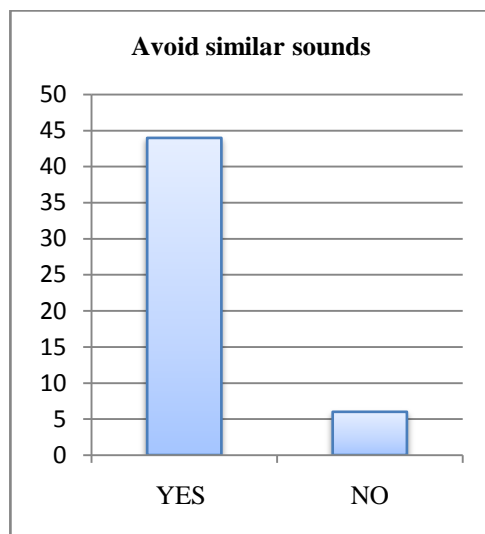


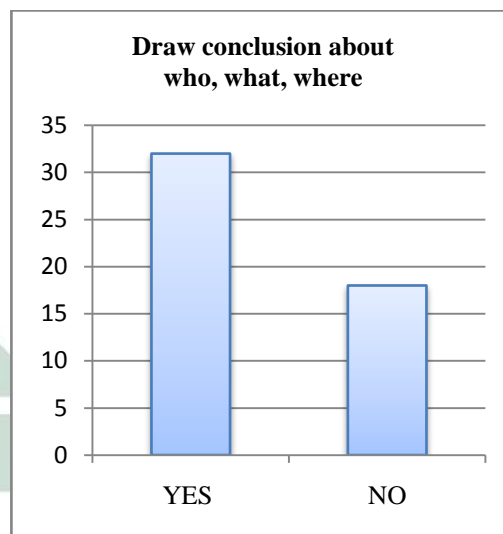
Listening TOEFL Strategy	Answer	
	Yes	No
Part B and C		
a. Before listening		
16. Anticipate the topics	43	7
17. Anticipate the questions	42	8
b. While listening		
18. Determine the topics	35	15
19. Draw conclusion about who, what, when, where	36	14
20. Listen for answer in order	35	15
Total	191	59
Σ Listening Part A, B and C	662	338

As seen in the questionnaire report of Table 4.1, listening TOEFL strategies to be the most frequently used by sixth semester students. It can be seen by the total score of choices yes = 1 which is showed the answer in listening is higher than total score of choices no = 0. In this case, total score of choices yes in listening part A, B and C is 662 (the sum of students who have been answered yes of the questions in all parts). Whereas, the total score of choices no = 0 is 338. The value result $662 \geq 338$ showed that listening TOEFL strategies was the most frequently used by test-takers.

Bar chart was presented to describe the frequency of students answer in each question. There were two point Guttman scales which are presented in the chart; yes = 1 and no = 0. Bar chart of students answer frequency can be seen in picture 4.1 – 4.20.



