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**PROSODIC FEATURES OF SHORT DIALOGS IN TOEFL ITP LISTENING  
COMPREHENSION: ACOUSTIC PHONETIC APPROACH**

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**ABSTRACT**

Listening comprehension in Test of English as Foreign Language (TOEFL) has its own challenges, both in terms of listening and the comprehension process. This article explores aspects of prosody in short dialogues used in listening comprehension tests: duration, pitch, and intensities. The method applied in this research was descriptive qualitative with phonetic approach based on Collins and Mess's Practical Phonetics and Phonology. A recording from ETS official website, consisting of thirty short dialogs were analyzed to perform the durations and pitch variations with the assistance of voice analyzer, Praat, especially for imaging process of pitch contour and measuring duration. Phonetic transcription showed the assimilation and elision processes occurred as the result of connected speech, while pitch variations tended to show more on attitudinal function, grammatical function, and fewer emphases on significant information. The voice actors performed the speech of General American accents naturally; however the nature of conversation itself would not be realized since this section is designed purposively to examine test-takers ability on semantic and pragmatic area. The duration of the speech is displayed as naturally as possible in the context of everyday conversation so that the perception of listeners who are not native speakers assesses it as rapid speech.

**Keywords:** acoustic phonetics; listening comprehension; prosody; suprasegmental

**INTRODUCTION**

As global lingua Franca, English has been the most prominent language as the media in communication, trading, education, international relation, and many other sectors covering social, cultural, political, and economic aspects. Due to its influences in those aspects, ability in mastering English is still considered the benchmark parameter in measuring one's intelligibility. One way to consider someone's competence in English language is by measuring his achievement in a standardized English test, commonly from certain scores of the test. Several tests have been determined as the standard parameter and conducted globally, for Instance, International English Language Test System (IELTS), Test of English as Foreign Language (TOEFL), the Test of English for International Communication (TOEIC), Graduate Record Examination (GRE), and other tests with their aims to measure one's eligibility in attending one institution or company. This article focuses on one of the sections tested in TOEFL, which is the listening comprehension.

Listening comprehension test has been an interesting issue to discuss since this section brings up various elements of linguistics, especially its competence of understanding text and context through audio record as the media. Some previous studies tend to analyze the arena of text constructions that led to meaning expressions by applying content analysis research method. The study on speech act in TOEFL short dialog of listening comprehension tests showed that the distribution of each classification in speech act including directive, assertive, expressive, and commissive type (Padang, Purba, and Saragih, 2022). Student's difficulty in perceiving the utterances from the audio record of listening comprehension test has been discussed and come to two factors: the external factors, including accent, speed, intonation, pause, diction, sentence structure and audio interruption; while the internal factors include student's experience, frequency in practice, time in doing the test, number of questions, hearing impairment, memory limitation, and other conditions of a test taker had while doing the test (Fitria,

2021). A case study on students' capability was also considered important since one research compared students in an English department from an English course, given the same listening comprehension test, in order to figure out the most difficult part in TOEFL listening test. This came to conclusion that section C (lecture/ mini talk) was the hardest part to solve in both groups, viewed from the percentage of errors (Nurasia, 2022). A number of research discussed on this matter of difficulties, using several approaches in pedagogical studies (Soali and Pujiani, 2020; Yuniarti and Pratiwi, 2022; Lengkoan, Andries, and Tatipung, 2022). On the other hand, previous studies dealing with linguistic substances contained in the listening comprehension test were focussing on the semantic and pragmatic contexts (Setyawan, 2018), as depicted in conversational implicature (Li, 2021). It cannot be denied that language competency and its assesment requires comprehensive pedagogical principles from strategies in improving the test-taker's ability up to simulating the examination process.

Generally speaking, the accent used by the speakers, male or female, in the audio record of the listening section is marked by the general American accent, which is identical with its "rhotic" voices. In a very narrow assumption, TOEFL is an American product, designed and spoken by the Americans with their American English, and tested to mostly non-American speakers, hence all features in the TOEFL audio recordings explicitly characterize American accent. Up to this point, scientific proof is not necessary. However, this study is expected to bring up the essence of the listening process itself, the sound of the voices, so that the audio materials in TOEFL, particularly the Institutional Testing Program, can be characterized by its prosodic features conceived in their recordings.

