

**THE RELATIONSHIP BETWEEN STUDENTS' LISTENING
STRATEGIES AND THEIR LISTENING ACHIEVEMENT AT THE
SECOND GRADE SMA NASIONAL MAKASSAR**

(A Descriptive Research)



A Thesis

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in partial fulfilment of the requirement for the Degree of
English Education Departement*

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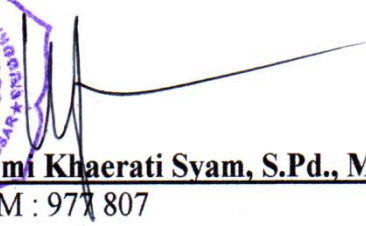

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ABSTRACT

DIAN JANUARISKA,2018. *The Relationship between Students' Listening Strategies and Their Listening Achievement at the Second Grade of SMA Nasional Makassar.* Guided by Sulfasyah and Farisha Andi Baso.

The objective of this study was to determine whether the strategies use of students' in the listening text can improve listening achievement students' in learning the language the English ,especially learning to listening. There are two variable used it this research , students' listening strategies and and listening achievement.

.The research was administered 34 students' of the second grade of SMA Nasional Makassar,of this research using total sampling to collect the datat.were administered listening strategies used questionnaire and listening achievements use test. The students' were asked to complete a likert-sclale questionnaire that include 15 items asking about the use meta-cognitive and socio-affective strategies. The test instrument was also constructed by the researcher to measure to students' listening achievement used multiple choice.

The result this study the writer found that the correlation between meta-cognitive strategies and listening achievement was significant with very strong interpretation , was also the correlation between socio-affective and listening achievement was no significant with very weak interpretation.there is a significant correlation between students listening strategies and their listening Achievement at the second grade of SMA Nasional Makassar, where rxy show $> = 0,88$ it show $> = 0,18$ (Ha) thus hypotesis alternative is accept and (Ho) null hypotesis is reject.

keywords : listening strategies ,listening achievement ,listening comprehension

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All praise be to Allah, the Lord of the worlds, who has bestowed upon the researcher in completing this thesis. Peace and blessing from Allah's Messenger, Prophet Muhammad SAW, his family, his companions, and all of his followers.

The researcher finished her thesis entitled, "**The Relationship between Students' Listening Strategies and Their Listening Achievement at the Second Grade of SMA Nasional Makassar**" which is aimed to complete a partial fulfillment for Degree of Strata-1 (S1) in the Faculty of Teacher Training and Education. In finishing this thesis, the researcher got many guidance and motivation from people around her. There for, she would like to express her grateful to them, they are: my parents, , and her Brother, and sister their support to her life.

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Finally, the researcher realizes that this thesis still have not been perfect. Therefor, the writer would like to welcome and constructive suggestion and criticism to make this thesis is better.

Makassar, September 2018

DIAN JANUARISKA

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BAB I

INTRODUCTION

A. Background

Listening is very important part of language acquisition. Humans are not born with the ability to listen actively, so that is something we have to learn in school. Listening is essential skill which develop faster than speaking and often affects the development of reading and writing abilities in learning a new language.

Listening skill is very important in foreign language learning because the key to learn a language is to receive language input. I chose this skill of listening because as we know that listening is the most important thing between to four skill her other someone of the can to speak, reading, writing well because if has the skill to listening to a good and in this study their was own that I chose because in this school English is learned and thought as subject, many students ' failed question especially listening. I want to know whether the students' used strategies of listening to increase the level for achieve in language learning . Listening is a very important part of language acquisition. Listening is essential skill which develop faster than speaking and often affects the development of reading and writing abilities in learning a new language According to Vandergrift (2010), listening is the one skill, out of the four foundational language skills, that is the least understood and the hardest to study.

Listening strategies instruction is crucial for students' to develop good listening skill but is rarely given much attention in low level in classes. These strategies which have been develop based on O'Malley and chamot (1990) Listening strategies are meta-cognitive strategies and socio-affective strategies.

Meta-cognitive strategies are employed by students' to increase comprehension and second language and including planning, monitoring, evaluating and problem solving and socio-affective strategies are employed by language learner to cooperate with classmate ,to question the teacher for clarification.

I chose the school national high school school Makassar as a research because because before I ever tough there and the students' there get the low I was seeing in language . learning are especially subject listening still brought standart score achievement and I am interested to do research whether there is a relation the level of achieve students' in learning this language especially listening.

The statement above make a student's anxiety especially in taking test. During listening , not always possible for student to have words are repeat. The speaker does not always use words the listener know. The purpose of listening strategies is to produce students are able to understand text orally spoken language and can help students to improve the progress of their listening achievement with some strategies.

Based on the background above the researcher is interested in carrying a research entitle'' *the relationship between listening strategies and their listening achievement at the second grade student of SMA Nasional Makassar*

B. Research Question

Based on the background of the study above, the statements can be formulated as follow.

1. What are strategies used by the students listening comprehension at SMA Nasional Makassar?
2. How is the students ' achievement in listening comprehension.?

3. Is there any correlation between student's listening strategies and their listening achievement at the second grade students at SMA Nasional Makassar?

C. The Objective of the Research

Based on the researcher question is mentioned above, the objective of the research are two find out:

1. The strategy uses by the student's listening comprehension
2. The students' listening achievement in listening comprehension
3. The correlation between students' listening strategies and their listening achievement.

D. Significance of the Research

- For students, encouraging them to become more conscious about their listening strategies as a beneficial learning tool.
- For the researcher, it is expect that the result of this research will help in finding reference for further research related to listening strategies in listening comprehension.

E. Scope of the Research

The researcher focus on student's listening strategies with meta-cognitive, socio-effective.and their relationship between the students listening achievement at SMA Nasional Makassar.

BAB II

REVIEW OF RELATED LITERATURE

A. Previous related research findings

There are three research has conducted research about relationship between students' listening strategies and their listening achievement. The research can be accepted, and be continued because it is relevant with several writers that have been conducted before. However, the research has the same object but it has different problem. It can be seen from the previous thesis below:

Vandhany , etc.(2016) explored the relationship between cognitive and meta-cognitive strategy use an Iranian EFL learner listening test performance. The participant were 96 male and female Iranian EFL University students with the age ranging from 20 to 24 years old. The collected data included listening comprehension achievement test score and response to a liker scale cognitive and meta-cognitive questionnaire the use of the mentioned test taking strategies had a positive correlation with the listening test proficiency level of the students' in which students' at higher level of listening ability used there strategies more often than less successfully listeners did.

Buchari (2015) she has done the research about correlation between students' listening strategies and students English listening comprehension at the sixth semester students of English education department in Alauddin street Islamic University Makassar. The total number of students' from 4 classes there were is students' choose at the sample of this study ,she analyzed statistical

correlation one by one then was no significant correlation between meta-cognitive and listening comprehension.

Some researcher have previously explored the correlation between students' listening strategies and their listening achievement. There are some inconsistencies found upon the result Buchari (2015) she has done the researcher about correlation between students' listening strategies and students English listening comprehension at the sixth semester students of English education department in alauddin state Islamic university Makassar. She analyzed statistical correlation one by one. The there was no significant correlation between meta-cognitive and listening comprehension and there was significant correlation between socio-affective and listening comprehension.

