian yang relevan dan aktual serta memberikan wawasan para pembaca dalam pendidikan dan pembelajaran. Kepada penulis, tim penyunting dan penerbit serta semua pihak yang telah memberikan dukungan atas terbitnya Jurnal Pedagogik ini, kami sampaikan ucapan terima kasih. Semoga Allah Swt berkenan memberikan balasan yang setimpal atas usaha baik ini.

Salam,
Tim Penyunting

DAFTAR ISI

Pedagogik: Jurnal Ilmiah Pendidikan dan Pembelajaran Fakultas Tarbiyah Universitas Muhammadiyah Aceh Vol. 9, No. 1, April 2022

	Hal
Pengantar Editorial	ii
Daftar Isi	iv
Ketentuan Penulisan Naskah Jurnal Pedagogik	v
Bimbingan Karier Berorientasi <i>Transferable Skill</i> Bagi Siswa Tunanetra <i>Fajriani, Mamat Supriatna, dan Sunaryo Kartadinata</i>	1-16
Pelaksanaan Pendidikan Profesi Guru pada Jurusan Pendidikan Matematika Universitas Almuslim <i>Rahmi Hayati, Wiwin Apriani, Zuraini, dan Isralidin</i>	17-32
Dampak Implementasi Program Merdeka Belajar Kampus Merdeka pada Program Studi Sastra Jepang Universitas Komputer Indonesia <i>Fenny Febrianty, Soni Mulyawan Setiana, Anisa Arianingsih, dan Mohammad Ali</i>	33-42
Implementasi Humanisme terhadap Pembentukan Karakter Mahasiswa dalam Pembelajaran Pendidikan Agama Islam di Era Cyberculture <i>Fuadi</i>	43-49
Using Contextual Method in Showing Students' Understanding Perception <i>Cut Mawar Helmanda dan Rahmatun Nisa</i>	50-56
Students' Strategies in Understanding Listening Section of Paper-Based TOEFL Tests (A Study at the Fourth Semester of English Departement Students of Tarbiyah Faculty of UIN Ar-Raniry) <i>Muhammad Kharizmi</i>	57-67
Pengaruh Kuliah Daring Saat Pandemi Covid-19 terhadap Kemampuan Mahasiswa di Indonesia <i>Febyolla Presilawati, Nuzulman, dan Windi NR Wardhani</i>	68-74
Pengembangan Buku Panduan Menulis Puisi Menggunakan Model Mind Mapping pada Siswa SMP Nurul Huda Pajaran Poncokusumo <i>Nurwakhid Mulyono</i>	75-84
Metode Pembelajaran di Pesantren Tradisional <i>Saiful</i>	85-96
Analisis Sosiologis Pengembangan Kurikulum <i>Zulkifli</i>	97-110
Penerapan Strategi Metakognitif terhadap Kemampuan Berpikir Kritis Matematis Siswa <i>Lilis Arini, M. Duskri, dan Muhammad Yani</i>	111-120

KETENTUAN PENULISAN NASKAH JURNAL ILMIAH PEDAGOGIK

Setiap penulis harus memastikan naskah yang dikirim sesuai dengan ketentuan-ketentuan yang telah ditetapkan oleh **Jurnal Pedagogik: Jurnal Ilmiah Pendidikan dan Pembelajaran Fakultas Tarbiyah Universitas Muhammadiyah Aceh** sebagai berikut:

A. Ketentuan Umum

1. Naskah ditulis dalam bahasa Indonesia atau bahasa Inggris
2. Naskah harus original dan belum pernah dipublikasikan atau sedang dalam proses penyerahan untuk dipublikasikan ke media lain dan tidak mengandung unsur plagiarisme.
3. Naskah dapat berupa penelitian, studi kasus, atau studi sastra dengan panjang tulisan maksimum 20 halaman kertas A4 dengan spasi 1,5 dan diketik dengan program microsoft word ukuran 12 dengan huruf *Times New Roman*.
4. Penulis harus mendaftar sebagai penulis dengan melakukan register secara online melalui *website*: <http://ejournal.unmuha.ac.id/index.php/pedagogik>
5. Naskah akan diterbitkan di **Jurnal Pedagogik: Jurnal Ilmiah Pendidikan dan Pembelajaran Fakultas Tarbiyah Universitas Muhammadiyah Aceh** setelah direview oleh peer reviewer.
6. Naskah harus dibuat sesuai dengan pedoman dan template penulisan. Template penulisan dapat didownload dalam [Journal Template](#).