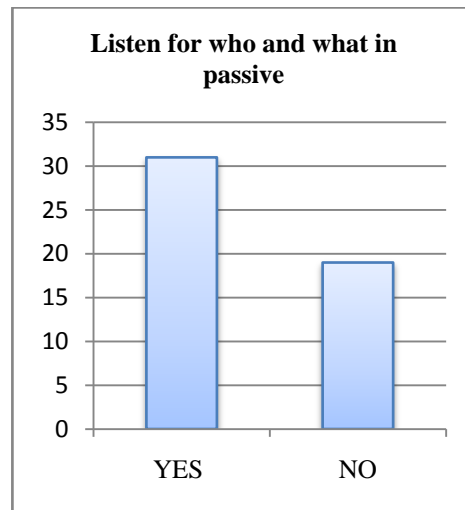
Picture 4.3 Chart of Question 3



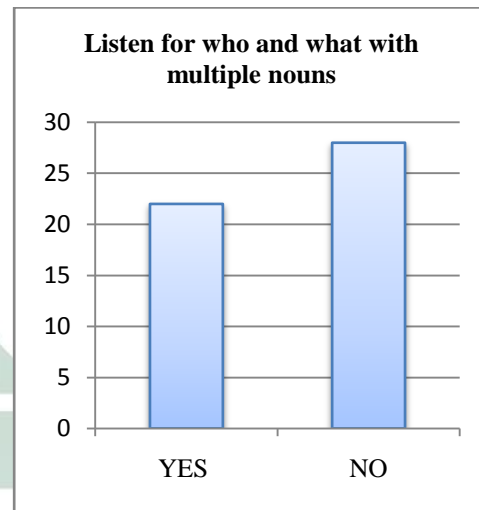
Picture 4.4 Chart of Question 4

Question 3 indicated that almost all students choose answer which contains the different sound from what they hear in listening TOEFL part A. It can be proven by chart of “yes” answer was the highest. 44 students answer “yes” and 6 student answer “no”.

Question 4 indicated that most of the students draw the conclusion about who, what and where in their mind to answer the listening TOEFL questions in listening part A. It can be proven by chart of “yes” answer was the higher than chart of “no” answer. 32 students answer “yes” and 18 students answer “no”.



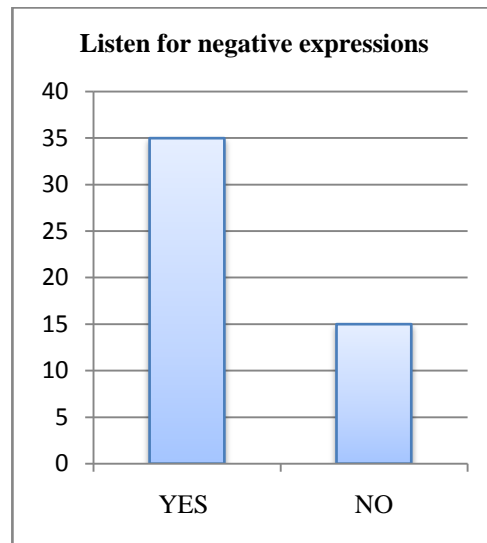
Picture 4.5 Chart of Question 5



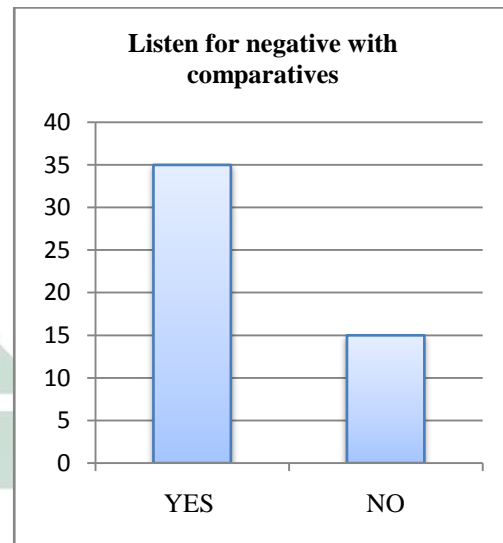
Picture 4.6 Chart of Question 6

Question 5 indicated that most of the students draw the conclusion about who and what in doing the action of the passive statements from they hear in listening TOEFL part A. It can be proven by chart of “yes” answer was the higher than chart of “no” answer. 31 students answer “yes” and 19 student answer “no”.

Question 6 indicated that most of the students didn’t choose answer which contains more than one noun in a sentence that they hear to answer the listening TOEFL questions in listening part A. It can be proven by chart of “no” answer was the higher than chart of “yes” answer. 22 students answer “yes” and 28 students answer “no”.



