STUDENTS' LISTENING STRATEGIES SUGGESTED BY PHILIPS AND TOEFL LISTENING COMPREHENSION SCORE

THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Language Education

WALISONGO

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Wassalamu'alaikum wr.wb.

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MOTTO

"If you can not fly, then run. If you can not run, then walk. If
you can not walk, then crawl. "

-DR. Martin Luther King JR

"Start now"

-Nabela Ramadea

DEDICATION

This research dedicated to the English Education Department, all English teachers, Teacher Training Faculty Walisongo State Islamic University Semarang, and everyone who supported the writer to finish the thesis, especially my beloved parents and family who always give love and motivation and endless prayer.

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ABSTRACT

Title : Students' Listening Strategies Suggested by Philips and TOEFL Listening Comprehension Score

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The research aimed to investigate a significant influence between students' listening strategies suggested by Philips and students' TOEFL listening comprehension scores at the English Education Department of UIN Walisongo Semarang. This research used a quantitative approach by conducting Pearson product-moment, simple regression, R-square technique. This research population consisted of 120 students in the seventh semester. Based on the confidence level, the sample size of 120 populations with a 95% confidence level and a 4% confidence interval was 100. So, the sample was 100 students with random sampling. This research's instrument was a questionnaire and test of TOEFL listening comprehension. This research used simple regression and correlation analysis. The result of coefficient simple regression p-value sig was $0.000<0.05$ (5%) with a correlation coefficient of 0.387 and sig. Value 0.05. Therefore, it means that listening strategy significantly influenced the TOEFL listening comprehension score. Thus the null hypothesis is rejected, and the alternative hypothesis is accepted. Then R-square showed that the Listening strategy affected 15% of TOEFL listening comprehension, and another variable that was not examined in this research affected 85%. Based on the research results, it is important for students to realize that listening strategy has a significant influence on listening comprehension. therefore, students should implement listening in order to improve their listening comprehension.

Keywords: Correlation, Listening Strategies, TOEFL listening Comprehension

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CHAPTER I
INTRODUCTION

In this chapter, the writer presents (1) the background of the study, (2) research questions, (3) the objective of the study, and (4) the significance of the study.

A. Background of the Study

Listening strategy is one of the most important factors that affect the process of listening comprehension. The language learners have to depend on some listening strategies. Yildid revealed that a person's success in learning a foreign language would depend on the ability of listeners to understand what they heard. If learners fail to receive messages, they are unable to respond.[1] Piter states that the key difference between more successful and less successful language learners is how much they can use listening to learn.[2] Therefore, a strategy is needed to make listening easier for listeners to understand what the speakers say.

A listening strategy is needed because listening plays a crucial role in communication. The overall time

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[1] Naci Yildiz and Mustafa Albay, 'Factors Affecting Listening Comprehension and Strategies for Improvement: A Case Study', *International Journal of Social Sciences & Educational Studies*, 2.1 (2015), 20–24.

[2] Péter, 'The Cambridge Guide to Teaching English to Speakers of Other Languages. R. Carter D. Nunan', *ELT Journal*, 56.1 (2002), 87–89 <https://doi.org/10.1093/elt/56.1.87>.

spent on communication, listening takes up 40-50%, speaking 25-30%, reading 11-16%, and 9% writing.[3] Nevertheless, most schools in Indonesia do not provide a significant portion of Listening Comprehension lessons. Instead, they focus more on Grammar lessons and adding vocabulary, so it is not surprising that many students at schools and universities understand more sentence patterns, both grammatically and in reading. When looking up a word in a dictionary, almost everyone in our country looks only for the meaning and does not try to figure out how to pronounce the word. That is why, students will recognize the word when reading it but not when listening to it.[4]

TOEFL is one test used to measure a person's level of English with three forms of tests, namely (1) listening comprehension, (2) structure and written expression, and (3) reading comprehension. TOEFL scores are generally used as a requirement when applying for a job, and students also use them for college or as a

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[3] Dwi Rara Saraswaty and Universitas Muhammadiyah Palembang, 'Learners' Difficulties & Strategies in Listening Comprehension', *English Community Journal*, 2.1 (2018), 139–52 <https://jurnal.um-palembang.ac.id/englishcommunity/article/view/1003/877>.

[4] Firmansyah Diyata, *Strategi Praktis Memperoleh Skor TOEFL Minimal 550*, ed. by Dewi Damayanti, 1 edition (jakarta: kawan pustaka, 2009).

condition for graduation.[5] Furthermore, Abboud and Hussein stated that TOEFL scores are accepted by almost 5.000 colleges, universities, and licensing organizations in 90 countries.[6] From the statement above, it is clear that mastering the TOEFL is critical since it helps students demonstrate their English proficiency and offers up numerous opportunities to continue their education both overseas and in Indonesia.

Even though lots of the TOEFL (Test of English as a Foreign Language) test-takers stated that listening comprehension was the most challenging part of the test. This case is typical for listeners whose countries use English as a Foreign Language Acquisition, not as a Second Language Acquisition. Research by Young in Kazemi stated that "Learning to listen is difficult because listeners have to use their knowledge of the second language and their background knowledge to interpret the oral input."[7]

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[5] Aries Utomo and Puardmi Damayanti, 'Bentuk Tes Toefl Untuk Mahasiswa Universitas Kaltara: Studi Kualitatif', *Jurnal Penelitian Humaniora*, 20.2 (2019), 59–66 <https://doi.org/10.23917/humaniora.v20i2.7376>.

[6] Zaidoon Abdul Razaq Abboud and Nagham Ja'far Hussein, 'The Difficulties Faced by Advanced Iraqi Foreign Learners in Passing ITP TOEFL Test', *Journal of Basrah Researches (Humanities Series)*, 36.4 (2011), 110–38 <www.toefl.org.>.

[7] Ali Kazemi and Soraya Kiamarsi, 'An Investigation into Listening Comprehension Strategies and the Relationship between

Furthermore, having an informal interview with some students indicated that listening was the most challenging and most complicated section of the TOEFL test. Several factors greatly influenced students' listening, such as audio playing too fast, different contexts of daily life, different accents, meaningless words, and lack of strategy. At the same time, Golchi states that poor listening ability results from many factors, such as insufficient emphasis on listening, immature teaching methodologies, ineffective listening strategies, and students' lack of vocabulary.[8] Thus, in line with the improvement in English listening comprehension, it depends on many factors. One of them is listening strategies.[9]

Several researchers have been explored. For instance, a research conducted by Gilakjani. According to several experts, the researcher explained the meaning of

Listening Comprehension Strategies and Overall Proficiency Level of Intermediate and Advanced Learners', *Journal of Language Teaching and Research*, 8.1 (2017), 149 <https://doi.org/10.17507/jltr.0801.18>.

[8] Mona Mohammadi Golchi, 'Listening Anxiety and Its Relationship with Listening Strategy Use and Listening Comprehension among Iranian IELTS Learners', 2.4 (2012), 115–28 <https://doi.org/10.5539/ijel.v2n4p115>.

[9] Xiaoli Bao, 'A Study on Listening Strategies Instructed by Teachers and Strategies Used by Students', *International Journal of English Linguistics*, 7.2 (2017), 186 <https://doi.org/10.5539/ijel.v7n2p186>.

listening, listening comprehension, listening strategies, and listening difficulties. He concluded that listening comprehension is a complex process. The strategies of listening comprehension must be used simultaneously. We must understand the text as we listen to it, keep the information in memory, combine it with what follows and adjust our comprehending of what we hear through previous knowledge and the following information. He indicated that when teachers are aware of students' learning difficulties, they can help them develop effective listening strategies and finally solve their difficulties in listening and improve their listening comprehension abilities. [10] Even though, it is kind of literature review

Another study was investigated by Nurhayati. The TOEFL test results showed that the TOEFL score of eight semesters of STKIP Setia Budhi was low. It because 87% of students did not know the strategy in answering the questions result revealed that most of the students got low scores.[11] While it is kind of mix method study.

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[10] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 'Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review', *English Language Teaching*, 9.6 (2016), 123 <https://doi.org/10.5539/elt.v9n6p123>.

[11] Nunung Nurhayati and Berita Mambasi, 'An Analysis of Students' Strategies in Answering Toefl', *Nunung Nurhayati & Berita Mambarasi Nehe The Journal of English Language Studies*, 01.01 (2016), 10–18.

Another research conducted by Desma Yulisa. This study aims to identify the correlation and influence of listening strategies and listening comprehension. The result showed that there was a positive and significant correlation between listening strategies and listening comprehension with and there was a significant influence of listening strategies on listening comprehension.[12] Even though she used O'Malley and Chamot's' theory, which claimed three kinds of listening strategies; cognitive, metacognitive, and socio-affective. Meanwhile, this research was used a theory by Deborah Phillips in Longman's TOEFL book.

Besides, some researchers have previously explored those related variables; students listening strategies and listening comprehension, but some studies contradict other studies. For example, study by Golchi. He found a negative correlation between the listening strategy used and the students' listening comprehension. Moreover, the finding showed that low anxious learners used metacognitive strategies more than did high anxious learners. It is kind of quantitative study.[13]

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[12] Desma Yulisa, 'Learning to Listen: Listening Strategies and Listening Comprehension of Islamic Senior High School Students', *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 5.1 (2018), 22–30 <https://doi.org/10.19109/ejpp.v5i1.2046>.

[13] Golchi.

In line with the study by Razmalia. She reveals that the strategies proposed by Philips are not efficient in impoving the students' score in listening of TOEFL test. However, this research was kind of descriptive quantitative approach which analyze the students' strategies in listening comprehension of TOEFL test.[14] Nevertheless, much uncertainty still existed about the listening strategies on students listening comprehension, and there had been little quantitative analysis to describe the relationship among them.

Furthermore, UIN Walisongo Semarang is one university that applies the TOEFL test to measure students' ability in English. It makes the TOEFL test one condition for taking bachelors' certificates with the minimum passing scores set by each Faculty. The minimum score to pass the TOEFL test for the English Education major itself is 450. Therefore, it is expected that students of the English Department can be a representation of this research. Supported by courses related to skills tested in the TOEFL test such as listening comprehension, structure, written expression and reading comprehension, and TOEFL preparation using strategies proposed by Philips Deborah.

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[14] Aina Razmalia and Sofyan A Gani, 'Students' Strategies in Taking TOEFL Listening Test', *Research in English and Education Journal*, 2.4 (2017), 1–9.

In the light of what was missed from previous research, the current research aimed at investigating whether there was any statistically significant influence between students' listening strategies suggested by Philips and TOEFL listening comprehension score.

B. Research Question

In this study, the researcher planned the problem, "How significant is the influence between students' listening strategies suggested by Philips and students' TOEFL listening comprehension score in English Education Department of UIN Walisongo Semarang?"

C. The objective of the Study

Based on the formulation of the problem above, the objectives of this study are "To investigate a significant influence between students' listening strategies suggested by Philips to students' TOEFL listening comprehension score in English Education Department of UIN Walisongo Semarang."

D. Significance of the study

1. Theoretically

   Theoretically, the examine hopes that this study can contribute to the theory of influence between

listening strategies suggested by Philips and students' scores on TOEFL listening comprehension.

2. Practically

   a) For students, It was expected that the students could apply Philips's listening strategy maximally to improve their TOEFL listening comprehension scores.

   b) For lecturers, it was expected that this research could help lecturers determine the appropriate listening strategy for students.

   c) For future researchers, the results of this study can be used as a reference and provide more information on the relationship between listening strategy and listening comprehension.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this part, the writer tried to present: (A) Related literature that has contributed to this research, (B) previous research (C) conceptual framework, and (D) hypotheses.

A. Literature Review

In this subchapter, the researcher discusses some relevant theories to the topic.

1. Listening Comprehension

Many researchers have defined listening. Rost stated listening as foreign language learning is paramount vital since it provides the language input. As an input skill, listening plays a crucial role in students' language development.[15] Thomlison and Hamouda defined listening as the ability to recognize and understand what others are telling. This process includes understanding a speakers' pronunciation, grammar, and vocabulary and understanding of meaning. Then, Morley indicated that Listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and

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[15] Trinh VInh Hien, 'Difficulties and Strategies in Listening Comprehension', *Lac Hong University*, 2015 <https://lhu.edu.vn/139/662/Difficulties-And-Strategies-In-Listening-Comprehension-Trinh-Vinh-Hien-03av4.Html?AspxAutoDetectCookieSupport=1>.

connecting it to the process between sound and form of meaning.[16]

Listening is an effort to gain understanding by using the senses of hearing and the ability of the mind to interpret the news or messages received both orally and in writing and through the process of capturing, understanding, and remembering. It is a complex, problem-solving skill, and it is more than just a perception of the sounds. Listening includes comprehension of meaning-bearing words, phrases, clauses, sentences, and connected discourse.[17]

Furthermore, there are different definitions of the term listening comprehension. Afshar and Hamzavi explain that Listening comprehension is considered a multifaceted active process influenced by many factors, including distinguishing sounds, recognizing vocabulary and grammatical structures, understanding stress and intonation, and relating them to context.[18] Therefore, listening

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[16] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 'The Significance of Listening Comprehension in English Language Teaching', *English Language Teaching*, 6 (2016), 1670–77 <https://doi.org/http://dx.doi.org/10.17507/tpls.0608.22>.

[17] Golchi.

[18] Yulisa.

comprehension is a complex cognitive activity.[19] Rost and Hamouda defined that it as an interactive process in which listeners are involved in constructing meaning. Through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and other linguistic or non-linguistic clues, listeners comprehend the oral input.[20] Chastain mentioned that listening comprehension aims to understand the native conversation at the standard rate spontaneously. It involves understanding a speaker's accent and pronunciation, grammar, vocabulary, and grasping his meaning.[21] In other words, the primary purpose of listening is to capture, understand, or appreciate messages and ideas implied in the material.

From the definition above, listening involves a sender, a massage, and a receiver, where the receiver must have the ability to understand a massage from the sender. Therefore it is necessary to comprehend

[19] Young Suk Kim and Beth Phillips, 'Cognitive Correlates of Listening Comprehension', *Reading Research Quarterly*, 49.3 (2014), 269–81 <https://doi.org/10.1002/rrq.74>.

[20] Gilakjani and Sabouri, 'The Significance of Listening Comprehension in English Language Teaching'.

[21] Mustafa Azmi Bingol and others, 'Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class', *Journal of Educational and Instructional Studies in the World*, 4.4 (2014), 25–30.

speakers' pronunciation, grammar, vocabulary, the meaning of words, phrases, clauses, sentences, stress and intonation, and linguistic or nonlinguistic clues. So that the receiver or listener can capture, construct the meaning, understand, and respond to the massage.

1.1 The Importance of Listening

People spend 40-50% of their communication on listening in daily life.[22] It is analogous to humans created by God with two ears and one mouth. It indicates that humans listen more than speak. Consequently, it is essential for students who learn English as a second or foreign language to enhance their learning abilities to listen.

