

**THE CORRELATION BETWEEN SELF-EFFICACY
CONCERNING LISTENING SKILL AND LISTENING
COMPREHENSION OF THE ELEVENTH GRADE STUDENTS
OF SMA NEGERI 1 PEMULUTANSELATAN**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirement to get
the title of Sarjana Pendidikan (S.Pd.)**

by

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH FACULTY
UIN RADEN FATAH PALEMBANG
2017**

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This thesis was accepted as one of the requirements to get the title of Sarjana Pendidikan (S. Pd.)

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Assalamualaikum Wr. Wb

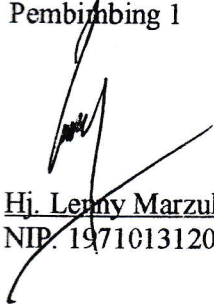
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Wassalamu'alaikum Wr. Wb.

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DEDICATION

With all of my love, I dedicate this thesis to:

- ❖ *Allah SWT the Lord of the world, the Greatest of the greats who has given blessing, mercy and patience in finishing this thesis.*
- ❖ *My beloved father Basarudin and mother Megawati who have given full of love, attention, encouragement, motivation and pray. Thanks for all your affection endless love. They are light of my life. They always educate, guide, and give moral and material provisions to me in order I can finish my study at State Islamic University of Raden Fatah Palembang.*
- ❖ *My inspiring brother Suryadi (Alm) who have given me inspiration and strength in continue my education.*
- ❖ *My lovely sister Srihertati and her husband Marzuan and also her children Fadil Juliadi and Aulia Mareta, you are my spirit.*
- ❖ *My dearest little sisters Lusiana and Winda Sundari who have given me support, kindness and togetherness.*
- ❖ *My dear oppa Muhyadi who have always given me spirit, kindness, and help in finishing this thesis.*
- ❖ *My advisors Miss. Hj. Lenny Marzulina, M.Pd and Miss Nova Lingga Pitaloka, M.Pd for their great contribution, guidance, kindness, and patience in finishing this thesis.*
- ❖ *All of my inspiring lectures Hj Lenny Marzulina M.Pd, M. Holandyah M.Pd, Beni Wijaya M.Pd, Manalullaili, M.Ed, and others that I cannot mention here one by one.*
- ❖ *My examiners, Holandyah M.Pd and Janita Norena, M.Pd*

- ❖ *My beloved friends Dia Mardalena, S.Pd, Aceng Kartubi, S.Pd, Elva Novianti, S.Pd and Eska Putri Apriani, S.Pd who have given me spirit, help, kindness and a wonderful togetherness.*
- ❖ *My best friends Dian Pertiwi S.Pd, Diah Astini, S.Pd and Dini Aulia Dwintan, S.Pd who have given me kindness and help.*
- ❖ *My classmates PBI 01 2012 Dewi Rilliyani Wianda, S.Pd, Debby Lestari, S.Pd, Ditta Listiorini, S.Pd, Beta Nurlinda, S.Pd, Andi Jaya Saputra, S.Pd and others that I cannot mention here one by one who had shared the time, experience together and giving me a wonderful togetherness.*
- ❖ *All of big family of PBI 2012*
- ❖ *My college English Education Study Program of UIN Raden Fatah Palembang.*
- ❖ *Big family of SMA Negeri 1 Pemulutan Selatan who accepted and gave permission to do research and got all related data.*
- ❖ *The eleventh grade students of SMA Negeri 1 Pemulutan Selatan who have participated in this research.*
- ❖ *Everybody who always asked me when I finished my thesis. It gave me strong motivation to finish this thesis as soon as possible*

May Allah SWT bless them all.

MOTTO

*“No One Can Change Your Life, Except Yourself”
 “Real success is determined by two factors.
 First is faith, and second is action.”*

STATEMENT PAGE

I hereby

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stare that

1. All the data, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the result of my observation, process and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if none day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of cancellation of my magister degree that I have received through this thesis.

Pelembang, Maret 2017

The writer



Diana Lestari
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ACKNOWLEDGEMENTS

Alhamdulillah all praises are given by the writer to Allah SWT, the Lord of the world, the Greatest of the greats. Only by His power, bestowal, affection, and guidance, the writer can finish her scientific paper "*Skripsi*". Peace and Blessing be upon to our beloved Prophet, Muhammad SAW, his family, his companions, and his followers.

This scientific paper "*Skripsi*" is presented to the Faculty of Tarbiyah as a partial fulfillment of the requirements for the degree of Strata I (S.Pd.) in English Language Teaching.

In finishing this thesis, the writer realizes that there are many relatives who give their help, guidance, and motivation. May Allah SWT give reward for their kindness. *Amiin*. First, the writer would like to express her special gratitude to her advisors, Hj. Lenny Marzulina M.Pd., as the first advisor and Nova Lingga Pitaloka, M.Pd., as the second advisor for their great contribution, guidance, kindness, and patience in finishing the *Skripsi*. The writer realizes without them her *Skripsi* will not finish until now. She is also very grateful to the Head of English Education Study Program and the Dean of Tarbiyah Faculty of UIN Raden Fatah Palembang for their assistance in administration matters.

In addition, the writer would like to express her deepest appreciation to her parents and brothers for their love. She also likes to extend her gratitude to her classmates PBI 01 2012 and all of friends.

Palembang

The writer,



DL

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ABSTRACT

This research aimed to describe the correlation between self-efficacy-concerning listening skill and listening comprehension. The method which was used in this research was correlational research. The population of the research was the eleventh grade students of SMA Negeri 1 Pemulutan Selatan in the 2016/2017 academic year. There were 93 students from four classes as the population in this research. The sample was taken by using total population sampling technique which consisted of 85 students. Furthermore there were two variables in this research. The first one was self-efficacy (variable X) and the second one was listening comprehension (variable Y). The students' self-efficacy scores were taken from the questionnaire whereas the students' achievement in listening was taken from listening comprehension test. Based on the data analysis, it was found that the r -obtained (-.080) was lower than r -table (0.216). Then the level of probability (p) significance (sig.2-tailed) was .466. It means that p (.466) was higher than .05 . It means that null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected. From the research finding, it can be concluded that there was no significant relationship between self-efficacy concerning listening skill and listening comprehension. It means that self-efficacy was not a dominant factor that affects listening comprehension of the eleventh grade students of SMA Negeri 1 Pemulutan Selatan.

Keywords: Self-efficacy, Listening Comprehension

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background; (2) research problems; (3) research objectives; and (4) significance of the study.

1.1. Background

In Indonesia, English serves as a compulsory subject at school. It is studied from elementary to university level with the four language skills, namely: listening, speaking, reading, and writing. Among the four language skills in English, listening plays an important role in people's life. Islam (2012, p. 206) mentioned a study that conducted by Miller (2003) reported that more than 50 percent of our daily communication is spent on listening, 35 percent on speaking, 16 percent on reading, and only 9 percent on writing. It means that listening is very high influence in our daily communication.

The process of foreign language learning is the same as learning mother tongue; it starts from listening (Azizah, 2014, p. 1). Listening is listed first not only because it appears first in natural first language acquisition but because it is used the most. On average, one can expect to listen twice as much as he speaks, four times more than he reads and five times more than he writes (Sepahvand, 2012, p. 2).

Listening is the skill of understanding spoken language. It is an essential skill, present in most of the activities students carry out throughout their lives, as Alonso and Junio (2012, p. 11) state that:

“To help learner of English cope through listening in real life, there is a large variety of different types of listening in real life: (1) Listening to announcements in stations, airports, (2) Listening to the radio, (3) Participating in a conversation face-to-face, (4) Watch TV, (5) Participating in a meeting, seminar or discussion, (6) Taking part in a lesson, (7) Participating in a telephone conversation, among others.”

In listening students can acquire foreign language. The importance of listening cannot be ignored by students to acquire a language. As Hamouda (2013, p. 113) says that no one can deny the importance of listening skills in foreign language learning because the key to acquire a language is to receive language input. Related to Darweesh (2014, p. 1) Listening is one of the most important skills used by people while communicating with each other. When people communicate they can get information what the speaker is talking about (input process) and then respond it with the appropriate respond to the speaker (output process).

Listening is a communicative skill that is vital for students, not only in their present academic work, but also in their future lives (Imhof, 2012, p. 7). Renukadevi (2014, p. 60) adds that listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent; and it is only possible when learner listening.

Listening also is one of the most important aspects of students' learning that impacts academic success. For success in academic setting, both instructors and students should acknowledge the importance of listening comprehension (Darweesh, 2014, p. 1). Students need good listening skills to interpret what

people are saying in various academic situations (De chazal, 2014). It is needed to help students more understand the material that their teacher taught. As result, students who have good listening comprehension can increase their capabilities in the academic.

Hamouda (2013, p. 114) claims that EFL learners have serious problems in English listening comprehension due to the fact that universities pay more attention to English grammar, reading and vocabulary. Gilakjani and Ahmadi (2011, p. 978) support on the idea that Listening and speaking skills are not important parts of many course books or curricula and teachers do not seem to pay attention to these skills while designing their lessons. EFL English language learners have limited listening comprehension.

In Indonesia, the listening skill is in unsatisfactory level. It is supported by a survey that have been conducted by EF Standard English Test (2015, p. 7) which shows that Indonesian students are on average at the B1 level (independent user) in English listening skill among 16 countries. In brief, it shows that listening in Indonesia is not yet proficient.

Furthermore, Wei (2012, p. 2) adds that many ESL/EFL learners, listening is the thing they feel most frustrated with. The learners cannot control the speed of speech and they tend to have difficulties decoding sounds that do not exist in their mother tongue. Machackova (2009, p. 12) confirms that a great number of students believe that listening is the most difficult skill and they start to panic when they hear the word listening or see a CD player. She also identifies common problems that students face in the classroom during the listening classes. Those

are problems caused by pronunciation, lack of control of a speaker's speech speed, inability to get things repeated, listeners' limited word stock, failure to concentrate, interpretation, inability to identify the signals, language and lack of visual support.