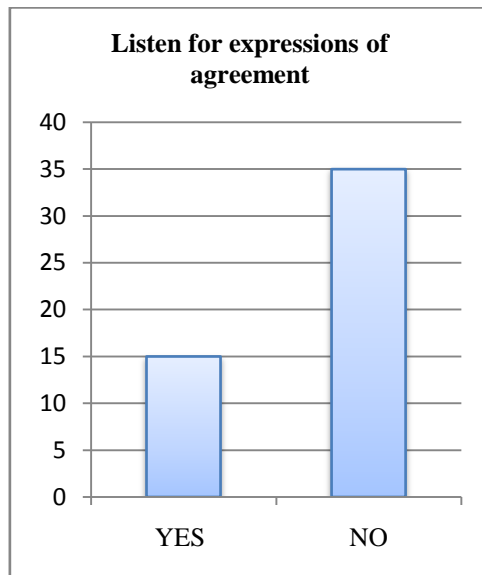
Picture 4.7 Chart of Question 7



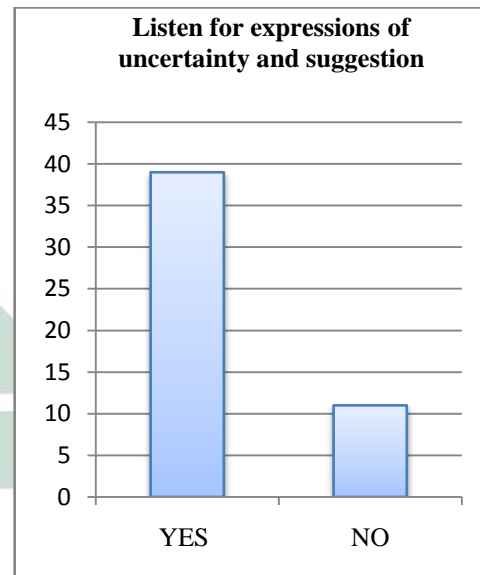
Picture 4.8 Chart of Question 8

Question 7 indicated that most of the students choose the answer which contains the opposite meaning of the negative expressions from what they hear in listening TOEFL part A. It can be proven by chart of “yes” answer was the highest. 35 students answer “yes” and 15 student answer “no”.

Question 8 indicated that most of the students choose the answer which has the superlative meaning in a sentence that they hear in listening TOEFL part A. It can be proven by chart of “yes” answer was the higher than chart of “no” answer. 35 students answer “yes” and 15 students answer “no”.



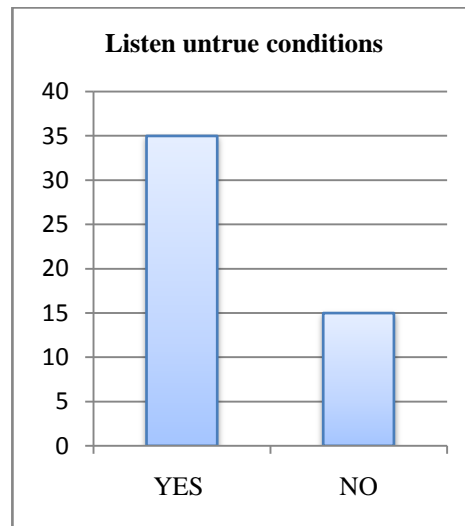
Picture 4.9 Chart of Question 9



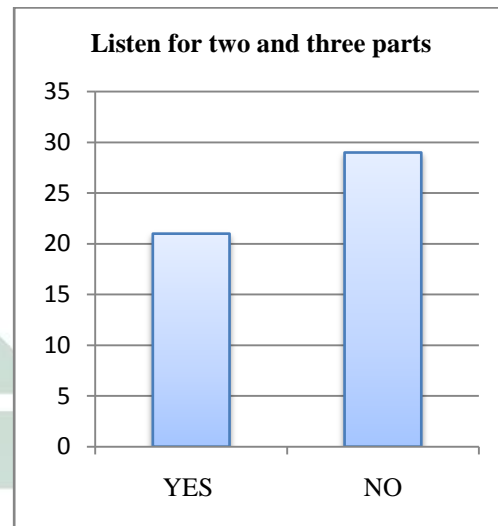
Picture 4.10 Chart of Question 10

Question 9 indicated that most of the students didn't choose the answer which contains the expressions of agreement in a positive or negative statement from what they hear in listening TOEFL part A. It can be proven by chart of "no" answer was the higher than chart of "yes" answer. 15 students answer "yes" and 35 student answer "no".

