

Appendix

Appendix 1. Listening Comprehension Strategies Descriptions

Advanced organization	1. Before listening, I clarify the objective of an anticipated listening task and/or propose strategies for handling it.
Direct attention	2. Before listening, I concentrate my mind on the listening task and don't pay attention to things that distract my attention.
Selective attention	3. Before listening, I scan the questions first, and then decide to listen for specific aspects of scripts.
Self management	4. While listening, I try to keep up with the speed.
Self monitoring	5. While listening, I ask myself what I am listening to, or how much I have understood.
Refocusing	6. I am answer of my inattention and will make myself refocus on the material.
Self evaluation	7. After listening, I self check my listening comprehension and try to correct my errors.
Comprehension monitoring	8. After listening, I look up dictionary to check my comprehension.
Problem identification	9. After listening, I reflect on my problems or difficulties, such as, the speech rate was too fast, or the linkage was hard to identify.
Evaluation	10. After listening, I use a checklist to evaluate my listening progress.
Previewing	11. Before listening, I preview the lesson.
Resourcing	12. I use tools to understand the scripts, such as dictionary, grammar book, or encyclopedia.
Translation	13. I try to translate words or sentences into my own language.
Deduction	14. I use linguistic clues to comprehend the scripts, such as prefixes and suffixes.
Repetition	15. While listening, I repeat words or phrases softly or mentally.
Segmentation	16. I use pronunciation, intonation and pausing to part sentences

Listening to main idea	17. I listen for main ideas first, then details.
Inferencing	18. I predict or make hypotheses on texts by titles and then verify my anticipation.
Linguistic inferencing	19. I guess the meaning of unfamiliar words using known words in the surrounding context.
Extra linguistic inferencing	20. I try to use background sounds and noise and relationship between speakers to guess the meaning of unknown words.
Between parts inferencing	21. I try to use information beyond the sentence level to guess the meaning of unknown words.
Voice inferencing	22. I try to use the speakers' tone of voice, pause and intonation to guess the meaning of unknown words.
Think in English	23. I try to think in English
Imagery	24. I use mental or actual pictures to help me comprehend scripts.
Personal elaboration	25. I relate new information to my personal experience or knowledge.
World elaboration	26. I try to relate new knowledge to the knowledge or experience I gain from the world.
Academic elaboration	27. I try to relate new knowledge to the knowledge or information I gain in academic context (textbook from university or school).
Questioning elaboration	28. I try to use the combination of questions and world knowledge to understand the meaning.
Creative elaboration	29. I try to use my creativity such as making a story to help me comprehend the script.
Summarization	30. I try to make a written or mental short summary of what I have listened to comprehend the meaning.
Transfer	31. I try to use knowledge of my own language to facilitate listening in another (example: cognates)

Appendix 2. Listening Comprehension Strategies Questionnaire

Kuesioner Strategi Mendengarkan dengan Pemahaman

Nama :

Kelas :

Tanggal pengisian:

Pernyataan-pernyataan di bawah ini menggambarkan strategi untuk mendengarkan dengan pemahaman dan apa yang anda rasakan tentang pelajaran mendengarkan pada bahasa yang anda pelajari saat ini. Apakah anda setuju dengan pernyataan-pernyataan tersebut?

Kuesioner ini bukanlah sebuah test, jadi tidak ada jawaban benar atau salah. Dengan menjawab pernyataan – pernyataan ini, anda bisa membantu diri sendiri dan dosen anda untuk mengukur kemajuan anda dalam belajar mendengar dengan pemahaman.

Petunjuk pengisian:

Lingkari satu nomor pada tiap pernyataan.

Contoh:

	Tidak pernah	Jarang	Sering	Biasanya	Selalu
Saya mendengarkan musik.	1	2	3	4	5

Statements <i>Pernyataan</i>	Tidak pernah	Jarang	Sering	Biasanya	Selalu
1. Before listening, I clarify the objective of an anticipated listening task and/or propose strategies for handling it. <i>Sebelum mendengarkan, saya mengklarifikasikan tujuan dari tugas menyimak dan/ atau menyiapkan beberapa strategi untuk memahaminya.</i>	1	2	3	4	5
2. Before listening, I concentrate my mind on the listening task and don't pay attention to things that distract my attention. <i>Sebelum mendengarkan, saya berkonsentrasi pada kegiatan mendengarkan tanpa menghiraukan segala sesuatu yang mengganggu konsentrasi saya.</i>	1	2	3	4	5

Statements Pernyataan	Tidak pernah	Jarang	Sering	Biasanya	Selalu
3. Before listening, I scan the questions first, and then decide to listen for specific aspects of scripts. <i>Sebelum mendengarkan, pertama-tama saya membaca pertanyaan-pertanyaan secara cepat, kemudian saya memutuskan untuk mendengarkan hal-hal khusus dalam teks yang berhubungan dengan pertanyaan-pertanyaan yang tersebut.</i>	1	2	3	4	5
4. While listening, I try to keep up with the speed. <i>Selama mendengarkan, saya mencoba mengikuti kecepatan yang ada.</i>	1	2	3	4	5
5. While listening, I ask myself what I am listening to, or how much I have understood. <i>Selama mendengarkan, saya bertanya kepada diri sendiri apa yang sedang saya dengarkan atau seberapa banyak yang telah saya pahami.</i>	1	2	3	4	5
6. I am answer of my inattention and will make myself refocus on the material. <i>Saya menyadari konsentrasi yang kurang dan berusaha fokus kembali pada materi yang sedang saya dengarkan.</i>	1	2	3	4	5