Based on the finding above the researcher finds the similarity and differences such : the similarity between their research and this research have some goal to language competence found there was in addition it the students' listening that emerge in listening comprehension test maybe the indicator at the low listening achievement. It means that students could benefit from instruction in listening strategies as the assisted then their listening achievement. Therefore it is essential to find the relationship between students listening strategies and their listening achievement at second grade of Sma Nasional Makassar.

B. Some Pertinent Ideas

1. The Concept of Listening

1.1 Definition Of Listening

Listening is psychological process which begins with someone's awareness and attention to sounds or speech pattern (receiving), proceeds through identification and recognition of specific auditory signal (decoding) ends an comprehension (understands) (Smaldino,2008;293). Listening is the most fundamental language skill and plays an important role in our daily communication.

Howatt and Dakin (1974) defined listening was the ability to identify and understand what others are saying, and involved understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. Although listening is the most widely used language skill, many scholars complain that it has long been neglected and not treated as a separate skill until recent decades (Field, 2002; Morley 2001; Nunan, 2002; Rubin, 1995). From a more narrow, institutionalized point of view, the importance of teaching listening comprehension depends on the aims of each language program.

The concept of listening is acknowledged as an essential component of effective communication by many disciplines. Listening has always been considered a crucial component of nursing care, and its benefits have been documented in nursing literature. Certain characteristics that are essential to listening have been identified in all of the reviewed literature. These defining attributes include empathy, silence, attention to both verbal and nonverbal communication, and the ability to be nonjudgmental and accepting. In addition, listening is a deliberate act that requires a conscious commitment from the listener.

Although listening is considered to be an important nursing intervention, it has not received the same consideration as other nursing skills. Very few tools are available to measure the concept of listening, and no tools are available to measure the patients' perception of nurses' listening skills. Research aimed at theory development should incorporate the concept of listening as an integral component of nursing care. Such research may provide a framework for the use of listening as it pertains to nursing practice. Finally, research is necessary for the development and validation of tools that may be used to evaluate the effectiveness of listening from both the nurses' and patients' perspectives

Anderson and Lynch (2000:88) define the listening process as the process of receiving, attending to and assigning meaning to aural stimuli. These elements are found in most definitions of listening. The role of listening as a source for second-language acquisition (SLA) is also important (Peterson, 2001; Rost, 2002). Listening provides easily processable input for all levels of second language learning (Peterson, 2001; Rost, 2002). Beginners, even young learners who cannot read and write well, can establish a foundation for productive skills by listening. At intermediate and advanced levels, students can increase structural accuracy and vocabulary knowledge by listening. Thus, it is emphasized that listening is the primary channel for language acquisition. Therefore, the development of listening as a skill is important in second language learning.

1.2. Listening Comprehension

Listening comprehension process provides beneficial intuitions in teaching listening. Learner may find listening comprehension skill difficult to learn and this can also provide teachers with opportunities to change their listening exercises into more effective ones. Developing listening comprehension skill helps learners to succeed in language learning to enhance comprehensible input. Since learners'

self-reliance in listening comprehension will be increased, they will be motivated to have access to spoken English such as conversations with native speakers (Kurita, 2012)

Nadig (2013) defined listening comprehension as the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences (as cited in Pourhosein Gilakjani & Sabouri, 2016). According to Brown and Yule (1983) and Hamouda (2013), listening comprehension is an individual understanding of what he has heard and it is the listener's ability to repeat the text despite the fact that the listener may repeat the sound without real comprehension. Listening comprehension has begun to be seen as an active process rather than a passive process because listeners actively process and interpret information. , listening comprehension is useful for learners' pronunciation. That is, when learners are more exposed to spoken English, they can more know and get used to its pitch, intonation, stress, redundancy, and clusters. Wilson (2008) mentioned some other reasons for listening such as information gathering, enjoyment, unanimity, evaluation, and criticism. In addition, the other reason behind listening is to improve the speaking skill by improving pronunciation.

Listening comprehension is defined as complex and active mental process used in an effort to interpret meaning from oral text. The nature of listening comprehension means learner should be encouraged to engage in active process of listening for meaning, using not only the linguistic cues but also his nonlinguistic

knowledge. Learner should also be made aware that not every clue is equally important to the message. Referring to the connection that the brain has to do to understand the spoken language, Little wood (1981) in Victor Olaya Vargas and Danil Mejia Gonzales (2009:15), argues that people have regarded listening as a skill; however listening require n active involved from the hearer in order to get the meaning of what the speaker says.

Richard states that the study of listening comprehension processes in second language learning focuses on the role of individual linguistic units as well as the role of the listener's expectations, the situation and context, background knowledge and the topic. It therefore includes both top-down processing and the bottom-up processing.

2. Concept Of Listening Strategies

a . Definition of Listening Strategies

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. Listening strategies are the special thought or behaviors that individual use to help them comprehend learn or retain crucial for student to develop good listening skill and listening achievement student. Listening is a process therefore requiring the listener conscious use of strategies. listening strategies can enhance student listening strategies are classified according to the listener process input ,the use of listening self-effeciency and as self concept they can help student overcome barrier that hinder listening comprehension and develop a more positive.

These strategies which have been developed based on O'Malley and Chamot's (1990) learning strategies were their feelings and exchange their feelings with their friends. Oxford's classification system of LLS not only in learning language but also in learning language skill such as reading, listening, writing, and speaking is divided into two general types of strategies in the current study, the two general types of strategies are also analyzed applied to learning listening skill.

A. Meta cognitive Strategies

Metacognitive Strategies are management techniques employed by learners to have control over their learning through planning, monitoring, evaluating, and modifying (Rubin. 1987). For example, for metacognitive planning strategies, listeners would clarify the objectives of an anticipated listening activity and attend to particular aspects of the aural language input or situational details that facilitate the comprehension of aural input.

According to Oxford (1990), the conscious use of metacognitive strategies helps learners get back their focus when they lose it. However, learners do not use metacognitive strategies very frequently despite the importance of self-monitoring and self-evaluation. Baker and Brown (1984) identified two types of metacognitive ability: knowledge of cognition (i.e., knowing what) and regulation of cognition (i.e., knowing how). The first type is concerned with the learners' awareness of what is going on, and the second type relates to what learners should do to listen effectively. O'Malley et al. (1989) found that skilled listeners use more repair strategies to redirect their attention back to the task when there is a

comprehension breakdown, whereas less skilled listeners give up and stop listening.

Vandergrift (2003) found that skilled listeners used twice as many metacognitive strategies as their less-skilled counterparts. Among the metacognitive strategies, two strategies will be analyzed here. Focusing on what the speaker is saying is a strategy that enables the listener to focus his/ her attention on the speaker's message without being distracted by any distractors. This strategy is very useful in participating in the classroom, watching TV, listening to the radio, or talking to other people. The second metacognitive strategy is deciding in advance what to pay attention to. Listeners employ selective attention as a technique to facilitate the comprehension process. For example, some listeners choose to focus on pronunciation and accents as a way to understand the spoken language with different accents. However, focusing too much on accents can have a negative impact on comprehension because it can be a distracter, leading to misunderstanding. In this strategy learners are conscious when listening to the text cautiously.

This method deals with learning how to plan, monitor and assess the gathered information from the listening part the same as pre-listening activities (Holden, 2004). Oxford (1990) states that the conscious use of metacognitive strategies helps learners get their attention back when they lose it. Vandergrift (2003) found that advanced listeners used twice as many metacognitive strategies as elementary listeners use. Metacognition can be defined as "thinking about one's own thinking." Students who can recognize suitable learning methods in the proper situation. For instance, a student may understand he has difficulty in

finding the connection between important concepts within a story. If he/she is thought to use a graphic organizer, such as a concept map, to identify the main concepts and connect the together using lines, similar to a spider web, then that students has used Metacognition to complete the task (Nelson & Conner, 2008).

