

**THE CORRELATION BETWEEN SELF ESTEEM AND  
LISTENING COMPREHENSION OF THE ELEVENTH  
GRADE STUDENTS OF SMA MUHAMMADIYAH 6  
PALEMBANG**



**UNDERGRADUATE THESIS**

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## **CHAPTER I**

### **INTRODUCTION**

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

#### **1.1. Background**

English has reached its status as a widely used language in the world. It is in lined with Crystal (2003, p. 1) who states that English is as a global language. In addition, Nga (2008, p. 261) says that English dominates as a global language because English is used as an official or semiofficial language. It is the main language of books, newspapers, airports and air-traffic control, international business and academic conferences, science, technology, medicine, diplomacy, sports, international competitions, pop music, and advertising. According to Crystal (2003, p. 5), English is used in “over 100 countries” in the world as official language or priority learned language.

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) mentions a study conducted by Miller (2003) which showed that more than 50% of our daily communication is spent on listening, 35% on speaking, 16% on reading, and only 9% on writing. It means that listening is such 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). In listening, students can

acquire foreign language. The importance of listening cannot be ignored by students to acquire a language. 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. According 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 a result, students who have good listening comprehension can increase their capabilities in the academic.

In Indonesia context, the teaching of EFL listening is learnt either as a discrete or integrated language skill in part of language curriculum. Furthermore,



Wei (2012, p. 2) adds that for 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 that faced by students in listening class : less of pronunciation, lack of concentrate, less of understanding English accent, less of vocabulary, and can not control native speaker speed.

In addition, when students do some listening test, so many problems can affect them in test. Not only linguistic but non-linguistic factors can affect many aspect in language learning, especially in learning listening. Yan (2012, p. 18) says that “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, they have low intrinsic motivation, so many students try to give up as long as they are unable to understand with the speaker”. This problem is closely related to psychological factors out of which self-esteem is an overwhelming issue that has determining effects on language learning, especially listening comprehension.

Dedmond (2011, p. 3) defines self-esteem as the complication of feelings that guide behavior, influences attitudes, and drives motivation. Acharya and Deshmukh (2012) also define self-esteem as a psychological and social phenomenon in which an individual evaluates his/her competence and own self

according to some values. Barrow (2010, p. 41) explains self-esteem as the ability to cope with life challenges, the feeling of being worthy and deserving and the right to enjoy the product of hard work. From the definitions above, it can be concluded that self-esteem is how person respect and evaluate themselves that influences psychology, guides behavior, controls feeling and drives motivation.

The theory of self-esteem is in accordance with Plummer (2007, p. 18) that self-esteem is a primary factor in the building and maintenance of social, emotional and mental well-being and that it also plays a major part in academic achievements and physical health. Juyandegan (2016, p. 305) also maintains that self-esteem affects many aspects of people's life especially in general, academic, family, and social relationship. Self-esteem often has a connection with mental health, learning successfully, living effectively, and even the good life (Murk, 2006, p. 26).

Juyandegan (2016, p. 305) states that self-esteem is considered as one of the important affective factors because success or failure of a person depends mostly on the degree of one's self-esteem. When students have a low self-esteem, they can suffer from a range of psychological difficulties such as loneliness, academic failure, criticism, rejection and depression. Struggling with self-esteem builds adverse effects on all areas of a student's life from social to academic (Sinha & Imam, 2016, p. 384).

In line with Ahour and Hassanzadeh (2015, p. 443), they describe that when a person has low self-esteem, it brings lack of self-confidence, concern, social distance and other negative circumstances. Besides, Hisken (2011, p. 2) explains that students with low self-esteem struggle with problems they face in

school, whether it is academically or socially. He adds their daily lives outside of school can also suffer from a lower level of self-esteem because the main problem seen with self-esteem issues is that students become more focused on how they are viewed by their peers rather than focus on their school work.

Based on my informal interview with teachers and some eleventh grade students of SMA Muhammadiyah 6 Palembang, the students don't know about self-esteem and the benefit of self-esteem for their learning. The students also did not know self-esteem would help the students to succeed in learning English especially in listening comprehension. The teacher also did not know about their students' self-esteem when they were teaching. As a result, most of the students never identify their self-esteem. Then, for listening comprehension, the students had difficulties in understanding what the speaker says about English and they were hard to focus and concentrate when they are in listening activity. Sometimes the students had low motivation when they were listening English because they could not get the key word of the conversation. One of those factors indicated that they were lacking self-esteem as a psychological factor.

From the problems and explanation above, the researcher is interested in conducting the study to find out whether or not there is any significant correlation between students' self-esteem and their listening comprehension by conducting a study entitled: "The Correlations between Self-Esteem and Listening Comprehension of the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang".

## **1.2. Research Problems**

Based on the background, the research problems are formulated in the following questions:

1. Is there any significant correlation between self-esteem and listening comprehension of the eleventh grade students of SMA Muhammadiyah 6 Palembang?
2. Does self-esteem significantly influence listening comprehension of the eleventh grade students of SMA Muhammadiyah 6 Palembang?