Statements Pernyataan	Tidak Pernah	Jarang	Sering	Biasanya	Selalu
7. After listening, I self check my listening comprehension and try to correct my errors. <i>Setelah mendengarkan, saya memeriksa kembali pemahaman dari apa yang telah saya dengarkan kemudian mencoba memperbaiki kesalahan – kesalahan pada jawaban saya.</i>	1	2	3	4	5
8. After listening, I look up dictionary to check my comprehension. <i>Setelah mendengarkan, saya membuka kamus untuk memeriksa pemahaman saya atas teks yang telah saya simak.</i>	1	2	3	4	5
9. After listening, I reflect on my problems or difficulties, such as, the speech rate was too fast, or the linkage was hard to identify. <i>Setelah mendengarkan, saya memikirkan permasalahan-permasalahan atau kesulitan-kesulitan seperti tingkat kecepatan yang terlalu tinggi atau hubungan antar ide yang sulit dimengerti.</i>	1	2	3	4	5
10. After listening, I use a checklist to evaluate my listening progress. <i>Setelah mendengarkan, saya menggunakan sebuah daftar untuk mengevaluasi peningkatan kemampuan mendengarkan saya.</i>	1	2	3	4	5

Statements <i>Pernyataan</i>	Tidak pernah	Jarang	Sering	Biasanya	Selalu
11. Before listening, I preview the lesson. <i>Sebelum mendengarkan, saya meninjau materinya terlebih dahulu.</i>	1	2	3	4	5
12. I use tools to understand the scripts, such as dictionary, grammar book, or encyclopedia. <i>Saya menggunakan beberapa perangkat untuk memahami materi, seperti kamus, buku tata bahasa, atau ensiklopedia.</i>	1	2	3	4	5
13. I try to translate words or sentences into my own language. <i>Saya mencoba untuk menterjemahkan kata-kata atau kalimat berbahasa Inggris dalam bahasa Indonesia.</i>	1	2	3	4	5
14. I use linguistic clues to comprehend the scripts, such as prefixes and suffixes. <i>Saya menggunakan penanda – penanda bahasa yang dipakai dalam teks untuk memahami dialog, seperti misalnya awalan dan akhiran.</i>	1	2	3	4	5
15. While listening, I repeat words or phrases softly or mentally. <i>Sambil mendengarkan, saya mengulangi kata-kata atau frase secara pelan atau dalam hati.</i>	1	2	3	4	5

Statements Pernyataan	Tidak pernah	Jarang	Sering	Biasanya	Selalu
16. I use pronunciation, intonation and pausing to part sentences. <i>Saya menggunakan cara pengucapan, intonasi dan jeda untuk memahami kalimat-kalimat.</i>	1	2	3	4	5
17. I remark the key points of the script by underlining or capitalizing idea <i>Saya memperhatikan hal-hal pokok atau inti pada dialog.</i>	1	2	3	4	5
18. I listen for main ideas first, then details. <i>Saya mendengarkan ide utama terlebih dahulu, baru kemudian ide pendukung.</i>	1	2	3	4	5
19. I predict or make hypotheses on texts by titles and then verify my anticipation. <i>Saya memperkirakan atau membuat hipotesa pada teks berdasarkan judul kemudian saya membuktikan perkiraan / hipotesa saya saat menyimak</i>	1	2	3	4	5

Statements Pernyataan	Tidak pernah	Jarang	Sering	Biasanya	Selalu
20. I guess the meaning of unfamiliar words using known words in the surrounding context. <i>Saya menebak arti kata-kata yang sulit dengan cara menggunakan kata-kata umum yang sudah dikenal dalam lingkup bahasan yang sama.</i>	1	2	3	4	5
21. I try to use background sounds and noise and relationship between speakers to guess the meaning of unknown words. <i>Saya mencoba menggunakan latar belakang suara dan hubungan antara pembicara untuk menebak arti dari kata-kata yang belum saya ketahui.</i>	1	2	3	4	5
22. I try to use information beyond the sentence level to guess the meaning of unknown words. <i>Saya mencoba untuk menggunakan informasi di luar kalimat-kalimat dalam dialog untuk menebak arti dari kata-kata yang tidak saya ketahui.</i>	1	2	3	4	5
23. I try to use the speakers' tone of voice, pause and intonation to guess the meaning of unknown words. <i>Saya mencoba menggunakan nada suara si pembicara, jeda dan intonasinya untuk menebak arti dari kata-kata yang belum saya ketahui.</i>	1	2	3	4	5

Statements <i>Pernyataan</i>	Tidak pernah	Jarang	Sering	Biasanya	Selalu
24. I try to think in English <i>Saya mencoba untuk berpikir dalam bahasa Inggris.</i>	1	2	3	4	5
25. I use mental or actual pictures to help me comprehend scripts. <i>Saya menggunakan ilustrasi atau gambar yang sebenarnya untuk membantu saya memahami dialog.</i>	1	2	3	4	5
26. I relate new information to my personal experience or knowledge. <i>Saya menghubungkan informasi baru dengan pengalaman atau pengetahuan saya pribadi.</i>	1	2	3	4	5
27. I try to relate new knowledge to the knowledge or experience I gain from the world. <i>Saya mencoba untuk menghubungkan pengetahuan baru dengan pengetahuan atau pengalaman yang saya peroleh dari lingkungan.</i>	1	2	3	4	5
28. I try to relate the new knowledge to the knowledge or information I gain in academic context (textbook from university or school). <i>Saya mencoba menghubungkan pengetahuan baru dengan pengetahuan atau informasi yang saya peroleh dari dunia akademik (buku teks dari universitas atau sekolah)</i>	1	2	3	4	5

Statements <i>Pernyataan</i>	Tidak pernah	Jarang	Sering	Biasanya	Selalu
<p>29. I try to use the combination of questions and world knowledge to understand the meaning.</p> <p><i>Saya mencoba menggunakan kombinasi dari pertanyaan – pertanyaan dan pengetahuan umum untuk memahami dialog yang saya simak.</i></p>	1	2	3	4	5
<p>30. I try to use my creativity such as making a story to help me comprehend the script.</p> <p><i>Saya mencoba untuk menggunakan kreatifitas saya seperti mengarang cerita untuk memahami apa yang saya simak.</i></p>	1	2	3	4	5
<p>31. I try to make a written or mental short summary of what I have listened to comprehend the meaning.</p> <p><i>Saya mencoba untuk membuat ringkasan singkat dari apa yang telah saya dengar untuk memahami teks.</i></p>	1	2	3	4	5
<p>32. I try to use knowledge of my own language to facilitate listening in another language.</p> <p><i>Saya mencoba menggunakan pengetahuan dari bahasa Indonesia saya untuk memudahkan saya menyimak dalam bahasa Inggris</i></p>	1	2	3	4	5

Appendix 3.