Meta cognitive listening strategies comprised, pre –listening, planning-listening ,while-listening ,post-listening.

- Pre-listening Planning Strategies

Well-prepared pre-listening strategies can help build up confidence and facilitate listening comprehension Chang (2008). stated that previewing the questions before the text was helpful to the learner’s comprehension. However, for learners, their lack of knowledge of grammar and vocabulary would definitely affect their listening comprehension, and thus reduced their confidence (Yan, 2006). Wang (2005) suggested teachers list the new vocabulary on the board and offered the pictures to help the students predict the listing questions. Nevertheless, Chang and Read (2006) considered that pre-teaching vocabulary before listening might negatively influenced the student’s strategy using because the students might focus on clues and not pay attention to understand the whole content.

- While-listening Monitoring Strategies

While to listening strategies procedure contained self management, self – evaluation and monitoring, many state while listening activities are what students are asked to do during the time that they are listening to the text. As for as listening comprehension is concerned , the purpose of while-listening activities is to help learner develop the skill of eliciting messages from spoken language.

- Post- listening strategies

Post listening activities embrace all the work related to the particular listening text (whether recorder or spoken by the teacher) which is done after listening is completed. Some activities are extensions of the work done an the pre- listening stage and some related only loosely to the listening text. The format post- listening activity is answering of multiple –chooses question or open questioner based on a spoken text.

Meta cognitive strategies are divided into three sets: centering your learning, arranging and planning your plan, and evaluating your learning The first strategy (paying attention) could help listeners focus their attention on listening tasks, materials, activities. The second strategy, arranging and planning your plan could aid listeners organize and gather materials, plan for an L2 task, and arrange a study space like setting goals and objects. For example, using setting goals and objects strategy could assist students to know what their purposes are while listening (listen for idea, listen for identify speakers' attitude). The final sets, evaluating your learning include two specific strategies such as self monitoring and self evaluating These specific strategies could offer the listeners a holistic view of the ongoing listening process to avoid making their mistakes which they had before and check comprehension a text to verify that a task has been completed.

B. Socio - Affective Strategies

Socioaffective Strategies The last category of strategies is socio-affective, which encompasses the attempts to create and promote positive emotional reactions and attitudes towards language learning (Chamot & O'Malley, 1987). Vandergrift (2003) defined socioaffective strategies as the techniques listeners employ to collaborate with others, to verify understanding, or to lower anxiety. According to Gardner & MacIntyre (1992, 1993), the affective strategies used to control learning experiences are very important because the learning context and learners' social-psychological factors (i.e., how learners feel about the learning experience) are directly related. Aneiro (1989) found a significant correlation between low anxiety and high listening performance, which suggests that using affective strategies could facilitate and enhance listening. O'Malley & Chamot (1987) found that among the four strategies of management, cognitive strategies, social strategies, affective strategies in listening comprehension, social and affective strategies influenced the learning context immediately.

socio and affectives are employed by language learners to cooperate with classmates, to question the teacher for clarification, or to apply specific techniques to lower anxiety (O'Malley, Chamot, & Küpper, 1989; Vandergrift, 1997). According to Vandergrift (2003) the strategies as the techniques listener used to collaborate with other, to verify understanding or the lower anxiety, have-gabr (2006) stated that social –effective strategies were those which were non academic in nature and involve stimulating learning through establish a level of empathy between the instructors and student. Social listening strategies included asking for help and classification socio - affectives strategies comprised:

- Socio strategies

According to (Nakata,1999;Teng ,2003) , researches proved that after the strategy training, subjects used significantly more affective strategies on lowering one' anxiety, encouraging oneself, and taking one's emotional temperature research, she found that in social strategy, asking questions from others involved more linguistic knowledge, and the subjects who were low-intermediate EFL learners found it was somewhat difficult to use this strategy even after the strategy instruction. Yet, Teng (2003) also indicated that subjects used more social strategies on cooperating and empathizing with others after they received listening strategy training.

Social strategies could help listeners work together and understand the target language as well as the language. Social strategies include two sets: asking for question and cooperating with each other Particularly, asking for question (asking for verification), for instance, or verification from their teacher or their friends could help listeners clarify what they are not clear. While, cooperating with each other like cooperating with peers aid listeners to share information and to check comprehension or to solve questions

- Affective Strategies

Affective strategies could help listeners handle their feelings, emotions, motivation or attitudes in learning listening skills. The three sets of affective strategies were lowering listeners' anxiety, encouraging themselves, and taking their emotion temperature . The first specific strategy of lowering listeners' anxiety in using progressive relaxation enables listeners to keep calm when listening. The second is encouraging themselves in making positive statement

helps listeners increase their confidence in finishing listening task. The last set (taking their emotional temperature consists of two specific listening strategies, listening to the body and discussing with someone helps listeners recognize Strategies.

According to (Carrier 2003; Duffy, 2002; Hamzah, Shamshiri, & Noordin; 2009).In affective strategies, results showed that most students indicated they would encourage themselves through positive-self talk and keep calm and not be nervous . Studies displayed that deep breathing, and positive statements had contributed to a great extent in encouraging the subjects to feel relaxed and elevating their self- confidence (Carrier 2003; Duffy, 2002;)They believed that as learner's awareness of using strategies grows, they developed more confidence to encounter situations they needed to comprehend a listening task in real life. However, students didn't feel confident in understanding the whole contents. It revealed that even while students felt they were ready for listening exams, most of them were not sur about if they could do well in the exams. For understanding the contents, scholars implied that topic familiarity and background knowledge could facilitate listening comprehension and result in their improvement (Anderson, 2002; Othman & Vanathas, 2006

b.Listening Achievement

Successful listening or gain achievement in listening can be looked in terms of the strategies the listener uses when listening focus on how to listen raises the issue of listening strategies. Strategies able thought of as and listeners able be taught effective ways of approaching and managing their listening . these activities seek to involve listeners actively in the process of listening.

Chamot (2005) in Nahed Mohammed Mohammed Ghoneim (2013:100) pointed out that less successful language learners do not have the knowledge needed to select appropriate strategies. Goh (2000) in Nahed Mohamed Mohammoud Ghoneim (2013:100) emphasized the importance of these strategies by arguing that learners' awareness is related to effective learning context.