### **1.3. Research Objectives**

In accordance with the problems above, the objectives of this study are:

1. To find out whether or not there is a significant correlation between self-esteem and listening comprehension of the eleventh grade students of SMA Muhammadiyah 6 Palembang.
2. To know whether or not self-esteem significantly influences listening comprehension of the eleventh grade students of SMA Muhammadiyah 6 Palembang.

### **1.4. Significance of the Study**

Related to the objective of the research above, the significance of this study is as follows:

- a. This research can give meaningful contribution to the teachers and lecturers of English to know their students' self-esteem, because it is one of factors that influence students' achievement. They can give motivation by support the students to be more confident in doing something especially in listening to achieve higher scores in listening comprehension.

- b. This research can be useful information and positive contribution to the English foreign language learners especially the eleventh grade students of SMA Muhammadiyah 6 Palembang, the students are expected to gain new information from listening and can increase their self-esteem because self esteem is one of psychological factors that can influence students achievement, especially in listening subject.
- c. This researcher can increase the researcher knowledge of self-esteem, such as the importance, the correlation, and the effect in learning process, especially in listening comprehension.
- d. The result of this study is expected to give more information or knowledge as a source for further research, especially in research, concerning about students' self-esteem and listening comprehension.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents: (1) the correlational study, (2) the nature of self-esteem, (3) dual pillar of self-esteem, (4) self-esteem's scales, (5) self-esteem's characteristic, (6) elements of self-esteem, (7) elements self-esteem's characteristic, (8) characteristic of high and low self-esteem, (9) the definition of listening comprehension, (10) the importance of listening comprehension, (11) the process of listening comprehension, (12) type of listening comprehension, (13) difficulties faced by students during listening activity, (14) previous study, (15) the hypotheses, and (16) criteria of testing hypotheses.

#### **2.1. Correlational Study**

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. In addition, Fraenkel, Wallen, and Hyun (2012, p. 331) state that the correlation study mainly focuses on the possibility of relationships between only two or more variables investigated without any attempts to influence them. Furthermore, Creswell (2012, p. 338) declares that in correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. 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 reverse manner. Cohen, Manion, and Morrison (2007, p. 536) proposed the meaning of a given correlation coefficient as follow:

**Table 1**  
**Correlation Coefficient**

| Interval Coefficient | Level of Correlation |
|----------------------|----------------------|
| 0.20 – 0.35          | Very Weak            |
| 0.35 – 0.65          | Weak                 |
| 0.65 – 0.85          | Strong               |
| Over – 0.85          | Very strong          |

## 2.2. The Nature of Self-Esteem

Tracy (2016) defines self-esteem as how much an individual like his/her self, how much an individual respect his/her self, and how much an individual value his/her self in his/her interaction with other people. Dedmond (2011, p. 6) claims self-esteem is the complication of feelings about ourselves that guides our behavior, influences our attitudes, and drives our motivation. In addition, Acharya and Deshmukh (2012) define self-esteem as a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values. Barrow (2010, p. 41) explains self-esteem as the ability to cope with life challenges, the feeling of being worthy and deserving and the right to enjoy the product of hard work. It can be concluded that self-esteem is how's person respect and evaluate themselves that influences psychology, guides behavior, controls feeling and drives motivation.

### **2.3. The Dual Pillars of Self-Esteem**

Murk (2012, p. 18) argue that self-esteem has two interrelate aspects. Those are self-efficacy and self-respect.

#### **2.3.1 Sense of Personal Efficacy ( Self-Efficacy)**

Self-efficacy can affect people's choice of activities, and it can make people's motivation be increase (Zulkozky, 2009, p. 94). Self-efficacy functions as the internal motivator for gifted students to endure challenges and achieve goals (Taylor, 2014, p. 8). It means that self-efficacy is the ability in confidence in the functioning of mind, the ability to think, in the processes by which the judge, choose, decide and internal motivation. Confidence in the ability to understand the facts of reality that fall within the sphere of the interests and needs cognitive self-trust, cognitive self-reliance.

Cubukcu (2008, p. 150) argues self-efficacy is believe to be related to student engagement and learning. There are some components related to self-efficacy, those are behavioral engagement, cognitive engagement, and motivational engagement. All of the three components achieve the goal of learning and achievement (Linnebrick & Pintrich, 2003, p. 122).

He separates behavioral engagement in the three terms, those are effort, persistence, and instrumental help seeking. He also state two aspects in cognitive engagement, it includes strategy that uses and metacognition. Furthermore, he adds three aspects from motivational engagement, those are interest, utility value, and affect (value belief).



It is supported by Cubukcu (2008, p. 151) behavioral engagement includes observable students' behavior. The teacher can easily find if students are engaged in terms of effort, diligence and help seeking. Related to cognitive engagement, he argues, it takes place in students' heads especially related to their intelligences, that is why it is difficult for teachers to gain access to students' cognition and thinking. In the term of motivational engagement, he examines it consist of personal interest (like and dislike), value (importance and utility) and affect.

In short, behavioral engagement is one of self-efficacy element that controls and keeps someone's' behavior. in the term of cognitive engagement is the main essential influence students cognitive that focus on what they have in their heads and their brains. Related to motivational engagement, it is individual intention in deciding what is the positive thing and negative thing that can affect students' life.