One of the two receptive skills, listening, is critical in foreign language learning. The more language learners listen to the target language, the more they are exposed to it, which leads to language acquisition. According to Morley in Nha, Listening is the most often used language

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[22] Kazemi and Kiamarsi.

skill. It takes precedence over reading, the other receptive skill.[23]

Listening is crucial to the development of other language skills, such as speaking.[24] Proficiency in listening will lead to mastery in speaking.[25] In other words, we can not develop our speaking ability unless we develop our listening skills. When people talk, they must have sufficient knowledge. Knowledge can be obtained from listening, so listening can be positive benefits. If our listening ability in the English language is good enough, it will help us listen to the radio, study, watch films, or communicate with foreigners easily.[26] Whereas, if our listening ability in the English language is low, we will face various difficulties. In a student who cannot listen well, the communication process between

[23] Chau Thanh Nha and Hoang Thi Hoa, 'Correlations between Listening Comprehension Problems Encountered By English Majors and Their Coping Strategies', *International Journal on Studies in English Language and Literature*, 8.10 (2020), 24–43 <https://doi.org/10.20431/2347-3134.0810004>.

[24] Hassan M. Kassem, 'The Relationship between Listening Strategies Used by Egyptian EFL College Sophomores and Their Listening Comprehension and Self-Efficacy', *English Language Teaching*, 8.2 (2015), 153–69 <https://doi.org/10.5539/elt.v8n2p153>.

[25] Nha and Hoa.

[26] Gilakjani and Sabouri, 'The Significance of Listening Comprehension in English Language Teaching'.

teacher and student would be failed so that the significance of listening can not be ignored.

1.2 Process of Listening

In the communication system, the listening process is an essential aspect. Tyagi claimed that the process of listening is divided into five stages. The first stage is hearing, referred to as the response caused by sound waves stimulating the sensory receptors of ear understanding. Only a few inputs pass through the brain's filtering system, allowing only a few to come into focus. This selective perception is known as attention, an important requirement for effective listening. The second stage is understanding. We must analyze the meaning of the stimuli we have perceived. For successful interpersonal communication, the listeners must understand the sender's intended meaning and context. The next stage is remembering. In listening, our attention is selective. It also happens to our memory. What is remembered may be quite different from what was originally seen or heard. The fourth stage is evaluating. The active listener weighs evidence, sorts facts from opinion, and determines the presence or absence of bias or prejudice in a

message. The last stage is responding. It requires that the receiver complete the process through verbal or nonverbal.[27]

Meanwhile, Brownell elaborated several points of the process of listening-centered communication in a model she called HURIER. According to this model, the process of active listening has six stages. In the first stage, a person must hear what the speaker says. The person has to decide where to focus his/her attention and to exclude potential inference or disturbance. The second stage is to understand the speaker's message as a whole. The next stage is to be able to recall information contained in the statement. Various auxiliary tools can be used, such as writing down memos or using visual memory. The fourth stage interpreted the message. The nonverbal elements are noted, reading between the lines or assessing what has been left unsaid. The fifth stage is evaluating the statement. Experience helps evaluate the accuracy and correctness of the information conveyed in the message. The last stage in the activity of the

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[27] Babita Tyagi, 'Listening: An Important Skill and Its Various Aspects', *The Criterion: An International Journal in English*, 12, 2013, 8 <www.the-criterion.com>.

listening process is the result. It is about how the listener decides to respond to the speaker.[28]

1.3 Types of Listening

Different types of listening exist based on the objective and manner in which the listener engages in and respond to the process of listening:[29]

a) Active listening is listening in a way that shows interest and encourages the speaker to continue talking.

b) Appreciative listening. Listen to accept and appreciate what the other person says, such as listening to something enjoyable or music.

c) Attentive listening. Listening as clearly and conscientiously also showing interest.

d) Biased listening, listening through a personal bias filter, in which the person only hears what they want to hear.

e) Casual listening, listening without obviously showing attention. The level of actual attentiveness varies greatly.

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[28] Inga Jona Jonsdottir and Kristrun Fridriksdottir, 'Active Listening: Is It the Forgotten Dimension in Managerial Communication?', *International Journal of Listening*, 34.3 (2020), 178–88 <https://doi.org/10.1080/10904018.2019.1613156>.

[29] Tyagi.

f) Comprehension listening. Listen to understand and seek meaning.

g) Critical listening. Listen with the intent of evaluating, criticizing, or otherwise passing judgment on what someone else says.

h) Deep listening. Listen to comprehend the individual, personality, and their real and unspoken meanings and motivators.

i) Empathetic listening. Try to figure out how the other person feels—demonstrating this empathy.

j) Evaluative listening. Listening to evaluate, criticize, or otherwise pass judgment on what someone else says.

k) Inactive listening. Pretend to listen but actually thinking a lot more.

l) Judgmental listening. Listening to evaluate, criticize, or otherwise pass judgment on what someone else says.

m) Partial listening. Listening most of the time but also spending some time daydreaming or thinking of a response.

n) Reflective listening. Listening and then reflecting on what the other person has said back to them.

o) Relationship listening. Listen to the other person to help and create a relationship with them.

p) Sympathetic listening. Listen with concern for the other person's well-being.

q) Therapeutic listening. Try to figure out how the other person feels—demonstrating this empathy.

r) Total listening. It needs to listen completely. Actively listen to what is said and the more profound meaning derived from the way it is said.

1.4 TOEFL Listening Comprehension

Test of English as a Foreign Language or TOEFL is an international proficiency test founded in 1963 in Princeton, New Jersey, United States, a modern language teaching institute named Modern Language Association. In 1965, two English language examination service institutions, namely College Entrance Examination and Education Testing Service, joined and strengthened the TOEFL.[30] According to Phillips, the TOEFL test is a test to determine

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[30] Haryo Widodo, *Taklukkan Soal-Soal Tersulit TOEFL*, ed. by Widarko, 1st edn (Pustaka diantara, 2012).

the level of English ability of non-native speakers of English.[31] Similarly, Abboud and Hussein argue that the TOEFL has become a standardized test used around the world to assess non-native speakers of their English ability.[32]

Sutrisno mentioned three kinds of TOEFL tests, namely the International TOEFL Test, the Institutional TOEFL Test, and the TOEFL Like-Test. The difference is that there is a new International TOEFL question in each test execution. In contrast, Institutional TOEFL and TOEFL Like were sourced from questions a few years earlier from the International TOEFL test.[33]

TOEFL covers four aspects, namely [1] Listening Comprehension. This test aims to show the ability to understand English speaking; the person being tested must-hear various types of speech a recording and respond by selecting the multiple options provided. It consists of 50 multiple-choice questions. [2] Structure and Written Expression. This test aims to show the

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[31] Deborah Phillips, *Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Test* (new york: Pearson Education, 2001).

[32] Abboud and Hussein.

[33] Muhammad, *16 Strategi Lulus Ujian TOEFL* (Yogyakarta: Pustaka Pelajar, 2005).

ability to recognize grammatically correct English. There are two types of questions in this section. Participants must complete the question with incomplete sentences and identify errors in the underlined words. It consists of 40 multiple-choice questions. [3] Reading Comprehension. To show the ability to understand written English, the tested person must answer multiple-choice questions about the ideas and meaning of the words found in the reading article. It consists of 50 multiple-choice questions. [4] Test of Written English (TWE): To show students' ability to produce correct, organized, and meaningful English. In thirty minutes, examinees must write an essay on a particular topic or theme given. But not all TOEFL tests conduct TWE, and the scores of TWE are calculated separately from the overall TOEFL score.[34]

The focus of this research is the TOEFL listening comprehension test. The participants were asked to answer multiple choices after listening to the audio. There are 50 questions which are divided into three parts. The following is a distribution of question parts in listening:

[34] Phillips.

Table 2. 1 Listening Comprehension Test Section

Listening sections	Number of questions	Aspect
Part A	1-30	Short conversation
Part B	31-38	Long conversation
Part C	39-50	Several talks

After distributing the listening test, the students' listening comprehension test would be calculated by scoring provided in table 2.2. The score of the listening comprehension can be seen below.

Table 2. 2 Listening Comprehension Score

Number of the correct answers	Score	Number of the correct answers	Score	Number of the correct answers	Score
50	100	33	66	16	32
49	98	32	64	15	30
48	96	31	62	14	28
47	94	30	60	13	26
46	92	29	58	12	24
45	90	28	56	11	22
44	88	27	54	10	20
43	86	26	52	9	18
42	84	25	50	8	16
41	82	24	48	7	14
40	80	23	46	6	12
39	78	22	44	5	10

38	76	21	42	4	8
37	74	20	40	3	6
36	72	19	38	2	4
35	70	18	36	1	2
34	68	17	34	0	0

Then, after knowing where the students' scaled score is, the score would be depicted in score descriptors. It helps to know the students' strengths and weaknesses. The classification of students' scores, as follows:

Table 2. 3 Classification of Students' Score

Score	Categories
80-100	Very good
70-79	Good
60-69	Sufficient
50-59	Poor
<49	Very poor

Source: Sudijono[35]

2. Listening Strategies

Vandergrift said that the listening strategy is concise for learners to guide and evaluate their understanding and responses. It also is planned and consciously adopted to improve comprehension and communication and cope with listening difficulties.

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[35] Anas Sudijono, *Pengantar Statistik Pendidikan*, *Anas Sudijono*, 2011.

During interactions, learners can use strategies to manage communication and discourse. Therefore, it is necessary to develop a listening strategy for students.[36]

In addition, strategies can have a social dimension and enhance the interaction process by eliciting the speakers' cooperation.[37] It leads learners to become active listeners. Jalongo suggests that it is essential to teach learners to be active listeners.[38]An active listener constructs reasonable interpretations based on an under-specified input and recognizes when more specific information is required. Then, the active listener asks for the needed information.[39] Active listening means listening with full attention to what is being said, with the primary goal of fully understanding what the other person is saying. If we do not listen actively, we are more likely to misunderstand the point of the message being conveyed by the other person. So listeners should apply listening strategies to comprehend their listening comprehension.

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[36] Bingol and others.

[37] Abdullayeva Fotima Baxromovna, 'Enhancing Listening Skills Via Listening Strategies', *Iscience*, 11, 2018, 21–22.

[38] Bingol and others.

[39] Baxromovna.

2.1 TOEFL Listening Strategies Proposed By Phillips

Phillips, in his book, explains that Listening Comprehension aims to measure students' competence in understanding native speakers. There are several types of listening sections, such as conversation and talk. In addition, examinees are required to respond to multiple-choice questions.[40] Then, He claims that there are twenty-two strategies with eight aspect that can be applied to help test takers successfully answer TOEFL listening problems, as follows:

a. Listening strategy part A:

1. Common strategy

   a) Focus on the last line; the listener must be ready to focus on the second speaker because, generally, it might contain the answer.

   b) Choose answers with synonyms. Often the correct answer is an answer that has a similar meaning but different sounds.

   c) Avoid similar sounds, do not choose the answer with similar sounds, for

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[40] Phillips.

example, a *department* with an *apartment.* It requires extra listening concentration to identify the keyword in second-line or dialogues.

2. Who, What, Where

   a) Conclude *who, what, where;* the answer is not clearly stated. And the question that will often arise is, *Who is probably talking? What will she/he probably do next? Where does the dialogue probably take place?*.

   b) Listen for who and what in passives; if the dialogue contains a passive statement, the answer to the question is often an active statement and vice versa.

   c) Listen for who and what with multiple nouns; when there are multiple nouns in a sentence, it is common for the answers to confuse which noun does what.

3. Negatives

   a) Listen for negative expressions; the most common correct response to a negative statement is a positive

statement containing an opposite meaning. For example, the patient was insane. Insane= not sane= crazy.

b) Listen for double negative expressions, two negative ideas can appear in one sentence, and the result can be pretty confusing. Such as *"He didn't like unclean office,"* having meaning he liked clean office.

c) Listen for 'almost negative' expressions; they can be found in words such as hardly, barely, scarcely, only (the meaning is almost none). Then rarely, seldom (the meaning is almost never).

d) Listen for negatives with comparatives; a sentence with a negative and a comparative has a superlative or powerful meaning. For example, "No one is more beautiful than she is" means 'She is the most beautiful.'

4. Functions

a) Listen for expressions of agreement; the listener should become familiar

with them. There are two kinds of expressions of agreement. The first one is a positive statement. Such as *So do I, Me too, I'll say!, Isn't it! You can say that again!.* The second is Agreement with negative statements, such as *Neither do I, and I don't either.*

b) Listen for expressions of uncertainty and suggestion, be careful to uncertainty expressions such as *As far as I know, As far as I can tell, isn't it (tag)?.* And suggestion expressions such as *Why not..?, Let's.*

c) Listen for emphatic expressions of surprise; when the surprise is expressed, it implies that the speaker did not expect something to be true, such as *"Then he is here!"* means *"I thought he was not here."*

5. Contrary meanings

a) Listen for wishes; the important idea to remember about wishes is that a wish implies that the *opposite of the*

wish is true, such as *I wish I had time to help* means *no time to help.*

    b) Listen for untrue conditions; the important idea to remember about conditions is that a condition implies that the *opposite of the condition is true.* So, for example, *If I had money, I would buy it* means *I do not have money.*

6. Idiomatic Language

    a) Listen for two- and three-part verbs; these expressions include a verb and one or more particles (*in, on, or at*). The addition of the particle changes the meaning of the verb conversationally. For example, *called of* means *cancel.*

    b) Listen for idioms. Idioms are unique expressions in a language that all speakers of the language knowledge. It describes one situation in life but is applied to many different areas of life, such as *It's raining cats and dog* indicates very heavy rain.

b. Listening strategy parts B and C:

7. Before listening

a) Anticipate the topic; a helpful strategy is to look briefly at the answers in the test book before you hear the conversations on the recording and determine the audio topics you will hear.

b) Anticipate the questions, look briefly at the answers in the test book before the listener hear the conversation on the recording, and determine the questions that will be asked to answer.

8. While listening

a) Determine the topic; as the listener listen to the audio, the listener should be thinking about the topic or main idea

b) Conclude *who, what, where the* listener should be thinking, such as *Who is talking? When does the conversation probably take place?*

c) Listen for the answer in order. There are two possible methods to use while you listen to a long conversation: only listen to the following conversation (and ignore

the answer) and follow along with the answer while listening.[41]

The common and frequently used strategies are listed in number 1, 2, and 3 part A. Then, understanding the above Listening strategies could help students answer the first section of the TOEFL test competently. Finally, it can conclude and correlate that to get a good score on TOEFL Listening comprehension, students should understand the conversation and talk of English native speakers through Listening strategies that Phillip proposed. This listening strategy help student to practice listening and hopefully help a student get a good score on TOEFL listening comprehension.

2.2 Assessing TOEFL Listening Strategies Proposed By Phillip

The Likert Scale was used to measure students' listening comprehension. To calculate the students' listening strategies, the writer used a questionnaire. The questionnaires were 23 items, and the score was gradually adjusted to 5-4-3-2-1 such as (5) Always, (4) Often, (3) Sometimes, (2)

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[41] Phillips.

Seldom, and (1) Never. Finally, to find the result, the writer used the individual competence[42] by the following formula:

$$P = \frac{n}{N} \times 100\%$$

Details:

P: the percentage of students' listening strategies

n: the achieved score

N: the maximum score in the test.