Description of the TOEIC Score Items

TOEIC SCORE	PROFICIENCY LEVEL	PROFICIENCY DESCRIPTION
200	Elementary Proficiency	Able to satisfy basic survival requirements, maintain very simple face-to-face conversations on familiar topics; thinks in native language and translates into English.
400	Intermediate Proficiency	Can initiate and maintain predictable face-to-face conversations; satisfy limited social demands; range and control of language limited; emerging, but not consistent, basic grammar.
600	Working Proficiency	Able to satisfy limited work requirements and routine social demands; facility with concrete subject matter and language, usually thinks in English, occasionally resorts to translation.
800	Advanced Working Proficiency	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective; communicates effectively on topics ranging to particular interests and special fields of competence; effective use of language may deteriorate under tension or pressure.

Appendix 4

TOEIC Listening Score Descriptors (TOEIC Compendium)

Level	Strengths	Weaknesses
400	<p>Test takers who score around 400 typically have the following strengths:</p> <ul style="list-style-type: none"> • They can infer the central idea, purpose, and basic context of short spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict. • They can infer the central idea, purpose, and basic context of extended spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text. • They can understand details in <i>short</i> spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used. • They can understand details in <i>extended</i> spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present. 	<p>Test takers who receive a score at this level typically have weaknesses only when uncommon grammar or vocabulary is used.</p>
300	<p>Test takers who score around 300 typically have the following strengths:</p> <ul style="list-style-type: none"> • They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult. • They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase. • They can understand details in short 	<p>Test takers who score around 300 typically have the following weaknesses:</p> <ul style="list-style-type: none"> • They have difficulty understanding the central idea, purpose and basic context of short spoken exchanges when conversational responses are indirect or difficult to predict or when the vocabulary is difficult. • They do not understand the central idea, purpose and basic context of extended spoken texts when it is

	<p>spoken exchanges when easy or medium-level vocabulary is used.</p> <ul style="list-style-type: none"> • They can understand details in extended spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text. They can understand details when the information is slightly paraphrased. 	<p>necessary to connect information within the text or when difficult vocabulary is used.</p> <ul style="list-style-type: none"> • They do not understand details in short spoken exchanges when language is syntactically complex or when difficult vocabulary is used. They do not usually understand details that include negative constructions. • They do not understand details in extended spoken texts when it is necessary to connect information across the text or when the information is not supported by repetition. They do not understand most paraphrased information or difficult grammatical constructions.
200	<p>Test takers who score around 200 typically have the following strengths:</p> <ul style="list-style-type: none"> • They can understand short (single-sentence) descriptions of the central idea of a photograph. • They can sometimes understand the central idea, purpose and basic context of extended spoken texts when this information is supported by a lot of repetition and easy vocabulary. • They can understand details in short spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood. • They can understand details in extended spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text. 	<p>Test takers who score around 200 typically have the following weaknesses:</p> <ul style="list-style-type: none"> • They do not understand the central idea, purpose or basic context of short spoken exchanges, even when the language is direct and no unexpected information is present. • They do not understand the central, purpose and basic context of extended spoken texts when it is necessary to connect information across the text or when the vocabulary is somewhat difficult. • They do not understand details in short spoken exchanges when somewhat difficult vocabulary is used or when the language is syntactically complex. They do not understand details that include negative constructions. • They do not understand details in extended spoken texts when the requested information is heard in the middle of the text. They do not understand paraphrased information or difficult grammatical constructions.

Appendix 5

Result of the Calculation of Pearson Correlation to test the TOEIC Validity

No	r - count	conclusion
item1	.28*	valid
item2	.34*	valid
item3	.271	valid
item4	.29*	valid
item5	.38**	valid
item6	.454**	valid
item7	.35**	valid
item8	.40**	valid
item9	.275	Valid
item10	.288*	valid
item11	.357	valid
item12	.289	valid
item13	.342	valid
item14	.411**	valid
item15	.305	valid
item16	.378	valid
item17	.283	valid
item18	.367**	valid
item19	.440	valid
item20	.256	valid
item21	.258*	valid
item22	.267*	valid
item23	.275	valid
item24	.265*	valid
item25	.27*	valid
item26	.312	valid
item27	.29*	valid
item28	.285*	valid
item29	.268	valid
item30	.34**	valid
item31	.32**	valid
item32	.275*	valid
item33	.258	valid

No	r - count	conclusion
item34	.269*	Valid
item35	.272*	Valid
item36	.268*	Valid
item37	.280*	Valid
item38	.289	Valid
item39	.85*	Valid
item40	.34**	Valid
item41	.459	Valid
item42	.45**	Valid
item43	.34**	Valid
item44	.293*	Valid
item45	.281*	Valid
item46	.506	Valid
item47	.462**	valid
item48	.288*	valid
item49	.351	valid
item50	.264*	valid
item51	.302	valid
item52	.368**	valid
item53	.309	valid
item54	.274*	valid
item55	.270	valid
item56	.281*	valid
item57	.356**	valid
item58	.362**	valid
item59	.404**	valid
item60	.375	valid
item61	.258	valid
item62	.287*	valid
item63	.283*	valid
item64	.269*	valid
item65	.292	valid
item66	.281*	valid