### **2.3.2 Sense of Personal Worth (Self-Respect)**

The concept of self-respect as a potentially more useful construct In developing and remediating youth resilience, independence, and strength (Niemi, 2013, p. 1). Self-respect means assurance of the value an affirmative attitude toward the right to live. In short self respect defines as how people respect about themselves. Self-respect refers to tendency to accept the self as a qualified person who is worthy of honor and high regard and argue that self-respect rest on being a principled and thrust worthy person, behaving in such a manner as to earn the "honor" and dutiful regard of oneself and others (Kumashiro, Finkel, & Rusbult,

2002, p. 1016). People who are respect with themselves likely to follow characteristics below (Kumashiro, et al., 2002, p. 1016).

- a. Control the braveness-level impulse toward destructive reciprocity
- b. Think deeply the broader consideration that are relevant to the actions (e.g., moral standards, concern to the partners' well-being, and accordingly)
- c. Making actions that positive (yet costly and effortful) for his/her self and others in relationship
- d. Expect the partners to behave in a considerate and honorable manner, even when it is not in the partners immediate to do so on.

#### **2.4. Self – Esteem Scales**

Self-esteem is one of the personality factors in psychology term that influence human's productivity among many aspects of students' life. Juyandegan (2016, p. 305) states that self-esteem is consider as one of the important affective factors because success or failure of a person depends mostly on the degree of one's self-esteem. While considering what people got of their sense in self-esteem from the accumulation and calculation of their experience, with others and from assessment world around them. Self-esteem play an essential role in many aspect of life. In part with Coopersmith (as cited in Juyandegan 2016, p. 305) described four scales of self-esteem, they are general self-esteem, social self-esteem, family self-esteem, and academic self-esteem.

##### **2.4.1. General or Global Self- Esteem**

Naoul (2015, p. 4) argues global self-esteem is a quite fix and steady characteristic in grown up people, without an treatment, people can not change

their global self-esteem overtime. It is similar with Brown (2007, p. 155) global self-esteem becomes relatively balance and stable in a mature adult and resistant to change except by active and extended therapy. In short, self-esteem is an form of reflection which refer to personality aspect that expresses the way people generally feel about them selves and it is considered as the examiner of ones' own value across both time and distinguish situations.

Bagheri & Faghih (2012, p. 1646) describe the characteristics of global or general in self-esteem as follow :

- Student with a positive global self-esteem :
  - a. do not give up when they face any difficulty
  - b. take a leadership role in a group or community
  - c. do not kick themselves for a mistake
  - d. never prevent to participate in a discussion
  - e. are difficult to believe ones' opinion
- Student with a negative global self-esteem :
  - a. feel unsatisfied with their ability
  - b. feel that people often consider what they say are not important
  - c. feel worse than others
  - d. speak unconfidently when he/she is not sure what she/he is saying  
some critics make them with draw from them
  - e. avoid voluntary tasks

#### **2.4.2. Social Self- Esteem**

Social self-esteem refers to how people feel and cooperate with others. Harter (2012) Social constructivist is the self of socially constructed through

interactions with significant others, such as parents, teachers, and peers. (Sveningsson (2012, p. 3) states Social status is measured by sociometric methods, reflects levels of acceptance and rejection within a peer group, and self-esteem is a stable and enduring evaluation of how an individual appraises one's self. In other words, social self esteem means how people feel about themselves in interaction, socialization and communication with others. One of the main areas of focus for adolescent behavior is friend and peer relations (Yapuzer, Karatas, Civilidag, & Gundogdu, 2014, p. 62). Furthermore, Social field included friend and peer relations can bring negative and positive effects to one's self-esteem.

#### **2.4.3. Family Self- Esteem**

One of the most important social contexts for the development and expression of self-esteem is family. The family is the first primary group that people experience the place where people grow up and take a shape in the term of self-esteem. One of the tools is homeschooling. It is a learning process in which family, especially parents, take charge of their children's education (Korkmaz & Duman, 2014). Self-esteem can be built while having ages.

Good self-esteem in childhood brings advantages in adulthood. Klarin, Sasic, and Prorokovic (2012, p. 2) argue parents' supporting is a significant predictor of global self-esteem, especially in early adolescence. In other word, all of the formation in self-esteem begin in family life, and parents are the main actor in forming one's self-esteem. Mulyadi, Raharjo, and Basuki (2016, p. 604) argue in building self-esteem in family, parenting style must be actively.

#### **2.4.4. Academic Self-Esteem**

Self-esteem and academic achievement is one that is regard by many educators as a well established fact (Arshad, Zaidi, & Mahmood, 2015, p. 158). Academic self-esteem is exist in the field of school and university. Though many students are taken to school to benefit from education, only a small fraction of those taken to school are able to advance and reach their expected success many are impeded by disabilities, socioeconomic and psychological factors. Maropamabi (2014, p. 9) examines self-esteem really affect students' academic performance and inform relevant stakeholders in enhancing students' academic performance and or self-regulatory abilities.