In addition, when students do some listening test, so many problems can affect them in test. Yan (2012, p. 18) says "Sometimes students only focus on translating the words rather than trying to listen and understand by themselves due to poor confidence in English listening skill because of the low confidence, many students try to give up as long as they are unable to understand the teachers". This problem is closely related to psychological factors out of which self-efficacy is an overwhelming issue that has determining effects on language learning, specially listening comprehension.

Sepahvand (2012, p. 3) states that psychological factors such as students beliefs, perceptions and motivation have determining effects on language learning, specifically listening comprehension. He also claims that one of the components related to motivational dimension is self-efficacy. Kargar and Zamanian (2014, p. 314) assert that self-efficacy is one of the most important affective factors influences emotional sides of learners. It plays a key role in language learning and motivates students effectively. The importance of self-efficacy as a crucial factor affecting motivation should not be underestimated. The concept is related to individuals' belief in their capacity to achieve specific tasks, which are held to have a strong influence on levels of persistence and the choices individuals make regarding which activities to pursue.

Self-efficacy is concerned with people's beliefs in their capabilities to produce given attainments (Bandura, 1997, 2006, p. 307). Moreover, the statement implies that self-efficacy is related to the belief that everyone has to evaluate their abilities to perform a given task successfully (Goulao, 2014, p. 238). Self-efficacy is not concerned with the skills individuals have to perform a task, but with judgments of what they can do with those possessed skills (Tabrizi & Saeidi, 2015, p. 159). Self-efficacy beliefs are related to motivational behavior and stand for individuals' perceptions of how capable they are of performing certain specific tasks or activities (Graham, 2007). In short, self-efficacy is students' beliefs about their ability to do something not about their skill to perform something.

Self-efficacy can influence students' attainments in learning a language, high or low self-efficacy that they have can determine their attainment. Bernhardt (1997) cited in Kazemi, Khodabandehlou, and Jahandar (2013, p. 706) states that If people have high positive self-efficacy about learning a second language, then they believe that they have the power and abilities to reach this goal. On the other hand, people with low self-efficacy feel that they do not have the power and abilities to learn a language, thus admitting failure from the start. Furthermore, Bandura (1993, p. 118-119) agrees on the idea that the higher someone's self-efficacy is, the more they believe they capable in accomplishing a task and the lower someone's self-efficacy, the less capable they think they will be. And then he adds that a person with the same knowledge and skills may perform poorly, adequately, or extraordinarily depending on fluctuations in self-efficacy thinking.

Bandura (1986) also add that self-beliefs affect behavior in four ways:

“First, they influence choice of behavior. Second, self-beliefs help determine how much effort people will expend on an activity and how long they will persevere. The third way that self-beliefs influence human agency is by affecting an individual’s thought patterns and emotional reactions. The last way self-beliefs influence behavior is by recognizing humans as producers rather than simply foretellers of behavior.”

In association with students listening comprehension in English, self-efficacy has big influence on students listening comprehension. It is proven on the research conducted by Kazemi, Khodabandehlou and Jahandar (2013, p. 705) they indicate that self-efficacy has an effect on students’ listening comprehension. Graham (2011, p. 2) adds that effective listening also depends on learners’ self-efficacy for listening, on their confidence in their ability to make sense of the input to which they are exposed. From the evidence above, it can be concluded that self-efficacy is one of factors that can influence students’ listening comprehension. It is important for students to know about it especially senior high school students, because it can motivate them to achieve listening comprehension successfully. So students should believe in their abilities and make greater efforts when encountering failures rather than to attribute all their failures to their lack of abilities.

Based on interview with the Eleventh grade students of SMA Negeri 1 Pemulutan Selatan, many students felt that English was a difficult subject, especially in listening skill. Most of the students got difficulties in listening to audio clearly, they said that when they listened the audio they did not understand

what the speaker was talking about. Besides, the students did not believe that they could do task after listening, they only guessed the answer on the task and then when their teacher asked them about what the speaker was talking about, and then they just kept silent because they were afraid in making mistake or laughed by other students. One of those factors were indicated that they were lack of self-efficacy.

Some researchers have previously explored the correlation between self-efficacy concerning listening skill and listening comprehension. However, there are some inconsistencies found upon the results. Oktaviani (2016) found that there was correlation between self-efficacy and listening comprehension but Mills, Pajares and Herron (2006) found that listening self-efficacy were not significantly related to listening proficiency. Therefore, it is still important to discuss this issue, and the researcher will conduct this study. From the explanation, the researcher believes that the students' self-efficacy correlates with their listening comprehension. Therefore, a research entitled "The Correlation between self-efficacy concerning listening skill and listening comprehension" was conducted.

1.2. Research Problems

Based on the discussions in the background above, the problems of the study are formulated as follows:

1. Is there any correlation between self-efficacy concerning listening skill and listening comprehension of the eleventh grade students of SMA Negeri 1 Pemulutan Selatan?

2. Does self-efficacy concerning listening skill significantly influence listening comprehension of the eleventh grade students of SMA Negeri 1 Pemulutan Selatan?

1.3. Research Objectives

Based on the problems formulated above the objectives of this study are as followings:

- 1 To find out whether or not there is significant correlation between self-efficacy concerning listening skill and listening comprehension of the eleventh grade students of SMA Negeri 1 Pemulutan Selatan.
- 2 To know whether or not self-efficacy concerning listening skill significantly influences listening comprehension of the eleventh grade students of SMA Negeri 1 Pemulutan Selatan.

1.4. Significance of the study

By doing this study, It is hoped that this study will give some information on the development of language teaching and learning, especially understanding self-efficacy concerning listening skill related to the students' listening comprehension.

Hopefully, this study is expected to be beneficial to the following parties:

1. To the students

The researcher hopes the result of this study to be useful information and positive contribution to the English foreign language learners especially the eleventh grade students of SMA Negeri 1 Pemulutan Selatan, the students are

expected to gain new information from listening and can increase their self-efficacy by motivating and support the students to be more confident in doing something especially in listening to achieve higher scores in listening comprehension.

2. To the teachers of English.

It is hoped that the results of this study can give meaningful contributions to the teachers of English to know their students' self-efficacy, it is important for the teacher to help students believe in their abilities and encourage them to expend greater effort.

3. To Other Researchers

The result of this study will expected to give more information or knowledge as a source for further research, especially in research students' self-efficacy concerning listening skill and listening comprehension.

4. To the Researcher

This study gives valuable experiences for the researcher. The researcher can enlarge her knowledge about self-efficacy and can determine the effect and the relationship of students' self-efficacy and listening comprehension.

CHAPTER II

LITERAURE REVIEW

This chapter presents: (1) correlational research; (2) the concept of self-efficacy; (3) the concept of listening comprehension; (4) previous related study; (5) hypotheses; and (6) criteria of testing hypotheses.

2.1. Correlational Research

Johnson and Christensen (2012, p. 44) state that in correlational research, the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. There is correlation coefficient is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect; that is as strong as possible. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa.

Below is the table showing the degree of correlation between the two variables based on Cohen, Manion, and Morrison (2007, p. 536):

Interval Coefficient	Level of Correlation
0.20 – 0.35	Weak
0.35 – 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very Strong

Creswell (2012, p. 340) states that there are two primary types of correlational research design; explanation and prediction. The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the others. That is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2012, p. 340) demonstrates that the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group—one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and the last, the researcher make interpretations or draw conclusions from the statistical test results.

Creswell (2012, p. 341) argues that prediction Design is used to identify an outcome or criterion. In this form of research, the investigator identifies one or more predictor variable and a criterion (or outcome) variable. A predictor variable

is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted. Creswell (2012, p. 341) shows that the characteristics of this design are that the researchers typically include the word “prediction” in the title or research questions, measure the predictor variable(s) at one point in time and the criterion variable at a later point in time, and forecast future performance.

2.2. Self-Efficacy

2.2.1. The Concept of Self-Efficacy

Self efficacy is the belief in one’s own ability to successfully accomplish something (Lisa, 2013, p. 15). In Bandura’s self-efficacy theory, self-efficacy is people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances (Bandura, 1986, p. 391). Furthermore, he viewed self-efficacy as people’s beliefs about their abilities to exercise control over events that are likely to affect their lives, and their beliefs in their capabilities to put together the motivation, cognitive resources, and other action needed to control task demands.

Self-efficacy (beliefs about one’s ability to accomplish specific tasks) influences the tasks people choose to learn and the goals they set for themselves. Self-efficacy also affects peoples’ level of effort and persistence when learning difficult tasks (Lunenborg, 2011, p. 1). In addition, he claims that self-efficacy has powerful effects on learning, motivation, and performance, because people try to learn and perform only those tasks that they believe they will be able to perform successfully (Lunenborg, 2011, p. 2).

Self-efficacy is the basis for self-confidence and motivation, refers to learners' beliefs about their ability to successfully participate in learning activities. Vandergrift and Goh (2012, p. 71) assert that:

“Listeners with high self-efficacy feel confident about their ability to handle listening situations because they have learned to manage these challenges, based on past experience. They attribute their success mainly to their own efforts. On the other hand, listeners with low self-efficacy lack confidence in their listening ability and will hesitate to participate in listening activities for fear of revealing their inadequacies. They often feel incapable of improving their abilities because they attribute their listening ability to factors beyond their control.”

Furthermore, self-efficacy is an important sub theory within an expectancy-value framework of motivation (Bandura, 1994, p. 2). The concept relates to individual's belief in their capacity to achieve specific tasks, which is held to have a strong influence on levels of persistence and the choice individuals make regarding which activities to pursue. Research has consistently shown that it has a considerable impact on learning outcomes, with a stronger sense of self-efficacy found to lead to higher levels of achievement, a greater willingness to face challenges and to exert effort (Mills, Pajares, & Herron, 2006, p. 278).

Rahimi and Abedini's (2009, p. 21) findings provide valuable information to foreign language educators. They indicate that the students' self-beliefs of language ability can influence their language achievement negatively or positively depending on the strength of their efficacy beliefs. Self-efficacy is one of the important motivate construction and it is derived from social cognitive theory which is developed by Bandura (1994). Based on cognitive process, many effects

of self-efficacy. One of them is the number of human behavior that is focused with the thoughts of someone who is only concerned with the personal goals to be achieved. The higher of someone's self-efficacy they have, the more powerful it firmness person to achieve the goal.