B. Previous Research

Based on the topic discussed in this research, the researcher provides the following completed studies, as follows:

First, the journal of Abbas Pourhosein Gilakjani and Narjes Banou Sabouri (2016) under the title "*Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review."* This study is a kind of literature review. According to several experts, the researcher explained the meaning of listening, listening comprehension, listening strategies, and the essential one is listening difficulties. He concluded that listening comprehension is a complex process. The strategies of listening comprehension must

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[42] Arikunto Suharsimi, 'Prosedur Penelitian Suatu Pendekatan Praktik', *Jakarta: Rineka Cipta*, 2006.

be used simultaneously. We must understand the text as we listen to it, keep the information in memory, combine it with what follows and adjust our comprehending of what we hear through previous knowledge and the following information. He indicated that when teachers are aware of students' learning difficulties, they can help them develop effective listening strategies and finally solve their difficulties in listening and improve their listening comprehension abilities. [43]

The similarity between previous research and this research was to investigate the listening comprehension strategies on listening comprehension. The differences can be seen from the research method side. Gilakjani tried to describe the variable using some literature. But this research attempted to find a statistical correlation between those variables, listening comprehension and listening comprehension strategies.

Second, the journal of Nunung Nurhaayati (2016) entitled *"An Analysis Of Students' Strategies In Answering TOEFL"*. It is kind of descriptive design. The sampling technique used is random sampling. Three instruments used in this study: 1) TOEFL test used to

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[43] Gilakjani and Sabouri, 'Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review'.

gather the data of the TOEFL score of students, 2) Questionnaires used to get data about students' strategies in answering each type of TOEFL questions, 3) and Interview is used to strengthen the questionnaire result.

The TOEFL test results showed that the TOEFL score of eight semesters of STKIP Setia Budhi was low. The questionnaire results showed that the students had the lowest understanding of idioms in the listening comprehension section. In the structure and written expression section, only a few students answered correctly about the noun form, and in the reading, section students had the most difficulty with reference questions. Then, the interviews conducted on 23 participants showed that 87% of students did not know the strategy in answering the questions result revealed that most of the students got low scores.[44]

The similarities of this study with the Nurhayati study lies in the variables. Which still took listening comprehension and listening comprehension strategies. The differences between them lie in the research method that the researcher used. Nurhayati used a descriptive design with mix method, while this research used a

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[44] Nurhayati and Mambasi.

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correlation design. It means the data is analyzed quantitatively.

Another research conducted by Desma Yulisa (2018) under the title *"Learning to listen: Listening Strategies and Listening Comprehension of Islamic Senior High School Students."* This study aims to identify the correlation and influence of listening strategies and listening comprehension. All the active Islamic Senior High School Students of *Babussalam Payaraman* in the academic year 2016-2017 are the population of this study. The sampling technique used is purposive sampling. The researcher chooses Grade 8 with 68 students divided into three classes to be the sample. The researcher used two instruments to collect the data: 1) Listening strategies questionnaire adapted from lee and modified by Ho, 2) Listening test from TOEFL junior. Although, this test is more suitable for measuring English proficiency and determining the following learning process for students aged 11-15. The result of the Pearson Product Moment correlation showed that there was a positive and significant correlation between listening strategies and listening comprehension with $(r = .516)$. And Regression analysis showed that there was a significant influence of

listening strategies on listening comprehension with 26.6%.[45]

The differences between both studies are lie in the research theory used. The previous research used O'Malley and Chamot's' theory, which claimed three kinds of listening strategies; cognitive, metacognitive, and socio-affective. Meanwhile, this research was used a theory by Deborah Phillips in Longman's TOEFL book. The similarities between both of the studies are lie in the method that the researcher use.

Fourth, the journal of Mona Mohammadi Golchi (2012) under the title *"Listening Anxiety and its Relationship with Listening Strategy Use and Listening Comprehension among Iranian IELTS Learners."* It is kind of corrrelation study. The aim of this study is to investigate listening anxiety and its relationship with listening strategy and listening comprehension among Iranian IELTS learners. To collect the data, four instruments were used such as, background questionnaire by Lee (1997), a listening anxiety questionnaire by Kim (2000), listening strategy questionnaire by Lee (1997) and an IELTS listening test. He found a negative correlation between the listening strategy used and the students' listening

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[45] Yulisa.

comprehension. Moreover, the finding showed that low anxious learners used metacognitive strategies more than did high anxious learner.[46]

The differences between both studies are lie in the research theory used. And the listening comprehension thatthey used. The similarity are lie in the method that Golchi used. Both this current study and this study using correlational study.

In line with the study by Razmalia (2017) under the title *"Students' Strategies in Taking TOEFL Listening Test."* She reveals that the strategies proposed by Philips are not efficient in impoving the students' score in listening of TOEFL test. However, the result showed that strategies in part A of listening in TOEFL test implemented 69%. This research was kind of descriptive quantitative approach which analyze the students' strategies in listening comprehension of TOEFL test. It used questionnaire as the instrument. The data was distributed to 31 students who are in semester 8 to 12 in English department of Syiah Kuala University.[47] Nevertheless, much uncertainty still existed about the listening strategies on students listening comprehension, and there had been little

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[46] Golchi.
[47] Razmalia and Gani.

quantitative analysis to describe the relationship among them.

C.   Conceptual Framework

The conceptual framework in this research is about students' listening strategies suggested by Phillips toward TOEFL listening comprehension score. Listening comprehension itself is a complex cognitive activity.[48] Afshar and Hamzavi revealed that Listening comprehension is considered a multifaceted active process influenced by many factors, including distinguishing sounds, recognizing vocabulary and grammatical structures, understanding stress and intonation, and relating them to context.[49] Therefore, it can be concluded that listening comprehension is a complex cognitive activity and influenced by many factors, including distinguishing sounds, recognizing vocabulary and grammatical structures, understanding stress and intonation, and relating them to context.

While Vandergrift defines that the listening strategy is concise for learners to guide and evaluate their understanding and responses, Baxromovna explains that Listening strategies are planned and

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[48] Kim and Phillips.
[49] Yulisa.

consciously adopted to improve comprehension and communication and cope with listening difficulties. Thus listening strategy is a deliberately designed and adopted way of listening to guide, evaluate and improve understanding, communication and overcome listening difficulties.

Many factors cause students to lack listening ability, such as insufficient emphasis on listening, immature teaching methodologies, ineffective listening strategies, and students' lack of vocabulary. If the listening strategy is a factor that can affect listening comprehension, then this influence will encourage students to improve their listening comprehension. To illustrate the conceptual framework, the researcher uses the following framework.

Figure 2. 1 Conceptual Framework

Students' of English Department	
X Listening Strategy	Y Listening Comprehension
Questionnairee	Listening Test
The influence between Students' listening strategies and TOEFL listening comprehension	
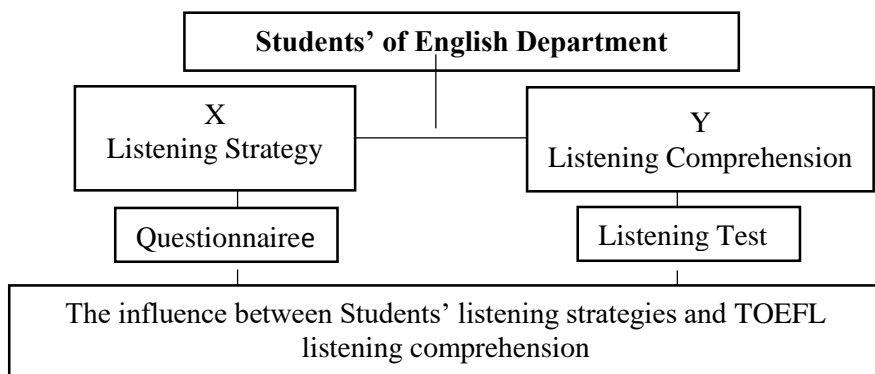
D. Hypothesis

The hypothesis is an assumption whose testability is to be tested based on the compatibility of its implications with empirical evidence and previous knowledge.[50] Based on the discussion on theoretical studies, the researcher proposed the following hypothesis:

1. H_o: there is no significant influence between listening strategies suggested by Phillips and students' TOEFL listening comprehension score at the English Education Department of UIN Walisongo Semarang.

2. H_a: There is a significant influence between listening strategies suggested by Phillips and students' TOEFL listening comprehension score at the English Education Department of UIN Walisongo Semarang.

This study refers to an alternative hypothesis to measure is the correlation positive or negative significant.

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[50] Prabhat Pandey and meenu mishra Pandey, *Research Methodology: Tools and Techniques*, *American Journal of Psychiatry* (Romania: Bridge center, 2015), CXXXV <https://doi.org/10.1176/ajp.135.8.998-b>.

CHAPTER III
RESEARCH METHOD

The chapter consists of research design, research setting, population and sample, variable and indicators, the instruments and data collection techniques, and data analysis techniques. Each of them is presented in the following discussion.

A. Research Design

This research used a quantitative method with a correlation study design by simple regression. Most of the data collected are numerical as an instrument to analyze information in the study.[51] The simple regression was most appropriate because it allows two variables to show whether they have a positive or negative infuence and examines the hypothesis. *The regression coefficient technique* was used to estimate the degree of influence between two variables.

To get data on students' listening strategies suggested by Phillips, the researcher used a questionnaire instrument and conducted a TOEFL Listening Comprehension test to know the students' listening comprehension scores. Then, the data would analyze

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[51] Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, *Doing Quantitative Research in Education with SPSS*, 2014 <https://doi.org/10.4135/9781849203241>.

quantitatively by Statistical Package for the Social Sciences (SPSS 23).

B.   Research Setting

This research was conducted online in the seventh semesters of the English Education Department UIN Walisongo Semarang in the academic year of 2021/2022 on September 13th-16th, 2021. The total number of students that took part in this research was 100.

C.   Population and Sample

A population is a group of individuals with some common characteristics that the researcher can identify and study.[52] It is an entire collection of people or things that the researcher is interested in. The population of this research is students semester seventh of English Education Department UIN Walisongo Semarang, which consists of three classes. The total population was 120 students. The distribution of the population of the research can be seen below.

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[52] John W Creswell, 'Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research', *Educational Research*, 2012.

Table 3. 1 Distribution of the Population

Class/Semester	Number of students
7th A	40
7th B	38
7th C	42
Total	**120**

When selecting participants for a study, it is crucial to determine the sample size that will be needed. A sample itself is a part of the population. Technique sampling from this study was done randomly using simple random sampling. According to Dhivyadeepa, one of the considerations in determining the sample size for the study is the confidence level.[53] Based on the confidence level, the sample size of 120 populations with a 95% confidence level and a 4% confidence interval was 100. So, the total sample calculated is 100 students.

D.   Variables and Indicator

Creswell in Sugiyono stated that Variable refers to characteristic or attribute of an object, individual, or organization that has certain variations in a study that the

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[53] E Dhivyadeepa, *Sampling Techniques in Educational Research* (North Carolina: lulu publication, 2015) <https://www.google.co.id/books/edition/Sampling_Techniques_in_ Educational_Resea/JgPYCgAAQBAJ?hl=id&gbpv=1&kptab=overvi ew>.

researcher determines to measure or observe.[54] This research assessed the influence between students' listening strategies to their score on TOEFL listening comprehension. This study had two variables:

1. Independent variable (X)

   Sugiono said that independent variables could be called stimulus, predictor, or antecedent. An Independent variable is a variable that has influences or the cause of change or makes the existence of a dependent variable. The independent variable of this research is the listening strategy. The indicators used as a reference for listening strategy are as follows:

Table 3. 2 The Blue Print of Listening Strategies Suggested by Phillips

No	Aspect	Indicator	Item Number
1.	Common Strategies	- Students should focus on the last line - Students should choose answers with synonyms - Students should avoid similar sounds	1 2 3
2.	*Who, What, Where*	- Students should draw conclusions about *Who, What, Where*	4 5

[54] Sugiyono, *Metode Penelitian Kuantitatif*, ed. by Setiyawami (Bandung: Alfabeta, 2018).

		- Students should listen *who* and *what* in passives	6
		- Students should listen for *who* and *what* with multiple nouns	
3.	Negatives	- Students should listen for negative expressions	7
		- Students should listen for double negative expressions	8
		- Students should listen for almost negative expressions	9
		- Students should listen for negatives with comparatives	10
4.	Functions	- Students should listen for expressions of agreement	11
		- Students should listen for expressions of uncertainty and suggestion	12
		- Students should listen for emphatic expressions of surprise	13
5.	Contrary Meanings	- Students should listen to wishes	14
		- Students should listen for untrue conditions	15
6.	Idiomatic Language	- Students should listen for two and three-part verbs	16
		- Students should listen to idioms	17
7.	Before Listening	- Students should anticipate the topics	18
		- Students should expect the questions	19
8.	While Listening	- Students should determine the topic	20
		- Students should conclude *who, what, when, where*	21
		- Students should listen for answers in order	

			22, 23

➢ **Assessment of Listening Strategies**

The Likert scale was used to know students' listening strategies. The questionnaires were 23 items, and the score was gradually adjusted to 5-4-3-2-1 such as (5) Always, (4) Often, (3) Sometimes, (2) Seldom, and (1) Never. The indicators above will be used to reference the questionnaire that investigates the students' listening strategies. The questionnaire would be distributed after students take the test. Then, data would be collected and analyzed using the individual competence formula.

2. Dependent variable (Y)

The dependent variable is a variable that is influenced or becomes an effect of the independent variable. The dependent variable in this study is the TOEFL listening comprehension score. The indicators used as a reference for TOEFL listening comprehension score are as follows:

Table 3. 3 The Blue Print of TOEFL Listening

Comprehension Score

No	Aspect	Indicator	Item Number
1.	Common Strategies	- Students should focus on the last line - Students should choose answers with synonyms - Students should avoid similar sounds	3, 22, 1, 10
2.	*Who, What, Where*	- Students should draw conclusions about *Who, What, Where* - Students should listen *who* and *what* in passives - Students should listen for *who* and *what* with multiple nouns	17, 18,21 11, 23 6, 8, 9
3.	Negatives	- Students should listen for negative expressions - Students should listen for double negative expressions - Students should listen for almost negative expressions - Students should attend for negatives with comparatives	4, 7 27 12 19
4.	Functions	- Students should listen for expressions of agreement - Students should listen for expressions of uncertainty and suggestion - Students should listen for emphatic expressions of surprise	14, 25 2, 5, 20 29
5.	Contrary Meanings	- Students should listen to wishes - Students should listen for untrue conditions	28 24

6.	Idiomatic Language	- Students should listen for two and three-part verbs	13, 15, 16
		- Students should listen to idioms	26, 30
7.	Before Listening	- Students should anticipate the topics of a longer conversation in part B	31-34
		- Students should expect the questions of a longer conversation in part B	31-34
		- Students should anticipate the topics of several talks in part C	39-50
		- Students should anticipate the questions of several talks in part C	39-50
8.	While Listening	- Students should determine the topic of a longer conversation in part B	31-34
		- Students should conclude *who, what, when, of whom* a longer conversation in part B	31-34
		- Students should listen for the answer in the order in part B	31-34
		- Students should determine the topic of several talks in part C	39-50
		- Students should conclude *who, what, when, where* of several talks in part C	39-50
		- Students should listen for answers in order	39-50

Source: Deborah Philips 2001, "Longman Preparation Course for the TOEFL Test," p. 551-552

➤ **Assessment of TOEFL Listening Comprehension Score**

Deborah Phillips adopted the indicator questions above. Then, the researcher assesses the result of students listening comprehension using scoring provided in table 2.2. The highest score is 100, and the lowest score is 0.