Aryana (2010, p. 2474) argues nowadays self-esteem as one of the influential factor which affect student's academic achievement has received increasing attention. It has been declared that high self-esteem can lead to high academic achievement. From above, it can be concluded, self-esteem has important role in deciding failure or success students' academic achievement wheather it is at school, university, or other educational centers.

## **2.5. Self-Esteem Characteristics**

Self-esteem can affect many aspect in persons' life such as in the term of global or general area, academic, family and social relationship. There are some characteristics which described based on self-esteem scales. Those are following table 2:

**Table 2**  
**Self-esteem Characteristics**

| <b>No</b> | <b>Self-esteem scales</b> | <b>Positive self-esteem</b>   | <b>Negative self-esteem</b>  |
|-----------|---------------------------|---|--|
| 1         | Global or General         | <p>People feel good about themselves. They have self-love, self-respect &amp; self-confidence.</p> <p>Besides, They have a positive attitude about life, and They are optimistic and hopeful.</p> <p>(Counselling &amp; Learning Support[CLS], 2010).</p> | <p>People who have negative feelings about themselves.</p> <p>They do not like themselves and they feel unlovable and incompetent. Besides, they often feel as if they are not good enough. Also, They have a pessimistic, negative attitude about life.</p> <p>(Counselling &amp; Learning Support[CLS], 2010).</p> |

| No | Self-esteem scales | Positive self-esteem   | Negative self-esteem   |
|----|--------------------|--|--|
| 2  | Social             | <p>People in this area, their self-esteem does not depend on external circumstances; it stems from within. Their feelings about themselves are not dependent on others' opinions and they do not spend a lot of time comparing themselves to other people (Counselling &amp; Learning Support[CLS], 2010).</p> | <p>People in this area, they need the approval and praise of others to feel good about themselves. They often compare themselves with others and they have difficulty resisting social pressures. Also, They often feel isolated and disconnected from others (Counselling &amp; Learning Support[CLS], 2010).</p> |

| No | Self-esteem scales | Positive self-esteem   | Negative self-esteem   |
|----|--------------------|--|--|
| 3  | Academic           | <p>Positive self-esteem in education aspect, they are very focused on self-improvement and success and are often good at planning and setting goals as well as achieving them. Also, They have a sense of purpose and direction and confidently go for the goals (Stover, 2013).</p> | <p>On the contrary, they may convince themselves they are not smart enough to pass a test. Because they do not believe themselves capable of earning a good grade, they do not put much energy or effort into preparing for the test (Moreli &amp; Dombeck, 2016).</p> |
| 4  | Family             | <p>People with this competence, they have a sense of harmony and peace within family and with the world. (Counselling&amp;Learning Support[CLS], 2010).</p>  | <p>In family, they never feel that they are worthy of being loved and accepted by others including family and friends (Moreli &amp; Dombeck, 2016).</p>  |



## **2.6. Elements of Self-Esteem**

Self-esteem is about being able to recognize the competencies and accept the need to continue learning and developing. In building self-esteem, people should not always be successful in doing everything, but they can learn and develop their competencies and abilities from their mistakes. There are seven elements in building healthy self-esteem (Plummer, 2006, p. 17). Those elements are :

### **2.6.1. Self-Knowledge**

Self-knowledge of personality is accurate self-perceptions about how one typically thinks, feels, and behaves, and awareness of how those patterns are interpreted by others (Vazire & Carlson, 2010, p. 606). In other words, it is understanding differences and commonalities, for example, how person is different from others in appearances and characters, or how person can have an interest and aim in common with others. Furthermore, people are also developing and maintaining their personal values and developing a sense of their personal history.

### **2.6.2. Self and Others**

In accordance with Plummer (2006, p. 18) self and others refers to person who is understanding the joys and challenges of relationships. Andreouli (2010, p. 14) argues that self-other is an interactions through the concepts of rights and duties. It includes learning to cooperate with others, being able to see things from

another person's perspective and developing an understanding of how they might see others, and learning respect and tolerance for other people's views.

### **2.6.3. Self-Acceptance**

Self-acceptance means accepting oneself unconditionally regardless of whether one behaves competently or correctly and whether others are likely to express approval or respect (Davies, 2007, p. 2). In other words, it is realizing people's own strengths and recognizing areas that they find difficult and they want to work on. This includes accepting that it is natural to make mistakes and that this is sometimes how people learn best.

### **2.6.4. Self-Reliance**

The concept of self-reliance refers more significantly to the commitment to intelligent and imaginative independence and freedom whereby one has the courage and enthusiasm to think and to express one's own thoughts (O'dweyer, 2012, p. 106). In another perspective, it is knowing how to take care of themselves. Developing an understanding that life is often difficult but there are lots of things that ones can do to help themselves along the path. Plummer (2006, p. 17) asserts that building a measure of independence and self-motivation is being able to self-monitor and adjust actions, feelings and thoughts according to realistic assessments of ones' progress, and believing that one has mastery over his/her life and one can meet challenges.

### **2.6.5. Self-Expression**

Self-expression is a notion that is closely associated with a horde of positive concepts, such as freedom, creativity, style, courage, self-assurance, and even healing spirituality (Kim & Ko, 2007, p. 2). It means understanding how people communicate with each other, developing creativity, recognizing ideas, and celebrating the unique ways in expressing.

