

**LISTENING C STUDENTS' PERCEPTIONS  
ON THE CONTRIBUTIONS OF IELTS EXERCISES**

**A THESIS**



**By:**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TEACHER EDUCATION FACULTY  
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY**

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**A THESIS**

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Widya Mandala Surabaya Catholic University  
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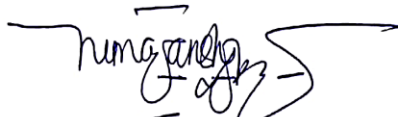
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## ABSTRACT

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IELTS (International English Language Testing System) is one of the English proficiency tests designed to test a person's comprehension and confidence in an English environment. The IELTS listening test typically comprises four sections. The first two sections are concerned with social needs and the final two sections deal with situations concerned closely. However, EFL learners have crucial problems caused by the length and speed of listening, unfamiliar vocabulary, and quality of recorded material. Considering the problem, this study has two research questions: (1) what are Listening C students' perceptions of the challenges they face when doing exercises related to IELTS listening, and (2) what are Listening C students' perceptions of the advantages and disadvantages of the IELTS listening exercises in improving their listening skills. This research is a descriptive qualitative study. The participants of the study are the students of Listening C class batch 2019. To collect the data, the writer used a questionnaire and interview related to what the participants feel and their progress related to the IELTS listening. Data from the questionnaire were analyzed to identify that IELTS listening is giving students a big impact on their progress in listening skills. Also, the data from the interviews were transcribed and analyzed according to the questionnaire. Results show that despite the challenges faced by the students, the IELTS listening weekly assignments help improve their listening skills. The writer hopes that this study is useful for those who want to know more about IELTS listening.

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