No	r - count	conclusion
item67	.289*	valid
item68	.279	valid
item69	.283*	valid
item70	.353**	valid
item71	.298*	valid
item72	.304*	Valid
item73	.294*	Valid
item74	.294	Valid
item75	.425	Valid
item76	.258	Valid
item77	.26*	Valid
item78	.273	Valid
item79	.271*	Valid
item80	.286*	Valid
item81	.304*	Valid
item82	.332	Valid
item83	.328	Valid
item84	.36**	Valid
item85	.38**	Valid
item86	.318	Valid
item87	.262*	Valid
item88	.282*	Valid
item89	.261*	Valid
item90	.509	Valid
item91	.337	Valid
item92	.344**	Valid
item93	.375**	Valid
item94	.30*	Valid
item95	.276*	Valid
item96	.382**	Valid
item97	.274*	Valid
item98	.312*	Valid
item99	.29*	Valid
item100	.380**	Valid

Appendix 6

Questionnaire test validity result

No	r-count	conclusion	No	r-count	conclusion
item 1	.411**	Valid	item 17	.427**	Valid
item 2	.418**	Valid	item 18	.469**	Valid
item 3	.407**	Valid	item 19	.566**	Valid
item 4	.408**	Valid	item 20	.465**	Valid
item 5	.313	Valid	item 21	.570**	Valid
item 6	.290	Valid	item 22	.513**	Valid
item 7	.391**	Valid	item 23	.432**	Valid
item 8	.285*	Valid	item 24	.445**	Valid
item 9	.425**	Valid	item 25	.471**	Valid
item 10	.399**	Valid	item 26	.455**	Valid
item 11	.306	Valid	item 27	.601**	Valid
item 12	.356**	Valid	item 28	.450**	Valid
item 13	.439**	Valid	item 29	.481**	Valid
item 14	.439**	Valid	item 30	.623**	Valid
item 15	.447**	Valid	item 31	.711**	Valid
item 16	.457**	Valid	item 32	.378	Valid

Appendix 7

Descriptive statistic the upper-level group's cognitive listening strategies

N	Valid	41
	Missing	0
Mean		3.2788
Median		3.3600
Mode		3.64 ^a
Std. Deviation		.55663
Variance		.310
Skewness		-.647
Std. Error of Skewness		.369
Minimum		1.95
Maximum		4.00
Sum		134.43
Percentiles	25	2.9100
	50	3.3600
	75	3.7050

Appendix 8

Frequency distribution score of upper-level group's cognitive listening strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.95	1	2.4	2.4	2.4
	2.18	1	2.4	2.4	4.9
	2.23	1	2.4	2.4	7.3
	2.27	1	2.4	2.4	9.8
	2.45	1	2.4	2.4	12.2
	2.68	1	2.4	2.4	14.6
	2.73	1	2.4	2.4	17.1
	2.77	1	2.4	2.4	19.5
	2.86	1	2.4	2.4	22.0
	2.91	3	7.3	7.3	29.3
	3.05	2	4.9	4.9	34.1
	3.09	1	2.4	2.4	36.6
	3.14	1	2.4	2.4	39.0
	3.27	1	2.4	2.4	41.5
	3.32	2	4.9	4.9	46.3
	3.36	3	7.3	7.3	53.7
	3.41	2	4.9	4.9	58.5
	3.45	1	2.4	2.4	61.0
	3.64	4	9.8	9.8	70.7
	3.68	2	4.9	4.9	75.6
	3.73	1	2.4	2.4	78.0
	3.77	1	2.4	2.4	80.5
	3.86	1	2.4	2.4	82.9
	3.91	1	2.4	2.4	85.4
	3.95	4	9.8	9.8	95.1
	4.00	2	4.9	4.9	100.0
	Total	41	100.0	100.0	

Appendix 9

Descriptive statistic the upper-level group's metacognitive listening strategies

N	Valid	41
	Missing	0
Mean		3.3000
Median		3.3000
Mode		3.10
Std. Deviation		.48218
Variance		.232
Skewness		.245
Std. Error of Skewness		.369
Minimum		2.30
Maximum		4.40
Sum		135.30
Percentiles	25	3.0000
	50	3.3000
	75	3.6500

Appendix 10

Frequency distribution score of upper-level group's metacognitive listening strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.30	1	2.4	2.4	2.4
	2.50	1	2.4	2.4	4.9
	2.60	1	2.4	2.4	7.3
	2.70	3	7.3	7.3	14.6
	2.90	2	4.9	4.9	19.5
	3.00	5	12.2	12.2	31.7
	3.10	6	14.6	14.6	46.3
	3.20	1	2.4	2.4	48.8
	3.30	4	9.8	9.8	58.5
	3.40	3	7.3	7.3	65.9
	3.50	2	4.9	4.9	70.7
	3.60	2	4.9	4.9	75.6
	3.70	1	2.4	2.4	78.0
	3.80	3	7.3	7.3	85.4
	3.90	2	4.9	4.9	90.2
	4.00	1	2.4	2.4	92.7
	4.10	1	2.4	2.4	95.1
	4.20	1	2.4	2.4	97.6
	4.40	1	2.4	2.4	100.0
	Total	41	100.0	100.0	

Appendix 11

Descriptive statistic the lower-level group's cognitive listening strategies

N	Valid	19
	Missing	0
Mean		3.1868
Median		3.2700
Mode		3.36
Std. Deviation		.56881
Variance		.324
Skewness		-1.027
Std. Error of Skewness		.524
Minimum		1.64
Maximum		4.05
Sum		60.55
Percentiles	25	2.9100
	50	3.2700
	75	3.5000