E. Data Analysis Technique

Data analysis is an activity after data from all respondents or other data sources are collected. The activities in data analysis are grouping data based on variables and types of respondents, presenting data for each variable studied, performing calculations to answer the problem formulation, and performing calculations to test the proposed hypothesis. The data analysis method used in the research was quantitative analysis. The researcher would use the SPSS 23 version to analyze the data obtained from the questionnaire and test. The following are some of the techniques used:

1. Introductory Analysis

So that the data can be read and interpreted easily, an introductory analysis or descriptive statistic is required. In the study the descriptive statistic is important to provide an overview of the data that

researcher examine. In addition with this data description, redears would be easier to find out the exposure of data in this study in more detail clearly. The researcher used SPSS 23 to find the mean, standard deviation, variance, maximum, minimum, range in each variables.

2. **Pre Requisite Analysis**

   a. Normality and linearity test

   A normality test is used to know whether or not the data have a normal distribution. Data that is normally distributed means that the data can represent the population. The data were analyzed by using SPSS 23. The technique used is Kolmogorov Smirnov. The basis for decision making in the Kolmogorov-Smirnov Normality test is: If the significance value (Sig.) is greater than 0.05, the research data is normally distributed. On the other hand, the research data is not normally distributed if the significance value (Sig.) is less than 0.05.

   The linearity test determines whether two variables have a significant linear relationship between the independent variable (X) and the dependent variable (Y). The basis for decision-

making in the linearity test is to compare the significant value (Sig.). If the deviation from linearity Sig. >0.05, then there is a significant linear relationship between the independent variable and the dependent variable. Moreover, If the deviation from linearity Sig. <0.05, then there is no significant linear relationship between the independent variable and the dependent variable.

b. Hypothesis Analysis

Hypothesis analysis is used to know the truth of the hypothesis. After getting the result of the questionnaire and the test, the next is to analyze the data using correlation design with simple regression. Those are calculated by using SPSS. There are some steps to find the influence between two variables as follows:

1) Find the correlation between variable X and Y by using the correlation *product-moment* by Pearson.

To determine whether there is a significant correlation between students' listening strategies and students' TOEFL listening comprehension score, the researcher first summed up the score of both data. Then the researcher accounted for the

coefficient correlation of the two variables by using the *product-moment correlation* formula with a 5% significant level.

The result of the correlation between X and Y variables will be compared with the value ($rtable$). If $r_{xy>}r_{table,}$ Then, there is a correlation between students' listening strategies and students' TOEFL listening comprehension scores. If $r_{xy<}r_{table,}$ Then it means that there is no correlation between students' listening strategies and students' TOEFL listening comprehension score. The criteria for the correlation coefficient are as follows:[55]

Table 3. 4 Interpretation of Coefficient Correlation

r_{xy}	Interpretation
0.0 - 0.10	Weak
0.11 - 0.30	Modest
0.31 - 0.50	Moderate
0.51 - 0.80	Strong
0.81 - 1.00	Very Strong

[55] Daniel Muijs, *Doing Quantitative Research in Education*, *Sage Publication*, first edit (london: Sage Publications, 2004) <https://www.google.com/books/edition/_/5DKNjtp2oRMC?gbpv=0 >.

2) Find the simple linear regression between variables X and Y.

Simple linear regression analysis is used to measure the influence of one independent variable or predictor variable or variable X on the dependent variable or variable Y. It was calculated by using SPSS 23. The basis for decision making in regression analysis by looking at the significance value (Sig.) of the SPSS output results is: if the significance value (Sig.) is less than the probability of 0.05, it means that there is an influence of Listening strategy (X) on TOEFL listening comprehension. Otherwise, if the significance value (Sig.) is greater than 0.05, it means that there is no influence of Listening strategy (X) on TOEFL listening comprehension.

3) Find the contribution of variables X and Y.

To find the contribution of variables X and Y, the researcher used the technique R Square. R squared or the coefficient of determination is the contribution of the influence given by the independent variable (X) to the dependent variable (Y). Thus, the value of the coefficient of determination or R

square is useful for predicting and seeing how much the contribution of the influence given by variable X to variable Y.

F. The Technique of Collecting Data

To collect the data, the researcher used some techniques, as follows:

1. Test

To get the students' score on listening comprehension, The researcher took a listening test from Longman Preparation Course for the TOEFL test. It consists of 50 items in multiple-choice form. The time to answer the questions is 35 minutes. The test was held online using paper to write students' answers and Google meet to show the multiple-choice and monitor the implementation.

Following are the steps in conducting the test: 1) Before the test, the participants were asked to join the Google meet and set up the meet showing the participant and their work. 2) The participants were asked to prepare a paper. 3) Then, the participants were asked to write personal data such as name and class in the paper. 4) The researcher asked the participants to pay attention to the slide on the google meet screen. 5) During the test, participants were asked to listen to the direction on the audio, respond

to the multiple-choice answers provided in slides. 6) Then, participants were asked to take a photo of the answer and submit it to the researcher's WhatApps. 7) last, Participants were asked to fill in a listening strategies questionnaire.

2. Questionnaire

The questionnaire was used to measure the implementation of TOEFL listening strategies in each strategy suggested by Phillips. The total number of statements is 23 items. The questionnaire was in the form of a Likert scale which required students to put their preference of statements. The Likert scale consist of 5 options, as follows: Never (score= 1), Almost never (score=2), Sometimes (score=3), Often (score=4), and Always (score= 5). The maximum score is 115, and the minimum score is 23. The questionnaire has been distributed online by link Google form that shared to the participants' group.

Determining the quality of the instruments given to the participants needs to be tested and analyzed. The analysis of the instrument test includes the analysis of validity and reliability. The explanation is as follows.

a) Test of Validity

A valid instrument is a measuring tool to get accurate data. The instrument is said to be valid if it can be used to measure what should be measured.[56] A validity test is used to determine whether or not the item questions are valid. Invalid questions will be discarded or not used. The technique used to determine the validity of the instrument is the *product-moment correlation* proposed by Pearson.

After getting the data, the result of r_{count} will be consulted by r_{table} There are two criteria to determine the validity of questionnaire items. They are as follows:

1) If $r_{value} > r_{table}$ At the level significance of 5%, it means that the instrument is valid.

2) If $r_{value} < r_{table}$ At the level significance of 5%, it means that the instrument is not valid.

There were 23 question items about listening strategies. It was given to 30 students batch 2017 of English Department of UIN Walisongo Semarang. The analysis of validity by SPSS 23 showed that r_{table} for N = 30 was 0.361. The following table below is the validity of the

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[56] Sugiyono.

questionnaire of students' listening strategies proposed by Phillips. For a detailed table of data, validity was attached in appendix 6.

Table 3. 5 The Validity test of Listening strategies

Question	r_{count}	r_{table}	Criteria
1	0.310	0.361	INVALID
2	0.200	0.361	INVALID
3	0.181	0.361	INVALID
4	0.503	0.361	VALID
5	0.176	0.361	INVALID
6	0.527	0.361	VALID
7	0.662	0.361	VALID
8	0.714	0.361	VALID
9	0.643	0.361	VALID
10	0.744	0.361	VALID
11	0.620	0.361	VALID
12	0.607	0.361	VALID
13	0.633	0.361	VALID
14	0.640	0.361	VALID
15	0.641	0.361	VALID
16	0.592	0.361	VALID
17	0.085	0.361	INVALID
18	0.505	0.361	VALID
19	0.606	0.361	VALID
20	0.556	0.361	VALID
21	0.675	0.361	VALID
22	0.293	0.361	INVALID
23	0.092	0.361	INVALID

Based on the table above, there are seven invalid questions and sixteen valid questions. After knowing the valid and invalid items of the

questionnaire, the researcher distributed the questionnaire tested to the sample. The respondent was students fifth and ninth semesters of English Education Department UIN Walisongo Semarang in 2021/2022.

The listening test used the listening TOEFL test from Longman TOEFL preparation. The test is valid, and there is no need to calculate the item validity from the TOEFL. It is not to be doubted because the test has been used in all countries and most universities in Indonesia.

b) Test of Reliability

After finishing the validity test, the researcher analyzed the reliability of the instrument. Reliability refers to the consistency of measurement. Reliability indicates the credibility of the test score. The instrument is reliable if the collected data shows the same results after testing with various methods and sample groups. The researcher used the *Alpha Cronbach formula* to test the reliability of the instrument. The guidelines used to interpret the reliability coefficients, in general, are as follows: If *alpha Cronbach* $> r_{table}$ at the level significance of 5%, it means that the instrument is reliable if

alpha Cronbach $< r_{table}$ At the level significance of 5%, it means that the instrument is not reliable.

The analysis of reliability was helped by SPSS 23. The result of the reliability test of the listening strategies proposed by Phillips was as follows:

Table 3. 6 The Reliability Test of Listening Strategies

Reliability Statistics

Cronbach's Alpha	N of Items
,900	16

Based on the output of Reliability Statistics above, it is known that Cronbach's Alpha value was 0.900. While the value of the r-table with N = 30 was 0.361. Because Cronbach's Alpha value is 0.900> 0.361, then as the basis for decision making in the reliability test above, it can be concluded that the 16 or all items in the questionnaire for the variable listening strategy are reliable or consistent. For the listening TOEFL test, which the researcher took from Longman, TOEFL preparation is reliable. There is no need to calculate the reliability of the

TOEFL test because the researcher adopted the test from Longman TOEFL Preparation.

CHAPTER IV
FINDING AND DISCUSSION

In this chapter, the researcher presents the research finding, discussion, and limitations of the research.

A. Research Finding

1. Introductory Analysis

a) The Result of Students' Listening Strategies

After distributing the questionnaire and getting the data attached to appendix 4, the next step was finding the frequency. Based on the calculation of using SPSS, it can be known that students who got score 58-70 were 24, students who got score 71-80 was 41, students who got score 81-90 was 29, students who got score 91-100 was 6. The table is attached in appendix 9. The next step is to find out the descriptive statistic used to know the mean, median, standard deviation, range, etc. Then, It was calculated by using SPSS 23. Below is the table of descriptive statistics for listening strategies.

Table 4. 1 Descriptive Statistics of Listening Strategies

Statistics

Listening Strategy

N	Valid	100
	Missing	0
Mean		77,61
Std. Error of Mean		,896
Median		78,00
Mode		80
Std. Deviation		8,964
Variance		80,362
Skewness		,077
Std. Error of Skewness		,241
Kurtosis		-,186
Std. Error of Kurtosis		,478
Range		42
Minimum		58
Maximum		100
Sum		7761

From the table above, it can be known that the mean of the questionnaire score was 77.61, the median was 78.00, and the standard deviation was 8.964. After knowing the descriptive statistics, the next step is to determine the quality of the variable X. Based on table 2.3, and it can be known that the mean of students' listening

strategies was 77.61, which means on the interval 70-79 and in a good category.

b) **The Result of Students' TOEFL Listening Comprehension**

The test was done before the students filled the questionnaire because it confirms what strategies students implement when they do the TOEFL listening comprehension. The result of the TOEFL Listening Comprehension was attached in appendix 8. The scoring was done by using system scoring, which is attached in Table 2.2.

The next step was to find the frequency of students' scores of TOEFL listening comprehension. Based on the calculation of using SPSS, it can be known that students who got score 26-40 were 11, students who got score 42-60 was 28, students who got score 62-80 was 29, students who got score 82-100 was 32. The detailed results are listed in appendix 10.

The next step was to find out the descriptive statistic. It is used to know the mean, median, standard deviation, range, etc. Below is the table of descriptive statistics of listening comprehension.

Table 4. 2 Descriptive Statistics of Listening Comprehension

Statistics

Listening Comprehension

N	Valid	100
	Missing	0
Mean		68,38
Std. Error of Mean		1,946
Median		68,00
Mode		90
Std. Deviation		19,461
Variance		378,723
Skewness		-,308
Std. Error of Skewness		,241
Kurtosis		-,841
Std. Error of Kurtosis		,478
Range		74
Minimum		26
Maximum		100
Sum		6838

From the table above, it can be known that the mean of the test score was 66.38, the median was 68.00, and the standard deviation was 19.461. After knowing the descriptive statistics, the next step is to determine the quality of the variable Y. Based on table 2.3, the mean of students' listening comprehension was 66.38,

which means on the interval 60-69 in a sufficient category.

2. Pre Requisite Test of Data Analysis

a) The Normality and Linearity Test

Data used in this normality test is listening strategy (X) and the score of TOEFL listening comprehension (Y). It used the technique of Kolmogorov-Smirnov by SPSS 23. The result of the normality test is attached in appendix 11. In addition, it is known that the significance value of Asiymp. Sig (2 tailed) was 0.110, which is greater than 0.05. Therefore, according to the basis of decision making in the Kolmogorov Smirnov normality test, it can be concluded that the data are normally distributed. Thus, the assumptions or requirements for normality in the correlation model have been qualified.

Then, found the linearity between the two variables studied. Based on the Significance value (Sig) from the output of the Anova Table attached to appendix 12, the deviation from linearity Sig value obtained is 0.543 greater than 0.05. So, it can be concluded that there is a significant linear relationship between the Listening strategy Variable (X) and listening comprehension (Y).

b) **The Hypothesis Test**

The technique for testing the hypothesis was through correlation and regression. Following are the test result:

1) Correlation test

A correlation test was used to find the correlation between variables X and Y. It was calculated using SPSS 23, and the result is attached in appendix 13. Based on the computed r-count for the relationship between listening strategy (X) and listening comprehension (Y) is 0.387 > r table 0.195, it can be concluded that there is a correlation between listening strategy and listening comprehension. Then, based on table 3.4, it can be known that the coefficient correlation was on the interval 0.31-0.50. It means that on the moderate category.

2) Simple regression Test

The researcher used a simple regression test to know the influence of students' listening strategies on students' listening comprehension scores. To find the result, the researcher tried to calculate using SPSS 23. The output of the regression coefficient listed in appendix 14 showed that the significance value (Sig.) of

0.000 is smaller than $<$ probability of 0.05. So, it can be concluded that H_0 is rejected and H_I is accepted, which means listening strategy (X) influences listening comprehension (Y).

3) The Contribution of Variable X and Y (R square)

Furthermore, found out the size of the contribution of variables X and Y. It was calculated by using SPSS 23. The table is attached in appendix 15. It obtained the score of R Square = 0.150. It means that the variable X (listening strategy) gives influenced 15% to variable Y (TOEFL listening comprehension) and 85% was given influenced by another variable that was not examined in this research. Therefore, it can conclude that listening strategy (X) positively correlates and affects listening comprehension (Y).

B. Discussion

The researcher examined students' listening strategy (X) and TOEFL listening comprehension (Y). The data takes by using the instrument of test and questionnaire. The tests and questionnaires were distributed to students majoring in English Education in

semester seventh UIN Walisongo Semarang 2020/2021. It took 100 students as a sample in this research.