According to Hornby (1998:10), achievement is something achieved, something done successfully with effort and skill. Arikunto (1994) states that achievement is an ability or vivid capability which has been owned by individual after going through a certain experience or when it is applied by individual in certain condition. Achievement is a test which measures how much of a language someone has learned with reference to a particular course of study or programmed of instruction. Morgan mentions that "achievement" is a power to accomplish on a test of knowledge or skill. In addition, Hornby mentions that "achievement" is action of achieving something with effort and skill

Listening achievement in study refers to the students knowledge is determine the word from context (what has already been said) .there are many factors that influence students' listening achievement such as physical factors, physical environments, and et cetera. As one of the part of the test in final examination, listening is one of the language skills should be pay attention by the students. They are as follows:

1. Physical factors (hearing loss, hyperactivity, limited attention span, inability to sit still, easily distracted)
2. Physical environment (comfort of listener, location of listener in relation to the speaker)

3. Emotion and psychological factors (environment and conditions of trust that exists, listeners' self concept)

C . Conceptual framework

The conceptual framework, it has basic from the research and the component of figure describe as follow

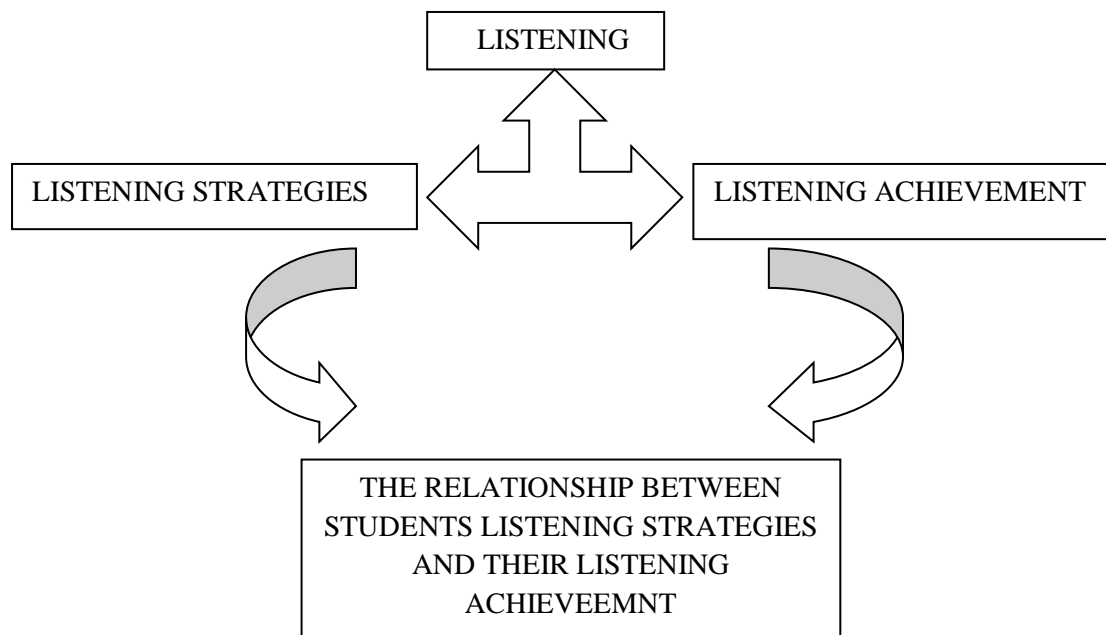


Figure:2.1

The researcher seems from the figure conceptual framework the listening strategies measured questionnaire and listening achievement measured though test. The researcher used descriptive research to find the relationship between students' listening strategies and their listening achievement.

D. The Hypothesisa. Alternative hypothesis (H_a)

There is a significant relationship between students' listening strategies their listening achievement at the Second Grade of SMA Nasional Makassar.

b. Null hypothesis (H_0)

There is no significant relationship between students' listening strategies and their listening achievement at the second grade students of Sma Nasional Makassar.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher describes the research method. It consists of research design, population and sample, technique of data collection, and data analysis.

A. Research Design

The design of this research is descriptive quantitative research. Descriptive quantitative research is the systematical empirical investigation of observable phenomena statistical, mathematical or computational techniques. Quantitative data is any data that is numerical form such as statistics, percentage etc. Descriptive research is a method of research which trying to picture out and interprets the objects as in the fact. So, this research is conducted in the purpose to describe systematically about the fact and characteristics of the subject (The relationship between students' listening strategies and their listening achievement student at Sma Nasional Makassar). This research also does not need to give the treatment to the object of the research.

B. Population and Sample

- Population

The population of this research were students the second grade of SMA Nasional Makassar the total number of population 34 students.

- Sample

Based on population ,the researcher used In total sampling technique and the total sample 34 students is taken to be sample.

C. Technique of Data Collection

The technique of data collection in this research is given questionnaire to the students. The both use to find out their listening achievement and listening strategies student. The questionnaire is used to find out the relationship between student listening strategies and their listening achievement. The researcher uses questionnaire to collect the data:

- Questionnaire

The listening strategies questioners are given to the participants in one session in classroom, listening strategies include of categories, meta-cognitive –strategies, socio -effective strategies listening strategies. The researcher uses questionnaire to find out the students’ listening strategies .The questionnaire is checklist of five alternative based liker scale type consists of 15 items with 4 choices. The choices consists of Never, rarely, often, always. The questionnaire is scoring by using the rules as follow.

Table.2.2Questionnaire’s Score

Opinion	Score	
	Positive items	Negative items
Always	4	1
Often	3	2
Rarely	2	3
Never	1	4

(Efendi, 2015:29)

The researcher gives the test to students, then questionnaire because they cannot answer questionnaire before listening test.

- Test Listening

This test is used to find out the students listening achievement. The researcher uses listening test to measure listening achievement. In this test consist of four parts with 15 items multiple choice items students heard 15 short conversation and answer after each conversation in part 1 they heard some conversation and answer 4 question on them.

$$\text{Score} = \frac{\text{Number of correct answer} \times 100}{\text{total number of items on test}}$$

(Sahril 2008)

- Classifying the score of the students' listening test into the five classifications:

Table 2.3 Classifications of the student's score

Classification	Score
Excellent	80-100
Very good	60-79
Good	50-59
Poor	0-59

(Jumrah, 2011:30)

D. Techniques of Data Analysis

The data from instrument is analyzed by using these formulas as follow:

- Calculating the mean score the following formula:

$$\bar{x} = \frac{\sum X}{N}$$

Where \bar{x} mean score of the students

$\sum x$:Total row score

N : the total responden.

- Calculating the percentage

To analyze percentage of the student score by using the following formula:

$P \times 100\%$

Where :

P : Rate percentage

F : Answer respondent

N : Total sample

(Sugiyono 2016:95)

- To find out the correlation between students listening strategies and their listening achievement, the researcher uses formula adapted from Sugiyono 2016:255 and the formula as follows.

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

= the coefficient of correlation between X and Y variable

= the sum of all data variables X

= the sum of all data variable Y

the sum of all data Y squared

$\sum Y^2$ = the total number of data variable Y squared

$\sum XY$ = the total number of data variable X multiple by Y

n = the number of the sample

value r can be used to show coefficient correlation between the variable follows:

- Positive correlation: both variables improve or decrease at the same time. A correlation close to + 1.00 indicates a strong positive correlation.
- Negative correlation: indicate that as the amount of the one variable improve the other decrease. A correlation coefficient close to - 1.00 indicate a strong negative correlation.
- No correlation indicate: no correlation between the two variable a correlation of indicate no correlation.

Correlation characteristic will determine the direction of the correlation, closeness of the correlation can be grouped as follows

Table 2.4 interpretation value of r

The 'r' value	Interpretation
>0.800 - 1.00	Very Strong
>0.600 – 0.800	Strong
>0.400 – 0.600	Moderately
> 0.200 – 0.400	Weak
0.000 – 0.200	Very weak (No Correlation)

(Sujarewi in Rahmat Efendi,2015:340)

E. Data Analysis

Data analysis in quantitative research is often done concurrently or simultaneously with data collection. In this chapter, the researcher presents the result of the questionnaire and test uses in the technique of data collection.