Appendix 12

Frequency distribution score of lower-level group's cognitive listening strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.64	1	5.3	5.3	5.3
	2.36	1	5.3	5.3	10.5
	2.55	1	5.3	5.3	15.8
	2.91	2	10.5	10.5	26.3
	3.00	1	5.3	5.3	31.6
	3.09	1	5.3	5.3	36.8
	3.23	2	10.5	10.5	47.4
	3.27	1	5.3	5.3	52.6
	3.36	3	15.8	15.8	68.4
	3.41	1	5.3	5.3	73.7
	3.50	1	5.3	5.3	78.9
	3.59	1	5.3	5.3	84.2
	3.68	1	5.3	5.3	89.5
	4.05	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

Appendix 13

Descriptive statistic the lower-level group's cognitive listening strategies

N	Valid	19
	Missing	0
Mean		3.1868
Median		3.2700
Mode		3.36
Std. Deviation		.56881
Variance		.324
Skewness		-1.027
Std. Error of Skewness		.524
Minimum		1.64
Maximum		4.05
Sum		60.55
Percentiles	25	2.9100
	50	3.2700
	75	3.5000

Appendix 14

Frequency distribution score of lower-level group's metacognitive listening strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.10	1	5.3	5.3	5.3
	2.30	1	5.3	5.3	10.5
	2.40	1	5.3	5.3	15.8
	2.50	1	5.3	5.3	21.1
	2.90	2	10.5	10.5	31.6
	3.00	1	5.3	5.3	36.8
	3.10	3	15.8	15.8	52.6
	3.20	1	5.3	5.3	57.9
	3.30	1	5.3	5.3	63.2
	3.40	1	5.3	5.3	68.4
	3.60	1	5.3	5.3	73.7
	3.70	2	10.5	10.5	84.2
	4.20	1	5.3	5.3	89.5
	4.30	1	5.3	5.3	94.7
	4.60	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

Appendix 15

Cognitive and Metacognitive listening strategies questionnaire and TOEIC listening score

NO	NAME	STRATEGY		AVERAGE SCORE		TOEIC score
		M	C	M	C	
13	MICHAEL ARKA JATRI KARSUNU	33	68	3,3	3,09	325
39	MERRY WINDI KUSUMANINGTYAS	30	83	3	3,77	300
20	SERAFISON EFOTDOMI M	34	80	3,4	3,64	295
33	DIAN PARADITYA LUANMASAR	39	74	3,9	3,36	290
36	IDHI GALIS NATASIA	37	87	3,7	3,95	290
59	FAIZ ABDUL FATAH	27	73	2,7	3,32	290
54	ANDREAS AKBAR ALWI	32	74	3,2	3,36	285
45	TAUFIQ HIDAYAT	30	87	3	3,95	280
48	ACHMAD ANGGA DWI PRASTYA	26	59	2,6	2,68	280
53	ALDOBARAN S. S.	27	87	2,7	3,95	280
5	ANGGUN SUGIARKO	27	48	2,7	2,18	270
19	RICHYNARI TAMBELANGI	42	81	4,2	3,68	270
47	WISNU MOH. ZAYIN	30	81	3	3,68	270
57	BAGUS SETYAWAN	31	82	3,1	3,73	270
7	GLEN YANEL SUWU	41	88	4,1	4,00	265
18	RACHMAD ADITYA HENDI MAWARDI	31	67	3,1	3,05	265
23	UMAR FAUZI	31	75	3,1	3,41	265
2	ADE MUHAMMAD ILHAM	38	80	3,8	3,64	255
17	OKY BAYU SETYAWAN	35	69	3,5	3,14	255
16	MUHAMMAD GALANG FACHRUDDIN	29	49	2,9	2,23	250
1	ADE AJI NUGRAHA	34	60	3,4	2,73	230
8	HENI DAMAYANTI	38	80	3,8	3,64	230
26	AHMAD JAYA KURNIAWAN	30	75	3	3,41	230
44	SEFRY ANDI SETYAWAN	44	64	4,4	2,91	230
21	SETYO TAKDIRUL SALAM	31	64	3,1	2,91	225
25	ADI SUSANTO	29	72	2,9	3,27	225
32	DHIMAS M WIRDANI	33	64	3,3	2,91	225
60	FERDI MAMA HIT	30	61	3	2,77	225
6	DIAZ NOVITASARI	39	73	3,9	3,32	220
38	LUKAS PUJA ERTRIYANDIKA PUTRA	38	76	3,8	3,45	220
43	RIANA ERDIYANTI	40	87	4	3,95	220
10	M.ARDAN SANJAYA	25	54	2,5	2,45	215
30	AYU WIDAYANTI	33	86	3,3	3,91	215
35	GAGAH MUHENDWIGA	33	63	3,3	2,86	215
9	IKA SURTIANA	36	80	3,6	3,64	205
12	MHAYSKINZKY GROEN B	34	43	3,4	1,95	205
15	MOH.SUMRI	31	88	3,1	4,00	205
31	DENDIS PRATAMA	31	67	3,1	3,05	205
3	ADI SURYONO	36	74	3,6	3,36	200

22	STEYNER R KAHIMPONG	35	85	3,5	3,86	200
51	AKHMAD JUNAEDI	23	50	2,3	2,27	200
24	AAN MEISWANTORO	31	74	3,1	3,36	195
40	MUHAMMAD PUJI ASHARI	31	56	3,1	2,55	190
49	AGUNG NOVIANDRI K	21	64	2,1	2,91	190
56	AYUNG AWHISTI ARIADI	42	77	4,2	3,50	190
29	ANGGA DWI SATRIAWAN	29	71	2,9	3,23	180
37	LUCIANA RAHMANIAR	37	75	3,7	3,41	180
28	ALFIANSYAH TUNGGUL WIBOWO	29	71	2,9	3,23	175
41	HASRIL MAFRUDHA	46	89	4,6	4,05	175
50	AHMAD NUR AFFIF	34	72	3,4	3,27	170
52	AL ISLAH	24	52	2,4	2,36	170
14	MOH. NURUL MUHAQQIQIN	43	89	4,3	4,05	165
4	NIZAR AZMY RAFSANJANI	36	74	3,6	3,36	165
55	APRIAN GUNTUR HERMAWAN	33	64	3,3	2,91	160
34	FENDIK TRI PURNOMO	23	81	2,3	3,68	150
27	AKHMAD YUSFA	31	74	3,1	3,36	130
46	TEGUH ANDY PRAYITNO	30	66	3	3,00	130
58	CHANDRA BHISMA ISLAMI I	32	68	3,2	3,09	120
4	AGNES YUNITA P.	37	79	3,7	3,59	85
11	M.RIDWAN RASYIDI	25	36	2,5	1,64	60

Appendix 16

TOEIC Listening

 To hear the audio portion for Part 1, play Track 1 on Audio CD 2.