Phonetics, the scientific study of sound, plays important role in analyzing the features that language has in speech sound. This involves the three branches of phonetics: articulatory phonetics, acoustic phonetics, and auditory phonetics. On the other hand, one's knowledge in phonology, the study of sound patterns in a language, would be useful in organizing the speech sounds as phonetics deals with. Since this research is intended to investigate the sound properties that TOEFL audio records have, then acoustic phonetics takes important role in conducting this research. Acoustic phonetics deals a lot with the properties of sound, what the sound conceives including the duration, intonation, pitch, vowel and consonant variations, and the physics of the sound itself. By investigating the features, we would come to conclusion about to what extent the duration, rising and falling of pitch, and identical allophones of vowel and consonants characterize the speech used by the speakers in short dialog section of listening comprehension test.

Prosody is the foremost phonetic element in studying phonological features beyond the segmental studies or which are not possible to do segmentally. In the stream of speech, there are sounds that can be segmented and some that cannot be segmented, those that can be segmented are called segmental sounds and those that cannot be segmented, such as level of loudness and length, are called suprasegmental or prosody (Syarfina & Sinar, 2010). The theoretical basis used in this study is fundamental, to state that prosodic features include four characteristics: speech length, accent, tonality or tone of voice, and intonation (Fox, 2000). These would fall into acoustic parameters: length, pitch and intensities. Several previous studies often regarded this equally with suprasegmental studies; on the other hand prosody physiologically concentrates on the sub-glottis and laryngeal components (although segmental studies also include the larynx as one of the speech-forming elements), while segmental studies focus on place and manner of the articulation in which the phonemes are produced.

Therefore, prosodic features should cover wider speech elements beyond segment in isolation, including syllable, word, phrase, and sentence. When listeners begin to listen to the audio recordings, the process of "comprehending" is not the only challenge in interpreting the dialogs, but the circumstances around the flow of dialogs would lead the listeners to certain interpretation of the text and context.

## METHOD

The research is designed qualitatively through observation and described based on the data processing through phonetic and phonological approaches (Collins and Mess, 2019). This applies instrumental analytical method since the subject of analysis and the tools in analyzing it involve certain devices, as computational linguistic research does. The data were taken from the audio records used in Practice Test Volume I, TOEFL ITP Assessment Series, section 1 listening comprehension, which consists of thirty short dialogs. The audio records were split into thirty sections, one section for one dialog. In order to get clear and precise result, the audio files are converted into mono sound in MP3 format, with sampling frequency is 44,1 kHz, analyzed by Praat version 6.3.03 (Figure 1) to visualize the description of the acoustic features for the intended analysis: duration, pitch, and intensities.

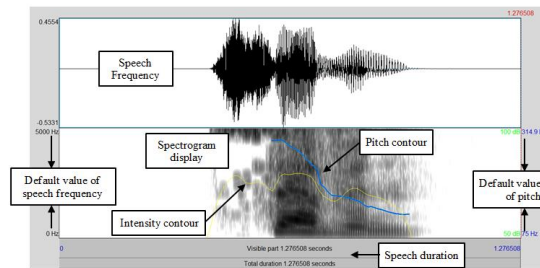


Figure 1. Sample of Praat window

For specific information about allophones of certain phonemes, it is necessary to put the sounds into segments and could be done while analyzing an utterance. These data would be classified into the corresponding levels of those acoustic phonetic analyses.

## RESULTS

In conducting the analysis, the fundamental thing that needs to be understood is that the utterances made in the short dialogues in the first part of Listening Comprehension were continuous forms of speech and designed purposively to sound as ‘natural conversation’. However, apart from how the voice actors designed the flow of their conversational constructs as naturally as possible, the dialogues were in a controlled form with conversational scripts that had been created intentionally in order to test the listeners' understanding of the conversations in various contexts and situations. Therefore, the first thing obtained when listening to these dialogues is how the clauses are conveyed as spontaneously as possible as speakers of the native language speak in everyday language.