#### **2.6.6. Self-Confidence**

According to Tuncel (2015, p. 2575) self-confidence can be considered as a cognitive human perception that plays important roles in fulfilling basic human requirements such as happiness and success. Yashima, Zenk-Nishide, & Shimizu (2004) explain that self-confidence is the most essential factor that determines students' willingness to participate in oral activities in language classrooms. In other words self confidence is being conscious with ones' opinions, thoughts and actions that have value and students have the right way and free to express them, developing their knowledge and abilities so that people are feel able to experiment with different methods of problem solving and can be flexible enough to alter their strategies.

#### **2.6.7. Self-Awareness**

Rahim, Shalaby and Hasan, (2014, p. 706) argue that self-awareness is having a clear perception of personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. It means self awareness is developing of the ability to be focused in here and now rather than absorbed in negative thoughts about the past or future. It can be concluded that people who have good awareness

understand that emotional, mental and physical changes are a natural part of life, and they have choices about how they change and develop.

## **2.7. Elements Self-Esteem Characteristics**

Plummer (2006, p. 17-18) describes there are some characteristics of students' self-esteem divided based on each element of self esteem. People with the characteristics can be showed below.

### **2.7.1. Self-Knowledge**

- a. The students are able to develop and maintain their personal values.
- b. The students respect about themselves.

### **2.7.2. Self-Others**

- a. The students understand how to learn co-operate with others.
- b. The students are able to make good relationship with people around them.
- c. The students feel they are being accepted in their environment.

### **2.7.3. Self-Acceptance**

- a. The students believe in their own strengths.
- b. The students have good perceptions of their achievement.

### **2.7.4. Self-Reliance**

- a. The students know what they will do to motivate themselves to be better.
- b. The students are able to solve each problem during learning process.

### **2.7.5. Self-Expression**

- a. The students know how to communicate with each other.
- b. The students are able to develop their expression and are able to recognize the unique ways in which they express who they are.

#### **2.7.6. Self-Confidence**

- a. The students feel free to express their opinions, thoughts, and actions.
- b. The students cope the challenges successfully.

#### **2.7.7. Self-Awareness**

- a. The students evaluate their weaknesses in learning English.
- b. The students always have choices about how they change and develop their ability.

### **2.8. Characteristics High and Low of Self-Esteem**

To know the differences of persons' self-esteem, it can be seen from the level. In accordance Sherman (2015, p. 1) there are high (positive) and low (negative) of self-esteem. Each level has its own characteristics below.

#### **2.8.1. The Characteristics of High Self-Esteem**

A high self-esteem person has some certain characteristics. He/she may have some of all characteristics below (Sherman, 2015, p. 1).

1. Believing can placed values and principles and being able to defend or assert his/her self in the face of opposition to people. If after learning something new, the old value does not fit, individuals with positive self-esteem do not have difficulty modifying the belief.

2. Being able to decide choices, trust about his/her ideas, and not feel guilty about choices if someone does not agree.
3. Not living in the past or future, living fully in the present.
4. Believing in his/her capacity to solve problems, adjust to failures, and ask for assistance.
5. Contributing in and enjoy many activities and hobbies.
6. Believing that he/she is valuable, and that others will enjoy spending time with him/her.
7. Resisting manipulation by others.
8. Being sensitive to the feelings and needs of others; accept and abide by social norms.
9. Considering her/his self-worthy and equal to others, regardless of differences in finance and personal success.

### **2.8.2. The Characteristics of Low Self-Esteem**

In contrast, low self-esteem is characterized by:

1. Heavy self-criticism, tending to create a habitual state of dissatisfaction with his/her self. Exaggerating the magnitude of mistakes or behaviors and not able to reach self-forgiveness.
2. Hypersensitivity to criticism leading to feeling attacked and not being open to constructive criticism.
3. Having difficulty in decision due to fear of making mistakes.
4. Excessive will to please out of fear of displeasing people.

5. Perfectionism, which leads to constant frustration or underachievement when perceived perfection is not achieved.
6. Hostility or irritability easily angered even over small things.
7. Feelings of insignificance.
8. General negativity about life and often an inability to enjoy life.

## **2.9. The Definition of Listening Comprehension**

Listening is the process of hearing, understanding, and giving respond to the speaker. Good listener can comprehend what the speaker says very well and also they can give respond that appropriate with the context. It is supported by (Moghadam et.al, 2016, p. 11) people have to comprehend what their interlocutors say and respond to it. If they are able to listen effectively, then they will have a meaningful communication.

Jyun (2009) claims that listening is a critical access to obtaining language input, thus playing a crucial role in foreign language learning. When people communicate to others, they have to listen to what others say well in order to understand talk. Jyun (2009) as also states: Many people regard listening as an accompaniment of the other language skills because it is assumed that learners would acquire the listening ability naturally as long as they put effort in to developing speaking, reading or writing skills. However, listening is not only a skill which helps develop the aspects of language learning, but also a skill in its own right.

Alderson (2005, p. 6) says that listening is highly complex ability to understand spoken texts has received much less attention in the literature.