B. Ketentuan Khusus

1. Kerangka naskah meliputi: ***Judul, Nama Penulis dan Institusi, Abstrak, Pendahuluan, Metode Penelitian, Hasil dan Pembahasan, Kesimpulan dan Saran, dan Referensi.***
2. ***Judul.*** Judul harus mencerminkan permasalahan yang dibahas dalam tulisan, pendek, dan informatif, tetapi tidak melebihi 17 kata. Judul naskah tidak mengandung singkatan yang tidak umum.
3. ***Nama Penulis dan Institusi.*** Nama penulis ditulis tanpa titel atau gelar kesarjanaan. Nama penulis juga harus disertai dengan institusi penulis, alamat institusi, dan alamat email.
4. ***Abstrak.*** Abstrak ditulis dalam bahasa Indonesia dan bahasa Inggris. Abstrak dibuat dalam **satu paragraf** dan **antara 150-250 kata** yang terdiri dari latar belakang, tujuan, metode penelitian (desain, subjek/sampel, instrumen, analisis data), hasil, kesimpulan, dan kata kunci (3-5 frasa).
5. ***Pendahuluan.*** Pendahuluan harus berisi (secara singkat dan berurutan) latar belakang umum dan tinjauan pustaka (*state of the art*) dan masalah utama penelitian. Di bagian akhir pendahuluan, tujuan/pertanyaan penelitian dan kebaruan dari penulisan naskah harus disebutkan.
6. ***Metode Penelitian.*** Metode penelitian menjelaskan jenis penelitian, populasi dan sampel atau subjek penelitian, instrumen, prosedur pelaksanaan penelitian, teknik pengumpulan data, dan teknik analisis data

7. **Hasil dan Pembahasan.** Bagian ini berisi tentang hasil penelitian dan pembahasannya. Hasil yang diperoleh dari penelitian harus didukung dengan data yang memadai. Hasil penelitian dan penemuannya haruslah merupakan jawaban atau hipotesis penelitian yang telah dikemukakan sebelumnya pada bagian pendahuluan. Komponen yang harus ada pada pembahasan adalah: Bagaimana hasil penelitian berhubungan dengan pertanyaan atau tujuan awal yang diuraikan dalam bagian pendahuluan (apa/bagaimana)? Apakah anda memberikan interpretasi secara ilmiah untuk setiap hasil atau temuan yang disajikan (mengapa)? Apakah hasil penelitian anda konsisten dengan apa yang telah dilaporkan? Atau apakah ada perbedaan?
8. **Kesimpulan dan Saran.** Kesimpulan harus menjawab tujuan penelitian dan penemuan penelitian. Ucapan penutup tidak hanya berisi pengulangan hasil dan pembahasan atau abstrak. Anda juga harus menyarankan untuk penelitian selanjutnya dengan landasan penelitian yang telah dilakukan.
9. **Referensi.** Referensi yang ditulis hanya memuat sumber yang dirujuk atau termasuk dalam artikel. Silakan gunakan Aplikasi Manajer Referensi seperti EndNote, Mendeley, Zotero, dan lainnya. Sumber referensi harus menyediakan 70% artikel jurnal, prosiding, atau hasil penelitian dari lima tahun terakhir. Teknik penulisan referensi menggunakan sistem mengutip standar APA (*American Psychological Assosiation*), serta sistem kutipan yang digunakan adalah model *innote*.