### Connected speech

Connected speech is the first feature of acoustic phonetics and this is closely related to coarticulation in uttering clauses. Spontaneous speech shows that there are no words or phrases that are conveyed in an isolated form, except in certain stresses, such as in the form of interjection, vocative, or other certain expressions. The duration of the utterances of the clauses can be used as a parameter of the connected speech uttered by speakers in the conversation recordings based on the type of moods they uttered. One model was proposed in which six clauses contained thirteen words with various duration depending on the amount of syllables they conceived, complexities of articulations (place, manner, CV construction, etc). Apart from the moods of the clauses, words were linked in the form of catenation (Entwistle, 2020) and by the same time coarticulated in rapid manner, especially those containing implied messages (nine questions dealt with what the second speaker implied). In dialog 2, the second speaker performed this model of catenation.

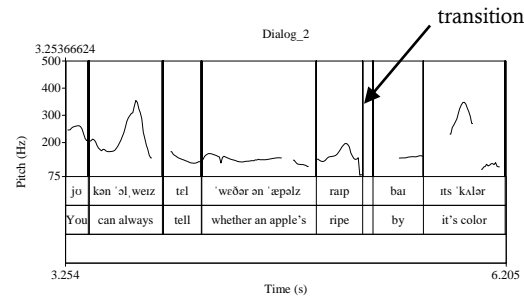


Figure 2. Pitch contour from dialog 2

The only gap found in this clause is a very brief pause between the words *ripe* and *by*, as it is the transition of two stop consonants; twelve words in 2,966 secs, and the pitch contour described how these words were linked continuously that the last phonemes of each word got the impact from the first phonemes of the next words. The concept of connected speech implies that the utterances conveyed are more directed to messages that are identically addressed to someone who can recognize the speech directly, in the sense that the listener should be able to grasp the contents of the message in the utterance spontaneously. This indicates that the listener is able to process the meaning conveyed (explicitly or implicitly) and shows that a certain level of mastery of English has been reached; in this case the listener is a non-native speaker of English. The varieties of moods offered in the dialogues as well as the flow of dialogues in the form of turn-taking are the challenges faced by the listeners. The rate of speech conveyed in the audio record showed the connected speech feature in which various stresses (lexical and syntactical) were found giving a variety of colors to the intonation so that the listener needs to pay close attention to the key entries in interpreting the dialogues.

This continuum stream of speech would bring impression to the non-native listener when trying to follow the pace that it sounds different, or unusual, from what it is supposed to be, and by the same time become the distractor in interpreting the message. This phonetic condition can be also found in the following parts of dialog (d.).

- |   |  |
|---|--|
| d.8. ... <i>for the assignment</i> ... (elision)<br>/fər ði ə'saɪnmənt/ => /foðɪə'saɪnmənt/     | d.23. <i>I'd try</i> ... (assimilation)<br>/aɪd traɪ/ => /aɪdraɪ/                  |
| d.9. ... <i>orange juice</i> ... (assimilation)<br>/'ɔrəndʒ dʒʊs/ => /'ɔrəndʒʊs/                | d.28. ... <i>out and pat me</i> ... (elision)<br>/aʊt ənd pæt mi/ => /aʊtn pæt mi/ |
| d.11. ... <i>cafeteria at noon</i> . (assimilation)<br>/kæfə'tɪrɪə ət nʌn/ => /kæfə'tɪrɪət nʌn/ | d.29. <i>Are we all</i> ... (elision)<br>/ər wi ɔl/ => /əwiɔl/                     |
| d.11. ... <i>how about</i> ... (elision)<br>/haʊ ə'baʊt/ => /habaʊt/                            | d.30. <i>In this heat</i> ... (assimilation)<br>/ɪn ðɪs hit/ => /ɪn nɪs hit/       |
| d.14. <i>I can't decide</i> ... (assimilation)<br>/aɪ kənt 'dɪ'saɪd/ => /aɪ kændə'saɪd/         |  |
| d.20. ... <i>if you're sure</i> ... (elision)<br>/ɪf jʊr fʊr/ => /ɪf jʊ fʊr/                    |  |

The assimilation processes constructed in these phrases give the character traits of the General American accent where the contact between words that build these phrases produces a shorter duration and gives the impression of flowing and natural conversation.

### Duration

One identical point found from the data is brief pause between speakers during turn-taking process and pause within a speaker. Very brief duration of transitions between speakers in dialogs gave significant point to draw that the dialogs were set particularly to examine listener's perception in

connecting messages and summarizing them from both speakers. The duration of transitions between speakers range from 108 ms up to 645 ms. There is an interesting connection between pause duration and the mood initiated by the first speaker and the replies from the second speakers. From 14 interrogative clauses initiated by the first speakers, three of them were responded by interrogative clauses characterized by brief pauses and by the same time connected speech occurred rapidly in these interrogative clauses. Dialog 3 illustrates this condition by performing the speech and pause durations.