Lili (2015, p. 7) also states that listening is a kind of process that listeners receive and decode the speech signals. Compared with speaking, writing and translating, listeners are in a relatively passive position. In addition, speech signals are fast, continuous and fleeting, so learners always take a heavy psychological burden and need to concentrate the mind completely.

Meanwhile, Yousefinia (2012, P. 4) declare that listening comprehension means the process of understanding speech in a second or foreign language. It is the perception of information and stimuli received through the ears. It can be conclude that listening comprehension is the process of understanding of aural message from the speaker and match it to the listener knowledge.

According to Tyagi (2013), listening skill is a key to receiving messages effectively. It is combination of hearing what another person says and psychological involvement with the person who is talking. It involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken or nonverbal messages.

As in line what Tyagi (2013) states, Brown (2007) states that listening is not a one way street it is not merely the processes of a unidirectional receiving of audible symbols. One facet-the first step-of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain.

## **2.10. The Importance of Listening Comprehension**

Listening comprehension has played a significant role in language acquisition since the last two decades. Moghadam et.al (2016, p. 11) claims in communicative approaches to language teaching, listening has been emphasized in all levels of



language learning. An appropriate level of listening proficiency affects other aspect of language such as speaking and reading.

Being able to listen well is an important part of communication for everyone (Ross, 2006). A student with good listening comprehension skills will be able to participate more effectively in communicative situations. Listening comprehension also will help EFL students in understanding the material and help them during teaching and learning process.

In relation with English language, the students need good listening comprehension to help them in acquisition the English language. If the students has good ability in listening comprehension, it can help them to improve other language skill. Masalimova, Porchesku, and Liakhnovitch (2016, p. 128) assert listening comprehension abilities influence the capacity for improvement in other language skills such as speaking, reading, and writing. Teacher must be actively explore the nature and process of listening comprehension and study the theory and methodology of listening comprehension in order to improve listening teaching outcomes and make students recognize that listening comprehension is the crucial aspect of English learning.

### **2.11. The Process of Listening Comprehension**

According to Gilakjani & Ahmadi, (2011) state listening is the aural medium that gives the way to language acquisition and enables learners to interact in spoken communication. 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.

In dealing with the complex process, three processing models have been developed to explain how the listening process functions. The three models occur in a manner of repetition. It means that one processing model change in to other models and then back to the previous one again. 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. 20).

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. 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.

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.

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.

## **2.12. Type of Listening Comprehension**

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.

### **2.13. Difficulties faced by Students during Listening Activity**

Based on the study she has conducted, Machackova (2009) mention that there are some reasons cause the difficulties of listening activity in the classroom for the students. They are pronunciation, speaker's speed, inability to get things repeated, limited vocabulary, failure to concentrate and interpretation.

According to Machackova (2009), students believe that during the listening they can miss important information and in contrast to reading they cannot re-listen to it. Some students can be busy with the meaning of certain words from the first part that they miss important information from the second part or they can stop listening as they are not able to select the correct information quickly. So that, the students should be exposed to as much as natural informal speech as they are able to understand.

The next common problem is the listeners who do not know all vocabulary used by the speaker, listening can be very stressful as they usually start thinking about the meaning as a result of this they miss the following information. Machackova (2009) state that many learners believe that everything that is said on the recording is equally important to the main meaning and their efforts to understand everything lead in ineffective listening and can also cause them feel

that they did not succeed. Students ought not to dwell on what exactly has been said but focus on the next information and the context as they do it in their mother tongue since this strategy will help them to be more successful.

In addition, failure to concentrate also can disturb the students in listening activity. Machackova (2009) explains that there are many factors that influence students' concentration. They can be the topic chosen is not appropriate for their interest, the recording is too long or the quality of the recording is not good. So that, the teacher should determine first whether the recording use is appropriate for the classroom activity or not.

The last problem may be face by the students is making interpretation. According to Machackova (2009), a listener who is not familiar with the context and background knowledge of the speaker's experience can have difficulties in listening activity. They will have a different and incorrect interpretation of the recording they are listening to.

#### **2.14. Previous Related Studies**

Some researchers have previously explored those related variables; Hayati and Ostadian (2008) had done research about the relationship between self-esteem and listening comprehension of EFL Students from Shahid Tondgouyan Petroleum University of Abadan, Iran. The results revealed that there was a significant positive relationship between two variables. A study conducted by Pratiwi, Ikhsanudin, Rosnija also found there is a significant correlation and strong relationship between the students' motivation and listening skills of the third semester students of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University, Pontianak.

### 2.15. Hypotheses

Based on the previous theory, the hypotheses of the study are:

1.  $H_0$ : There is no significant correlation between self-esteem and listening comprehension of the eleventh grade students' of SMA Muhammadiyah 6 Palembang.

$H_a$ : There is a significant correlation between self-esteem and listening comprehension of the eleventh grade students' of SMA Muhammadiyah 6 Palembang.

2.  $H_0$ : Self-esteem does not significantly influence listening comprehension of the eleventh grade students of SMA Muhammadiyah 6 Palembang.

$H_a$ : Self-esteem significantly influence listening comprehension of the eleventh grade students of SMA Muhammadiyah 6 Palembang.