SECTION I—LISTENING COMPREHENSION

In this section of the test, you will have the chance to show how well you understand spoken English. There are four parts to this section, with specific directions for each part.

Part 1: Picture

Directions: For each question, you will see a picture in your test book and you will hear four short statements. The statements will be spoken just one time. They will not be printed in your test book, so you must listen carefully in order to understand what the speaker says.

When you hear the four statements, look at the picture in your test book and choose the statement that best describes what you see in the picture. Then, on your answer sheet find the number of the question and mark your answer. Look at the sample below.



Now listen to the four statements.

Sample Answer

(A) (B) (C) (D)

Statement (B), "They're having a meeting," best describes what you see in the picture. Therefore, you should choose answer (B).

1.



2.



Turn to the Next Page

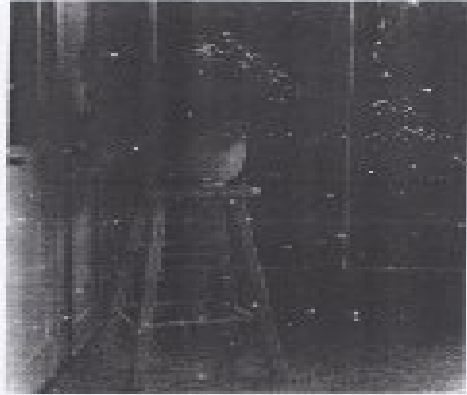
3.



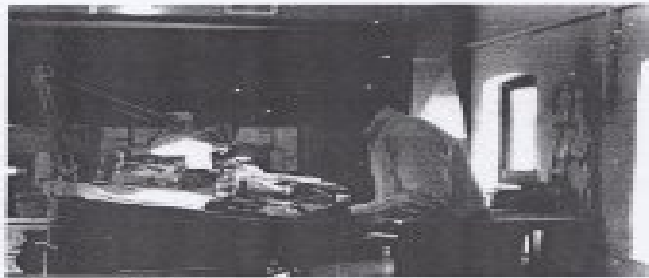
4.



5.



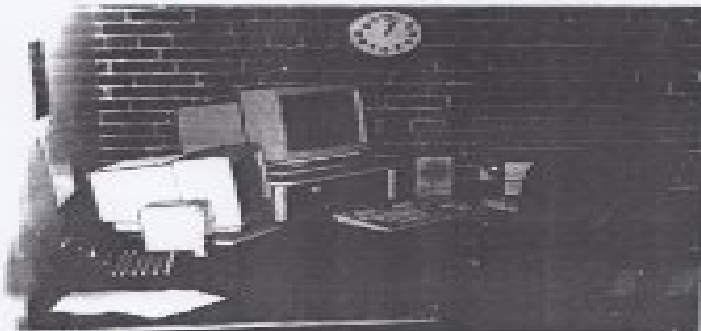
6.



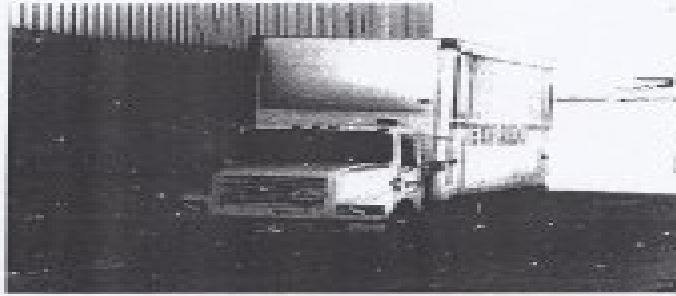
7.



8.



9.



10.



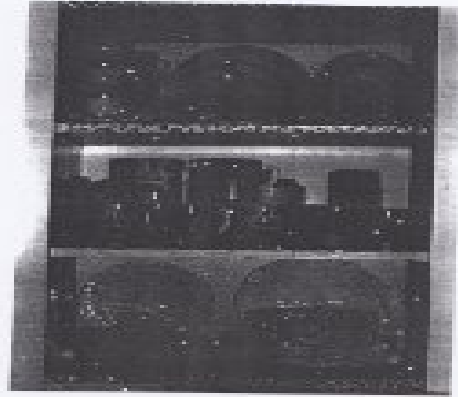
11.



12.



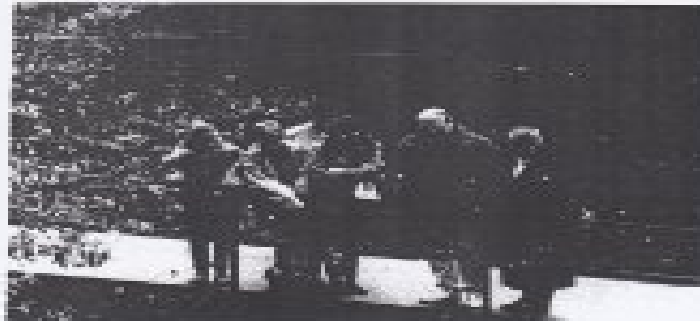
13



14



15



16



17.



18.



19.



20.





To hear the audio portion for Part II, play Track 2 on Audio CD 2.