The hypothesis analysis of the listening strategy variable (X) and the TOEFL listening comprehension variable (Y) showed a positive correlation between listening strategy and TOEFL listening comprehension of students majoring in English Education at UIN Walisongo Semarang. It was proven by calculation of correlation using SPSS 23. It can be known that the *Pearson product-moment correlation* was 0.387> r-table 0.195. It indicated that listening strategy correlates with the TOEFL listening comprehension score. Therefore, the correlation in this analysis was positive. Besides, the result of coefficients regression showed that the p-value sig was 0.000<0.05 (5%), which means that listening strategy (X) is significantly influenced TOEFL listening comprehension score (Y). So, it means that H_0 was rejected and H_I was accepted. Furthermore, R Square was 0.150. It means that the variable X (listening strategy) gives influenced 15% to variable Y (TOEFL listening comprehension) and 85% was given influenced by another variable that was not examined in this research. This positive effect means that the increasing listening strategy of students would also affect increasing students' listening comprehension.

The finding above were inconsistent with previous findings of Aina Razmalia, Sofyan A. Gani, and Faisal Mustafa (2020). They stated that the listening strategies proposed by Phillips are not efficient in improving the student's score in listening comprehension of the TOEFL test. The participants in their study often forget and ignore the strategies that need to be implemented in answering part A. Even students are not familiar with the listening strategy, but the strategies suggested by Phillips in part A of listening comprehension are implemented 69%.[57] The other findings shown by Desma Yulisa indicated a correlation and influence between listening strategies and listening comprehension. She revealed that there was a significant correlation between metacognitive strategies and listening comprehension with r = .516. In contrast, the significance of the influence between variables X and Y was 26.6%. [58]

The result of the studies above explained that the role of listening strategies in listening comprehension is essential. Afshar and Hamzavi stated that Listening comprehension is considered a multifaceted active process influenced by many factors, including

[57] Razmalia and Gani.
[58] Yulisa.

distinguishing sounds, recognizing vocabulary and grammatical structures, understanding stress and intonation, and relating them to context.[59] Therefore, listeners need the appropriate listening strategies to improve their listening comprehension. Therefore, listening strategies contribute to listening comprehension. The more listeners implement the listening strategy proposed by Philips, the higher the listening comprehension score that will be obtained.

C.   Limitation of the study

Although this research has been carried out optimally, the researcher realizes that this research still has shortcomings. Some limitations in this research were:

1. Although many factors affect listening comprehension, it was limited to the analysis of variable listening strategies and listening comprehension.

2. The study is limited to seventh-semester students of the English Education Department of UIN Walisongo Semarang Academic Year of 2021/2022.

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[59] Yulisa.

3. The study used the instrument test adopted by Philips or Longman TOEFL Preparation Course. So, the researcher does not do a validation test.

4. In conducting the TOEFL listening test, the researcher used google meet because face-to-face is impossible.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of theoretical studies and research that the author has carried out regarding "Students' Listening Strategies Suggested by Philips and TOEFL Listening Comprehension Score," it can be concluded that:

The Average of Students' listening strategies at Seventh Semester Students of English Education Department of UIN Walisongo Semarang in the Academic Year of 2021/2022 was 77.61, which means on the interval 70-79 and in a good category. So, students understand enough and can implement the listening strategy suggested by Philips in listening comprehension. Then, the average of Students' TOEFL listening comprehension score was 68.38, which means on the interval 60-69 and in a good sufficient.

Moreover, there was a significant correlation between listening strategies and the score of TOEFL listening comprehension of Seventh Semester Students of English Education Department of UIN Walisongo Semarang in the Academic Year of 2021/2022. The *Product moment Correlation* was 0.387. it shows that the

two variables correlate. Besides, the result of simple regression using the coefficients regression table shows that the p-value (Sig.) was $0.000<0.05$ (5%). It means that listening strategy significantly influenced the TOEFL listening comprehension score. Listening strategy also gives influenced 15% of TOEFL listening comprehension, and 85% was given influenced by another variable that was not examined in this research. The last but not least, H_a was accepted and H_0 was rejected.

B. Suggestion

Based on the conclusions above, the researcher has some suggestions are offered for students, lecturers, and the next researcher:

1. For Students

For the students, they should more practice listening English and implement the listening strategy suggested by Philips. However, even listening strategy is not the only factor that can affect students' listening comprehension. At least, it can be helpful for them to comprehend native speakers.

2. For Lecturer

The lecturer should often provide TOEFL prediction practice on listening comprehension tests to students

during TOEFL preparation lessons. It will help students to get the TOEFL score they want to achieve.

3. For Reader

Based on the finding above, the researcher recommends that further researchers examine another factor that affects listening comprehension, considering that listening strategy is the factor that plays a role in listening comprehension.

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APPENDICES

APPENDIX 1 Instrument of TOEFL Listening

Comprehension Test Adopted from Deborah Philips

Name :
Class :

Time approximately 35 minutes
(including the reading of the directions for each part)

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section. Answer all the questions based on what is stated or implied by the speakers you hear

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Part A

Directions: in part A, you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers and choose the best answer

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1. (A) Carla does not live very far away.
   (B) What Carla said was unjust.
   (C) He does not fear what anyone says.
   (D) Carla is fairly rude to others.

2. (A) She thinks it's an improvement.
   (B) The fir trees in it are better.
   (C) It resembles the last one.

(D) It is the best the man has ever done.

3. (A) He graduated last in his class.
(B) He is the last person in his family to graduate.
(C) He doesn't believe he can improve gradually.
(D) He has finally finished his studies.

4. (A) He is surprised there were five dresses.
(B) It was an unexpectedly inexpensive dress.
(C) He would like to know what color dress it was.
(D) The dress was not cheap.

5. (A) Leave the car somewhere else.
(B) Ignore the parking tickets.
(C) Add more money to the meter.
(D) Pay the parking attendant.

6. (A) He does not like to hold too many books at one time.

(B) There is no bookstore in his neighborhood.
(C) It's not possible to obtain the book yet.
(D) He needs to talk to someone at the bookstore.

7. (A) It was incomplete.
(B) It finished on time
(C) It was about honor
(D) It was too long

8. (A) She needs to use the mans' notes.
(B) Yesterday's physics class was quite boring.
(C) She took some very good notes in physics class.
(D) She would like to lend the man her notes.

9. (A) It's her birthday today.
(B) She's looking for a birthday gift.
(C) She wants to go shopping with her dad.

(D) She wants a new wallet for herself.

10. (A) He prefers cold water.
(B) His toes are too big.
(C) The pool felt quite refreshing.
(D) He didn't go for a swim.

11. (A) She just left her sister's house.
(B) Her sister is not at home.
(C) She's not exactly sure where her sweater is.
(D) She doesn't know where her sister lives.

12. (A) She doesn't have time to complete additional reports.
(B) She cannot finish the reports that she is already working on.
(C) She is scared of taking responsibility for the reports.
(D) It is not time for the accounting reports to be compiled

13. (A) He's had enough exercise.
(B) He's going to reward himself for the hard work.
(C) He's going to stay on for quite some time
(D) He would like to give the woman an exercise machine as a gift.

14. (A) He cannot see the huge waves.
(B) The waves are not coming in.
(C) He would like the woman to repeat what she said.
(D) He agrees with the woman.

15. (A) The exam was postponed.
(B) The man should have studied harder.
(C) Night is the best time to study for exams.
(D) She is completely prepared for the exam.

16. (A) Students who want to change

schedules should form a line.
(B) It is only possible to make four changes to the schedule.
(C) It is necessary to submit the form quickly.
(D) problems occur when people don't wait their turn.

17. (A) In a mine.
(B) In a jewelry store
(C) In a clothing store
(D) In a bank

18. (A) A visit to the woman's family.
(B) The telephone bill
(C) The cost of a new telephone
(D) How far away the woman's family lives.

19. (A) She hasn't met her new boss yet.
(B) She has a good opinion of her boss.
(C) Her boss has asked her about

impressions of the company.
(D) Her boss has been putting much pressure on her

20. (A) The recital starts in three hours.
(B) He intends to recite different poems.
(C) He received a citation on the third of the month.
(D) He thinks the performance begins at three.

21. (A) Choose a new dentist.
(B) Cure the pain himself
(C) Make an appointment with his dentist
(D) Ask his dentist about the right way to brush.

22. (A) It is almost five o'clock.
(B) The man doesn't need the stamps.
(C)It is a long way to the post office.

(D) It would be better to go after five o'clock.

23. (A) The article was placed on reserve.
(B) The woman must ask the professor for a copy.
(C) The woman should look through several journals in the library.
(D) He has reservations about the information in the article

24. (A) He needs to take a nap.
(B) He hopes the woman will help him to calm down.
(C)the woman just woke him up.
(D) He is extremely relaxed.

25. (A) She doesn't think the news report is false.
(B) She has never before reported on the news.
(C) She never watches the news on television.

(D) She shares the man's opinion about the report

26. (A) Management will offer pay raises on Friday.
(B) The policy has not yet been decided.
(C) The manager is full of hot air.
(D) The plane has not yet landed.

27. (A) He doesn't believe that it is snowing.
(B) The snow had been predicted.
(C) The exact amount of snow is unclear.
(D) He expected the woman to go out in the snow.

28. (A) She's going to take the test over again.
(B) She thinks she did a good job on the exam.
(C) She has not yet taken the literature exam.
(D) She's unhappy with how she did.

29. (A) The door was unlocked.

(B) it was better to wait outside.
(C) he could not open the door.
(D) He needed to take walk.

30. (A) He nailed the door shut.
(B) He is heading home.
(C) He hit himself in the head.
(D) He is an absolutely correct.

31. (A) The haircut is unusually short.
(B) This is Bob's first haircut.
(C) Bob doesn't know who gave him the haircut
(D) After the haircut, Bob's hair still touches the floor.

32. (A) It is just what he wanted.
(B) He enjoys having the latest style.
(C) He dislikes it immensely.
(D) He thinks it will be cool in the summer.

33. (A) A broken mirror
(B) The hairstylist.
(C) The scissors used to cut his hair
(D) Piles of the hair

34. (A) "You should become a hairstylist.
(B) "Please put it back on."
(C) "It'll grow back
(D) "It won't grow fast enough."

35. (A) Every evening.
(B) Every week
(C) Every Sunday
(D) Every month

36. (A) That she was eighty-five years old.
(B) That a storm was coming
(C) That she was under a great deal of pressure
(D) That she wanted to become a weather forecaster

37. (A) In her bones
(B) In her ears
(C) In her legs
(D) In her head

38. (A) Call his great-grandmother less often
(B) Watch the weather forecasts with his great-grandmother
(C) Help his great-grandmother relieve some of her pressures.
(D) Believehis great-grandmother's predictions about the weather

39. (A) In a car.
(B) Ona hike
(C) On a tram
(D) In a lecture hall

40. (A) It means they have big tears.
(B) It means they like to swim.
(C) It means they look like crocodiles.
(D) It means they are pretending to be sad

41. (A) They are sad.
(B) They are warming themself.
(C) They are getting rid of salt.
(D) They regret their actions.

42. (A) Taking photographs.
(B) Getting closer to the crocodiles

(C) Exploring the water's edge
(D) Getting off the tram

43. (A) Water sports.
   (B) Physics
   (C) American history
   (D) psychology

44. (A) To cut.
   (B) To move fast
   (C) To steer a boat
   (D) To build a ship

45. (A) To bring tea from China.
   (B) To transport gold to California
   (C) To trade with the British
   (D) To sail the American river system.

46. (A) A reading assignment.
   (B) A quiz on Friday
   (C) A research paper for the end of the semester
   (D) Some written homework

47. (A) Writers.
   (B) Actors
   (C) Athletes
   (D) Musicians

48. (A) He or she would see butterflies.
   (B) He or she would break a leg.
   (C) He or she would have shaky knees.
   (D) He or she would stop breathing.

49. (A) By staring at the audience.
   (B) By breathing shallowly
   (C) By thinking about possible negative outcomes
   (D) By focusing on what needs to be done

50. (A) At two o'clock.
   (B) At four o'clock,
   (C) At six o'clock,
   (D) At eight o'clock,

Source: Deborah Philips, "Longman Preparation Course for the TOEFL Test" 2001, p. 379-384

APPENDIX 2 Listening

Comprehension Script

Adopted from Deborah

Philips

Part A

1. *(woman)* Carla said that you were rather rude.
   (man) It's unfair of her to say that about me.
   (narrator) WHAT DOES THE MAN MEAN?
   (man) I don't think this painting is very good.
   (woman) It's better than the first one, isn't it?
   (narrator) WHAT DOES THE WOMAN SAY ABOUT THE PAINTING?

2. *(Man)* I don't think this painting is very good.
   (Woman) It's better than the first one, isn't it?
   (Narrator) WHAT DOES THE WOMAN SAY ABOUT THE PAINTING?

3. *(woman)* Your graduation ceremony is this afternoon.

4. *(man)* I can't believe it is. I've graduated at last!
   (narrator) WHAT DOES THE MAN MEAN?

5. *(woman)* I got this dress for only five dollars!
   (man) Five dollars! How did you get it (so cheap?
   (narrator) WHAT DOES THE MAN MEAN?

6. *(man)* I just got my third parking ticket this week.
   (woman) Why don't you try putting more money in the parking meter when you park your car?
   (narrator) WHAT DOES THE WOMAN SUGGEST THAT THE MAN DO?

7. *(woman)* Were you able to get hold of the book that you wanted?
   (man) I couldn't. At the bookstore, they told me that it wasn't available yet.

(narrator) WHAT DOES THE MAN MEAN?

7. *(woman)* Professor Mitchell's lecture certainly went in and on for quite some time.
(man) I thought he was never going to finish.
(narrator) WHAT DOES THE MAN IMPLY ABOUT THE LECTURE?

8. *(man)* Don't you have the notes from yesterday's physics class?
(woman) No, I don't. Do you think I could borrow yours?
(narrator) WHAT DOES THE WOMAN MEAN?

9. *(man)* You said that you wanted to go shopping this afternoon. What do you want to get?
(woman) I think I'd like to get my dad a new wallet for his birthday.
(narrator) WHAT DOES THE WOMAN MEAN?

10. *(woman)* You didn't go into the pool, even for a quick dip?
(man) I put my big toe in and decided that the water was too cold for me.
(narrator) WHAT DOES THE MAN MEAN?

11. *(man)* Do you know where your sweater is?
(woman) I think I left it at my sister's house, but I'm not sure.
(narrator) WHAT DOES THE WOMAN MEAN?

12. *(man)* I need you to work on these new accounting reports.
(woman) But I scarcely have time to finish the ones I already have.
(narrator) WHAT DOES THE WOMAN IMPLY?

13. *(woman)* How much longer do you think you're going to stay on that exercise machine?
(man) I give up!
(narrator) WHAT DOES THE MAN MEAN?

14. *(woman)* Look at those waves coming in. They're as huge as I've ever seen them.
(man) You can say that again!
(narrator) WHAT DOES THE MAN MEAN?