2.2.2. Source of Self-Efficacy

In the social learning analysis, expectations of personal efficacy are based on four major sources of information (Bandura, 1977, 195). These are: (a) Mastery experience, which is personal experience of mastery of a task; (b) Vicarious experience, that is, second hand experiences gained through imitating a model (i.e., observing a peer doing a particular task); (c) Verbal persuasion, which is encouragement and support by other people; and (d) Physiological state, that is, emotional arousal, consisting of controlling one's level of fatigue, stress, and anxiety. Those components help individuals determine if they believe they have the capability to accomplish specific task.

1. Mastery experience

The most effective way of creating a strong sense of efficacy is through mastery experiences (Bandura, 1994, p. 2). Furthermore, Usher and Pajares (2008, p. 751) noted that although mastery experiences is typically the most powerful source of self-efficacy, the strength and effect of the sources vary as a function of individuals' background factors, such as gender, ethnicity, and academic ability; and academic domain for which the sources of self-efficacy beliefs are assessed. Positive and negative experiences can influence the ability of an individual to perform a given task. If one has performed well at a task previously, he or she is

more likely to feel competent and perform well at a similarly associated task (Bandura, 1977, p. 81).

2. Vicarious experience

Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities master comparable activities to succeed. By the same token, observing others' fail despite high effort lowers observers' judgments of their own efficacy and undermines their efforts (Bandura, 1994). People can develop high or low self-efficacy vicariously through other people's performances. A person can watch another perform and then compare his own competence with the other individual's competence (Bandura, 1977, p. 81). If a person sees someone similar to them success, it can increase their self-efficacy. However, the opposite is also true; seeing someone similar fail can lower self-efficacy. Vicarious experience is typically measured with items asking students to rate the degree to which they are exposed to peer or adult models who demonstrate competence in the academic subject of interest. Items typically refer to how students perceive the academic skills of career role models, close friends in class, parents, teachers, or older students (Usher and Pajares, 2008, p. 757).

3. Verbal persuasion

Verbal persuasion is a third way of strengthening people's beliefs that they have what it takes to succeed. It is widely used because of its ease and ready availability. People are led, through persuasive suggestion, into believing they can cope successfully with what has overwhelmed them in the past (Bandura, 1977, p.

82). To the extent that persuasive boosts in perceived self-efficacy lead people to try hard enough to succeed, they promote development of skills and a sense of personal efficacy (Bandura, 1994). Verbal persuasion typically ask students to rate whether they receive encouraging messages about their academic capabilities from significant others, such as peers, parents, teachers, and other adults (Usher and Pajares, 2008, p. 757).

4. Physiological state

The last source of self-efficacy is physiological and affective state such as anxiety, stress or mood. Students learn to interpret their physiological arousal as an indicator of personal competence by evaluating their own performances under differing conditions (Bandura, 1997; Usher & Pajares, 2008). Emotional arousal can influence efficacy expectations in threatening situations. People rely partly upon their state of physiological arousal in judging their anxiety and vulnerability to stress. Because high arousal usually debilitates performance, individuals are more likely to expect success when they are not beset by aversive arousal than when they are tense, shaking, and viscerally agitated. Fear reactions generate further fear (Bandura, 1977, p. 82). People can perform well when their physiological stimulation is neither too high nor too low. Increasing students' physiological and physical well-being can improve their self-efficacy (Bandura, 1997; Usher & Pajares 2008, p. 754). The fourth way of modifying self-beliefs of efficacy is to reduce people's stress reactions and alter their negative emotional proclivities and misinterpretations of their physical states (Bandura, 1999, p. 5).

2.3. Listening Comprehension

2.3.1. The Concept of Listening Comprehension

Listening is an essential skill of language learning as children learn their first language (Chao, 2013, p. 73). It provides a foundation for all aspects of language and cognitive development and it plays a lifelong role in the processes of learning and communication that is essential to productive participation in life (Eng, Mohamed and Javed, 2013, p. 332). Listening is a process of understanding that includes hearing and a process of establishing meanings which aims to get the information of what the speakers are saying. It helps learners to receive and understand the message of the speaker and enables learners to interact in spoken communication.

To listen well, students have to comprehend the meaning of the spoken language. To comprehend something spoken by someone needs a total and complete understanding (Azizah, 2014, p. 5). It means that understanding is to know the meaning of something that someone says, and to comprehend the meaning of something needs a skill in order to reach the ability to understand completely to what have spoken by the speakers.

Some experts of language teaching define the term *listening comprehension* in some ways. Gilakjani & Ahmadi (2011, p. 979) state that listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge. Meanwhile, Richard (2002, p. 313) declared listening comprehension means the process of

understanding speech in a first or second language. It can be concluded that listening comprehension is the way of understanding completely the spoken language and then making up the meaning of the language being spoken by the speakers.

Based on the above mentioned researchers' definitions of listening comprehension, Liu (2007, p. 7) shows three main characteristics of listening comprehension.

“First, listening comprehension is an active activity. Listeners do not receive information passively but actively. Second, listening comprehension is a creative activity. Listeners construct or assign meanings based on the given information or their experience and background knowledge. Third, listening comprehension is an interactive activity as both speakers and listeners are involved. That is, during the listening comprehension process, speakers and listeners exchange information, so it is an interactive process.”

2.3.2. The Importance of Listening Comprehension

The view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse (Richards, 2008, p. 3). The importance of listening lies in the fact that it enables students become aware of language and how it is used (Asemota, 2015, p. 27). Listening comprehension is important for language learning in general and foreign language learning in particular because it allows learners to internalize items through exposure to the target language (Brown, 2001).

Ross (2006) says that being able to listen well is an important part of communication for everyone. A student with good listening comprehension skills will be able to participate more effectively in communicative situations. For

second language learners, developing the skill of listening comprehension is extremely important. On the other words, it this important to be developed because students with good listening comprehension skills are better able to participate effectively in class.

Meanwhile, El-Koumy (2002, p. 63) demonstrates there are certain reasons for the importance of listening for foreign language learners. First, listening is essential perquisite for oral communication to take place. Second, it often influences the development of reading and writing. Third, it plays a central role in academic success, since students understand teachers or lectures through listening. It short, having good listening can help students to communicate, improve other language skill and it also help students understand the material during teaching and learning process as the result students will success in the academic.

2.3.3. Problems of Listening Comprehension

Machackova (2009, p. 12) states that “a great number of students believe that listening is the most difficult skill and they start to panic when they hear the word listening or see a CD player. But on the other hand students, who learn from what they hear, usually achieve better results at listening.” She (p. 12-16) also identifies a list of common problems that students face in the classroom during the listening classes. They are as follow:

1. Problems caused by pronunciation
2. Problems caused by the lack of control of a speakers speech speed
3. Problems caused by the inability to get things repeated
4. Problems caused by the listeners' limited word stock

5. Problems caused by the failure to concentrate
6. Problems caused by the interpretation
7. Problems caused by the inability to identify the signals
8. Problems caused by the language
9. Problems caused by the lack of visual support

Furthermore, Goh (2000, p. 59-60) proposed ten common listening comprehension problems. He described; 1) quickly forget what is heard; 2) do not recognise words they know; 3) understand words but not intended the message; 4) neglected the next part when thinking about meaning; 5) unable to form a mental representation from words heard; 6) cannot chunk streams of speech; 7) miss the beginning of the texts; 8) concentrate too hard or unable to concentrate; 9) do not understand subsequent parts of input because of earlier problems; 10) confused about the key ideas in the message. In relation, Malkawi (2010, p. 773) explained that there are three listening problems that senior high school students usually face in listening comprehension. 1) speech speed; 2) limited knowledge of vocabulary and structure of sentences; 3) limited knowledge of topic in question.

2.3.4. Factors Affecting Listening Comprehension

According to Imhof and Janusik (2006) cited in Vandergrift and Goh (2012, p. 58) there are two factors that affect listening comprehension they are cognitive and affective factors. Cognitive factors include linguistic knowledge (vocabulary and syntactic knowledge), discourse knowledge, pragmatic knowledge, metacognitive knowledge, prior knowledge, first language listening

ability, sound discrimination ability, and working memory capacity. While, affective factors include factors such as anxiety, motivation, and self-efficacy.

1. Cognitive factors

- 1) *Vocabulary Knowledge*, vocabulary size is important for listening success, because, the speaker may choose words the listener does not know. Listeners sometimes encounter an unknown word which may cause them to stop and think about the meaning of that word and thus cause them to miss the next part of the speech.
- 2) *Syntactic Knowledge*, syntactic or grammatical knowledge plays an important role in L2 learning and is hypothesized to contribute to comprehension success.
- 3) *Discourse Knowledge*, discourse knowledge refers to awareness of the type of information found in listening texts, how that information might be organized, and how listeners can use the information to facilitate comprehension.
- 4) *Pragmatic Knowledge*, pragmatic knowledge involves the application of information regarding a speaker's intention that goes beyond the literal meaning of an utterance. Listeners generally apply pragmatic knowledge to determine a speaker's intention by elaborating on what they heard, using linguistic, cultural, and contextual information.
- 5) *Metacognition*, it is management techniques used by learners to control their learning through planning, checking, assessing, and changing. For instance, for metacognitive planning strategies, listeners clear the aims of a

listening task and apply specific features of the aural language input that make easy the understanding of aural input.

- 6) *Prior Knowledge*, refers to all the conceptual knowledge and life experiences that language learners have acquired and are available for comprehension purposes. It plays an important role in listening. Prior knowledge is organized in the form of schemata (networks of abstract mental structures) that listeners use as a conceptual framework to fill in missing information as they listen.
- 7) *L1 Listening Ability*, L2 listeners already possess an acquired listening competence in their first language (L1). The degree to which this ability might contribute to L2 listening ability has only recently been examined.
- 8) *Sound Discrimination Ability*, One explanation for an overall weakness in listening ability that may transfer from L1 to L2 is sound discrimination ability. There is some evidence that phonological memory skill contributes to growth in listening ability and vocabulary learning, particularly with children at a beginning level of language proficiency.