### 2.16. Criteria for testing hypotheses

There are some criteria in testing hypotheses as suggest by Cohen, Manion, & Marrison, 2007, p. 519), Creswell (2012, p. 188-189), and Frankle, Wallen and Hyun (2012, p. 228-232) as follow:

1. If *p-value* is less than 0.05 ( $p < 0.05$ ),  $H_0$  is rejected and  $H_a$  is accepted. So, there is a significant correlation and influence between students' self-esteem and their listening comprehension.
2. If *p-value* is higher than 0.05 ( $p > 0.05$ ),  $H_0$  is accepted and  $H_a$  is rejected. So, there is no significant correlation and influence between students' self-esteem and their listening comprehension.

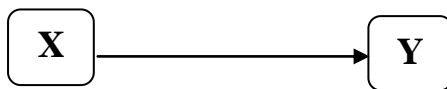
## CHAPTER III

### 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, and (7) data analysis.

#### 3.1. Research Design

In this study, correlation research was used. Creswell (2012, p.338) states that 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. Correlation research design was used to find out the correlation between self-esteem and listening comprehension of the eleventh grade students of SMA Muhammadiyah 6 Palembang. The research design as follow :



X = Self-Esteem

Y = Listening Comprehension

The procedures in this study were; Adaptation Coopersmith Self-Esteem Inventory (CSEI) by Ryden (1978) was used to know the students' self-esteem and to know students listening comprehension, TOEFL Junior Listening Section Test was chosen. Moreover, to find the correlation among those two variables, the data of students' self-esteem questionnaire and students listening comprehension test distributed into SPSS version 16.



### 3.2. Research Variables

According to Fraenkel, Wallen and Hyun (2012, p. 80), a common and useful way to think about variables is to classify them as *independent* or *dependent*. Independent variable is what the researcher chooses to study in order to assess their possible effects 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-esteem*, while the dependent variable is *listening comprehension*.

### 3.3. Operational Definitions

Operational definition is a definition of a concept in terms which can be observed and measured (Richards & Schmidt, 2010, p. 411). The title of this research is *the correlation between self-esteem and listening comprehension of the eleventh grade students of SMA Muhammadiyah 6 Palembang*. To avoid misunderstanding, some key words need explanations. There are three key words that need explanations; *correlation, self-esteem and listening comprehension*.

*Correlation* is the study to find out the relationship between two variables, even more than two variables are common. In this study, two variables was examined (self-esteem and listening comprehension).

*Self-esteem* is a person evaluation about themselves, either positive and negative and individuals belief if they are valuable and usefull or not in their life and self-esteem is a person's respect for himself, and the quality (high-low) of

one's self-esteem is influenced by interaction with the environment. To know students self-esteem, it was identified from adaptation Coopersmith Self-Esteem Inventory (CSEI) by Ryden (1978).

*Listening comprehension* is our standing in hearing English language, it can be directly or through media like music and movies. It was measured by TOEFL Junior listening comprehension section which consists of 42 questions in multiple choices.

### 3.4. Subject of the Study

#### 3.4.1. Population

According to Creswell (2005, p. 145), population is a group of individuals who have the same characteristic. The population of this study was all of the active students of the eleventh grade students of SMA Muhammadiyah 6 Palembang in the academic year 2017/2018. The distribution of population of the study can be seen below:

**Table 3**  
**Distribution of Population**

| No           | Class    | Number of Students |
|--------------|----------|--------------------|
| 1            | XI IPA A | 26                 |
| 2            | XI IPA B | 28                 |
| 3            | XI IPA C | 28                 |
| 4            | XI IPS A | 38                 |
| <b>Total</b> |          | <b>120</b>         |

(Source: SMA Muhammadiyah 6 Palembang in academic year 2017/2018)

### 3.4.2. Sample

According to Fraenkel et al., (2012, p.91) define a sample in a research study is the group on which information is obtained. Moreover, Creswell (2012, p. 142), sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. He also said that the sample can be selected from individuals who are representative of the entire population.

In this study was taken by total population sampling technique. According to Etikan, et, al. (2016), total population sampling is commonly used where the number of the cases being investigated is relative small. In this research, all of the eleventh grade students of SMA Muhammadiyah 6 Palembang were taken as sample. The sample is showed in the following table :

**Table 4**  
**Distribution of Sample**

| No           | Class    | Number of Students |
|--------------|----------|--------------------|
| 1            | XI IPA A | 26                 |
| 2            | XI IPA B | 28                 |
| 3            | XI IPA C | 28                 |
| 4            | XI IPS A | 38                 |
| <b>Total</b> |          | <b>120</b>         |

### 3.5. Data Collection

In this research, there were two kinds of instrument used to collect the data; questionnaire and test.

### 3.5.1. Self-Esteem Questionnaire

To obtain the information of students self-esteem, adaptation Coopersmith Self-Esteem Inventory (CSEI) by Ryden (1978) was distributed to the students. The questionnaire was translated into Indonesian to help the students feel easy when they answered the questionnaire. To know the translation was appropriate or not, the researcherask expert judgment as validator. The researcher asked three validators to evaluate the translation. The questionnaire consisted of 58items. Responses were scored using five subscales, those are general self-esteem (26 items), social self-esteem (8 items), family self-esteem (8 items), academic self-esteem (8 items) and lie scale of self-esteem (8 items). Each item of the questionnaire had a dichotomous one with “*Like me* or *Unlike me*”.Higher score shows higherself-esteem.The following is the table of self-esteem questionnaire specification.