Part II: Question-Response

Directions: In this part of the test, you will hear a question spoken in English, followed by three responses, also spoken in English. The question and the responses will be spoken just one time. They will not be printed in your test book, so you must listen carefully to understand what the speakers say. You are to choose the best response to each question. To listen to this page on the audio CD, play the CD.

Now listen to a sample question.

Sample Answer



The best response to the question "How are you?" is choice (A), "I am fine, thank you." Therefore, you should choose answer (A).

21. Mark your answer on your answer sheet. (A) (B) (C)
22. Mark your answer on your answer sheet. (A) (B) (C)
23. Mark your answer on your answer sheet. (A) (B) (C)
24. Mark your answer on your answer sheet. (A) (B) (C)
25. Mark your answer on your answer sheet. (A) (B) (C)
26. Mark your answer on your answer sheet. (A) (B) (C)
27. Mark your answer on your answer sheet. (A) (B) (C)
28. Mark your answer on your answer sheet. (A) (B) (C)
29. Mark your answer on your answer sheet. (A) (B) (C)
30. Mark your answer on your answer sheet. (A) (B) (C)
31. Mark your answer on your answer sheet. (A) (B) (C)
32. Mark your answer on your answer sheet. (A) (B) (C)

Turn to the Next Page

33. Mark your answer on your answer sheet. Ⓐ Ⓑ Ⓒ
34. Mark your answer on your answer sheet. Ⓐ Ⓑ Ⓒ
35. Mark your answer on your answer sheet. Ⓐ Ⓑ Ⓒ
36. Mark your answer on your answer sheet. Ⓐ Ⓑ Ⓒ
37. Mark your answer on your answer sheet. Ⓐ Ⓑ Ⓒ
38. Mark your answer on your answer sheet. Ⓐ Ⓑ Ⓒ
39. Mark your answer on your answer sheet. Ⓐ Ⓑ Ⓒ
40. Mark your answer on your answer sheet. Ⓐ Ⓑ Ⓒ
41. Mark your answer on your answer sheet. Ⓐ Ⓑ Ⓒ
42. Mark your answer on your answer sheet. Ⓐ Ⓑ Ⓒ
43. Mark your answer on your answer sheet. Ⓐ Ⓑ Ⓒ
44. Mark your answer on your answer sheet. Ⓐ Ⓑ Ⓒ
45. Mark your answer on your answer sheet. Ⓐ Ⓑ Ⓒ
46. Mark your answer on your answer sheet. Ⓐ Ⓑ Ⓒ
47. Mark your answer on your answer sheet. Ⓐ Ⓑ Ⓒ
48. Mark your answer on your answer sheet. Ⓐ Ⓑ Ⓒ
49. Mark your answer on your answer sheet. Ⓐ Ⓑ Ⓒ
50. Mark your answer on your answer sheet. Ⓐ Ⓑ Ⓒ

 To listen to the audio portion for Part III, play Track 3 on Audio CD 2.

Part III: Short Conversations

Directions: In this part of the test, you will hear several short conversations between two people. The conversations will not be printed in your test book. You will hear the conversations only once, so you must listen carefully to understand what the speakers say. In your test book, you will read a question about each conversation. The question will be followed by four answers. You are to choose the best answer to each question and mark it on your answer sheet.

- | | |
|---|---|
| 51. What are the speakers planning? | 55. Who was the man's appointment with? |
| (A) A luncheon. | (A) The woman. |
| (B) A reception. | (B) The personnel manager. |
| (C) A seminar. | (C) The managing director. |
| (D) A dinner. | (D) The office manager. |
| 52. Where will the woman spend the night? | 56. What is the man concerned about? |
| (A) At home. | (A) An important visitor. |
| (B) In a hotel. | (B) An upcoming audit. |
| (C) In the hospital. | (C) Reduced benefits. |
| (D) In her car. | (D) Staff cutbacks. |
| 53. When will the inspection occur? | 57. Why can't the man speak to Ms. Brady? |
| (A) This afternoon. | (A) She asked not to be disturbed. |
| (B) Monday morning. | (B) She is in a meeting. |
| (C) Wednesday afternoon. | (C) She is at a luncheon. |
| (D) Friday morning. | (D) She is out. |
| 54. What time is it? | 58. Where are the speakers? |
| (A) Late morning. | (A) In a manufacturing plant. |
| (B) Early afternoon. | (B) In a garden. |
| (C) Late night. | (C) In a government office. |
| (D) Early evening. | (D) On a loading dock. |

Turn to the Next Page

59. Who are they talking about?
- (A) A reporter.
 - (B) An actress.
 - (C) An artist.
 - (D) A trader.
60. Why does the man want to change tables?
- (A) The smoke is bothersome.
 - (B) He wants a cigarette.
 - (C) He can't hear the music.
 - (D) It's too noisy.
61. What do the men do for a living?
- (A) They are dentists.
 - (B) They are farmers.
 - (C) They are electricians.
 - (D) They are carpenters.
62. When will the man buy stamps?
- (A) Before going back to the office.
 - (B) Before going to the computer store.
 - (C) Before going to the post office.
 - (D) Before going to the bank.
63. Who is Gail?
- (A) A client.
 - (B) A supplier.
 - (C) His superior.
 - (D) His secretary.
64. What problem do the speakers have?
- (A) The jeans are out of style.
 - (B) The shipment is stuck in customs.
 - (C) The jeans haven't arrived.
 - (D) The advertising campaign has begun.
65. How will the woman find out about the show?
- (A) Look in the promotional material.
 - (B) Call the Home Builders' Association.
 - (C) Look in the newspaper.
 - (D) Talk to the Chamber of Commerce.
66. Who modeled the spring designs?
- (A) New talent.
 - (B) Favorite models.
 - (C) The woman's sister.
 - (D) The fashion designer.
67. How will the man get into his apartment?
- (A) Through the back door.
 - (B) With a locksmith.
 - (C) With the manager's help.
 - (D) Through a window.
68. Why will the man work late?
- (A) To read a contract.
 - (B) To analyze a budget.
 - (C) To review a proposal.
 - (D) To submit an expense report.
69. What happened to the stationery?
- (A) It was in a box.
 - (B) It was in the sun.
 - (C) It was folded.
 - (D) It was in a dark closet.