2. Affective factors

- 1) *Anxiety*, it is feeling of worry and emotional reaction that arises while listening. L2 learner perceptions that listening is the most difficult skill coupled with a classroom practice that often associates listening with evaluation contribute to a high degree of anxiety.
- 2) *Self-efficacy*, it is the basis for self-confidence and motivation, refers to learners' beliefs about their ability to successfully participate in learning

activities. Listeners with high self-efficacy feel confident about their ability to handle listening situations because they have learned to manage these challenges, based on past experience. They attribute their success mainly to their own efforts. On the other hand, listeners with low self-efficacy lack confidence in their listening ability and will hesitate to participate in listening activities for fear of revealing their inadequacies. They often feel incapable of improving their abilities because they attribute their listening ability to factors beyond their control.

- 3) *Motivation*, motivation is the factor that determines a person's desire to do something, it is defined as some kind of internal drive which pushes someone to do things in order to achieve something.

2.3.5. Process of Listening Comprehension

According to Tyagi (2013, p. 2) process of listening occur in five stages.

They are hearing, understanding, remembering, evaluating, and responding.

1. Hearing, it is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.
2. Understanding, this step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic

stimuli are not only words but also sounds like applause... and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

3. Remembering, it is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.
4. Evaluating, only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.
5. Responding, this stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

Furthermore, the most widely known as the processing models are the bottom-up model, the top- down model, and the interactive model (Flowerdew & Miller, 2005, p. 24-26).

- a. In the bottom- up model, listeners build understanding by starting with the smallest units of the acoustic message; individual sounds or phonemes. Then, these are combined into word, which, in turn, together make up phrases, clauses and sentences. Finally, individual sentences combine to create ideas, concepts and relationships between them. For this case, there is no deficiency in the channel and that both the sender and the receiver are using the same code, successful communication is guaranteed. In brief, bottom- up processing is such a process in which listeners must hear words, hold them in their short term memory to link them to each other, and then interpret what has been heard before accepting a new input.
- b. The top-down model emphasizes the use of previous knowledge in processing a text rather than relying upon the individual sounds and words to make sense of the input. For this model, subjects' levels of comprehension are considerably higher if the subjects are already familiar with the subject matter and/or text type they are presented with than if they have not previously encountered the subject matter of text type. Knowledge of the overall structure and meaning of the text at this macro-level is hypothesized, compensates for any problems in understanding micro level elements, such as sound discrimination, syntax, word and utterance level semantics.

- c. Interactive model involves both bottom- up and top- down processing. It follows that some sort of model that synthesized the two is required. In this parallel processing, phonological, syntactic, semantic, and pragmatic information interact, although it is not clear exactly how. An important advantage of interactive model over hierarchical model, whether they be bottom- up or top- down, is that it allows for the possibility of individual variation in linguistic processing. At the level of the group, beginners are likely to need to spend more time on developing basic bottom – up skill of decoding. For more advanced learner, however, who have mastered basic phonology and syntax, emphasis on the development of top – down skills of applying schematic knowledge may be more appropriate, although even advanced learners need to work on bottom- up features of fast speech.

2.3.6. Type of Listening

Based on objective and manner in which the Listener takes and respond to the process of Listening, Tyagi (2013, p. 4) shows different types of Listening are:

1. *Active listening*, listening in a way that demonstrates interest and encourages continued speaking.
2. *Appreciative listening*, looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise. Alternatively listening to something for pleasure, such as to music.
3. *Attentive listening*, listening obviously and carefully, showing attention.
4. *Biased listening*, listening through the filter of personal bias i.e the person hears only what they want to listen.

5. *Casual listening*, listening without obviously showing attention. Actual attention may vary a lot.
6. *Comprehension listening*, listening to understand. Seeking meaning (but little more).
7. *Critical listening*, listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
8. *Deep listening*, seeking to understand the person, their personality and their real and unspoken meanings and motivators.
9. *Discriminative listening*, listening for something specific but nothing else (eg. a baby crying).
10. *Empathetic listening*, seeking to understand what the other person is feeling. Demonstrating this empathy.
11. *Evaluative listening*, listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
12. *Inactive listening*, pretending to listen but actually spending more time thinking
13. *Judgmental listening*, listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
14. *Partial listening*, listening most of the time but also spending some time day-dreaming or thinking of a response.
15. *Reflective listening*, listening, then reflecting back to the other person what they have said.

16. *Relationship listening*, listening in order to support and develop a relationship with the other person.
17. *Sympathetic listening*, listening with concern for the well-being of the other person.
18. *Therapeutic listening*, Seeking to understand what the other person is feeling. Demonstrating this empathy.
19. *Total listening*, paying very close attention in active listening to what is said and the deeper meaning found through how it is said.

According to Asemota (2013, p. 28), there are four types of listening;

- 1) Active listening: Active listeners learn better and faster. They make sound judgments about what is heard. Perhaps, active listeners write down important ideas in complete sentences. They listen for ideas more than details. Of equal importance is their ability to listen for overall meaning.
- 2) Partial listening: They are those who listen with a rebellious ear. They are those who are thinking of their next reply rather than listening to what is taking place.
- 3) Intermittent listening: This applies to those who listen with a deaf ear. They close their ears to unpleasantness. They are those who compulsively nod and shake their heads in agreement when they are not listening at all. Since attitudes affect our perception of information, the more we allow our emotion to intrude into the listening process, the more distorted will be our recollection of what has been said.

- 4) Appreciate listening: A good listener virtually absorbs all the speaker's meaning by being sensitive to tone of voice, facial expression, and bodily action as well as to the words themselves. Sincerity, depth of conviction, confidence, true understanding and many subtle implications may well be revealed, regardless of the words used.

2.4. Previous Related Studies

The research is focused on students' self efficacy and listening comprehension. Those related researches are explained as follow:

First, Oktaviani (2016) has conducted research about the correlation between self-efficacy and listening comprehension of the students of English education study program Sriwijaya University. The objectives of this study were to find out whether or not there were a significant correlation between students' self-efficacy and listening comprehension and the significant contribution of students' self-efficacy to their listening comprehension. The sample of the study consisting of 124 students of the sixth and the eighth semester of Sriwijaya University. The result showed that 49% of students had high self-efficacy and 51% had low self-efficacy. The correlation analysis showed that there was a significant correlation between students' self-efficacy and their listening comprehension.

Second, Tabrizi and Saedi (2015) investigated the interrelationships among EFL learners' self-efficacy, autonomy and listening comprehension ability. 60 female learners of intermediate level participated in the study. The findings revealed that there was a positive correlation among Iranian EFL learners'

listening self-efficacy beliefs, listening autonomy, and listening comprehension ability. Accordingly, it is suggested that building self-efficacy and autonomy in listening comprehension is crucial to ensure the success of EFL learners in listening comprehension.

Third, a study by Kazemi, Khodabandehlou and Jahandar (2013) aimed at exploring the role of EFL learner's self-efficacy regarding listening comprehension in their listening test performance. The participants were 80 EFL students both male and female from 2 branches of Mellat English Institute in Rasht. The results of statistical analyses indicated that self-efficacy has an effect on Iranian Intermediate EFL learner's listening comprehension ability.

Fourth, Sepahvand (2012) has done research about the relationship between listening self-efficacy, listening comprehension, gender, and age in EFL male and female learners. The main purpose of the present study was to explore the interrelationship between listening self-efficacy, listening comprehension, age, and gender. 60 upperintermediate learners including 30 male and 30 female learners of Iran Language Institute in Khorramabad were selected randomly for the research. The results revealed that there was a relationship between listening self-efficacy and listening comprehension. The results also showed that gender did not affect listening self-efficacy and listening comprehension, however the variable of age was negatively related to listening self-efficacy. The implication of the research is that the higher the level of listening self-efficacy is, the higher the level of achievement occurs in listening.

Fifth, Rahimi and Abedini (2009) investigated the interface between EFL learners' self-efficacy concerning listening comprehension and listening proficiency. This study aimed at exploring the role of EFL learner's self-efficacy regarding listening comprehension in their listening test performance. A group of 61 freshmen undergraduate learners of English consented to participate in the present study. The results of statistical analyses indicated that listening comprehension self-efficacy was significantly related to listening proficiency.

Other related study, Mills, Pajares and Herron (2006), the purpose of this study was therefore to evaluate the relationship between self-efficacy, anxiety, and gender on the listening and reading proficiency of third and fourth semester French students. Participants consisted of 95 college students enrolled in third and fourth semester French courses at a university in the southeastern United States. French students enrolled in three third semester French courses (French 201) and four fourth semester French courses (French 203) participated in the study. They found that students' reading self-efficacy in French was positively related to reading proficiency, whereas listening self-efficacy were not significantly related to listening proficiency. There was also a significant interaction between gender and listening self-efficacy. Gender and listening self-efficacy were not significantly related to listening proficiency. A positive relationship between listening self-efficacy and listening proficiency for women and a negative relationship between listening self-efficacy and listening proficiency for men. However, it is still important to discuss this issue, and the researcher will conduct this study.

In brief, for those previous studies there are some similarities and differences. The similarities are those previous study explain that self-efficacy contributed listening comprehension. On the other hand, they are different from the recent study will be conducted both in education level and participants to be used.

2.5. Hypotheses

Lodico et al. (2010, p. 29) state that a hypothesis is a conjectural statement regarding the expected outcome of a research study. The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_0 : There is no significant correlation between students' self efficacy and their listening comprehension of the eleventh grade students of SMA Negeri 1 Pemulutan Selatan.
 H_1 : There is a significant correlation between students' self efficacy and their listening comprehension of the eleventh grade students of SMA Negeri 1 Pemulutan Selatan.
2. H_0 : Self-efficacy does not significantly influence listening comprehension of the eleventh grade students of SMA Negeri 1 Pemulutan Selatan.
 H_1 : Self-efficacy significantly influences listening comprehension of the eleventh grade students of SMA Negeri 1 Pemulutan Selatan.