The subject of this research is the second grade Sma Nasional Makassar, while the object of this study is the relationship between listening strategies and their listening achievement. There are two kinds of variable in this paper, namely: independent variable (X) and dependent variable (Y). Independent variable refers to students' listening strategies was investigated by using questionnaire, there were 15 items given to the students, and every item was measured by using Likert Scale (never, rarely, often, always) with range score 4-3-2-1 for each. The dependent variable refers to the students' listening achievement.

This research is used to obtain the correlation between two variables namely: the students' listening strategies as the independent variable (X) and the students' listening achievement as the dependent variable (Y). The writer used questionnaire to find out the students' listening strategies and test is used to find out students' listening achievement. The high correlation between variables is stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is positive correlation between two variables. While correlation coefficient is negative (-) means that there is negative correlation between two variables. Although, positive (+) or negative (-) is not influence high or low score of correlation coefficient, the sign only show direction of correlation both of them

BAB IV

FINDING AND DISCUSSION

This chapter consists of findings of the research and its discussion. The finding of research presents the result of the students listening strategies, students' listening achievement and the correlation both the discussion of the research cover further explain of the findings all the data is presents based on the action that has been conducted

A. Finding

In this section the researcher describe the result of data analysis based on the problem statements the result of data analysis indicates that the relationship between students listening strategies and their listening achievement at SMA Nasional Makassar

1. Students Listening Strategies

The researccher found the what is the strategies used by students in listening comprhention, they were meta-cognitive and socio-effective.the following table was the mean score of students listening strategies.

Table 2.5

Mean Score of Listening Strategies

LISTENING STRATEGIES	MEAN SCORE
Metacognitive	28,7
Socio-affective	15,9

Based on the table above showed the mean score of metacognitive strategies and socio-effective strategies. the mean score of meta-cognitive is and the mean score of sociol-effective strategies

Figure.2.5 Grafic of the Mean Score of Listening Strategies

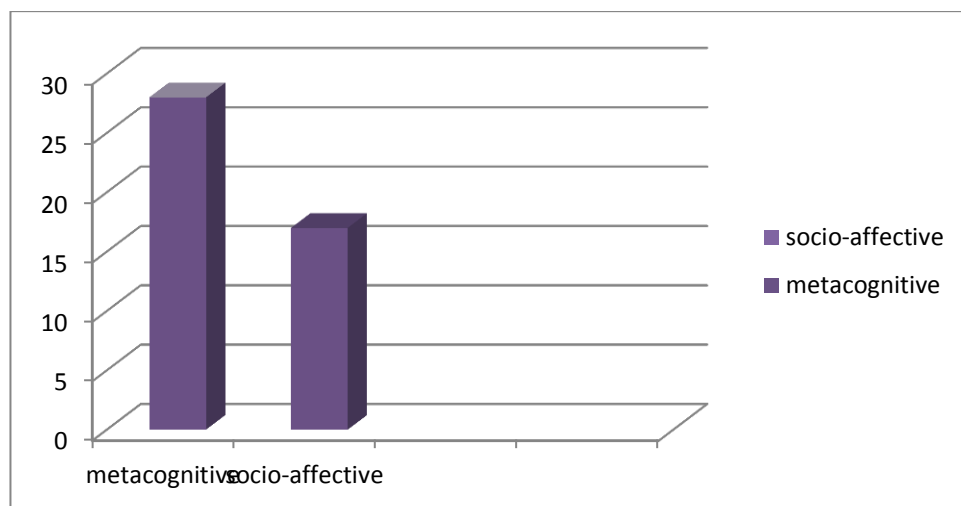


Figure 2.5 showed the use of meta cognitive was high with the mean score is 28,7. It followed by socio –affective is low with the means score 15,9.

2. Students Listening Achievement

Based on the data collected from listening achievement used listening test, the mean score of student listening achievement in listening comprhention presented in the following table.

Table 2.6

Mean Score of Listening Achievement

ITEM	Mean score	Classification
Listening Achievement	40,5	Poor

Shown the mean score of the students listening achievement in listening comprehension is 40,5 and based on the standart classified " poor". the student mean had been classified to the rate percentage and it be the seen at the table.frequency and percentage students" listening achievement"

Table 2.7

Frequency and Percentage Students'' Listening Achievement

Classification	Score	Frequency	Percentage
Exellent	80-100	0	0%
Very good	60-79	5	25%
Good	50-69	5	25%
Poor	0-59	24	50%
Total		34	100%

Shown that there none students have excelent achievement in listening comprehension it means that 0% students excellent in listening comprehension. there were 5 very good achievement. it means 25% of students were good listening comprehension. there were 5 students is have good achievement 25% of students were good in listening comprehension .there 24 were students have poor achievement it means that 50% of students were poor in listening comprehension.

3. The Relationship between Students' Listening Strategies and Their Listening Achievement.

Based on the data from listening strategies (X) and their listening achievement (Y) in listening comprehension..the score of r_{xy} following the table

Table 2,8 Score of r_{xy} .

Correlation	Score r_{xy}	Interpretation
Metacognitive strategies and listening achievement	0,88	Very Strong
Socio-effective strategies and listening Achievement	0,18	Very weak

Based on the table above showed the score of r_{xy} between listening strategies and listening Achievement is 0,88 it means that the characteristic of correlation was conduct between 0,800- 1,00 with strong interpretation , socio - affectiv and listening achievement is 0,18 .it means that the characteristic of correlation was conduct between 0,000-0,200 with very weak interpretation

Figure 2.8 . Grafic of Score r_{xy}

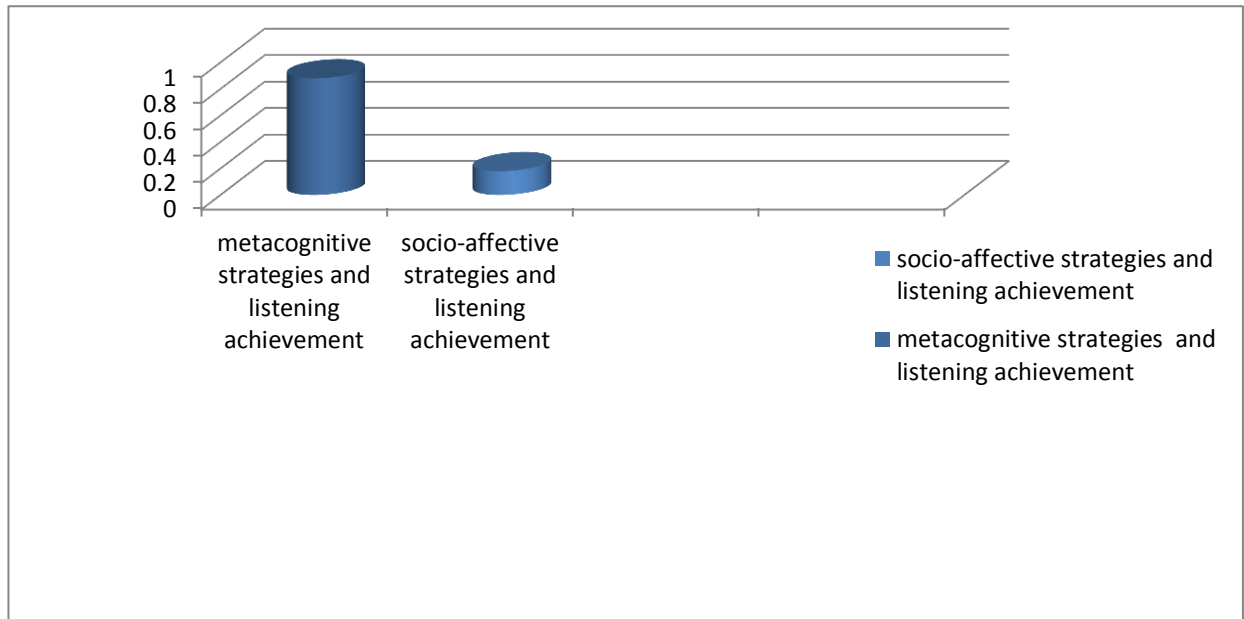


Figure 2,8 showed the score of r_{xy} between meta cognitive strategies and listening achievement is 0,88, as the characteristic of correlation it was level “very strong” interpretation. And socio-affective and listening achievement is 0,18, as the characteristic of correlation it was in the level “very weak” interpretation.