Question 10 indicated that most of the students choose the answer which the expression of uncertainty and suggestion in a sentence that they hear in listening TOEFL part A. It can be proven by chart of "yes" answer was the higher than chart of "no" answer. 39 students answer "yes" and 11 students answer "no".



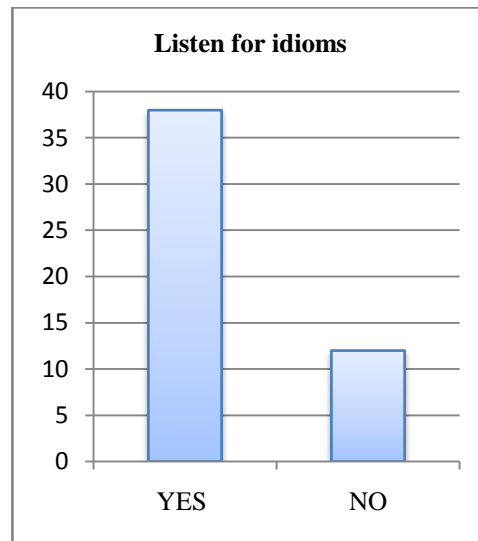
Picture 4.13 Chart of Question 13



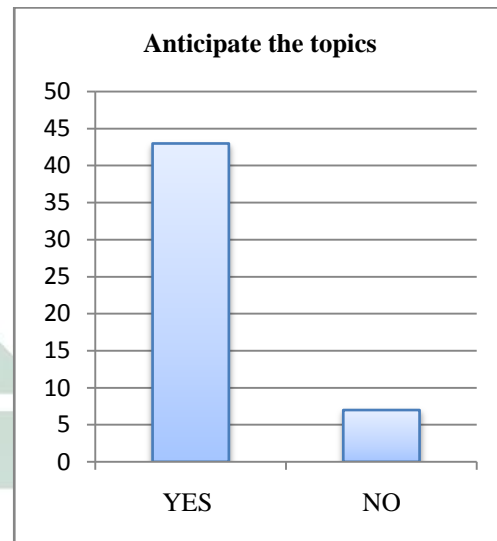
Picture 4.14 Chart of Question 14

Question 13 indicated that most of the students choose the answer which contains the opposite meaning of the condition is true from what they hear in listening TOEFL part A. It can be proven by chart of “yes” answer was the higher than chart of “no” answer. 35 students answer “yes” and 15 student answer “no”.

Question 14 indicated that most of the students didn’t choose the answer which contains the meaning of the verb in an idiomatic way from they hear in listening TOEFL part A. It can be proven by chart of “no” answer was the higher than chart of “yes” answer. 21 students answer “yes” and 29 students answer “no”.