2.6. Criteria of Testing the Hypotheses

These hypotheses were tested in order to know whether the correlation coefficient score is significant or not. In testing hypotheses, there are some criteria

from Cohen, Manion, and Morrison (2007, p. 519), Creswell (2012, p. 188-189), and Fraenkel, Wallen, and Hyun (2012, p. 228-232), those are in the following:

1. If p -value is higher than 0.05 ($p > 0.05$), the level of significance is 5%, H_0 is accepted and H_1 is rejected. So, there is no correlation between students' self-efficacy and their listening comprehension.
2. If p -value is lower than 0.05 ($p < 0.05$), the level of significance is 5%, H_0 is rejected and H_1 is accepted. So, there is a correlation between students' self-efficacy and their listening comprehension.

CHAPTER III

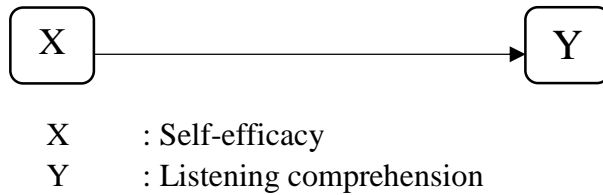
METHODS AND PROCEDURES

This chapter presents: (1) research design; (2) research variables; (3) operational definition; (4) population and sample; (5) data collection; (6) validity and reliability; (7) data analysis

3.1. Research Design

In conducting this study, correlational research was used in terms of explanatory and prediction research design to find out the correlation between variables and explain and interpret the results that may appear. According to Creswell (2012, p. 338) a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. Fraenkel et al. (2012, p. 331) state that in associational research, the relationships among two or more variables are studied without any attempt to influence them. The procedure were, first; the students' self efficacy was identified by using self efficacy questionnaire. Second, by using listening comprehension test, the students' listening comprehension was obtained. Then the correlation and influence between variables was analyzed through Statistical Package for Social and Science (SPSS) based on the results of the tests. The last, explanation and interpretation of the results were discussed. The following was the research design:

Figure 1: Research Design



3.2. Research Variables

According to Fraenkel et al. (2012, p. 80), a common and useful way to think about variables is to classify them as *independent* or *dependent*. Independent variable is presumed to cause a change in another variable and dependent variable is presumed to be influence by one or more independent variables (Johnson, et. al., 2012, p. 40). Creswell (2012, p. 116) states that independent variable is what the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In common sense terms, the dependent variable depends on what the independent variable does to it, how it affects it. It is possible to investigate more than one independent (and also more than one dependent) variable in a study. In this study, the independent variable is self efficacy as X and the dependent variables is listening comprehension as Y variable.

3.3. Operational Definitions

To avoid the possibility of misinterpretation about some terms in this research, especially those used in the title, the definitions are provided.

Correlation is the mutual relationship between two or more variables to vary consistently. In this research, there were two variables that would be correlated which were self-efficacy and listening comprehension.

Self-efficacy refers to learners' beliefs in their capability to success and acquire new information or complete a task or activity to an appointed level of performance. In this research, self-efficacy questionnaire developed by Rahimi and Abedini was used to measure students' self-efficacy concerning listening comprehension.

Listening comprehension is the ability to determine and comprehend what the speakers are talking about. In order to know listening comprehension of the eleventh grade students of SMA Negeri 1 Pemulutan Selatan, a listening comprehension test was administered to the students. To test the listening comprehension, TOEFL Junior Listening Section Test was chosen.

3.4. Population and Sample

3.4.1. Population

Creswell (2012, p. 142) describes, "Population is a group of individuals who have the same characteristic". In addition, Fraenkel, et. al (2012, p. 92) define population as "the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study". It means that population is the group of individual in this study.

The population of this study was all of the eleventh grade students of SMA Negeri 1 Pemulutan Selatan. Based on the data, for the students at eleventh grade

there were 4 classes; XI IPA 1, XI IPA 2, XI IPS 1, XI IPS 2, each of class consisted 22, 24 and 25 students. The data can be seen in the table bellow:

Table 1
Population of the Eleventh Grade Students of
SMA Negeri 1 Pemulutan Selatan

Class	Students
XI IPA 1	22
XI IPA 2	24
XI IPS 1	25
XI IPS 2	22
Total	93

Source: The school of administration of SMA Negeri 1 Pemulutan Selatan, 2016.

3.4.2. Sample

Sample refers to any group on which information is obtained (Fraenkel et al., 2009, p. 91). The sample of this study was taken by using total population sampling technique. Etikan, Musa and Alkassim (2016, p. 3) state that total population is a technique where the entire population that meet the criteria are included in the research being conducted. They also claim total population sampling is more commonly used where the number of cases being investigated is relatively small.

In this research, all of the eleventh grade students of SMA Negeri 1 Pemulutan Selatan were taken as sample. The researcher chose them as sample because the number of population was less than 100 students. Baker (2012) states that if the population is less than 100, include them all. It is also suitable with

Fraenkel, et. al (2012, p. 102) the minimum acceptable sample size for correlational study is considered by most researchers to be no less than 30. According to Fraenkel, et. al (2012, p. 102), a sample should be as large as the researcher can obtain with a reasonable expenditure of time and energy. Therefore, the distribution of sample is showed in the following table:

Table 2
The Sample of the Research

Class	Students
XI IPA 1	22
XI IPA 2	24
XI IPS 1	25
XI IPS 2	22
Total	93

Source: The school of administration of SMA Negeri 1 Pemulutan Selatan, 2016.

3.5. Data Collection

Techniques for collecting data are (1) distributing questionnaire, and (2) giving listening comprehension test. These techniques require a questionnaire and a listening test respectively.

3.5.1. Self-Efficacy Questionnaire

To get the information about students' self-efficacy, self-efficacy questionnaire was used which was ready made by Rahimi and Abedini (2009). The questionnaire consists of 20 items based on four sources of self-efficacy and the time to answer the questionnaire is 20 minutes. This questionnaire were using 5-point Likert-scale items ranging from "strongly disagree" to "strongly agree".

The rating scale includes the following options: a value of 1 point for strongly disagree, a value of 2 points for disagree, a value of 3 points for no idea, a value of 4 points for agree, and a value of 5 points for strongly agree. Participants was asked to choose the option that best represents their opinions. The specification of questionnaire based on the self-efficacy processes can be seen in the table 3.

Table 3
The Self-Efficacy Questionnaire Specifications

Self Efficacy Process	Item Numbers	Total Item
Mastery experience	1, 3, 4, 5, 6, 11, 13, 15, 16	9
Vicarious experience	10, 14, 17, 20	4
Verbal persuasion	8, 9, 18, 19	4
Physiological state	2, 7, 12	3
Total		20 Items

Source: Usher and Pajares, 2008.

3.5.2. Listening Comprehension Test

To measure students listening comprehension, the researcher used Listening Comprehension Section test from TOEFL test for junior intended for age 11 + from ETS (*Educational Testing Service*). TOEFL Junior Standard test is an objective and reliable measure of English communication skill. It was launched on October 2010 and has been administered in more than 50 countries including Indonesia. The question consists of 42 items in multiple choice form. The time for administration the test is 40 minutes. The listening TOEFL Junior test consists of three sections namely; classroom instruction, short conversation, and academic listening. The following is the description of listening comprehension test.

Table 4
Listening Comprehension Test Section

Listening sections	Number of questions
Classroom instruction	1- 10
Short conversation	11-25
Academic listening	26-42

Source: TOEFL Junior Handbook, 2012.

TOEFL Junior Handbook provides the specification of listening comprehension test:

Table 5
The Listening Comprehension Specifications

No	Objectives	Subskill	Question's Number
1	The students are able to hear and comprehend a short talk in classroom instruction mode. After each talk the students will answer one question. Each talk lasts 20 to 45 seconds.	- Identifying the main idea.	1, 4 and 7
		- Identifying the purpose of the talk.	3 and 9
		- Making an inference.	6 and 10
		- Making a prediction.	2, 5 and 8
2	The students are able to hear and comprehend short conversations between two people. After the conversation the students will answer three or four	- Identifying the main idea.	13, 18 and 26
		- Identifying one or more of the important details of the conversation.	12, 19, 20, 21, 22, 23 and 27
		- Making an inference.	11, 16 and

	questions. Each conversation lasts 60 to 90 seconds.		25
		- Making a prediction.	17 and 24
		- Identifying <i>why</i> a speakers talks about certain information, or the speaker's purpose.	14 and 29
		- Recognizing how a speaker feels or what a speaker means when using certain intonation or stressing certain words.	15 and 28
3	The students are able to hear and comprehend long talks in lecture or discussion mode. The students will answer four or five questions. Each lecture or dicussion lasts 90 – 120 seconds.	- Identifying the main idea.	34, 39
		- Identify one or more important details of the conversation	37, 40 and 42
		- Make an inference.	35 and 41
		- Make a prediction	36
		- Recognizing how a speaker feels or what a speaker means when using certain intonation or stressing certain words	38

Source: TOEFL Junior Listening Comprehension Handbook, 2015

3.6. Validity and Reliability

3.6.1. Validity

One of the characteristics of good study is that the test should be valid. According to Fraenkel, et. al. (2012, p.147), validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researches makes.

3.6.1.1. Validity of Self-Efficacy Questionnaire

In this research, the researcher used ready made self-efficacy questionnaire from Rahimi and Abedini (2009) that has been valid because many researchers has done use this questionnaire for their research and it was tested to the large sample of 602 respondents in different learning context and different level. The participant from intermediate EFL learners, freshmen undergraduate, university and also senior high school students. It was proven by Kurniawati (2014) who had done a try out to self-efficacy questionnaire to the 100 high school students. Furthermore, Oktaviani had tried out this questionnaire to the 40 students from sixth and eighth semester of English Education of UIN Raden Fatah Palembang. The results showed that all items of questionnaire were valid because the r-obtained of each items was greater than r-table (0.312).

In this research, researcher translated the questionnaire into Indonesian version to avoid misunderstanding about the statements. To know the translation appropriate or not, three lecturers from English Education in UIN Raden Fatah Palembang were asked as validators to know whether the translation was true or false.