B . Discussions

The reseacher presents the students listening strategeis, and students listening achievement and the relationship between student listening strategies and their listening Achievement as follows.

1. Students Lstening Strategies

There are two strategies that used by students at the Second Grade of SMA Nasional Makassar in listening comprehension , there were metacognitive

strategies and socio affective strategies. The descriptive for listening strategies and students by meta-cognitive and socio-affective ,the mean score of 28,7 the mean was high. It implies that the try to think about the ways plan and evaluate their listening. This shows that meta-cognitive are important because they regulated and direct the language learning process.

Related to the previous theory According Vandergift(2003) founded that the advanced listeners used twice as many meta-cognitive strategies as elementary listener use. Meta-cognitive can be defined as ‘‘thinking about one’s own thinking’’ students’ who can recognize suitable learning methods in the proper situation. For instance , students’ may understand he has difficulty in finding the connection between important concepts within a story. meanwhile for socio-effective strategies through establish a level of empathy between the instructors and students, which learner cooperate asking question.

2. Students Listening Achievement

Related to the previous theory that the listening achievement in this research the students still "poor" Achievement in listening comprehension there none students were excellent achievement in listening comprehension . it means that between 34 students , still good and poor achievement listening comprehension. Based on the theory according to Horby(1998:10)achievement is some high something done successfully with effort and skill. Strategies able thought of as and listeners able be taught effective ways of approaching and managing their listening, these activities seek to involved listeners actively in the process of listening.

3. The Relationship Between Students Listening Strategies and Their Listening Achievement

The result of the research showed the significant relationship between students listening strategies and their listening achievement at the second grade of SMA Nasional Makassar. from the formula in analyzing the relationship between students listening strategies and their listening achievement it found

- the relationship between students metacognitive strategies and their listening achievement was significant with $r_{xy} = 0,88$ as the characteristic of person r. it was level very strong correlation " were standrt correlation between 0,800-1,00
- the relationship between students socio-affective strategies and their listening achievement was significant with $r_{xy} = 0,18$ as the characterisctic of person r .it was level very weak correlation were standrat correlation between 0,000-0,200

The data above showed the relationship between students listening strategies and their listening achievement . the relationship between student metacognitive strategies and their listening achievement was very strong, the relationship between student socio-affective strategies and their listening achievement was very weak.

Based on the students listening strategies and their listening achievement showed that there students high strategies and good achievement in listening comprehension .although the students still poor achievement , it meas that not all

the case that students who had excellent,very good,good and poor listening achievement and their strategies also will be same.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

The topic of the research is the Relationship Between Students Listening strategies and Their listening Achievement. the reseach contains two variable , students listening strategies (x) and listening avhievement (y) the result of this research for result .

- the relationship between students metacognitive strategies and their listening achievement was significant with $r_{xy} = 0,88$ as the characteristic of person r. it was level very strong correlation " were standrt correlation between 0,800-1,00
- the relationship between students socio-affective strategies and their listening achievement was significant with $r_{xy} = 0,18$ as the characterisctic of person r .it was level very weak correlation were standrat correlation between 0,000-0,200
- the result of this research there was a significant correlation between students' listening strategies and their listening achievement with $> = 0,88$ (H_0) was accepted and $> = 0,18$ (H_a) was rejected.

B. Suggestion

Students' should increase their listening strategies it plays an important role increasing the listening achievement, it is stated in the conclusion above that if the students listening strategies is increased the students' listening achievement would be increased to. It needs to be considered by the English teachers who would like to increase their students' reading frequency by giving them motivation to read English text. Because of the listening achievement is increased, the other language skills such as speaking, writing, and reading would be influence. Finally, it can develop the students' listening achievement. the candidate of English teachers in the future to pay more attention on the learning habit and the listening achievement of the students in order that they can reach the target of the teaching

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APPENDIX A

The Students Score in Listening Strategies

NO	SUBJECT	SCORE	
		METACOGNITIVE STRATEGIES	SOCIO-EFFECTIVE STRATEGIES
1.	S - 1	30	18
2.	S - 2	25	19
3.	S - 3	16	16
4.	S - 4	36	17
5.	S - 5	24	19
6.	S - 6	22	13
7.	S - 7	22	12
8.	S - 8	30	14
9.	S - 9	30	15
10.	S 10	28	11
11.	S - 11	28	19
12.	S - 12	35	15
13.	S - 13	20	10
14.	S - 14	20	10
15.	S - 15	32	17
16.	S - 16	32	17
17.	S - 17	27	18
18.	S - 18	27	15
19.	S - 19	34	18
20.	S - 20	35	17
21.	S - 21	35	18
22.	S - 22	20	11
23.	S - 23	32	18
24.	S - 24	25	17
25.	S - 25	29	14
26.	S - 26	32	17
27.	S - 27	24	15
28.	S - 28	30	17
29.	S - 29	33	17
30.	S - 30	38	18
31.	S - 31	28	19
32.	S - 32	38	18
33.	S - 33	32	17
34.	S - 34	30	17
	Total score	979	543
	Mean score	28,7	15,9

Students score of meta-cognitive

Students score of socio-effective

$$\bar{x} = \frac{\sum X}{N} = \frac{979}{34} = 28,7$$

$$\bar{x} = \frac{\sum X}{N} = \frac{543}{34} = 15,9$$

**THE RELATIONSHIP BETWEEN STUDENTS' LISTENING STRATEGIES AND
THEIR LISTENING ACHIEVEMENT**

**1. The relationship between students meta cognitive strategies and their listening
Achievements**

NO	SUBJECT	METACOGNITIVE STRATEGIES X	LISTENING ACHIEVEMENT Y	X^2	Y^2	XY
1.	S - 1	30	40	900	1,600	1,200
2.	S - 2	25	60	625	3,600	1,500
3.	S - 3	16	40	256	1,600	640
4.	S - 4	36	60	1,296	3,600	2,160
5.	S - 5	24	53	576	2,809	1,272
6.	S - 6	22	60	484	3,600	1,320
7.	S - 7	22	40	576	1,600	880
8.	S - 8	30	46	900	2,116	1,380
9.	S - 9	30	66	900	4,356	1,980
10.	S - 10	28	60	784	3,600	1,680
11.	S - 11	28	40	784	1,600	1,120
12.	S - 12	35	46	1,225	2,116	1,610
13.	S - 13	20	46	400	2,116	920
14.	S - 14	20	40	400	1,600	800
15.	S - 15	32	26	1,024	676	832
16.	S - 16	32	33	1,024	1,089	1,056
17.	S - 17	27	40	729	1,600	1,080
18.	S - 18	27	53	729	2,809	1,431
19.	S - 19	34	20	1,156	400	680
20.	S - 20	35	20	1,225	400	700
21.	S - 21	35	53	1,225	2,809	1,855
22.	S - 22	20	40	400	1,600	800
23.	S - 23	32	40	1,024	1,600	1,280
24.	S - 24	25	53	625	2,809	1,325
25.	S - 25	29	26	841	676	754
26.	S - 26	32	53	1,024	2,809	1,696
27.	S - 27	24	13	576	169	312
28.	S - 28	30	26	900	676	780
29.	S - 29	33	26	1,089	676	858
30.	S - 30	38	13	1,444	169	494
31.	S - 31	28	13	784	169	364
32.	S - 32	38	40	1,444	1,600	1,520
33.	S - 33	32	53	1,024	2,809	1,696
34.	S - 34	30	40	900	1,600	1,200
	SCORE	979	1378	14,084.224	4,070.047	9,011.361