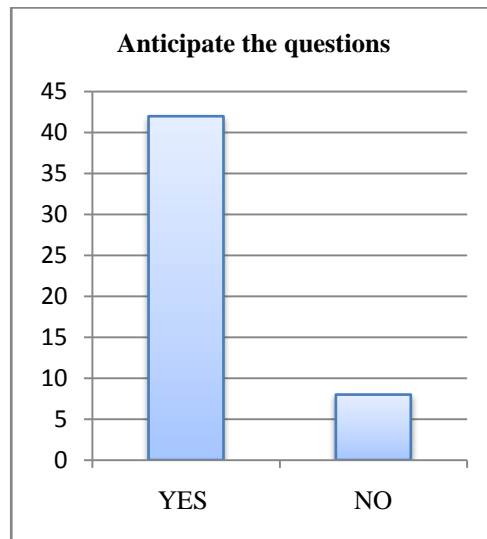
Picture 4.15 Chart of Question 15



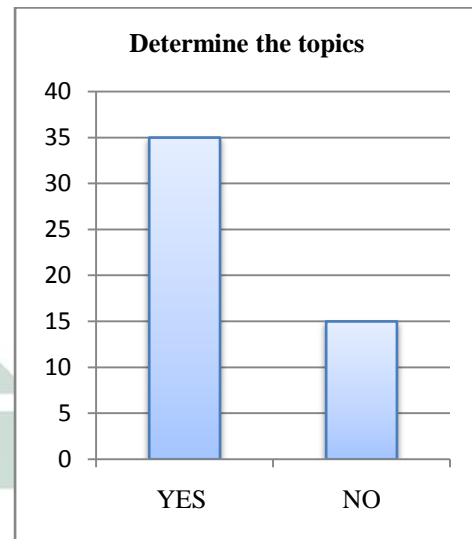
Picture 4.16 Chart of Question 16

Question 15 indicated that most of the students choose the answer which contains the meaning of the idiom statements that they hear in listening TOEFL part A. It can be proven by chart of “yes” answer was the highest. 38 students answer “yes” and 12 student answer “no”.

Question 16 indicated that most of the students try to determine the topics of the conversations and talks in listening TOEFL part B and C. It can be proven by chart of “yes” answer was the highest of all. 43 students answer “yes” and 7 students answer “no”.



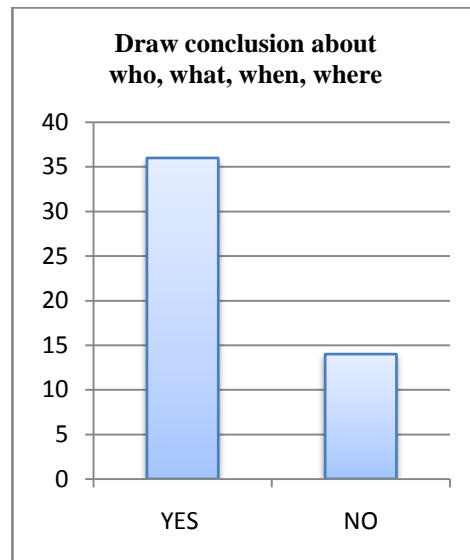
Picture 4.17 Chart of Question 17



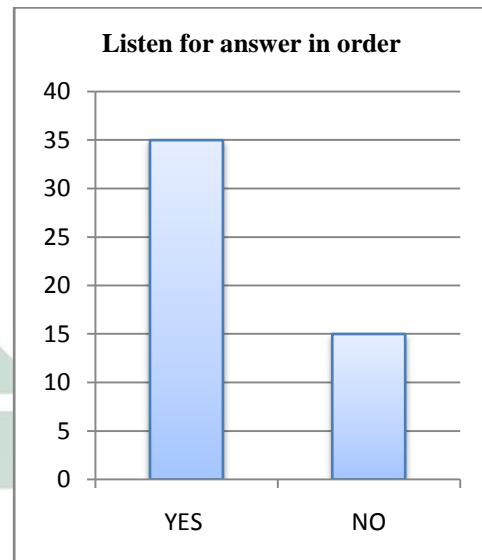
Picture 4.18 Chart of Question 18

Question 17 indicated that most of the students listen for the answer to the questions will be of the conversations and talks in listening TOEFL part B and C. It can be proven by chart of “yes” answer was the higher than chart of “no” answer. 42 students answer “yes” and 8 students answer “no”.

Question 18 indicated that most of the students think about the topic (subject) of each conversations and talks in listening TOEFL part B and C. It can be proven by chart of “yes” answer was the higher than chart of “no” answer. 35 students answer “yes” and 15 students answer “no”.



Picture 4.19 Chart of Question 19



Picture 4.20 Chart of Question 20

Question 19 indicated that most of the students draw the conclusion of each conversations and talks about who, what, when and where in listening TOEFL part B and C. It can be proven by chart of “yes” answer was the higher than chart of “no” answer. 36 students answer “yes” and 14 students answer “no”.