Speaker 1: *My lease is about to expire and I've decided to get a larger place.* (3,762 secs)

(pause: 337 ms)

*Do you know of any two-bedroom apartments for rent?* (2,333 secs)

Pause (204 ms)

Speaker 2: *Have you checked the off-campus listings at the housing office?* (2,884 secs)

Compared with the interrogative clause by speaker 2, the question initiated by speaker 1 (female) took shorter duration as the result of stress pattern in the sentence where the only stressed words occurred in the phrase 'you know'. Therefore, in order to anticipate this model of dialog, listeners (in this case is L2 listeners) need to perceive the speech given by the first speaker by grasping the important units, and when the sentence consists of two clauses, transition periods should be regarded as an indication of starting point to further proposition. Pause between speakers also gives impression how the second speaker reacts to the speaker 1 statement. The shorter the pause duration, the more spontaneous speech is produced by the second speaker. This pattern of dialogs is perceived as a simulated conversation. This takes us to imagine the recording process when the voice actors take turns in reading their parts spontaneously. One thing that is reflected here is the significant reduction of vowel durations.

Vowel duration takes roles in determining the speech rates and this is specified by stressed syllables, the condition in which vowels have full length, and unstressed syllables, where vowels are considerably shorter (Collins and Mess, 2019). In previous section, the phonetic condition (assimilation and elision) describes how the contact between phrases influences the process, whether it is a vowel with another vowel, vowel with consonant, consonant with consonant, and consonant with vowel, but the stressed syllables have not been explained yet. In most parts of dialogs, the shifting of stressed syllable position mainly is determined by the phoneme environments especially those adjacent phonemes with certain manners in articulations.

### Pitch variations

It is interesting to find that stress pattern in a sentence influence a lot in speech duration, as the lengthening syllable or words commonly fall in the content words (Collins and Mess, 2019). We may argue that the C-V relation (vowel in final position is linked to a consonant in initial position, *vice versa*) in the clause influence the duration. However, pitch contour showed that the theme of the question (*two-bedroom apartments*) was left unstressed. Praat window displayed the interrogative clause from the first speaker in dialog 3 as in the following figure.

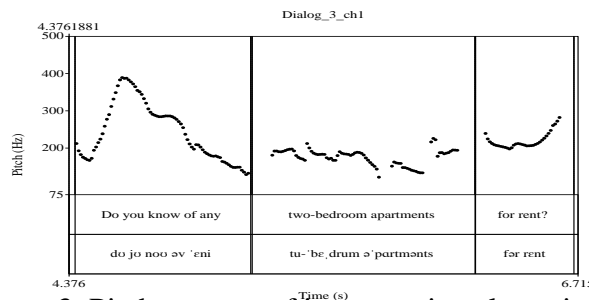


Figure 3. Pitch contour of interrogative clause in dialog 3.

The rising and falling of the pitch similarly appeared in the respond by the speaker 2 (male) though we can see the difference in the level of pitch frequency. Besides that, co-articulation influenced the pronunciation ‘checked the’ where the final /t/ is omitted when it is followed by the initial phoneme /ð/, termed as elision. Assimilation also occurred in the phrase ‘at the’ /ə ðə/.

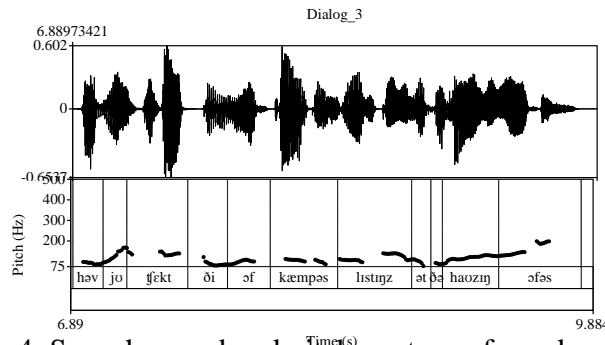


Figure 4. Speech sound and pitch contour of speaker 2 in dialog 3

There is a chance that the construction of intonation in the clauses above is influenced by the stress pattern in word construction, in which the placement of stress in a word gives variations in pitch movement. Therefore, it is necessary to observe whether the intonation patterns produced in the dialogue refers to word stress or compound stress. If we refer to the sentence stress pattern, function words and content words are taken into consideration in the analysis. This will provide clues later on the function of the intonation constructed in these dialogues, whether the function of stress leads to significant information in clauses, implications for the speaker's attitude (attitudinal function), grammatical function which distinguishes syntactic relationships, or discourse function which shows speakers listener relationship in authority or power.