$$\begin{aligned}
 r_{xy} &= \frac{n \sum xy - (\sum x) \cdot (\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}} \\
 &= \frac{34 \times 9,011.361 - (979) (1378)}{\sqrt{\{34 \times 14,084.224 - (979)^2\} \{34 \times 4,070.047 - (1378)^2\}}} \\
 &= \frac{306.386 - 1.349,062}{(478.863 - 958,441)(138.381 - 1,898,884)} \\
 &= \frac{305.036938}{479.578 - 136.482116} \\
 &= \frac{305.036938}{343.095884}
 \end{aligned}$$

=0,88(very strong correlation)

2. The relationship between students socio-effectives strategies and their listening achievement

NO	SUBJECT	SOCIO-EFFECTIVES STRATEGIES X	LISTENING ACHIEVEMENT Y	X^2	Y^2	XY
1.	S - 1	18	40	324	1,600	720
2.	S - 2	19	60	361	3,600	1,140
3.	S - 3	16	40	256	1,600	640
4.	S - 4	17	60	289	3,600	1,020
5.	S - 5	19	53	361	2,809	1,007
6.	S - 6	13	60	169	3,600	780
7.	S - 7	12	40	144	1,600	480
8.	S - 8	14	46	196	2,116	644
9.	S - 9	15	66	225	4,356	990
10.	S - 10	11	60	121	3,600	660
11.	S - 11	19	40	361	1,600	760
12.	S - 12	15	46	225	2,116	690
13.	S - 13	10	46	100	2,116	460
14.	S - 14	10	40	100	1,600	400
15.	S - 15	17	26	289	676	442
16.	S - 16	17	33	289	1,089	561
17.	S - 17	18	40	324	1,600	720
18.	S - 18	15	53	225	2,809	795
19.	S - 19	18	20	324	400	360
20.	S - 20	17	20	289	400	340
21.	S - 21	18	53	324	2,809	954
22.	S - 22	11	40	121	1,600	440
23.	S - 23	18	40	324	1,600	720
24.	S - 24	17	53	289	2,809	901
25.	S - 25	14	26	196	676	364
26.	S - 26	17	53	289	2,809	901
27.	S - 27	15	13	225	169	195
28.	S - 28	17	26	289	676	442
29.	S - 29	17	26	289	676	442
30.	S - 30	18	13	324	169	234
31.	S - 31	19	13	361	169	247
32.	S - 32	18	40	324	1,600	720
33.	S - 33	17	53	289	2,809	901
34.	S - 34	17	40	289	1,600	680
	SCORE	543	1378	5,460.134	3,901.047	18,586.167

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

$$r = \frac{(34 \times 18,586.167) - (543)(1378)}{\sqrt{\{34 \times 5,460.134\} - (543)^2} \{34 \times 3,901.047\} - (1378)^2}$$

$$= \frac{(631.929678) - 748,254}{(185.644658 - 294,849) - (132.635598 - 1.898.884)}$$

$$= \frac{116.324322}{109.204342 - 130.736714}$$

$$= \frac{116.324322}{21.532374}$$

=0.18 (very weak correlation)

NO	SUBJECT	SCORE
1.	ANGREANI ARSYAD	40
2.	ABD.AKBAR	60
3.	ADRIANI SAPUTRA	40
4.	AISYA MUSTAMIN	60
5.	ALFINA ULFA	53
6.	AMRULLAH	60
7.	ANDI.RAHMAT ALWI	40
8.	ANDRIAWAN	46
9.	APRYADI	66
10.	ARDIANTO	60
11.	ASMAUL HUSNA KHAERUDDIN	40
12.	CITRAADELIA WIJAYA	46
13.	DEWI	46
14.	DEWI MUSTIKA	40
15.	ERIKA PRASTIKA	26
16.	FAJRIYANTI	33
17.	FIRMAN	40
18.	MUH. FATAHILLA RAMADHAN	53
19.	MUH.YUSUF ALGASALI	20
20.	MUH. ANUGRAH IKHWAN	20
21.	NASRULLAH	53
22.	NUR HANDAYANI	40
23.	RENALDI	40
24.	RISNAWATI	53
25.	NOVITA	26
26.	SRY UTARI AMANDA	53
27.	STEFANUS MOA N	13
28.	SUHARDI	26
29.	TUBAGUS	26
30.	WIDI ASTUTI	13
31.	SYAHRUL AG	13
32.	NADIYAH WULANDARI	40
33.	PENI DARMA PASULUK	53
34.	IRIANTO IDRIS	40

The student's Score in Listening Achievement

NO	SUBJECT	SCORE
1.	S-1	40
2.	S-2	60
3.	S-3	40
4.	S-4	60
5.	S-5	53
6.	S-6	60
7.	S-7	40
8.	S-8	46
9.	S-9	66
10.	S-10	60
11.	S-11	40
12.	S-12	46
13.	S-13	46
14.	S-14	40
15.	S-15	26
16.	S-16	33
17.	S-17	40
18.	S-18	53
19.	S-19	20
20.	S-20	20
21.	S-21	53
22.	S-22	40
23.	S-23	40
24.	S-24	53
25.	S-25	26
26.	S-26	53
27.	S-27	13
28.	S-28	26
29.	S-29	26
30.	S-30	13
31.	S-31	13
32.	S-32	40
33.	S-33	53
34.	S-34	40
TOTAL SCORE		1378
MEAN SCORE		40,5

Mean score listening Achievement

$$X = \frac{\sum X}{N}$$

$$= \frac{1378}{34} = 40,5$$

APPENDIX B**LISTENING QUESTIONNAIRE SCORE****STATMENTS**

N O	STUDEN TS	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S1 0	S1 1	S1 2	S1 3	S1 4	S1 5
1	1	3	4	2	3	3	3	3	2	4	3	4	4	3	3	4
2	2	3	2	4	3	3	2	2	2	2	2	4	4	4	4	3
3	3	2	2	2	1	2	1	2	1	2	2	3	3	4	4	2
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34	34	4	3	2	3	3	3	3	2	4	3	3	3	4	3	3

KEY WORD TEST LISTENING

1. D
2. B
3. B
4. B
5. D
6. B
7. A
8. A
9. C
10. C
11. E
12. A
13. C
14. E
15. C

Appendix 3

LISTENING STRATEGIES QUESTIONNAIRE

NAMA :

KELAS :

Di bawa in terdapat 15 item strategi dalam mendengarka
,bacalah dengan seksama kemudian jawab dengan (√),Sering(
SR),selalu (SL),jarang (JR),tidak pernah (TDK.PERNAH).