3.6.1.2. Validity of Listening Comprehension Test

For listening comprehension test, the researcher used Listening TOEFL Junior from EST (*Educational Testing Service*). The TOEFL would not be tested validity because it was international instrument commonly used to measure the ability of English speakers or learners of English by institution like senior high school or university. TOEFL Junior standard test is an objective and reliable

measure of your English communication skills. It was launched on October 2010 and has been administered in more than 50 countries including Indonesia.

3.6.2. Reliability

Reliability means that scores from an instrument are stable and consistent (Creswell, p. 159). According to Faenkel et. al (2012, p. 145) refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.

3.6.2.1. Reliability of the Questionnaire

In this research, the researcher used ready made questionnaire that has been reliable from Rahemi and Abedini (2009) with cronbach alpha 0.73 higher than 0.70, it meant the questionnaire was reliable. Moreover, it was also proven by many research studies. Tabrizi & Saeidi (2015) found that the reliability score of questionnaire on EFL learners' self-efficacy about listening skill was 0.78. Oktaviani (2016) mentions high reliability score of self-efficacy questionnaire was 0.95. Kurniawati (2014) has done tried out self-efficacy questionnaire to the tenth grade students and she found reliability score was 0.98. Fraenkel et al (2012, p. 157) state that when used to check reliability of scores, the standard value or coefficient is at least 0.70, preferably higher. Therefore, if the score is 0.70 or higher than 0.70, the test is reliable.

3.6.2.2. Reliability of Listening Comprehension Test

For listening comprehension test, researcher used TOEFL Junior test that was international instrument that already reliable for students listening comprehension test. According to TOEFL Junior standard test (2015, p. 2) *TOEFL Junior* standard test is an objective and reliable measure of your english communication skills. The reliability coefficients of the four TOEFL Junior standard scores, in the group of all test takers, are estimated to be as follows:

Table 6
Reliability Score

Reliability Estimates of the TOEFL Junior Standars Test Score	
Listening Section	.87
Language Form & Meaning Section	.87
Reading Section	.89
Total	.95

Sources: *TOEFL Junior Handbook, 2015, p. 29.*

The cronbach alpha of listening section from TOEFL Junior is 0.87 higher than 0.70, it meant the test was also reliable. The TOEFL listening's reliability would not be checked because it had been reliable.

3.7. Data Analysis

In analyzing the data, data obtained from correlational research design would be calculated by meant of SPSS 20.0 software (Statistical Package for the Social Sciences). Moreover, the researcher will use and describe some techniques, as follows:

3.7.1. Analyzing of Self-Efficacy Questionnaire

The data from questionnaire would be analyzed to determine the students' self-efficacy. The total number of the questions were 20 items. After distributing the questionnaire to the students. The first, the questionnaire would be calculated based on the students answer. The response option was a value of 1 point for strongly disagree, a value of 2 points for disagree, a value of 3 points for no idea, a value of 4 points for agree, and a value of 5 points for strongly agree. For the score, the highest score was 100 and the lowest score is 20.

The second, For the students' scores of self-efficacy questionnaire were divided into two categories, "high self-efficacy" and "low self-efficacy". The students' self-efficacy whose scores were above 40 was considered as high and the students' self-efficacy whose scores were below 40 was regarded as low (Rahimi and Abedini, 2009, p. 20).

Table 7

The Descriptor of Students' Self-Efficacy Categories

Interval	Category
Self-Efficacy	High (>40)
	Low (40)

Source: Rahimi and Abedini, 2009

Third, the result would be classified in case of analyzing frequency and percentage.

3.7.2. Analyzing of Listening Comprehension Test

The listening comprehension test was taken from TOEFL Junior test that consisted of 42 items. The time to answer the questions is 40 minutes. After

distributing the listening comprehension test, the result of students listening comprehension test would be calculated by using formula that usually used by the teacher in the school. The following is the formula:

$$\text{Listening Comprehension} = \frac{N \text{ correct answer}}{N \text{ questions}} \times 100$$

Further, after knowing where is the student scaled – score, then, the score would be depicted in score descriptors. It is useful for knowing the students' strength and weaknesses in a particular listening comprehension skill area. The table below were the score descriptors:

Table 8

The Descriptor of Listening Comprehension

Interval	Category
86 – 100	Very Good
85 – 71	Good
70 – 56	Average
55 – 46	Poor
0 – 45	Very Poor

Source: Scoring System of SMA Negeri 1 Pemulutan Selatan

3.7.3. Correlation Analysis

In finding the correlation between the variables of the study, Pearson Product Moment Coefficient would be used. Then, the significance of the correlation coefficient would be determined by comparing the data of the coefficient r data in the level of significance of 5 percent or 0.05 in the table of product moment (r table). The correlation coefficient could be significant if the r

table in the level of significance of 5 percent showed less than r data. In addition, if the data got the positive r value, the correlation might be a significantly positive. Then, if the result got negative r value, there might be a significant negative correlation. To interpret how strong the relationship between two variables, the researcher refers to table degree of correlation from Cohen, Manion and Morrison (2007, p. 536):

Table 9
The Degree of Correlation Coefficient

Interval Coefficient	Level of Correlation
0.20 – 0.35	Weak
0.35 – 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very Strong

Source: Manion and Morrison (2007, p.536).

3.7.4. Regression Analysis

In order to know the contribution of self-efficacy to listening comprehension of the eleventh grade students of SMA Negeri 1 Pemulutan Selatan, regression analysis would be applied to the study. In the correlation study, the analysis estimated a statistical process of the correlations between variables or between one or more predictor variables and the criterion variable. Then, the result of the analysis indicated the percentage of the predictor variables that contributed to the criterion scores. In addition to, all the statistical calculation above would be completed by SPSS (Statistical Package for Social Science).

CHAPTER IV

FINDING AND INTERPRETATIONS

This chapter presents (1) research finding, (2) statistical analyses, and (3) interpretations.

4.1. Research Findings

This study was set up to investigate the correlation between self-efficacy concerning listening skill and listening comprehension of the eleventh grade students of SMA Negeri 1 Pemulutan Selatan. The variables involved in this study were the predictor variables identified as self-efficacy and criterion variable was listening comprehension. In this study, the students were asked to indicate their self-efficacy and their English listening comprehension. Therefore, all the students were asked to complete a self-efficacy questionnaire and a listening comprehension test.

4.1.1. Results of Self-efficacy Questionnaire

The total active students in the eleventh grade students of SMA Negeri 1 Pemulutan Selatan were 93 students. 85 students participated in this research, and the others were absent when conducting this research. The 20 items of self-efficacy questionnaire were used to investigate the participants' self-efficacy. This questionnaire used 5-point Likert-scale items ranging from "strongly disagree" to "strongly agree". The rating scale included the following options: a value of 1 point for strongly disagree, a value of 2 points for disagree, a value of 3 points for no idea, a value of 4 points for agree, and a value of 5 points for strongly agree. In

answering each question in the questionnaire, participants were asked to choose the option that best represents their opinions. After participants chose, the result would be analyzed by calculating the score of the students' self-efficacy questionnaire and divide it into two categories "high self-efficacy" and "low self-efficacy".

Based on the data obtained from the self-efficacy questionnaire, the score ranged from a minimum of 43 to a maximum of 74 with the mean of 60.98 and a standard deviation of 6.494. The descriptive statistical analysis of self-efficacy questionnaire for the participants is shown below:

Table 10
Descriptive Analysis of Self-efficacy

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Self-efficacy	85	43	74	60,98	6,494
Valid N (listwise)	85				

The students' scores of self-efficacy questionnaire were divided into two categories, "high self-efficacy" and "low self-efficacy". To determine students' listening comprehension categories, students' self-efficacy whose scores were above 40 was considered as high and the students' self-efficacy whose scores were below 40 was regarded as low. The result can be seen in table 11.

Table 11
Distribution of Students' Self-Efficacy Categories

Interval	Category	Average Score	Frequency	Percentage
Self-Efficacy	High (>40)	60,98	85	100%
	Low (40)	0	0	0%

Based on the self-efficacy categorization, it was found that all of students with 100% result had high self-efficacy.

4.1.2. Results of Listening Comprehension

The descriptive statistic analysis of listening for the participants is shown below. The maximum score is 40, and the lowest score is 12. The mean of the listening scores for the participants is 26.26 and the standard deviation is 6.479. This mean score indicates that the level of listening comprehension of all participants is very poor.

Table 12
Descriptive Statistics of Listening Comprehension

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Listening Comprehension	85	12	40	26,26	6,479
Valid N (listwise)	85				

The distribution of listening comprehension is presented in the following table:

Table 13
Distribution of Listening Comprehension

Interval	Students	Category	Percentage
86 – 100	0	Very Good	0%
71 – 85	0	Good	0%
56 – 70	0	Average	0%
46 – 55	0	Poor	0%
0 – 45	85	Very Poor	100%

After analyzing the data, it was found that all of students had high self-efficacy but they had very poor score in the listening comprehension test.

4.2. Statistical Analyses

There were three statistical analyses that the researcher applied in this research:

1. The statistical analysis of normality and linearity
2. The statistical analysis of correlation analysis between self-efficacy concerning listening skill and listening comprehension in all participants.
3. The statistical analysis of regression analysis between self-efficacy concerning listening skill and listening comprehension in all participants.

4.2.1. Normality test and Linearity test

Normality test and linearity test were conducted prior to data analysis through SPSS 20th version for windows. As parametric statistics, in term of correlation and regression were used in this research, it was fundamental to see if

the distribution of data were normal for each variable and linear between variables.

4.2.1.1. The Result of Normality Test

The data are interpreted normal if $p > 0.05$. If $p < 0.05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table below indicated that the data from each variable were all normal and appropriate for data analysis with coefficients 0.630 for self-efficacy and 0.111 for listening comprehension.