**STUDENTS' STRATEGIES IN UNDERSTANDING LISTENING
SECTION OF PAPER-BASED TOEFL TESTS
(A Study at the Fourth Semester of English Department Students of
Tarbiyah Faculty of UIN Ar-Raniry)**

Muhammad Kharizmi¹⁾

¹⁾Prodi Pendidikan Guru Sekolah Dasar, Universitas Almuslim, Aceh, Indonesia
Email: muhammadkharizmi07@gmail.com

Abstrak: Penelitian ini dilakukan karena kesulitan siswa dalam menjawab soal-soal TOEFL pada bagian listening dalam tes TOEFL yang diikuti. Penelitian ini bertujuan untuk mengetahui strategi yang digunakan mahasiswa dalam memahami bagian listening pada tes TOEFL berbasis kertas. Populasi dalam penelitian ini adalah mahasiswa Jurusan Bahasa Inggris Fakultas Tarbiyah UIN Ar-Raniry. Sampel dari penelitian ini adalah mahasiswa tahun kedua Jurusan Bahasa Inggris yang telah mengikuti tes TOEFL berbasis kertas sebanyak tiga kali. Teknik yang digunakan adalah analisa dokumen, angket, dan wawancara. Analisa dokumen dilakukan di Jurusan Bahasa Inggris, Fakultas Tarbiyah. Sedangkan angket dan wawancara langsung diberikan kepada mahasiswa. Berdasarkan hasil penelitian, ditemukan beberapa strategi yang dapat membantu mahasiswa dalam menangani tes bagian listening. Strateginya adalah; fokus pada alternatif jawaban ketika instruksi dan pertanyaan dibacakan, fokus pada subjek dalam alternatif jawaban, mencoba memprediksi pertanyaan yang akan ditanyakan dan mencoba menangkap ide utama percakapan.

Kata Kunci: Strategi Siswa, Bagian Mendengarkan, TOEFL Berbasis Kertas

Abstract: This research was conducted because of the difficulties of the students in answering the TOEFL questions in the listening session of the TOEFL test that was followed. This study aims to determine the strategies used by students in understanding the listening section on the Paper-Based TOEFL test. The population in this study was students of the English Department, Faculty of Tarbiyah, UIN Ar-Raniry. The sample of this research is the second year students of the English Department who have taken the Paper-Based TOEFL test for last three times. The techniques used are document analysis, questionnaires, and interviews. Document analysis was conducted at the English Department, Faculty of Tarbiyah. Meanwhile, questionnaires and direct interviews were given to students. Based on the results of the study, several strategies were found that could assist students in handling the listening section of the test. The strategies are; focus on alternative answers when instructions and questions are read, focus on the subject in alternative answers, try to predict the questions that will be asked and try to capture the main idea of the conversation.

Keywords: Students' Strategies, Listening Section, Paper-Based TOEFL

A. INTRODUCTION

“For more than six decades now, research and practice in English language teaching has identified the four skills; listening, speaking, reading and writing as

paramount importance” (Brown, 2001: 284). Those four skills are considered as a measurement on someone’s English proficiency. From those skills, listening is the major component in language learning and teaching. We listen first before speaking, reading and writing. The importance of listening in language is used to measure ability in understanding English as it is spoken.

In the present day, many kinds of English tests are held to measure someone’s ability in English, especially for test taken of non-native spoken of English. One of them is TOEFL test which is followed by people in order to measure their English proficiency. “The TOEFL test has been used by scholarship selection communities of governments, universities, institutes and others as a standard measure of the English Proficiency of their candidates since 1963” (Pamela, 2005:11).

English Department, as one of the departments in UIN Ar-Raniry, used Paper-Based TOEFL (PBT) as a requirement that must be passed by students before graduating the study. Pamela (2005) states that Paper-Based TOEFL has three sections; Listening Comprehension, Structure and Written Expression and Reading Comprehension. Furthermore, the listening comprehension section is the first section of Paper-Based TOEFL test. There are fifty listening items organized into three groups. Part A (Short Conversations), part B (Long Conversations) and part C (Mini-Talks and Lecturers). In all three parts, each item and question is spoken only one. The test, however, is preceded by a very complete introduction.