No	STATEMENTS	SL	SR	JR	TDK. PERNAH
1.	METACOGNITIVE Saya menonton tv/film atau mendengarkan radio untuk meningkatkan kemampuan mendengar saya dalam berbahsa inggrish				
2.	Sebelum mendengarkan saya mempersiapkan pikiran saya untuk berkonsentrasi.				
3.	Sebelum mendengarkan saya memfokuskan pikiran saya pada tugas mendengarkan dan menjauhkan hal-hal yang biasa mengalihkan perhatian saya				
4.	Saat mendengarkan ,saya tidak mengerti jika saya tidak terbiasa dengan aksen pembicara				
	Saat saya mendengarkan ,saya akan				

5.	memeriksa bagian konten apa yg saya tidak mengerti				
6.	Saat mendengarkan ,saya akan memeriksa kembali jawaban saya,				
7.	Saya sadar kurangnya perhatian saat melakukan tes listening				
8.	Setelah mendengarkan ,saya mengingat kembali masalah saya , seperti kata kunci yang saya tidak mengerti				
9.	Setelah mendengarkan ,saya mengevaluasi berapa banyak yang bisa saya mengerti				
10.	Saya akan menulis kata-kata yang saya tidak tahu setelah tes mendengarkan dan mencari kamus.				
11.	SOCIO-EFFECTIVE Setelah mendengarkan ,saya bertanya kepada teman sekelas atau guru jika ada kata-kata yg tidak saya mengerti.				
12.	Jika saya tidak mengerti apa yang orang katakan dalam bahasa inggris ,saya meminta mereka untuk mengulanginya				
13.	Saya berharap guru bisa mengajari saya lebih banyak keterampilan untuk meningkatkan pemahaman mendengarkan				
14.	Saat mendengarkan saya bisa tenang dan tidak gugup				
15.	Saya mendorong diri saya sendiri melalui pembicaraan yang positif.				

Appendix 2

TEST LISTENING ACHIEVEMENT

Name:

Class :

In this section of the test, you will have the chance how well you understand spoken English. There parts to this section with special direction for each part.

Part 1

Questions 1-4

Direction :

In this part of the test, you will hear some dialogues and questions spoken in English. The question and the dialogues will be spoken twice. They will not be printed in your test book,so you must listen carefully to understand what the speakers are saying. After you listen to the dialogue and the question about it, read five possible answers, and decide which one would be the best answer to the question you have heard . now listen to a sample question .

You will hear:

Man: I don't know what to order ,I could drink everything on the menu.

Woman : why don't you try guava juice, orange juice or ice tea.

Man : guava juice sounds good. I'll lake it

Woman: I think I'll have a big glass of cola float.

Narrator:

- A. Take a guava juice
- B. Order an orange juice
- C. Try ice tea
- D. Order a cola float
- E. Drink mineral bottled water

Narrator : the best answer to the question “ what will the woman do?” is order a cola float. Therefore you should answer (D).

1. A. The woman's dress C. The woman's black dress
 B. The elegant woman D. The woman's appearance
 E. The man's complaint about the woman
2. A. Sick C. Sleepy
 B. Tired D. Thirsty E. Hungry
3. A. One week C. Four days
 B. Two weeks D. Three days E. Seven days
4. A. She is discussing the cause of heart attacks C. She is finishing school project
 B. She is finishing her report on heart attacks D. She is presenting her assignment
 E. She is looking for a scholarship

Part 11

Questions 5-7

Directions:

In this part of the test, you will hear some completed dialogue spoken in English. Follow by the four response, also spoken in English. The dialogues and the response will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. You have to choose the best response to each question, now listen to a sample question.

Woman : you'll arrived late again ?

Boy : I'm sorry ma'am, the bus had already left when I arrived at the shelter.

Woman : Don't you promise that you wouldn't come late again

Man :

Narrator :

- A. I'm sorry to hear that
- B. I really appreciate it
- C. I do apologize ma'am
- D. No problem ma'am

Narrator : the best answer to the question " what does the boy probably respond?

' is I do apologize ma'am " therefore you should choose answer (C)

5. Mark your answer on your answer sheet

A. C.

B. D.

6. Mark your answer on your answer sheet

A. C.

B. D.

7. Mark your answer on your answer sheet

A. C.

B. D.

Part III

Question 8 to 9

Direction :

In this part of the test, you will hear some dialogue or monologue spoken in English. The dialogues or monologue will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speaker are saying. After you listen to the dialogue or monologue, look at the five pictures provided in your test book, and decide which one would be the most suitable with the dialogue or monologue you have heard.

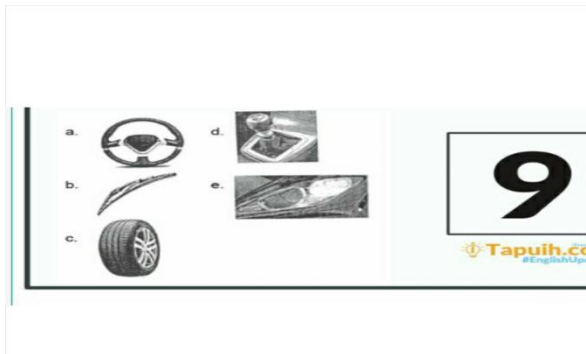
8. A. 1 C. 3

B. 2 D. 4 E. 5



9. A. 1 C. 3

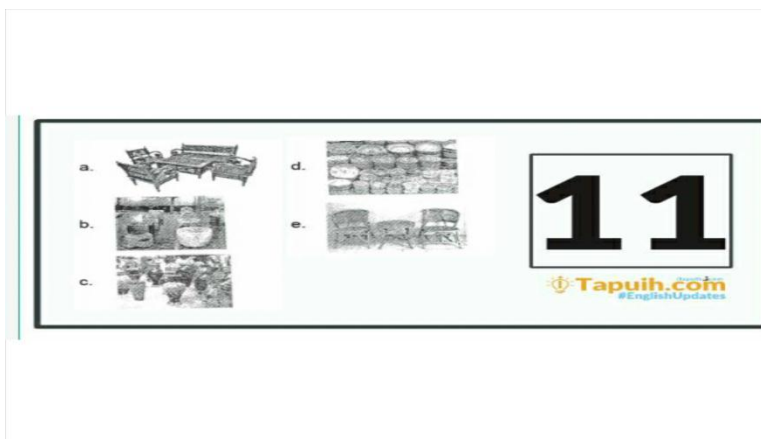
B. 2 D. 4 E. 5



10. A. 1 C. 3
 B. 2 D. 4 E. 5



11. A. 1 C. 3
 B. 2 D. 4 E. 5



Question 12-15

Direction:

In this part of the test, you will hear some monologues. Each monologue will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. After you hear the monologue and the question about it, read the five possible answers and decide which one would be the best answer to the question you have heard.

Question 12 and 13 are based on the following monologue

12. A. A military city
 B. A Railway museum
 C. King Willem I station
 D. Steam locomotives station
13. A. To build new railway museum
 B. To transport government troops
 C. To preserve the steam locomotives
 D. To build a new government station
 E. To park the locomotives at the original station

Question 14 and 15 are based on the following monologue.

14. A. The cooking pot
 B. The stinginess
 C. The new place
 D. The wealth
 E. Rice
15. A. The family were hungry
 B. It was the last rice they had
 C. He didn't want the rice to be stolen
 D. The rice was still fresh from the pot
 E. Pak Pesut wished to share with the villagers