Table 14
Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Self-Efficacy	Listening Comprehension
N		85	85
Normal Parameters ^{a,b}	Mean	60,98	26,26
	Std. Deviation	6,494	6,479
	Absolute	,081	,130
Most Extreme Differences	Positive	,061	,130
	Negative	-,081	-,109
Kolmogorov-Smirnov Z		,748	1,203
Asymp. Sig. (2-tailed)		,630	,111

a. Test distribution is Normal.

b. Calculated from data.

The normal Q-Q plot of each variable is illustrated in the following figures.

Figure 2. Distribution of Self-efficacy Data

Normal Q-Q Plot of Self-efficacy

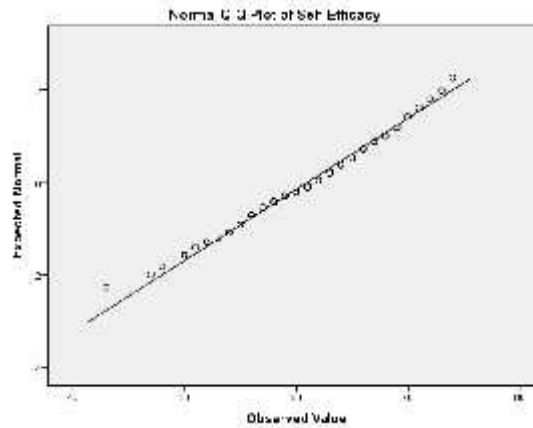
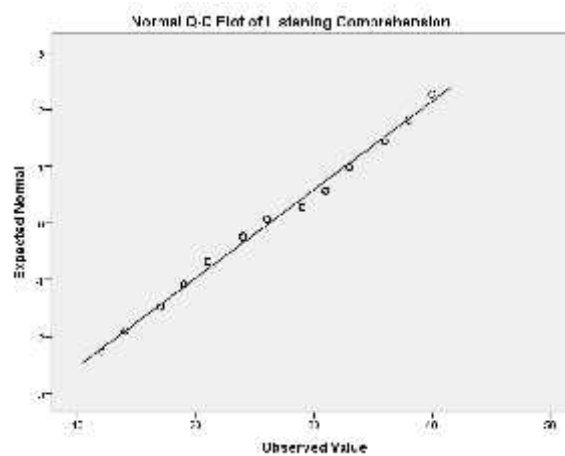


Figure 3. Distribution of Listening Comprehension Data

Normal Q-Q Plot of Listening Comprehension



4.2.1.2. The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is more than 0.05, the two variables are linear. The results showed that, the deviation from linearity between self-efficacy concerning listening skill and listening

comprehension was 0.500. To sum up all the data were linear for each correlation and regression.

Table 15
Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Listening Comprehension * Self-Efficacy	(Combined)		1109,450	27	41,091	,969	,522
	Between Groups	Linearity	22,689	1	22,689	,535	,467
		Deviation from Linearity	1086,761	26	41,799	,986	,500
	Within Groups		2416,856	57	42,401		
	Total		3526,306	84			

4.3. Correlation between Self-efficacy Concerning Listening Skill and Listening Comprehension

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and listening comprehension. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between self-efficacy concerning listening skill and listening comprehension.

Table 16
Correlation between Self-efficacy concerning Listening Skill and Listening Comprehension

Correlations

		Self-Efficacy	Listening Comprehension
Self-Efficacy	Pearson Correlation	1	-,080

	Sig. (2-tailed)		,466
	N	85	85
	Pearson Correlation	-,080	1
Listening Comprehension	Sig. (2-tailed)	,466	
	N	85	85

As shown in the table 16, the correlation coefficient or the r -obtained (-.080) was lower than r -table (0.216) ($n-2=83$). Then the level of probability (p) significance (sig.2-tailed) was .466. It means that p value (.466) was higher than 0.05. Thus, for the first, H_1 was rejected and H_0 was accepted, it means that there was no significant correlation between the self-efficacy concerning listening skill and listening comprehension of the eleventh grade students of SMA Negeri 1 Pemulutan Selatan.

4.4. Interpretation

In order to strengthen the value of this study the interpretations are made based on the result of data analyses. Based on the findings, there was no significant correlation between the self-efficacy concerning listening skill and listening comprehension. Also, there was no significantly influence of self-efficacy concerning listening skill on listening comprehension.

Listening is one of the most important aspects of students' learning that impacts academic success. From junior until university students, they need good listening comprehension skill to help them in teaching and learning process. According to Daweesh (2014, p. 1) states that for success in academic setting, both instructors and students should acknowledge the importance of listening comprehension. Especially for senior high school students, having good listening

comprehension can help students more understand the material that their teacher taught. As result, students who have good listening comprehension can increase their capabilities in the academic.

In this research, it was focused on self-efficacy concerning listening skill and listening comprehension. Based on the interview with the eleventh grade students of SMA Negeri 1 Pemulutan Selatan, it was found that most of the students got difficulties in listening to audio clearly, they did not understand what the speaker was talking about and it is hard for them to comprehend it. In this research, 85 students of 93 students from four classes participated and others were absent when conducting this research. First, the researcher distributed self-efficacy questionnaire to the students after they answered the questionnaire, the researcher distributed listening question to the sample to know the students ability in listening related to their self-efficacy.

Based on the findings, it was found that all of students with 100% result had high self-efficacy. It means the students believed about their ability that they could do task related to listening. It was supported by Vandergrift and Goh (2012, p. 71) who state that listeners with high self-efficacy feel confident about their ability to handle listening situations because they have learned to manage these challenges, based on past experience. They attribute their success mainly to their own efforts. As the result, It can increase their efforts in the listening.

In relation to their listening comprehension, based on the finding, all of students with 100% result got in very poor level. It means the students could not control a speaker's speech speed and lack of vocabulary. It caused them hard to

analyze the words that the speaker said. It was relevant to the statement of Malkawi (2010, p. 773), that there are three listening problems that senior high school students usually face in listening comprehension. 1) speech speed; 2) limited knowledge of vocabulary and structure of sentences; 3) limited knowledge of topic in question. To improve students with average score, the teacher can improve their teaching listening skill or change their strategy when they are teaching. The teacher should practice with the students in listening in order to can make them usually listen about English to develop the students' achievement in listening comprehension.

In brief, based on the data analysis researcher found that the total contribution of self-efficacy concerning listening skill and listening comprehension showed no correlation and influence. The result could happen since self-efficacy was not only one factor than affected listening comprehension. The result not only occurred because self-efficacy was not the only one factor affecting the students listening comprehension, but also since it was not the most dominant factor affecting the students listening comprehension.

The researcher assumed less effort in completing the listening comprehension test items resulting in lower proficiency scores. These low proficiency scores, possibly due to decreased effort, were thus not associated with participants' self-efficacy in their listening comprehension. Then, the inattention to the listening text may result in a lack of comprehension of the main ideas or the message in its entirety. It can cause the students to have low score in listening comprehension. As well, another factor that should not be neglected was the

situation and condition of the students when joining the test. In doing this research, situation and condition were not supportive, it caused students did not focus in doing the test. As the result, students were not concentration in doing the test and got low score in listening comprehension.

The result of this research was supported by Mills, Pajares and Herron (2006). A study that they conducted in 95 college students enrolled in third and fourth semester French courses at a university in the southeastern United States. They indicated that gender and listening self-efficacy were not significantly related to listening proficiency. A positive relationship between listening self-efficacy and listening proficiency for women and a negative relationship between listening self-efficacy and listening proficiency for men. An analysis of the listening proficiency scores revealed that 41% of the men received listening proficiency scores below 70% whereas only 23% of the women received scores below 70%. The insignificant result probably occurred because some male students, in particular, may have placed less effort in completing the listening proficiency test items resulting in lower proficiency scores. These low proficiency scores, possibly due to decreased effort, were thus not associated with those male participants' stronger beliefs in their French listening capabilities. Then, Any lack of effort or inattention on the part of the language learner may therefore affect listening performance. Inattentiveness from certain male participants, in particular, may have thus resulted in lower listening proficiency. Furthermore, it may be possible that the "fleeting" nature of spoken language and the increased

concentration needed to comprehend listening texts may incite increased anxiety arousal detrimental to the listening proficiency of language learners.

In short, the total contribution of self-efficacy concerning listening skill and listening comprehension showed no correlation and influence. It was possible to happen because self-efficacy was not only one factor than affected listening comprehension, lack of effort, condition was not supportive and inattention of the students in doing the test may affect listening comprehension and will influence the result that they got.

Finally, this study found there was no correlation and influence between self-efficacy concerning listening skill and listening comprehension of eleventh grade students of SMA Negeri 1 Pemulutan Selatan.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents, (1) conclusions, and (2) suggestion based on the findings of the research

5.1. Conclusion

There was no correlation between self-efficacy concerning listening skill and listening comprehension achievement. The finding showed that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected.

Based on the finding, it can be concluded that the students' self-efficacy concerning listening skill does not give dominant effect on listening comprehension. In this case, other factors possibly give more dominant effect on it. It also means that the students with high self-efficacy will not always result in good comprehension in listening and the students with low self-efficacy will not always result in bad comprehension in listening.

5.2. Suggestions

Seeing all the explanation and the conclusion above, the researcher intended to give some suggestions related to English teaching learning as well as the future studies.

Firstly, for the teachers and the students, they do not have to pay much attention to the self-efficacy in teaching-learning listening since self-efficacy was not only one factor affecting listening comprehension. Therefore, teachers should give more encouragement to the students beside giving or transferring knowledge. The teacher should be more creative in giving a lesson and using various teaching

method especially in teaching listening, so that the students can be more comfortable and more interested in learning English.

Then, students should practice listening English and make it as a habit. The most important one is they must have a big desire to learn listening English in order to help them easy to understand the material and increase their knowledge.

The last suggestion was the further researcher. They were expected to conduct a research with similar types which should be done with greater population in order to gain a wider generalization.

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APPENDIX A

Name:

Kelas :

A Questionnaire on EFL Learners' Self-efficacy about Listening Skill

Directions:

1. For each of the statements below, please choose base on your condition by placing a tick () in the appropriate box, from 1-5.