The significance of intonation in analysis could be seen from the information exchange where various patterns of intonation such as rising, falling, and mixed intonation, and only those which carry significance in functions would be taken into analysis. When speakers 1 initiated the dialog in the form of questions, intonation contours showed high rising followed by gradual falling although it could not be generalized since several content words may induce slight, and sometimes sharp, rising intonation. This was the most identical pattern found in the dialogs and previous data showed that at least fourteen interrogative clauses in which the dynamic flows of intonation occurred. In those interrogative clauses, the pitch contours came up higher as the signal that a presupposition is offered to the listener, or in the other word it is not a question that requires an answer from the second speaker. The first speaker’s intention was marked by stresses in content words; however these were pronounced in lower frequency in order to distract listener’s attention and brought the sense of rapid utterances despite the significant information in the utterances themselves.

Figure 5 illustrates the intonation functions in each sequence of speech of speaker 1.

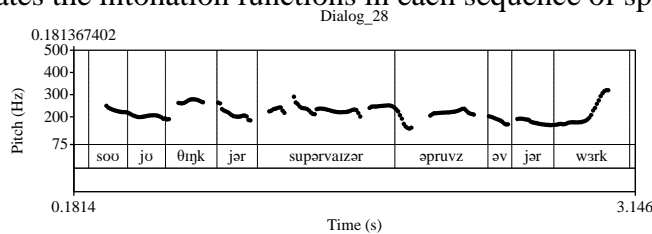


Figure 5. Pitch contour “So you think your supervisor approves of your work?” (d.28 speaker 1)

The clause begins with low fall in adverb ‘so’, giving impression to the listener that this speaker has the feeling of doubt or curiosity toward the interlocutor’s position in his work, signaling the attitudinal function. Some of us would argue that the adverb ‘so’ might express a confirmation to a situation that leads to a conclusion, but in such context there must be a causal statement (or condition) that would turn speaker in using the adverb. Furthermore, the clause is constructed in the form of question and is realized by a statement. This leads to the grammatical function of intonation which is identified by the high rise in the end of the clause. This contour is regarded as the result of pitch variation in each word and syllable, where stressed and unstressed syllables contribute to the movement of intonation. In the word “supervisor”, for instance, we may compare the word is pronounced in isolation and would find that the stress is located in the first syllable ('su-per-vi-sor); and when it appears in the clause above, stress is found in the second syllable with secondary stress in the final syllable (su-'per-vi-,sor). It occurs that the sentence stress takes role in shaping the pitch contours as well as the intonation. Several parts in the dialog could be drawn showing accentuated words or syllables which turn the prominent part (which is supposed content words) into the function words. In dialog, 15, the accentuated words are indicated by high peak in contour.

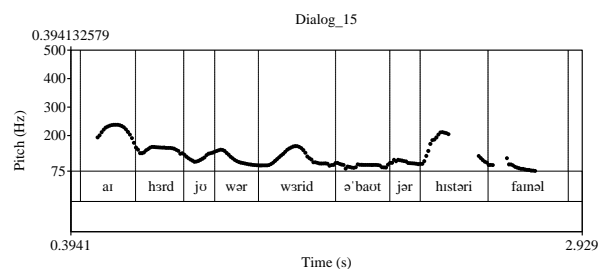


Figure 6. pitch contour “*I heard you were worried about your history final*”