In recent time, the result of Paper-Based TOEFL tests held by the English Department shows that in each TOEFL test, listening comprehension section is one of the difficult parts that still faced by almost all of participants instead of structure and reading comprehension section. As far as my experience is concerned, the difficulties faced by the students are influenced by two major factors; external (such as a comfortable language laboratory condition and a good quality of listening devices; record, tape or a pair of earphone) and internal factors (lack of knowledge in language elements mastery, such as grammar, structure, or vocabulary). As a result, they hardly identify the words that are being pronounced by the speaker.

Research on TOEFL has been done by some researchers, such as a study entitled “*The Strategies Used in Passing TOEFL*” (*A Study of Students and Graduate Students who Passed TOEFL Test in English Department of UIN Ar-Raniry*) by Diar Sudarlin.

The aim of the study was to find out strategies used by students and graduate students in passing TOEFL tests. The strategies that are figured out in that study are general strategies of TOEFL test. The strategies are not specific to one section; Listening, Structure and Written Expression or Reading Comprehension section. Therefore, it is needed to do research specifically to one section of TOEFL test in order to obtain more specific strategies. In this research, the students' strategies in understanding listening section of Paper-Based TOEFL tests were the main point wanted to be discussed.

It is believed that the students have strategies in solving their problems in understanding listening section. For that reason, a study on the students' strategies in understanding listening section of paper-based TOEFL tests is considered necessary to be done. In addition, it is expected that to be a reference for lecturers and students who will teach and study listening subject, especially for English Department students.

B. RESEARCH METHODOLOGY

In order to get data for the research, three techniques were used namely document analysis, questionnaire and interview. First, document analysis was done after obtaining data of listening section result of Paper-Based TOEFL tests from English Department. In this technique, TOEFL administrator in English Department is the person who must be seen in order to obtain some information about Paper-Based TOEFL test held by English Department. The information that will be gained are such as the number of the second year students who have followed Paper-Based TOEFL tests held by English Department, the result of the tests and other information that are related to the research. Next, questionnaire is a list of questions that will be given to the students. In this research, some open-ended and close questions related to the research were given to the students. Fifteen questions that were given to the students related to their knowledge about Paper-Based TOEFL, problems, and especially strategies in handling listening section of Paper-Based TOEFL tests. The students were asked to choose or write alternative answers which are available to them. The result of the questionnaire was analyzed by counting percentage of frequency. And the last one is interviews that were arranged to collect the data and information deeply from the students. There were ten students who have different opinion with the others in answering questionnaire will be interviewed. The students were interviewed about their

knowledge on Paper-Based TOEFL, problems and strategies intensely from their answers in the questionnaire. In addition, the interview done to obtain information and recognize several appropriate strategies could be used by students in understanding listening section of Paper-Based TOEFL tests.

C. RESULT AND DISCUSSION

As stated in the first chapter, this research aims to find out the strategies used by students to understand the listening session on the PBT Test. In this chapter, the results of the research and discussion are presented.

Document Analysis

Document analysis is a one of techniques used in obtaining data and information. After collecting data from TOEFL administrator in English Department, document analysis was done. It was found that the number of the second year students who have followed Paper-Based TOEFL test, in last three times was 48 students. In the test, their score was different to each other especially in listening section. The data and information showed that most of the students got low score in listening section. The results of the listening session scores can be seen in the table below.