Question 20 indicated that most of the students just listen to the conversation and talks and ignore the answer in listening TOEFL part B and C. It can be proven by chart of “yes” answer was the higher than chart of “no” answer. 35 students answer “yes” and 15 students answer “no”.

b. Five Most and Five Least of Listening TOEFL Strategies Used

Moreover of knowing the frequency of the students answer in listening TOEFL strategy questionnaire, this research also located the use of descriptive statistic to rank the most and the least listening TOEFL strategies used by sixth semester students. There were five most listening TOEFL strategies used by sixth semester students based on the higher value of the students answer as follow:

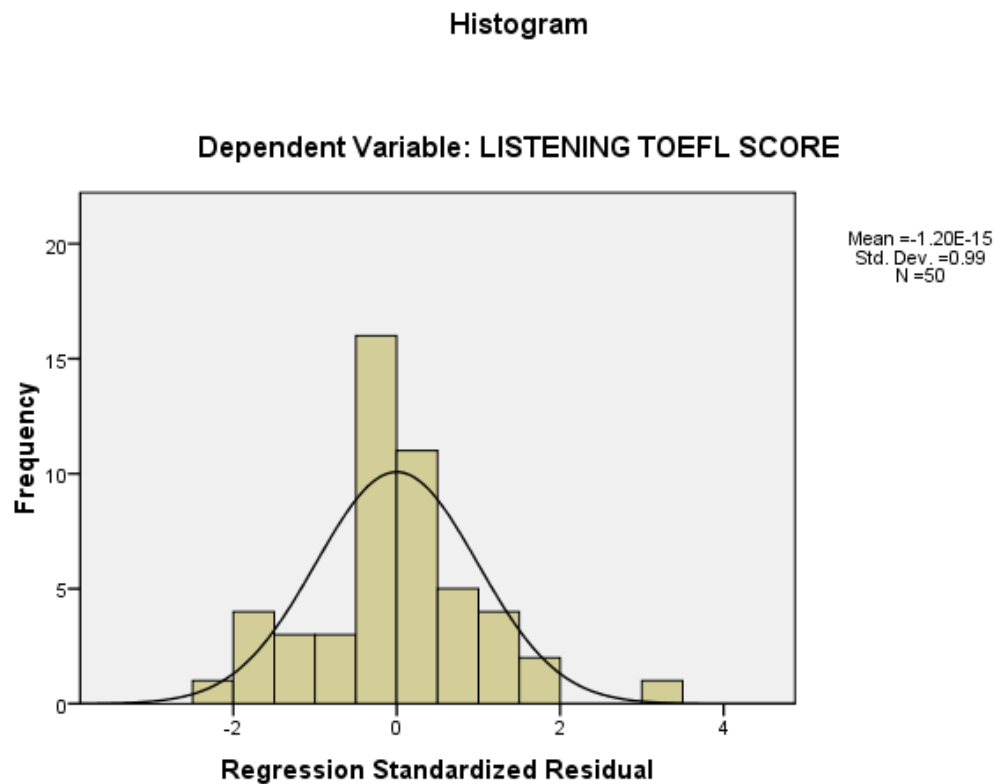
1. The first most listening TOEFL strategy used by sixth semester students with the total score 44 was question number 1. This condition indicated that the listening TOEFL strategy “focus on the second line” was the first most strategy used by sixth semester students in doing listening TOEFL test. In fact, there was another number which had the same total score with number 44 which was number 3.
2. The second most listening TOEFL strategy used by sixth semester students with the total score 44 was question number 3. This condition indicated that the listening TOEFL strategy “avoid similar sounds” was the second most strategy used by sixth semester students in doing listening TOEFL test.
3. The third most listening TOEFL strategy used by sixth semester students with the total score 43 was question number 16. This condition indicated that the listening TOEFL strategy “anticipate the

2. The second least listening TOEFL strategy used by sixth semester students with the total score 17 was question number 11. This condition indicated that strategy “listen for emphatic expression of surprise” was the second least strategy used by sixth semester students.
3. The third least listening TOEFL strategy used by sixth semester students with the total score 21 was question number 12. This condition indicated that strategy “listen for wishes” was the third least strategy used by sixth semester students. In fact, there was another number which had the same total score with number 21 which was number 14.
4. The forth least listening TOEFL strategy used by sixth semester students with the total score 21 was question number 14. This condition indicated that strategy “listen for two and three parts verbs” was the fourth least strategy used by sixth semester students.
5. The fifth least listening TOEFL strategy used by sixth semester students with the total score 22 was question number 6. This condition indicated that strategy “listen who and what with multiple nouns” was the last least strategy used by sixth semester students.