15. *(man)* Are you ready for the political science exam today? I stayed up all night studying for it.
(woman) Didn't you know that the professor put it off until next week?
(narrator) WHAT DOES THE WOMAN MEAN?

16. *(woman)* I haven't turned in my schedule change form yet. Do you think that's a problem?
(man) Haven't you turned it in yet? It's essential that you turn the form in immediately.

17. *(woman)* I'd like to try on some rings, please.
(man) Do you prefer rings in gold or silver?
(narrator) WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?

18. *(man)* Look at this. You made an awful lot of long-distance calls last month.
(woman) I called my family even more than usual. That's why the bill's so much higher than usual.
(narrator) WHAT ARE THE MAN AND WOMAN PROBABLY DISCUSSING?

19. *(man)* What do you think of your new boss?
(woman) I couldn't be more impressed with him.
(narrator) WHAT DOES THE WOMAN MEAN?

20. *(woman)* Mike, do you know when the recital starts?
(man) It starts at three o'clock, doesn't it?
(narrator) WHAT DOES MIKE MEAN?

21. *(woman)* If your tooth is hurting you so much, perhaps you should

see your dentist right away.

(man) I don't want to, but I guess I don't have much choice.

(narrator) WHAT WILL THE MAN PROBABLY DO NEXT?

22. *(man)* I need to buy some stamps.

(woman) Then you'd better get to the post office quickly because it closes at five o'clock

(narrator) WHAT CAN BE INFERRED FROM THE CONVERSATION?

23. *(woman)* Do you know how to find the journal article that we're supposed to read for class tomorrow?

C The professor copied it and put it on reserve in the library.

(narrator) WHAT DOES THE MAN MEAN?

24. *(woman)* I think you should try to be a little calmer.

(man) If I were any calmer, I'd be asleep.

(narrator) WHAT DOES THE MAN MEAN?

25. *(man)* I don't think that news reports can be true.

(woman) Neither do I

(narrator) WHAT DOES THE WOMAN MEAN?

26. *(woman)* Has management decided on a new policy for pay raises?

(man) It's still up in the air. I think it will be discussed again at the meeting next Friday.

(narrator) WHAT DOES THE MAN MEAN?

27. *(woman)* I can't believe it's snowing today.

(man) It wasn't exactly unexpected.

(narrator) WHAT DOES THE MAN MEAN?

28. *(man)* How do you think you did on the literature exam that you had this morning?

(woman) I wish I could take it over again.

(narrator) WHAT DOES THE WOMAN IMPLY?

29. *(woman)* You didn't have to wait outside. You could've just opened the door and walked right in.
(man) So the door was not locked
(narrator) WHAT HAD THE MAN ASSUMED?

30. *(man)* I guess that you're leaving the office now and heading straight home.
(woman) You've hit the nail on the head!
(narrator) WHAT DOES THE WOMAN SAY ABOUT THE MAN?

Part B
Questions 31-34
(narrator) Listen as a man and women discuss a haircut.
(Woman) Hi, Bob. Your hair looks nice. It's a bit shorter than usual, isn't it?
(man) A bit shorter? I don't think so. It's a lot shorter. When I look in the mirror, I don't even know who is looking back at me.
(woman) So you got your hair cut, but you didn't get the haircut that you wanted?
(man) This is not even close to the haircut that I wanted. I asked to have my hair trimmed just a little bit, and the hairstylist went to town. When I looked down at the floor, there were piles of hair, my hair, on the floor. I couldn't believe it!
(woman) Well, what did you say to the hairstylist?
(man) What could I say? The hair was already cut off. I couldn't exactly say, "Please put it back on," although that's exactly what I did want to say.
(woman) Well, at least your hair grows back soon.
(man) That's what everyone is saying to me, "It'll grow back, It'll grow back." But it won't grow fast enough to make me happy.
(woman) Maybe after you get used to it, you'll like it a bit more.

31. WHAT SEEMS TO BE TRUE ABOUT BOB'S HAIRCUT?
32. HOW DOES BOB SEEM TO FEEL ABOUT HIS HAIRCUT?

33. WHAT DID BOB SEE ON THE FLOOR?
34. WHAT DO PEOPLE KEEP SAYING TO BOB?

Questions 35-38

(narrator) Listen to a conversation about a man's great-grandmother.

(man) I talked to my great-grandmother on the phone this morning.

(woman) *Your* great-grandmother? Do you talk with her often?

(man) I try to call her at least once a week. She's a wonderful woman, and she's over eighty-five years old. I enjoyed talking to her, because she's understanding and because she gives me good advice.

(woman) What advice did she have for you today?

(man) (laughs) she told me to be careful because a big storm is coming.

(woman) She said that a big storm is coming? Is she a weather forecaster?

(man) Not exactly. She says that she can feel it in her bones when a storm is coming. I know it sounds funny, but when she feels it in her bones that a storm is coming, she's usually right.

(woman) That's not so funny. When people get older, the tissue around their joints can become stiff and swollen. Just before a storm, the air pressure often drops, and this drop in air pressure can cause additional pressure and pain in swollen joints. So when your great-grandmother tells you she thinks a storm is coming, she probably has some aching in her joints from the decreasing air pressure.

(man) Then, I had better pay more attention to my great-grandmother's weather forecast!

35. HOW OFTEN DOES THE MAN USUALLY TALK TO HIS GREAT-GRANDMOTHER?
36. WHAT DID THE MAN'S GREAT-GRANDMOTHER TELL HIM ON THE PHONE THIS MORNING?
37. WHERE DOES THE MAN'S GREAT-GRANDMOTHER SAY THAT SHE FEELS A STORM COMING?

38. WHAT WILL THE MAN PROBABLY DO IN THE FUTURE?

Part C
Questions 39-42
(narrator) Listen to a talk by a tour guide in the Everglades National Park
(man) Today we're going to be taking a tram tour through part of the Everglades National Park. Quite probably, we'll be seeing several crocodiles sunning themselves by the side of the water or poking their heads up through the water. We will not be getting off the tram at any time until we leave the area because of the danger posed by the crocodiles.

By the way, you've probably heard of the expression "crying crocodile tears." It is common to say that someone is crying crocodile tears when he or she is pretending to be sad or full of regret. Crocodiles always appear to have tears in their eyes, but they are not crying because of sadness or even pretended sadness. Instead, a crocodile uses its tear ducts to get rid of extra salt from its body. A crocodile does not sweat the same way humans do and must get rid of extra salt through tears. So if you see a crying crocodile, do not think that it's feeling sad: it is sweating through its eyes.

Look! Over there on the right. There are two large crocodiles on the water's edge, right next to the fallen trees. You can get out your cameras and take pictures from here on the tram, but no, you cannot get off the tram to get any closer.

39. WHERE DOES THIS TALK TAKE PLACE?
40. WHAT DOES THE EXPRESSION "CRYING CROCODILE TEARS" MEAN WHEN IT IS USED TO DESCRIBE HUMANS?
41. WHY DO CROCODILES HAVE TEARS IN THEIR EYES?
42. WHAT DOES THE TOUR GUIDE RECOMMEND?

Questions 43-46

(narrator) listen to the following lecture by a university professor.

(Woman) Please take your seats now because I would like to begin today's lecture.

Today, we will be discussing one of the more elegant and distinct forms of nineteenth-century transportation, the clipper ship.

Clipper ships of the nineteenth century were graceful, multi sailed, oceangoing vessels designed for maximum speed. They were given the name "clipper" ship because they "clipped along" at such a fast rate of speed.

Clipper ships were constructed with a large number of sails to maximize their speed. They often had six to eight sails on each of the masts, and ships commonly had three and perhaps four masts. The speeds they achieved were unbelievably fast for the era: clipper ships could, for example, accomplish the amazing feat of traveling from New York to San Francisco in less than a hundred days.

Clipper ships first came into use in the United States in the 1840_s. They were originally intended to make the trip from New York, around the tip of South America, and on to China to transport tea to the united states. Once gold was discovered in California in 1848, clipper ships were immediately used to carry large numbers of gold prospectors and large amounts of mining supplies from the East Coast to California.

With the success of the American clipper ships, the British began their fleet of clipper ships to transport goods from the far reaches of the British Empire.

That's all for today's class. Don't forget that there's a written assignment due on Friday.

43. IN WHICH COURSE WOULD THIS LECTURE MOST PROBABLY BE GIVEN?

44. WHAT IS THE MOST LIKELY MEANING OF THE EXPRESSION "TO CLIP ALONG"?

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45. WHAT WERE CLIPPER SHIPS FIRST USED FOR IN THE UNITED STATES?
46. WHAT DOES THE PROFESSOR REMIND THE STUDENTS ABOUT?

Questions 47-50

(narrator) Listen to the following talk by a drama coach to a group of actors.

(man) I know that some of you feel more than a little nervous about tonight's performance, and I want you to understand that this is quite a natural feeling. You will be on a stage in front of many people tonight, and it's normal to be experiencing some nerves. I want to help you understand these feelings and not let them interfere with your performance.

What you are experiencing is called stage fright. Stage fright is the fear that develops before you perform in front of an audience. It occurs before a performance when a performer is concerned about looking foolish in front of others. Actors and actresses do not just experience stage fright: it can also be experienced by musicians, athletes, teachers – anyone who performs in front of a group of people. Just before tonight's performance, if you are feeling a bit tense, if your knees are shaking, if your stomach has butterflies in it, and if you are thinking about how bad your performance could be, then you have a major case of stage fright.

To control stage fright, you can work to control both the physical reactions and the negative thoughts. To combat the physical reactions, you can try deep breathing, muscle relaxation, or even just laughing to relieve some of the pressure. To combat the negative thoughts, you should force yourself to focus on what you have to do rather than what other people will think.

That's all I have to say for now. I'll see you back here at six o'clock because the performance starts at eight o'clock. Just remember that if you begin to feel nervous, try some deep

breathing to relax and focus your thoughts on the performance you are about to give. See you this evening.

47. WHO WOULD PROBABLY NOT EXPERIENCE STAGE FRIGHT IN THEIR WORK?
48. WHAT PHYSICAL REACTION MIGHT SOMEONE WHO IS EXPERIENCING STAGE FRIGHT COMMONLY HAVE?
49. HOW CAN SOMEONE COMBAT THE NEGATIVE THOUGHTS ASSOCIATED WITH STAGE FRIGHT?
50. WHEN SHOULD THE ACTORS ARRIVE AT THE THEATER.

Source: Deborah Philips, "Longman Preparation Course for the TOEFL Test" 2001, p. 600-603

APPENDIX 3 Answer Key of Listening Comprehension Test

1. B	11. C	21. C	31. A	41. C
2. A	12. A	22. A	32. C	42.A
3. D	13. A	23. A	33. D	43.C
4. B	14. D	24. D	34. C	44. B
5. C	15. A	25. D	35. B	45. A
6. C	16. C	26. B	36. B	46. D
7. D	17. B	27. B	37. A	47. A
8. A	18. B	28. D	38. D	48. C
9. B	19. B	29. C	39. C	49. D
10. D	20. D	30. D	40. D	50. C

Source: Deborah Philip, " Longman Preparation Course for the TOEFL Test", 2001, p. 636

by Philips Questionnaire (English Version)

Name **:**
Class **:**
Time **: 15 minutes**
Direction: Read the statements carefully and select them with a checkmark ☑ in the columns provided from numbers 1-5 according to experience!

1	= Never
2	= Rarely
3	= Sometimes
4	= Often
5	= Always

No	Statements	1	2	3	4	5
1.	As I listen, I lend an ear to the second speaker of the dialogue I heard.					
2.	As I listen, I select an answer with synonyms or words with similar meanings but different sounds.					
3.	As I listened, I tried to avoid an answer with similar sounds.					
4.	As I listened, I tried to find conclusions about *who*, *what*, *where*					
5.	While listening, I tried to listen for *who* and *what* in passives. Such as if the conversation contains a passive statement, the					

	answer to the question is often an active statement, vice versa				
6.	I tried to focus on the conversation when there are 'multiple nouns' in it, and think carefully about 'who is doing what.' *E.g., I heard that Mara replaced Robert in the band.*				
7.	As I listen, I think carefully about negative expressions. There are many words with opposite meanings. *E.g., Not sad = Happy*				
8.	I tried to anticipate when the second speaker spoke double negative expression. *E.g., He didn't like the unclean room = He liked clean room*				
9.	As I listen, I always pay attention to the almost negative expressions. Such as *hardly, barely, rarely, seldom*				
10.	When I listen, I always pay attention to the expressions that contain negatives words with comparative. E.g., *He couldn't be happier = He is extremely happy*				

11.	While listening, I always pay attention to the expressions of agreement that the second speaker spoke. E.g., *Neither do I*					
12.	While listening, I always listened carefully about expressions of uncertainty and suggestion by the second speaker					
13.	While listening, I listened carefully about emphatic expressions of surprise					
14.	As I listened, I listened carefully about expressions of wishes because they have implied meaning. E.g., *I wish I had time to help = no time to help*					
15.	I always listened carefully for expressions of untrue condition. Such as the condition *If I had time* implies the opposite meaning					
16.	I listened carefully for the phrasal verb in the recording. Such as *cut down, run out*					
17.	While listening, I tried not to get stuck with idioms. Because the answer is, that might not seem to be related to the idiom in the second line.					

18.	Before listening to the audio, I tried to anticipate the topic by looking at the answers in multiple-choice					
19.	Before listening to the audio, I tried to anticipate what the questions would be, and I listened explicitly for the answer					
20.	While listening, I tried to determine the topic or main idea for each conversation					
21.	While listening, I tried to conclude *who, what, when, where*					
22.	While listening, I focused on listening to the conversation and ignored the answer					
23.	While listening, I just follow along with the answer					

APPENDIX **5 Instrumen Strategi Menyimak dari Philips**

(Versi Indonesia)

Nama :

Kelas :

Waktu : 15 Menit

Petunjuk : Bacalah setiap pernyataan yang ada di bawah ini dengan teliti dan pilih opsi yang disediakan dari angka 1-5 sesuai dengan pengalaman anda sendiri.