Table 1. The First TOEFL Test

Initial Name	Listening Score
PH	50
AS	45
RDN	39
MF	42
MT	35
UH	32
AM	39
NRA	45
FD	37
JA	44
FR	41
JL	38
MS	38
NM	39
IH	38
MI	43
FE	35
MU	37
HP	35

Table 2. The Second TOEFL Test

Initial Name	Listening Score
MF	42

Table 3. The Third TOEFL Test

Initial Name	Listening Score
NM	47
MY	48
AJ	38
AZJ	38
AN	47
AMZ	39
AJL	41
AA	39
DK	45
FH	41
FRF	32
HM	33
LFD	42
LF	32
MIF	39
MI	44
MK	42
MIK	41
MHM	45
MR	41
MSK	37
NA	41
NAK	44
NRL	45
NH	35
RM	33
RNM	37
UL	39
ZA	32

Questionnaire

Questionnaire was given to the second year students of English Department who have followed Paper-Based TOEFL test for last three times. The number of them were 48 students. The data analysis of the questionnaire was shown on the following tables.

Table 4. Students' Familiarity with Paper-Based TOEFL

No	Option	F	%
a.	Yes	42	87,50
b.	No	6	12,50
Total		48	100 %

Table 5. Students' Opinion about the Difficulty of Paper-Based TOEFL Test Held by English Department

No	Option	F	%
a.	Very Difficult	3	6,25
b.	Difficult	40	83,34
c.	Easy	3	6,25
d.	Very Easy	1	2,08
e.	None	1	2,08
Total		48	100 %

Table 6. Students' Aim in Following Paper-Based TOEFL

No	Option	F	%
a.	To measure English ability	46	95,83
b.	As a requirement of scholarship	-	-
c.	To spend twice of free seat given by English Department	2	4,17
d.	-	-
Total		48	100 %

Table 7. Students' Familiarity with Three Section of Paper-Based TOEFL Test

No	Option	F	%
a.	Yes	47	97,92
b.	No	1	2,08
Total		48	100 %

Table 8. Students' Practice of Paper-Based TOEFL in Listening Class

No	Option	F	%
a.	Often	15	31,25
b.	No	31	64,58
c.	Never	2	4,17
d.	-	-
Total		48	100 %

Table 9. Students' Familiarity with Three Parts of Listening Section of Paper-Based TOEFL

No	Option	F	%
a.	Yes	42	87,50
b.	No	6	12,50
Total		48	100 %

Table 10. The Most Difficult Part of Paper-Based TOEFL

No	Option	F	%
	a. Part A (short conversations)	-	-
	b. Part B (long conversations)	35	72,92
	c. Part C (mini-talks and lectures)	13	27,08
	Total	48	100 %

Table 11. Students Face Difficulty in Listening Section of Paper-Based TOEFL

No	Option	F	%
	a. Yes	47	97,92
	b. No	1	2,08
	Total	48	100 %

Table 12. Students' Problems in Listening Section of Paper-Based TOEFL

No	Option	F	%
	a. Lack of vocabulary	11	22,92
	b. Do not have ability in grammar	3	6,25
	c. Difficult to grasp speaker's words	33	68,75
	d. The conversation is spoken only once	1	2,08
	Total	48	100 %

Table 13. Students have Strategies in Handling Listening Section of Paper-Based TOEFL

No	Option	F	%
	a. Yes	42	87,50
	b. No	6	12,50
	Total	48	100 %

Table 14. Students' Strategies in Handling Part A of Listening Section of Paper-Based TOEFL

No	Option	F	%
	a. Focus on alternative answers while instructions and questions are read	31	64,58
	b. Focus on subject in the alternative answers	7	14,58
	c. Choose the alternative that is not talked by the speakers	4	8,34
	d. Listen to main idea in the conversation	1	2,08
	e. None	5	10,42
	Total	48	100 %

Table 15. Students' Strategies in Handling Part B of Listening section of Paper Based TOEFL

No	Option	F	%
	a. Focus on alternative answers while instructions and questions are read	9	18,75

b. Try to catch the clues or main idea in the conversation	24	50,00
c. Remember the information that is delivered in the conversation	12	25,00
d. None	3	6,25
Total	48	100 %