2. The Influence of Students' Listening TOEFL Strategies toward Listening TOEFL Score

a. Simple Linear Regression

In this research, the researcher does normality test by two ways, those are: *histogram* and *probability plot*.



Graphic 4.1

Based on the normality test by using histogram above, it can be seen that the data were normally distributed, because the histogram graph is not symmetrical inclined to the right or to the left.

Table 4.2 Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
LISTENING TOEFL STRATEGY	50	7	13	20	17.24	1.869	3.492	-.135	.662
LISTENING TOEFL SCORE	50	18	37	55	47.38	3.697	13.669	1.611	.662
Valid N (listwise)	50								

Table 4.3 Correlations

		LISTENING TOEFL SCORE	LISTENING TOEFL STRATEGY
Pearson Correlation	LISTENING TOEFL SCORE	1.000	.778
	LISTENING TOEFL STRATEGY	.778	1.000
Sig. (1-tailed)	LISTENING TOEFL SCORE	.	.000
	LISTENING TOEFL STRATEGY	.000	.
N	LISTENING TOEFL SCORE	50	50
	LISTENING TOEFL STRATEGY	50	50

Correlation table shows about the correlation between the students' listening TOEFL strategies and students' listening TOEFL score. From table above, it can be seen that the magnitude of correlation was 0.778 with the significance 0.000. Because of the significance is $0.000 < 0.05$, So, H_0 is rejected and H_a is accepted. It means that there is a relationship between students' listening TOEFL strategies and students' listening TOEFL score. Since the magnitude of correlation was 0.778, according to Prof. Dr. Sugiyono this number referred to strong correlation. The interpretation of coefficient correlation as below:

Table 4.8 Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	40.85	51.63	47.38	2.877	50
Residual	-5.090	7.147	.000	2.322	50
Std. Predicted Value	-2.269	1.477	.000	1.000	50
Std. Residual	-2.169	3.046	.000	.990	50

a. Dependent Variable: LISTENING TOEFL SCORE

Residuals table shows the minimum and maximum value, mean and deviation standard from predicted value and its residuals. The normal distribution is closer to 0. From the table above, it can be assumed that the distribution is normal.

B. Discussion

Based on the result of calculation above, it is founded in linear regression analysis that there was positive relationship between students' listening TOEFL strategies and their achievement in listening TOEFL Test at sixth semester of English Teacher Education Department. The correlation coefficient is 0.778 with the significance $0.000 < 0.05$. Then, the relationship between students' listening TOEFL strategies and their achievement in listening TOEFL test is strong since the correlation coefficient 0.778. According to Prof. Dr. Sugiyono these number

referrers to strong correlation.⁵⁷ Further analysis to know the influence of students' listening TOEFL strategies to their achievement in listening TOEFL test can be seen in ANOVA table. The F value is 73.680 with the significance $0.000 < 0.05$. Since the probability < 0.05 , H_0 is rejected; this regression model can be used to predict students' listening TOEFL test. The results with regard to the probability value of t test obtain the value of *t observed* for students' listening TOEFL strategies $8.584 > 0.05$, it does have influence.

Test taking strategy takes an important role in TOEFL test. Test-taking strategies also take part in the success of TOEFL. Chesla stated that knowing the material you will be tested on improves your chances of succeeding. But it doesn't guarantee that you will do your best on the test. The TOEFL exam doesn't just test your knowledge of the English language. Like all standardized tests. It also measures your test-taking skills.⁵⁸ From Chesla explanation, people can understand that mastering all the material is not enough. As the test takers, people also need some test-taking strategies to help them doing best in TOEFL test.

⁵⁷ Sugiyono. *STATISTIKA UNTUK PENELITIAN*. Bandung: CV. ALFABETA, 2007. p. 231

⁵⁸ Elizabeth cheslea. "TOEFL Exam success from Learning Express in only 6 strategic steps". United States: New York, 2002.