Compared with this kind of designed-speech in conveying questions, natural speech would show certain stages where the inquirer stresses the theme of the question, marked by rising intonation in certain phrases and by the same time this would signify peaks of intonations in the content words indicating the main idea of the clause. In some parts of the dialogs, function words indeed got place in stresses, higher than those of content words, for instance in several adverbs (always, really, so, never, maybe) that clearly refer to the speaker’s attitude (attitudinal function) toward the context. Apart from those features, it was explained previously that the speakers brought up presupposition to the listener by using this speech style, since each short dialog in this listening comprehension section come up without any contextual circumstances, conveyed as natural as possible characterized with connected speech and intonation leading to grammatical and attitudinal functions. This would be the challenge for an L2 listener since this could be said more than a comprehension test. The listener must construct immediately a context (semantically or pragmatically) while listening to the audio, taking all those phonetic substances and assembling them into conclusions for each dialog given. We might put ourselves as someone who met two people talking about something we were not sure what they were talking about, and having listened to the dialog, we tried to presuppose what happened previously or what would happen then. By the same time we tried to judge what relation the speakers had according to the way they spoke and what problems they were facing. Other things to consider are things such as if they were in good mood, or whether bad things had happened to them previously. Everything mentioned there lead the listeners to choose their conclusions in multiple choice forms. It takes very great effort to relate the audio with the choices within few seconds. This is made possible when listeners (L2) are well-equipped linguistically in processing the messages phonetically, semantically, and pragmatically.

## **DISCUSSION**

Listening comprehension in the TOEFL test session shows prosodic elements, which are characterized as General American English speech features. Apart from the phoneme characteristics shown along the speech, the influence of connected speech would be a challenge for the non-native test takers. Certain features have been discussed in the former research as the position of consonant /r/ in American English, which is an alveolar sound, where the tip of the tongue raises to the alveolar ridge, but this phoneme varies in many ways viewed from the manner of articulation. The native speakers of American English hardly ever use trill sound in pronouncing /r/, but tend to use a flap or tap [ɾ] sound (Lubis & Anggraeni, 2022). Vowel and consonants constructions are significant in segmental analysis since the phonological level is also a part of problem identification. However, suprasegmental analysis takes deeper roles in identifying speech as they have been identified in previous phonetic and phonology studies. In prosodic level, duration has become one of the features that separate between the native and non-native speech, where non-native speech has a slower speaking rate and a higher rate of pauses (as detected by the forced aligner) (Lai, Evanini, & Zechner, 2011).

Therefore, analysis in duration along the audio recordings was marked by very brief duration of pauses although it was presumed to be designed in such a way in order to raise the level of difficulty in perceiving the utterances. This case would certainly be found in the daily speech of American English, although the way the speech is produced may have differences in pause duration, in which more emotive functions would emerge more frequently than the designed speech as in the dialogs from listening comprehension test. In connected speech cases, the test takers need to be aware of the contacts between words that turn the speech sound into something that may distract the test takers in perceiving the text. The influence of native language of the test takers in fact has certain impact in perceiving the English utterance in the form of connected speech since it is intended for those who are familiar of the language, hence give level of difficulties for those who are not accustomed to the way the English speech is uttered naturally (Liang, 2015). It is concluded that the pronunciation of connected speech may become a significant challenge to intelligibility, both the intelligibility of native speech for non-native listeners and the intelligibility of non-native speech for native listeners. Connected speech, perhaps more than other features of English pronunciation, demonstrates the importance of intelligibility in listening comprehension (Alameen, & Levis, 2015). This also would support several former researches on speech analysis where the linguistic significance should be considered important, while several test takers might ignore it. This analysis would also touch the language essence in pedagogy, however it must be emphasized here that this is beyond the context of pedagogy field.

## **CONCLUSION**

Test takers of TOEFL should realize that their understanding in speech production mainly in English would be impactful. This covers the prosodic features found in the dialogs in the short dialog of TOEFL Reading Comprehension section, including connected speech, durations, and pitch variations. In connected speech, the assimilation and elision processes were found, while in pitch variations tended to show more on attitudinal function, grammatical function, and fewer emphases on significant information. The shifting of stresses occurred in certain syllables as the impact of both pitch variations and the connected speech features. Various moods in the clauses would have several displays in pitch variations as the realization of moods would be different in utterances. The voice actors performed the speech of General American accents naturally; however the nature of conversation itself would not be realized since this section is designed purposively to examine test-takers ability on semantic and pragmatic area. Duration takes significant aspect mainly in pause period and speech rate that turn the speech to sound natural. The prosodic features are expected to give enhancement for both who would take the listening comprehension test and the test trainers.

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