1 = Tidak pernah

2 = Hampir tidak pernah

3 = Kadang- kadang

4 = Sering

5 = Selalu

No	Pernyataan	1	2	3	4	5
1.	Saat saya mendengarkan, saya fokus pada pembicara kedua dari dialog yang saya dengar					
2.	Saat saya mendengarkan, saya memilih jawaban yang mempunyai sinonin atau kata-kata dengan arti yang mirip tetapi bunyinya berbeda					
3.	Saat saya mendengarkan, saya mencoba menghindari jawaban dengan suara yang mirip					
4.	Saat saya mendengarkan, saya mencoba mencari kesimpulan mengenai 'siapa, apa, dimana'					
5.	Ketika mendengarkan, saya mencoba mendengarkan 'siapa dan apa' secara pasif. Semisal jika percakapan berisi kalimat pasif,					

	jawaban pertanyaannya seringkali pernyataan aktif, begitu pula sebaliknya.				
6.	Saya mencoba untuk fokus pada percakapan ketika terdapat 'multiple nouns' dalam sebuah kalimat dan berpikir hati-hati tentang 'siapa melakukan apa'. Contoh: *I heard that Mara replaced Robert in the band.*				
7.	Saat saya mendengarkan, saya berfikir dengan cermat tentang ekspresi negatif. Terdapat banyak kata yang memiliki arti berlawanan. Misalnya. Tidak sedih = Bahagia				
8.	Saya mencoba mengantisipasi ketika pembicara kedua mengucapkan ekspresi negatif ganda. Misalnya, Dia tidak suka kamar kotor = dia suka kamar bersih				
9.	Saat saya mendengarkan, saya selalu memperhatikan ekspresi 'almost negative', seperti: *hardly, barely, rarely, seldom*				
10.	Ketika saya mendengarkan, saya selalu memperhatikan ungkapan yang mengandung kata 'negative with comparative'. Contoh:				

	He couldn't be happier = He is extremely happy					
11.	Saat mendengarkan, saya selalu memperhatikan ekspresi 'agreement' yang diucapkan pembicara kedua. Contoh: *Neither do I*					
12.	Saat mendengarkan, saya selalu mendengarkan dengan cermat mengenai ekspresi ketidakpastian dan saran dari pembicara kedua					
13.	Saat mendengarkan, saya mendengarkan dengan cermat mengenai ekspresi 'emphatic expressions of surprise'					
14.	Ketika mendengarkan, saya mendengarkan dengan cermat tentang ungkapan 'wishes' karena memiliki makna yang tersirat. Eg, *I wish I had time to help = no time to help*					
15.	Saya selalu mendengarkan dengan cermat mengenai 'expressions of untrue condition'. Seperti, kondisi *If I had time* mengandung arti yang berlawanan					
16.	Saya mendengarkan dengan cermat phrasal verb dalam rekaman. Seperti, *cut down, run out*					

17.	Saat mendengarkan, saya mencoba untuk tidak terjebak dengan idiom. Karena jawabannya mungkin tidak terkait dengan idiom di baris kedua					
18.	Sebelum mendengarkan part B, saya mencoba mengantisipasi topik dengan melihat jawaban dalam pilihan ganda					
19.	Sebelum mendengarkan bagian B, saya mencoba mengantisipasi pertanyaan apa yang akan diajukan dan saya mendengarkan secara spesifik jawabannya					
20.	Sambil mendengarkan, saya mencoba menentukan topik atau ide utama untuk setiap percakapan					
21.	Sambil mendengarkan di bagian B, saya mencoba menarik kesimpulan mengenai *siapa, apa, kapan, di mana*					
22.	Saat mendengarkan, saya fokus untuk mendengarkan percakapan dan mengabaikan jawabannya					
23.	Sambil mendengarkan, saya hanya mengikuti jawabannya					

APPENDIX 6 The Validation Data of Students' Listening Strategies

NO	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Total
1	5	5	3	4	3	3	4	5	3	4	3	3	4	5	4	4	4	5	5	5	4	4	4	93
2	3	4	1	4	3	4	3	4	3	3	3	5	4	4	3	2	4	4	4	5	5	3	4	82
3	4	4	3	4	5	4	3	5	5	3	3	5	3	4	3	3	3	4	5	4	5	5	5	92
4	5	2	4	4	4	4	4	4	4	4	4	4	4	5	5	4	3	3	3	3	4	3	3	87
5	4	4	3	3	4	3	4	5	4	4	5	5	4	4	3	4	2	4	5	5	3	5	2	89
6	3	4	4	5	4	4	3	5	3	2	2	3	3	2	2	2	4	5	4	4	5	5	5	83
7	5	5	3	4	3	3	4	5	3	4	3	3	4	5	4	4	4	5	5	5	4	4	4	93
8	5	4	4	4	3	3	4	4	5	4	5	4	4	5	5	4	5	5	3	3	4	2	4	93
9	3	4	5	5	4	3	3	5	3	3	4	4	3	3	3	3	4	5	5	5	4	5	5	91
10	5	3	4	4	4	5	3	4	2	2	4	5	4	3	2	2	5	5	5	5	5	5	5	91
11	3	3	3	5	3	5	4	4	3	4	3	4	4	4	3	3	5	4	3	4	4	2	3	83
12	4	3	3	5	3	3	4	3	3	3	4	3	2	3	4	3	5	2	4	3	4	2	4	77
13	4	4	4	5	3	4	3	3	3	4	3	4	3	3	4	5	4	5	5	4	4	2	5	88
14	5	4	3	5	4	5	5	4	5	5	5	5	5	4	5	3	4	5	5	5	5	5	4	105

15	4	3	4	2	3	2	2	2	2	2	2	2	2	2	2	2	4	4	4	4	2	3	4	63
16	5	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5	75
17	4	4	4	5	4	3	5	5	5	5	5	5	3	3	4	5	5	5	5	4	4	2	4	98
18	5	3	4	5	1	5	5	5	5	5	5	4	4	5	5	5	4	5	5	5	5	5	5	105
19	5	3	3	5	4	4	5	5	4	5	5	4	4	5	5	5	5	4	5	5	5	2	4	101
20	4	4	4	4	3	4	4	4	3	4	4	3	3	3	4	4	4	4	4	3	4	4	4	86
21	5	4	5	5	4	5	5	4	4	5	4	5	4	5	5	4	4	5	5	5	5	3	4	104
22	5	4	2	5	3	4	4	3	3	3	4	4	3	2	2	3	5	4	4	4	4	2	5	82
23	3	3	3	4	3	3	4	3	3	3	3	3	3	3	3	3	5	5	4	2	3	3	4	76
24	4	4	3	5	5	4	4	4	3	3	5	5	3	3	4	3	3	5	5	5	4	4	5	93
25	5	3	3	4	3	3	3	3	3	3	4	4	3	3	3	3	2	4	4	4	4	3	4	78
26	4	4	3	4	4	3	4	4	4	4	4	4	3	3	4	3	4	4	4	3	4	4	4	86
27	5	4	4	4	5	3	5	4	3	3	4	4	2	3	4	3	4	3	4	4	4	4	3	86
28	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	3	5	93
29	5	5	5	4	3	2	4	3	3	3	4	2	2	3	4	3	4	4	3	3	4	2	4	79
30	5	5	4	3	3	3	3	4	5	4	4	3	2	3	3	4	3	5	5	5	4	4	4	88

The Valid Item of Questionnaire

No	Q4	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q18	Q19	Q20	Q21	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	4	3	4	5	3	4	3	3	4	5	4	4	5	5	5	4	65
2	4	4	3	4	3	3	3	5	4	4	3	2	4	4	5	5	60
3	4	4	3	5	5	3	3	5	3	4	3	3	4	5	4	5	63
4	4	4	4	4	4	4	4	4	4	5	5	4	3	3	3	4	63
5	3	3	4	5	4	4	5	5	4	4	3	4	4	5	5	3	65
6	5	4	3	5	3	2	2	3	3	2	2	2	5	4	4	5	54
7	4	3	4	5	3	4	3	3	4	5	4	4	5	5	5	4	65
8	4	3	4	4	5	4	5	4	4	5	5	4	5	3	3	4	66
9	5	3	3	5	3	3	4	4	3	3	3	3	5	5	5	4	61
10	4	5	3	4	2	2	4	5	4	3	2	2	5	5	5	5	60
11	5	5	4	4	3	4	3	4	4	4	3	3	4	3	4	4	61
12	5	3	4	3	3	3	4	3	2	3	4	3	2	4	3	4	53
13	5	4	3	3	3	4	3	4	3	3	4	5	5	5	4	4	62
14	5	5	5	4	5	5	5	5	5	4	5	3	5	5	5	5	76
15	2	2	2	2	2	2	2	2	2	2	2	2	4	4	4	2	38
16	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	50
17	5	3	5	5	5	5	5	5	3	3	4	5	5	5	4	4	71

18	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	78
19	5	4	5	5	4	5	5	4	4	5	5	5	4	5	5	5	75
20	4	4	4	4	3	4	4	3	3	3	4	4	4	4	3	4	59
21	5	5	5	4	4	5	4	5	4	5	5	4	5	5	5	5	75
22	5	4	4	3	3	3	4	4	3	2	2	3	4	4	4	4	56
23	4	3	4	3	3	3	3	3	3	3	3	3	5	4	2	3	52
24	5	4	4	4	3	3	5	5	3	3	4	3	5	5	5	4	65
25	4	3	3	3	3	3	4	4	3	3	3	3	4	4	4	4	55
26	4	3	4	4	4	4	4	4	3	3	4	3	4	4	3	4	59
27	4	3	5	4	3	3	4	4	2	3	4	3	3	4	4	4	57
28	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	66
29	4	2	4	3	3	3	4	2	2	3	4	3	4	3	3	4	51
30	3	3	3	4	5	4	4	3	2	3	3	4	5	5	5	4	60

APPENDIX 7 Data Tabulation of Listening Strategy

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total	Score
1	4	3	4	4	3	2	3	2	4	5	5	3	4	4	4	5	59	74
2	4	4	3	4	3	3	3	3	3	4	4	3	3	3	4	4	55	69
3	3	3	4	4	4	3	4	3	2	3	4	3	5	4	4	4	57	71
4	5	4	5	4	4	4	4	4	4	3	4	3	4	4	4	4	64	80
5	5	3	4	4	3	3	4	3	4	4	4	3	4	3	5	5	61	76
6	4	4	5	5	4	5	5	4	3	4	3	3	4	4	4	5	66	83
7	5	5	4	5	3	5	4	4	3	5	4	5	5	5	5	5	72	90
8	4	3	3	4	4	4	4	4	3	3	4	3	5	5	4	4	61	76
9	4	4	3	3	3	3	3	4	4	4	3	4	4	4	4	4	58	73
10	4	3	5	5	5	5	5	5	3	5	4	4	3	4	3	5	68	85
11	4	4	5	5	4	4	4	5	5	3	4	4	4	5	4	5	69	86
12	4	3	4	4	3	3	4	4	3	4	3	3	4	4	4	4	58	73
13	5	4	4	4	3	4	4	3	4	4	4	4	3	4	4	4	62	78
14	4	3	4	3	3	3	4	3	3	3	3	2	5	5	4	5	57	71
15	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	48	60
16	4	4	4	3	4	3	4	4	4	3	4	3	4	3	4	5	60	75
17	4	4	4	4	3	4	4	4	4	4	3	3	3	3	4	4	59	74
18	5	4	3	3	3	4	2	5	3	3	4	3	5	4	5	4	60	75
19	5	5	4	5	3	5	3	4	3	4	4	2	5	5	4	5	66	83

20	4	3	4	4	3	3	4	5	3	4	4	3	5	5	2	4	60	75
21	5	3	5	5	4	5	4	4	3	5	4	3	5	4	3	5	67	84
22	4	3	3	4	3	4	3	3	2	2	2	2	5	4	4	4	52	65
23	5	4	5	5	3	5	4	4	4	4	5	4	5	5	4	5	71	89
24	4	5	5	5	5	5	4	4	4	4	4	4	4	5	4	4	70	88
25	4	4	3	2	3	3	4	4	4	4	3	3	3	3	4	4	55	69
26	5	4	4	4	3	3	3	3	3	5	5	3	5	4	5	5	64	80
27	5	4	5	4	4	5	5	5	4	5	5	3	5	5	5	5	74	93
28	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	4	67	84
29	3	3	3	3	3	3	4	4	3	3	4	3	4	4	4	3	54	68
30	4	4	3	4	4	4	5	4	5	4	2	2	4	4	3	4	60	75
31	4	5	5	5	4	5	4	4	3	3	3	4	3	4	4	4	64	80
32	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	79	99
33	3	4	4	2	2	3	3	3	3	3	2	1	4	4	3	3	47	59
34	3	3	3	4	3	1	2	1	3	3	3	3	4	3	4	3	46	58
35	4	5	3	4	4	3	4	4	3	4	3	4	5	5	4	4	63	79
36	5	5	5	5	3	5	5	4	5	4	4	3	5	5	5	5	73	91
37	5	5	5	5	4	4	4	4	5	4	3	3	5	5	5	5	71	89
38	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	67	84
39	4	3	3	3	2	4	3	4	2	4	4	3	5	3	5	3	55	69
40	5	3	4	4	3	4	5	5	3	3	4	3	5	5	5	5	66	83

41	4	3	5	5	5	4	5	5	4	5	5	5	3	5	5	4	72	90
42	5	5	5	3	3	5	4	5	5	4	3	3	3	5	5	5	68	85
43	5	4	4	4	3	4	5	4	4	4	4	3	5	4	4	4	65	81
44	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	65	81
45	3	3	3	3	3	3	5	3	3	3	3	3	4	4	4	4	54	68
46	4	4	4	3	2	3	3	3	2	2	2	2	5	5	3	3	50	63
47	4	4	4	5	4	5	4	4	4	4	4	4	5	4	4	4	67	84
48	5	5	4	5	3	4	4	5	5	4	4	3	3	4	5	5	68	85
49	4	4	4	4	2	3	4	3	3	3	3	3	4	4	4	4	56	70
50	4	3	5	4	5	5	3	4	1	5	4	5	5	4	3	4	64	80
51	4	3	3	4	4	3	4	4	3	3	3	3	4	4	3	3	55	69
52	5	5	5	5	4	3	4	4	4	4	4	4	4	4	4	5	68	85
53	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	68	85
54	5	5	4	3	5	4	2	5	5	5	4	2	5	5	4	5	68	85
55	5	5	4	5	4	4	4	4	3	4	4	3	3	4	4	4	64	80
56	4	3	3	4	4	4	4	3	3	4	4	4	4	4	4	4	60	75
57	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	62	78
58	5	4	4	4	3	4	4	4	4	4	3	4	4	3	4	4	62	78
59	5	3	4	4	1	1	4	4	3	4	3	5	5	5	5	4	60	75
60	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	80	100
61	5	5	5	5	4	5	5	4	5	5	5	4	5	5	5	5	77	96

62	4	5	5	5	3	3	4	5	3	3	3	2	4	4	3	5	61	76
63	4	3	4	4	3	5	4	4	4	4	4	4	5	5	2	3	62	78
64	5	5	5	5	5	4	5	5	3	4	4	3	5	5	5	72	90
65	5	4	3	3	3	3	4	4	4	4	4	4	5	4	5	5	64	80
66	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	65	81
67	4	3	5	5	4	4	4	3	3	4	3	2	5	4	3	3	59	74
68	3	4	3	3	3	3	4	4	4	4	3	3	4	4	3	3	55	69
69	4	5	4	4	3	3	5	4	4	4	3	3	5	4	4	5	64	80
70	5	5	3	3	5	3	3	3	3	3	5	5	4	5	5	3	63	79
71	5	3	4	4	3	5	3	2	3	5	5	2	4	3	3	4	58	73
72	5	5	4	4	4	4	4	4	4	4	4	4	4	4	3	5	66	83
73	4	4	3	3	3	3	4	4	3	3	3	3	4	4	4	4	56	70
74	3	4	5	3	3	3	3	3	3	3	3	2	4	3	4	3	52	65
75	4	5	3	3	3	4	4	4	3	4	3	4	4	4	4	4	60	75
76	5	4	5	5	5	4	4	4	3	4	5	4	5	5	5	4	71	89
77	5	3	4	4	4	4	4	4	3	4	4	4	5	5	5	4	66	83
78	4	4	4	3	3	4	4	4	3	3	4	3	4	4	4	4	59	74
79	4	4	3	3	3	3	4	3	3	3	3	3	3	4	4	4	54	68
80	5	5	3	3	4	2	4	4	4	3	3	4	5	5	5	5	64	80
81	3	3	2	3	4	4	4	4	4	4	4	3	4	4	3	4	57	71
82	4	3	4	3	4	4	4	4	3	4	4	3	5	5	3	3	60	75