Table 16. Students' Strategies in Handling Part C of Listening Section of Paper Based TOEFL

No	Option	F	%
a.	Focus on alternative answers while instructions and questions are read	9	18,75
b.	Comprehend the information that is delivered in the lecture	24	50,00
c.	Remember the information that is delivered in the lecture	12	25,00
d.	None	3	6,25
Total		48	100 %

Table 17. The TOEFL Strategies Sources

No	Option	F	%
a.	Books	10	20,83
b.	Lecturer	22	45,83
c.	TOEFL training	7	14,58
d.	Self initiative	4	8,34
e.	None	5	10,42
Total		48	100 %

Table 18. Students' Strategies Helped them in Improving their TOEFL Score

No	Option	F	%
a.	Really helpful	13	27,09
b.	Helpful	30	62,50
c.	Not helpful	1	2,08
d.	Helpful enough	1	2,08
e.	None	3	6,25
Total		48	100 %

Based on the questionnaire result above, it can be understood and comprehended that the second year students of English Department have known what the Paper-Based TOEFL test is, Paper-Based TOEFL test held by English Department was difficult for the students, also most of students' aim in following TOEFL test was to measure their English aability. Moreover, majority of the students knew that Paper-Based TOEFL test has three sections and they have been given Paper-Based TOEFL practice in their listening class. As we know from the result, most of students also knew that listening

section of Paper-Based TOEFL has three parts and they assumed that part B (long conversations) as the most difficult part of listening section of Paper-Based TOEFL.

Besides, the majority of students faced difficulties in listening section of Paper-Based TOEFL generally. We also knew that they had several difficulties to grasp speaker's word in listening section of Paper-Based TOEFL test. And then, we also knew from the result that a large number of them had strategies in handling listening section of Paper-Based TOEFL. Such as; focus on alternative answers while instructions and questions are read as their strategy in handling part A of listening section of Paper-Based TOEFL test, try to catch the clues or main ideas in the conversation in handling part B of listening section of Paper-Based TOEFL test, and chose comprehending the information that is delivered in the lecture as their strategy in handling part C of listening section of Paper-Based TOEFL test. Other information that we catch from the result are most of the students got the strategies from lecturer and the strategies helped the students in improving their TOEFL score.

Interview

Interview was used to collect data and information deeply from students' answers in the questionnaire. The interview was done to ten of the second year students who have followed Paper-Based TOEFL for three last time. Some information were found related to the students' knowledge on Paper-Based TOEFL, problems and strategies in understanding listening section of Paper-Based TOEFL. The interview was done by face to face and by phone. Four students were interviewed by face to face and six students by phone. It was done because some of the respondents were busy when they were called to be interviewed at that time and also some of them were not in Banda Aceh.

From the interview result, it was found that the majority of students have known what Paper-Based TOEFL test is. They got the term of PBT from TOEFL books, TOEFL trainings, English lecturers and some of them got from their friends. Most of students agreed that listening section of Paper-Based TOEFL is more difficult than other sections. The difficulty was caused by some problems. For example: lack of vocabulary, limited time given from one question to another, lack of grammar ability and difficulty of transmitting the native speaker's words. They stated that several strategies helped them to handle listening section of Paper-Based TOEFL, for example, by focusing on

alternative answers while instructions and questions are read, focusing on subject in the alternative answers, trying to predict question that will be asked and trying to grasp the main idea of the conversation. There were some students' opinions about whether the strategies really helpful, helpful or helpful enough to ease them in handling listening section of Paper-Based TOEFL or cannot help them at all. The majority of them assumed that the strategies were helpful. The students' English ability was the main factor that caused the students were able to handle listening section of Paper-Based TOEFL. They said that the strategies were helpful because by applying the strategy, they could answer almost all questions of each part. For those who stated that strategies really helpful were because they were able to answer 95 % of the questions. When the students could handle no more than a half of questions, they said that the strategies were helpful enough. And for those who could not handle a large number of questions, they stated that the strategies were not helpful at all. However, the students generally assumed that the strategy can help them in handling listening section of Paper-Based TOEFL test.