1= Strongly disagree

2= Disagree

3= No idea

4= Agree

5= Strongly agree

No	Items	1	2	3	4	5
1	I have a special ability for improving listening skill.					
2	In a listening practice, although I understand almost every word, the big problem is that I do not have the ability to keep all of them in my mind.					
3	I have the ability to concentrate on the content to which I listen.					
4	I believe that my proficiency in listening skill will improve very soon.					
5	I am sure that if I practice listening more, I will get better grades in the course.					
6	I can understand the tape in listening classes better than other students.					

7	I cannot understand an English film without English subtitles.					
8	No one cares if I do well in listening course.					
9	My listening teacher thinks that I am smart.					
10	My classmates usually get better grades than I do.					
11	Even if the listening practice in the class is difficult and I can not understand it completely, I can find a strategy to answer most of the related questions.					
12	I am very stressful during the listening class.					
13	I enjoy doing listening practice, when the speaker speaks fast.					
14	I enjoy doing listening practice with a proficient partner.					
15	I am one of the best students in listening course.					
16	When I am doing a listening practice with a tape at home, it is not important that how difficult it is because I repeat it so much that I can understand it.					
17	I enjoy meeting tourists because I can understand them well.					
18	The more difficult the listening practice it is, the more challenging and enjoyable it is.					
19	In the listening class, when the teacher asks a question I raise my hand to answer it even if I am not sure about it.					
20	Women are more proficient than men at listening skill.					

Adopted From Rahimi and Abedini, 2009.

APPENDIX B

TOEFL Junior Test

Part 1 : Listening Comprehension Section

Time : 40 Minutes

Classroom Instruction (1-10)

Direction

In this section of the test, you will hear a teacher or other school staff member talking to students. Each talk is followed by one question. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk only one time.

Here is an example:

What does the teacher want the students to do?

- (A) Help a new classmate
- (B) Prepare for gym class
- (C) Welcome a guest speaker
- (D) Return books to the library

The correct answer is (A), "Help a new classmate."

Here is another example:

What will the students probably do next?

- (A) Sing a song
- (B) Listen to some music
- (C) Choose instruments to play
- (D) Discuss the life of a musician

The correct answer is (B), "Listen to some music."

1. What did the principal like best about the band?

- A. The students wrote their own music.
- B. The band played several kinds of music.
- C. The band played during the whole festival.
- D. The students played many different instruments.

2. What will the class probably do next?

- A. Design a poster
- B. Color the leaves
- C. Eat lunch outside
- D. Collect fallen leaves

3. What is the purpose of the talk?

- A. To tell the students when they can begin working on their projects
- B. To request the students work with each other in pairs
- C. To specify the types of materials the students will use
- D. To inform the students they will need time to clean up

4. What is the teacher explaining?

- A. Why the city is located where it is
- B. How travel to the city has changed over time
- C. How the first tunnels in the city were built
- D. Why the river is important to the city's history

5. **What does the teacher tell the students to do?**
- A. Bring in some gardening tools
 - B. Wear old clothes to school
 - C. Look outside for seeds to plant
 - D. Clean the dirt off their clothes
6. **What is probably true about the dance?**
- A. It is a very popular event.
 - B. It is not usually held on a Friday.
 - C. It will take place in the cafeteria.
 - D. It is the first dance of the school year.
7. **What does the teacher ask?**
- A. For someone to turn on the lights
 - B. For someone to close the curtains
 - C. For someone to move the television
 - D. For someone to turn on the television
8. **What will the students probably do next?**
- A. Read a book
 - B. Write an essay
 - C. Watch a video
 - D. Form discussion groups
9. **What is the purpose of the talk?**
- A. To help students understand the characters they are reading about
 - B. To advise students on ways they can improve their writing
 - C. To praise the students who wrote the best stories in class
 - D. To describe the lives of some famous writers

10. **What point does the speaker make about the alphabet in ancient Norway?**
- A. It had very few letters.
 - B. It was quite difficult to learn.
 - C. It spread to other parts of the world.
 - D. It was similar to the Chinese writing system.

Short Conversation (11-25)

Direction

Now you will hear some conversations. Each conversation is followed by three or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each conversation only one time.

11. **Where is the conversation probably taking place?**

- A. Near the entrance to the city library
- B. At a table in the cafeteria
- C. On a sidewalk at school
- D. Inside the art building

12. **What did the boy lose?**

- A. A watch
- B. A book bag
- C. A library book
- D. His homework assignment

13. **According to the conversation, what has not been decided yet?**

- A. Who is going to study for the test
- B. Where a group is going to meet to study
- C. What topic the girl will choose for her art project
- D. When the boy will go to the cafeteria

14. What are the speakers happy to see when they enter the cafeteria?

- A. That their friends are there
- B. That their favorite foods are being served today
- C. That there are few people in the line
- D. That the cafeteria will stay open longer than usual

15. What do the speakers say about the drinks in the cafeteria?

- A. They are expensive.
- B. There are not any hot ones.
- C. There are many kinds to choose from.
- D. The types available change every day.

16. What does the boy suggest the girl do?

- A. Try something new
- B. Ask if there is any soup
- C. Read the menu carefully
- D. Order the same meal that he orders

17. What will the boy NOT order for lunch?

- A. Juice
- B. Soup
- C. Salad
- D. Dessert

18. What is the girl on her way to do?

- A. Attend a meeting
- B. Pick up a schedule
- C. Return a library book
- D. Watch a performance

19. What does the girl say about her experience with dancing?

- A. She has tried only one style of dancing.
- B. She has been dancing for a long time.

C. She sometimes teaches children how to dance.

D. She has never danced in front of an audience.

20. What happened because of a rainstorm?

- A. A walkway had to be closed.
- B. A building's roof was damaged.
- C. A basketball game was canceled.
- D. An assembly had to be rescheduled.

21. What does the boy say he needs to do?

- A. Meet a teammate
- B. Go to a music class
- C. Return a basketball to a teacher
- D. Make a phone call in the main office

22. What does the boy ask the girl to do?

- A. Join a team
- B. Help him study
- C. Eat lunch with him
- D. Lend him a textbook

23. What subject is the girl interested in?

- A. Math
- B. History
- C. Science
- D. Geography

24. What does the boy offer to give the girl?

- A. A library card
- B. The title of a book
- C. A list of questions
- D. The names of students

25. Where will the event be held this year?

- A. In the gym
- B. In the library
- C. In the cafeteria
- D. In the science room

Academic Listening (26-42)

Direction

Now you will hear some talks and discussions about academic topics. Each talk or discussion is followed by four or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk or discussion only one time.

26. What is the main topic of the talk?

- A. Unusual foods served in castles
- B. The training of cooks in castles
- C. The earliest known castle kitchen
- D. The workings of a castle's kitchen

27. What was important about the location of a castle's kitchen?

- A. It was connected to the great hall.
- B. It was below the chef's living area.
- C. It allowed food to be served hot.
- D. It protected castle residents from fires.

28. What does the teacher say about vegetables?

- A. They were expensive.
- B. They were grown in the castle's garden.
- C. They were bought from nearby villages.
- D. They were kept frozen in winter.

29. According to the teacher, what was the chef's main responsibility?

- A. Managing the kitchen workers
- B. Buying the ingredients for meals
- C. Baking bread for everyone in the castle
- D. Presenting the food to the king and queen

30. What are the speakers mainly talking about?

- A. A new road in their town
- B. A new way to build roads
- C. The early history of roads
- D. The cost of building roads

31. Why does the woman talk about animals?

- A. To explain how the first roads were created
- B. To point out that long ago most people did not travel much
- C. To describe an event that happened on a road nearby
- D. To suggest that traveling on country roads can be dangerous

32. Why did people in England build ridge ways?

- A. To connect small towns to major cities
- B. To allow cars to drive around small towns
- C. To create roads that water would not wash away
- D. To create a separate road for transporting animals

33. What does the woman say about roads in ancient Greece?

- A. They were constructed on all of Greece's islands.
- B. They were not as good as roads built by the Romans.

- C. They often washed away in the rain.
- D. They connected Greece to the Roman Empire.

34. What is the speaker mainly talking about?

- A. An unusual part of the Atlantic Ocean
- B. A kind of seaweed that is eaten by most fish
- C. The discovery of an uncommon type of seaweed
- D. A kind of sea animal that lives only in the Atlantic Ocean

35. According to the speaker, what do certain currents in the Atlantic Ocean do?

- A. They cause the Sargasso Sea to become smaller and smaller over time.
- B. They keep the water in the middle of the Sargasso Sea from moving much.
- C. They make fish from the Sargasso Sea drift to other places.
- D. They prevent seaweed in the Sargasso Sea from being eaten by sea creatures.

36. What is the speaker explaining when he mentions sailing ships?

- A. How the Sargasso Sea was discovered
- B. How seaweed got into the Sargasso Sea
- C. How unusual the water in the Sargasso Sea looks
- D. How little wind there is in the Sargasso Sea

37. What is sargassum?

- A. A species of fish
- B. A kind of seaweed
- C. A fast-moving current
- D. A slow-moving sailing ship

38. According to the speaker, what is surprising about some animal species that live in the Sargasso Sea?

- A. They have short life spans.
- B. They are larger than expected.
- C. They are usually found closer to land.
- D. They are not native to the Atlantic Ocean.

39. What is the main topic of the talk?

- A. The eating habits of large sea animals
- B. An animal with an unusual physical feature
- C. An animal with a very long life
- D. Mythical creatures of Europe

40. Why does the teacher mention unicorns?

- A. To explain why people thought narwhals were also mythical
- B. To discuss why it is so difficult to find narwhals
- C. To tell the class what they will learn about next week
- D. To describe what a narwhal's tooth looks like

41. Why did people in Europe hundreds of years ago think the narwhal was special?

- A. They thought they could use its tooth to make medicine.
- B. They thought it brought good luck.
- C. They thought it was a type of mermaid.

D. They thought it was a highly intelligent animal.

42. Why does the teacher mention peacocks?

- A. To demonstrate how valuable narwhals are
- B. To describe the different colors of male narwhals
- C. To help explain the purpose of the male narwhal's tooth
- D. To talk about a popular animal in medieval Europe