83	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	51	64
84	1	3	4	4	1	4	4	5	5	5	4	4	5	4	5	4	62	78
85	5	5	5	5	5	5	5	5	5	5	4	4	5	4	5	5	77	96
86	5	5	5	4	3	5	4	3	2	4	5	3	5	5	5	5	68	85
87	3	3	3	3	3	3	4	4	2	5	4	4	1	5	3	3	53	66
88	4	4	4	3	3	3	3	1	3	2	5	5	5	3	3	3	54	68
89	4	4	4	4	3	4	4	3	3	4	3	3	4	4	4	4	59	74
90	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	63	79
91	3	3	4	4	3	3	3	3	4	4	4	3	4	4	3	4	56	70
92	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	64	80
93	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	49	61
94	4	3	4	3	3	3	4	4	4	4	4	3	4	4	3	4	58	73
95	4	5	5	4	5	5	4	4	5	4	4	5	4	4	4	4	70	88
96	5	4	5	5	3	4	4	5	3	3	3	3	5	4	3	4	63	79
97	5	3	5	4	5	4	3	5	5	3	5	4	3	5	4	5	68	85
98	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	48	60
99	3	3	3	3	3	4	4	3	3	3	4	4	3	3	4	3	53	66
100	4	4	4	4	4	4	3	3	3	3	3	3	3	3	4	4	56	70

APPENDIX 8 Data Tabulation of TOEFL Listening Comprehension

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
	B	A	D	B	C	C	D	A	B	D	C	A	A	D	A	C	B	B	B	D	C	A	A	D	D	B
1	1	1	0	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	0
2	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1
3	1	0	1	1	1	0	0	0	1	1	1	1	1	0	1	0	1	0	0	0	1	0	0	0	0	0
4	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1
5	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	0	1	0
6	0	0	0	1	0	1	0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	1
7	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1
8	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0
9	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1
10	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
11	0	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	0	1	0	0
12	1	0	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	1	1	1	1	0	0	0	0	1
13	1	1	0	1	0	0	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	0	1	0	1
14	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0
15	0	0	0	1	0	1	0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	1
16	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
17	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	0	1
18	0	0	1	0	0	1	0	0	1	1	1	0	1	0	1	0	1	1	0	0	0	1	0	0	0	1

19	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	1	1	1	0	1	1	1
20	1	1	0	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	0
21	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	
22	1	1	1	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	0	0
23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
24	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1
25	0	1	0	0	0	0	0	0	1	1	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0
26	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	0	1	1	1	1	0	1	1	1	1
27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
28	1	1	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	0	0	0
29	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	1	
30	0	0	0	0	0	1	1	1	1	0	0	0	1	0	0	1	1	0	0	1	0	0	0	0	0	0
31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
32	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	0	0	0	0
33	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1
34	1	0	0	0	1	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0
35	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	1	1	1	0	1
36	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
37	1	1	1	0	0	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0
38	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
39	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1

40	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	0
41	1	1	1	1	0	0	1	1	0	1	0	0	1	0	1	1	0	0	0	1	1	1	0	0	0	1
42	1	1	1	1	0	0	0	1	0	0	0	0	1	1	1	1	1	0	1	0	1	0	1	0	1	0
43	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
44	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
45	1	0	1	1	1	0	0	0	1	1	1	0	1	1	1	0	1	0	1	0	1	0	0	0	0	0
46	1	0	0	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	0	0	0	1
47	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
48	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1
49	1	0	1	1	0	1	1	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	1
50	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1
51	0	0	1	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	0	0	1	0	0	1	0	1
52	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
53	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1
54	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1
55	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
56	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1
57	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1
58	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1
59	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	0	1	1	1	0	0	0	1
60	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1

61	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1
62	0	0	0	1	0	0	0	1	1	0	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0
63	0	1	1	1	1	1	1	0	1	0	1	1	0	0	1	0	1	1	0	1	1	1	0	0	0	0
64	0	0	1	1	0	0	0	1	1	1	0	0	0	1	1	1	1	1	0	1	1	1	1	0	0	1
65	0	1	1	0	0	0	0	0	1	1	1	0	1	1	1	0	1	0	1	1	1	0	0	0	1	0
66	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	0	0	0	1	0	0
67	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
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80	0	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	0	0	0	0
81	0	0	0	1	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

82	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0	0	1	1
83	1	1	1	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
84	0	1	1	1	0	0	1	1	1	1	1	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0
85	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1
86	0	0	1	1	0	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1
87	1	0	1	0	0	0	1	0	1	1	0	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1
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89	0	1	1	1	1	0	1	0	0	0	1	1	0	1	1	0	1	1	1	0	0	0	1	0	0	0
90	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1
91	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1
92	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
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94	0	1	0	0	0	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	0	1
95	0	0	0	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	0	0	0
96	0	1	0	1	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0
97	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
98	1	1	1	1	1	0	0	0	1	1	1	0	1	0	1	0	1	0	0	0	0	1	0	1	0	0
99	0	0	0	0	0	1	0	1	1	0	0	1	0	1	0	0	0	1	0	0	1	0	0	1	0	1
100	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1

27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	TOTAL	SCORE
B	D	C	D	A	C	D	C	B	B	A	D	C	D	C	A	C	B	A	D	A	C	D	C		
1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	0	0	0	0	28	56
1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	0	1	1	0	38	76
0	0	0	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	0	0	1	0	0	1	26	52
1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	45	90
1	0	0	0	1	1	1	1	1	0	1	0	0	1	1	1	1	0	0	0	1	0	0	0	30	60
1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	34	68
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1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	46	92
1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	41	82
0	0	1	0	0	0	0	1	1	0	1	1	1	1	0	1	0	0	0	1	0	0	0	0	27	54
0	0	1	0	0	1	0	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	17	34
0	1	1	1	0	0	0	0	1	1	0	0	0	1	1	0	1	1	0	0	0	0	0	0	26	52
1	1	1	0	0	0	0	0	0	1	0	0	1	1	0	0	1	1	0	0	0	0	1	1	16	32
1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	34	68
0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	45	90
1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	40	80

0	0	0	0	1	0	1	0	1	1	1	0	0	0	1	0	1	1	0	1	0	0	0	0	20	40
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1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	0	0	0	0	28	56
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1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	44	88
1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	42	84
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1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	46	92
1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	24	48
1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	41	82
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0	0	0	0	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	0	1	0	0	0	34	68
0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	11	22
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1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	45	90
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1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1		47	94
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0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1		40	80
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1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	50	100
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1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	42	84
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1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	45	90
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1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	0	40	80
1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	41	82

1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	0	39	78
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0	1	0	0	0	1	0	0	0	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	25	50
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1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	48	96
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0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	17	34
0	1	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	1	0	1	1	0	1	0	20	40
1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	43	86

APPENDIX 9 The Frequency Distribution of Listening Strategy

Listening Strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	1	1,0	1,0	1,0
	59	1	1,0	1,0	2,0
	60	2	2,0	2,0	4,0
	61	1	1,0	1,0	5,0
	63	1	1,0	1,0	6,0
	64	1	1,0	1,0	7,0
	65	2	2,0	2,0	9,0
	66	2	2,0	2,0	11,0
	68	4	4,0	4,0	15,0
	69	5	5,0	5,0	20,0
	70	4	4,0	4,0	24,0
	71	3	3,0	3,0	27,0
	73	4	4,0	4,0	31,0
	74	5	5,0	5,0	36,0
	75	8	8,0	8,0	44,0
	76	3	3,0	3,0	47,0
	78	5	5,0	5,0	52,0
	79	4	4,0	4,0	56,0
	80	9	9,0	9,0	65,0
	81	3	3,0	3,0	68,0
	83	5	5,0	5,0	73,0

84	4	4,0	4,0	77,0
85	8	8,0	8,0	85,0
86	1	1,0	1,0	86,0
88	2	2,0	2,0	88,0
89	3	3,0	3,0	91,0
90	3	3,0	3,0	94,0
91	1	1,0	1,0	95,0
93	1	1,0	1,0	96,0
96	2	2,0	2,0	98,0
99	1	1,0	1,0	99,0
100	1	1,0	1,0	100,0
Total	100	100,0	100,0	

APPENDIX 10 The Frequency Distribution of Listening Comprehension

Listening Comprehension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26	1	1,0	1,0	1,0
	28	1	1,0	1,0	2,0
	30	1	1,0	1,0	3,0
	32	2	2,0	2,0	5,0
	34	3	3,0	3,0	8,0
	36	1	1,0	1,0	9,0
	38	1	1,0	1,0	10,0
	40	1	1,0	1,0	11,0
	42	1	1,0	1,0	12,0
	46	2	2,0	2,0	14,0
	48	1	1,0	1,0	15,0
	50	2	2,0	2,0	17,0
	52	5	5,0	5,0	22,0
	54	3	3,0	3,0	25,0
	56	6	6,0	6,0	31,0
	58	4	4,0	4,0	35,0
	60	4	4,0	4,0	39,0
	62	2	2,0	2,0	41,0
	64	4	4,0	4,0	45,0
	66	1	1,0	1,0	46,0
	68	6	6,0	6,0	52,0

70	1	1,0	1,0	53,0
72	1	1,0	1,0	54,0
74	2	2,0	2,0	56,0
76	3	3,0	3,0	59,0
78	4	4,0	4,0	63,0
80	5	5,0	5,0	68,0
82	4	4,0	4,0	72,0
84	5	5,0	5,0	77,0
86	1	1,0	1,0	78,0
88	2	2,0	2,0	80,0
90	7	7,0	7,0	87,0
92	3	3,0	3,0	90,0
94	4	4,0	4,0	94,0
96	3	3,0	3,0	97,0
98	1	1,0	1,0	98,0
100	2	2,0	2,0	100,0
Total	100	100,0	100,0	

APPENDIX 11 The Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		100
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	17,94114392
Most Extreme Differences	Absolute	,080
	Positive	,054
	Negative	-,080
Test Statistic		,080
Asymp. Sig. (2-tailed)		,110[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

APPENDIX 12 The Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Listening Comprehension * Listening Strategy	Between Groups	(Combined)	15070,704	31	486,152	1,474	,092
		Linearity	5626,980	1	5626,980	17,064	,000
		Deviation from Linearity	9443,724	30	314,791	,955	,543
	Within Groups		22422,856	68	329,748		
	Total		37493,560	99			

APPENDIX 13 **The Correlation Between Variable X and Y**

Correlations

		Listening Strategy	Listening Comprehension
Listening Strategy	Pearson Correlation	1	,387[**]
	Sig. (2-tailed)		,000
	N	100	100
Listening Comprehension	Pearson Correlation	,387[**]	1
	Sig. (2-tailed)	,000	
	N	100	100

[**]. Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 14 The Regression Between Variable X and Y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,110	15,794		,197	,844
	Listening Strategy	,841	,202	,387	4,160	,000

a. Dependent Variable: Listening Comprehension

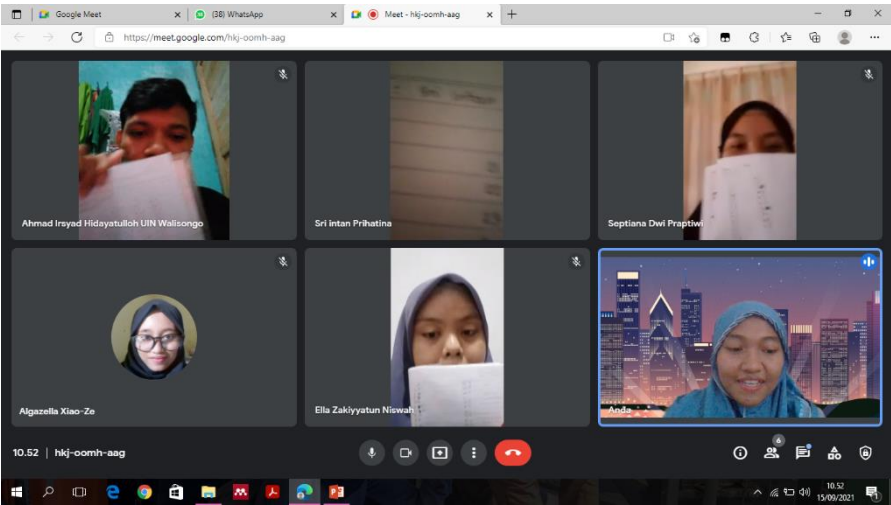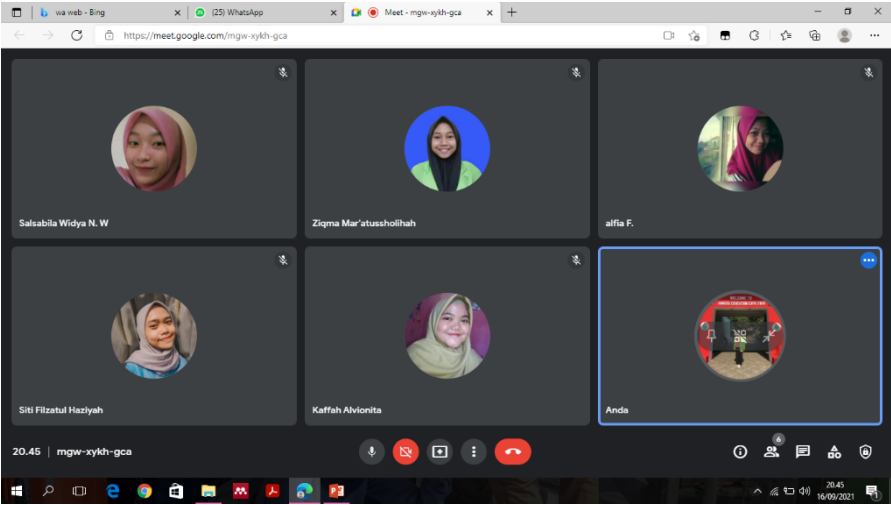*APPENDIX 15* **The Contribution of Variabel X and Y (R Square)**

Model Summaryᵇ

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,387ᵃ	,150	,141	18,032

a. Predictors: (Constant), Listening Strategy

b. Dependent Variable: Listening Comprehension

APPENDIX 16 **The Execution Documentation**

Nomor: B-2712/Un.10.3/D.1/PG.00/08/2021   19 Agustus 2021
Lamp : -
Hal   : Mohon Izin Riset
a.n.   : Nabela Ramadea
NIM   : 1703046122

Yth.
Kepala Jurusan Pendidikan Bahasa Inggris UIN Walisongo
di tempat

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Judul Skripsi	:	Student's Listening Strategies and TOEFL Listening Comprehension Score: A Correlation Study at UIN Walisongo Semarang

Pembimbing   :
     1. Daviq Rizal, M.Pd.

Sehubungan dengan hal itu mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan judul skripsi sebagaimana tersebut di atas selama satu bulan.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

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