D. CONCLUSION AND SUGGESTION

Based on the previous explanation and analysis, some conclusions related to students' strategies in understanding listening section of Paper-Based TOEFL tests can be drawn, as follows:

1. The second year students of English Department of IAIN Ar-Raniry used some strategies in handling listening section of Paper-Based TOEFL test. The strategies are; focus on alternative answers while instructions and questions are read, focus on subject in the alternative answers, choose the alternative that is not talked by the speaker, try to predict question that will be asked, try to remember the information that is delivered in the conversation, and try to grasp the clue and the main idea of the conversation.
2. The students used the strategies because they got some difficulties to handle listening section of Paper-Based TOEFL. The difficulties are; lack of vocabulary, limited time given from one question to another, lack of grammar ability, and difficulty of transmitting the native speaker's words.

Furthermore, after presenting some conclusions, it can be proposed several suggestions as follows:

1. It is suggested that the English Department students should use their twice of free seat to follow Paper-Based TOEFL. It means that the students have prepared themselves for many times in following Paper-Based TOEFL. This condition can ease them to get tricks or strategies in handling the test especially listening section in order to be able to pass the test.
2. English Department of Tarbiyah Faculty of IAIN Ar-Raniry should provide TOEFL strategy books in which can support the students to study the TOEFL strategies.
3. The listening lecturers should give listening materials that are related to listening section of Paper-Based TOEFL in listening class. Therefore, the students will be familiar with the material in which it can ease them in handling listening section of Paper-Based TOEFL test.

E. REFERENCES

- Arikunto, S. (2006). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Douglas, H. Brown. (2004). *Language Assessment Principles and Classroom Practices*, Pearson Education, Inc.
- Douglas, H. Brown. (2001). *Teaching by Principle an Interactive Approach to Language Pedagogy*, New York: San Francisco State.
- Harmer, J. (2001). *The Practice of English Language Teaching, Third edition*, England: Pearson Education Press.
- Hornby, A. S. (2000). *Oxford Advanced Learner's Dictionary of Current English, Fifth Edition*. Oxford: Oxford University Press.
- Mahmudi, Y. (2008). *Teaching Listening by Reading Text Aloud*, Thesis, Unpublished, Banda Aceh: Fakultas Tarbiyah IAIN Ar-Raniry.
- Nunan, D. (2004) *Language Teaching Methodology*. Prentice Hall Macmillan.
- Rahman, A. (2006). *Persiapan TOEFL 101*. Jakarta: Kesaint Blanc.
- Richard, J and Willy, A. R. (2002). *Methodology in Language Teaching: An anthology of Current Practice*, New York: Cambridge University Press.
- Sharpe, J. P. (2005). *How to prepare for the TOEFL, Test of English as a Foreign Language*, 11th edition, The Ohio State University.
- Sudjana,. (1989). *Metode Statistik, Edisi .* Bandung: Tarsito.
- Ur, P. (2002). *A Course in Language Teaching: Practice and Theory*, United Kingdom: Cambridge University Press.

PEDAGOGIK

JURNAL ILMIAH PENDIDIKAN DAN PEMBELAJARAN
FAKULTAS TARBIYAH UNIVERSITAS MUHAMMADIYAH ACEH

VOL. 9, NO. 1, APRIL 2022



Diterbitkan Oleh:

Fakultas Agama Islam (FAI)

dan Lembaga Penelitian, Penerbitan, Pengabdian dan Pengembangan Masyarakat (LP4M)
Universitas Muhammadiyah Aceh

Jalan Muhammadiyah No. 91 Bathoh Lueng Bata Banda Aceh Telpn/FAX. (0651) 27569
<http://ejournal.unmuha.ac.id/index.php/pedagogik>

P – ISSN 2337-7364

E – ISSN 2622-9005