70. Who is against the plan?
- (A) The man.
 - (B) The woman.
 - (C) The planning commission.
 - (D) Neighbors.
71. Where is this conversation taking place?
- (A) At a department store.
 - (B) At a hotel.
 - (C) At a dry cleaners.
 - (D) At a banquet.
72. Why does the man want a large bonus?
- (A) To purchase a home.
 - (B) For a vacation.
 - (C) To spend on gifts.
 - (D) For a computer.
73. How was the order shipped?
- (A) By ship.
 - (B) By railroad.
 - (C) By truck.
 - (D) By air.
74. When did the woman last go to a movie?
- (A) The previous week.
 - (B) About a month before.
 - (C) About six weeks before.
 - (D) About two months before.
75. Why hasn't the secretary arrived?
- (A) She cannot cross the river.
 - (B) The bus is broken.
 - (C) Her agency is closed for the holiday.
 - (D) She is watching the races.
76. Why will the woman buy a new car?
- (A) She has extra money to spend.
 - (B) Her old one is too valuable.
 - (C) She is learning to repair cars.
 - (D) She was spending too much on maintenance.
77. How is the task of adding the memory chips described?
- (A) Uncomplicated.
 - (B) Involved.
 - (C) Hard.
 - (D) Foolish.
78. Who is the man speaking?
- (A) A dietitian.
 - (B) A personal trainer.
 - (C) A doctor.
 - (D) A pharmacist.
79. What is the man going to do?
- (A) Pay for his order.
 - (B) Pay for his parking.
 - (C) Place his order.
 - (D) Move his car.
80. Where are the men having this conversation?
- (A) In a shoe store.
 - (B) In a clothing store.
 - (C) At the dry cleaners.
 - (D) In an outdoor store.

Turn to the Next Page



To hear the audio portion for Part IV, play Track 4 on Audio CD 2.

Part IV: Short Talks

Directions: In this part of the test, you will hear several short talks. Each will be spoken just one time. They will not be printed in your test book, so you must listen carefully to understand and remember what is said.

In your test book, you will read two or more questions about each short talk. The questions will be followed by four answers. You are to choose the best answer to each question and mark it on your answer sheet.

81. What event will occur on May 28?
- (A) A speech.
 - (B) A play.
 - (C) A ballet.
 - (D) A concert.
82. What is the price range of the tickets?
- (A) \$18–\$30.
 - (B) \$13–\$40.
 - (C) \$9–\$8.
 - (D) \$4–\$20.
83. What type of business is this?
- (A) Public Relations.
 - (B) Restaurant.
 - (C) Hotel.
 - (D) Bus Company.
84. What will Mr. Park focus on this year?
- (A) Food presentation.
 - (B) Waiters.
 - (C) Menu items.
 - (D) Customer service.
85. What does the speaker want the employees to do?
- (A) Contact Mr. Park.
 - (B) Enjoy their lunch.
 - (C) Respect Mr. Park.
 - (D) Treat customers well.
86. Where is this introduction taking place?
- (A) Board of directors meeting.
 - (B) Staff managers meeting.
 - (C) A retirement dinner.
 - (D) Staff meeting.
87. What did Mr. Nazzar accomplish in his previous position?
- (A) Strengthened domestic sales.
 - (B) Directed company policy.
 - (C) Increased production.
 - (D) Reduced overhead.

88. How will Mr. Nazar save the company money?
- (A) By merging operations.
 - (B) By cutting staff.
 - (C) By reducing expenses.
 - (D) By lowering production.
89. Where is it expected to rain?
- (A) In Zurich.
 - (B) In southeastern Switzerland.
 - (C) Along the Italian-Austrian border.
 - (D) In Geneva.
90. How much snow is expected today in the mountains?
- (A) 30 centimeters.
 - (B) 15 centimeters.
 - (C) 60 centimeters.
 - (D) 7 centimeters.
91. Where has snow already been reported?
- (A) In southeastern Switzerland.
 - (B) Along the Italian-Austrian border.
 - (C) In the southern mountains.
 - (D) Along the French border.
92. What did Mr. Hausman do?
- (A) He published a book.
 - (B) He wrote the speech.
 - (C) He opened a bank.
 - (D) He introduced the speaker.
93. According to the speaker, in what areas have new challenges been created?
- (A) Business and industry.
 - (B) Industry management and regulation.
 - (C) Financial and capital services.
 - (D) International markets for capital.
94. What is this speech about?
- (A) Regulating capital markets.
 - (B) The history of industry management.
 - (C) Financial services and business planning.
 - (D) Banking changes in the past 20 years.
95. What kind of company does the speaker work for?
- (A) A travel agency.
 - (B) A construction company.
 - (C) A hotel chain.
 - (D) A customer service company.
96. In what area does the business excel?
- (A) Personnel.
 - (B) Customer service.
 - (C) Interior design.
 - (D) Building design.
97. What should the board of directors make available to each unit?
- (A) A team of interior designers.
 - (B) New furniture for the lobbies.
 - (C) Money to upgrade the facilities.
 - (D) Customer service goals.

98. Who will be the guest next week?
- (A) The program host.
 - (B) Dr. McDermott.
 - (C) A management consultant.
 - (D) Mr. Thompson.
99. What is the purpose of this announcement?
- (A) To conclude the program.
 - (B) To introduce the guest.
 - (C) To advertise a product.
 - (D) To begin the evening.
100. What, most likely, have the speakers been discussing?
- (A) Crisis management.
 - (B) Managing change.
 - (C) Inspiring workers.
 - (D) Contemporary technology.

This is the end of the Listening Comprehension portion of the test.
Turn to Part V in your test book.