**Table 5**

**The Specification of the Self-Esteem Questionnaire**

| No | Self Esteem         | Items in the Questionnaire  |
|----|---------------------|---|
| 1  | General self-esteem | 2,3,8,9,10,15,16,17,22,23,24,<br>29,30,31,36,37,38,43,44,51,<br>52,57, and 58 |
| 2  | Social self-esteem  | 4,11,18,25,32,39,46, and 53   |

|   |                       |                             |
|---|-----------------------|-----------------------------|
| 3 | Family self-esteem    | 5,12,19,26,33,40,47, and 54 |
| 4 | Academic self-esteem  | 7,14,21,28,35,42,49,and 56  |
| 5 | Lie Scale Self-esteem | 1, 6,13,20,27,34,41,and 48  |

In addition, eight of the items are called lie scale items (items 1, 6, 13, 20, 27, 34, 41, and 48) and the answers to these questions are not considered in calculating the total score. In fact, the purpose of including these items in this questionnaire was to find out whether a participant is honest in his or her responses or not. If a participant agrees with 3 or more of these items, it suggests that he or she is trying too hard to present him or herself in a positive light.

### 3.5.2. Listening Comprehension Test

Listening test was administered to the samples of the study in order to know their listening comprehension. The test was be taken from TOEFL Junior Listening Comprehension Section. It consists of 42 items in multiple choice form. The time for administration the test is 40 minutes. TOEFL Junior test scores were determined by the number of questions a students had answered correctly. There is no penalty for wrong answers. (TOEFL Junior Handbook, 2015). TOEFL Junior Handbook provides the specification of listening comprehension achievement test:

**Table 6**  
**The Specification of Listening**

| No. | Objectives                    | Subskill                     | Question's Number |
|-----|-------------------------------|------------------------------|-------------------|
| 1.  | The students are able to hear | – Identifying the main idea. | 1, 4 and 7        |

|           |   |  |   |
|-----------|---|--|---|
|           | 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.   | <ul style="list-style-type: none"> <li>– Identifying the purpose of the talk.</li> <li>– Making an inference.</li> <li>– Making a prediction.</li> </ul>   | <p>3 and 9</p> <p>6 and 10</p> <p>2, 5 and 8</p>  |
| <b>2.</b> | The students are able to hear and comprehend short conversations between two people. After the conversation the students will answer three or four questions. Each conversation lasts 60 to 90 seconds. | <ul style="list-style-type: none"> <li>– Identifying the main idea.</li> <li>– Identifying one or more of the important details of the conversation.</li> <li>– Making an inference.</li> <li>– Making a prediction.</li> <li>– Identifying <i>why</i> a speakers talks about certain information, or the speaker's purpose.</li> <li>– Recognizing how a speaker feels or what a speaker means when using certain intonation or stressing certain words.</li> </ul> | <p>13, 18 and 26</p> <p>12, 19, 20, 21, 22, 23 and 27</p> <p>11, 16 and 25</p> <p>17 and 24</p> <p>14 and 29</p> <p>15 and 28</p> |
| <b>3.</b> | 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 discussion lasts 90                             | <ul style="list-style-type: none"> <li>– Identifying the main idea.</li> <li>– Identify one or more important details of the conversation</li> <li>– Make an inference.</li> </ul>   | <p>34, 39</p> <p>37, 40 and 42</p> <p>35 and 41</p>   |

|  |                |   |    |
|--|----------------|---|----|
|  | – 120 seconds. | – 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. Data Instruments Analysis**

#### **3.6.1. Validity**

Validity refers to the appropriateness, meaningfulness, and usefulness of any inferences of researcher draws based on the data obtained through the use of an instrument (Fraenkel and Wallen, 2012). It means that validity test is used to measure whether the instruments are used valid or not.

##### **3.6.1.1. Validity of Self-Esteem Questionnaire**

Adaptation Coopersmith Self-Esteem Inventory (CSEI) by Ryden (1978) is ready made questionnaire. It has been valid because many researchers has done use this questionnaire for their research andit was tested 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 Ditto Prastowo (2012) who had done a try out self-esteem questionnaire CSEI to ten grade students in SMK PGRI 2Salatiga. Validity of items self-esteem questionnaire can be seen from corrected item tototal correlation self-esteem questionnaire with r is 0,790, because that, this questionnaire is valid. Nuryaningrum (2013) also had tried out this questionnaire to the collegestudents

from Atlet UKM Softball UPI Bandung, this questionnaire is valid and reliable because have the value of Cronbach's Alpha 0,882.

### **3.6.1.2. Validity of Listening Comprehension Test**

TOEFL Junior from EST (*Educational Testing Service*) 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**

According to Creswell (2005, p.162), reliability means that scores from an instrument are stable and consistent. According to Johnson and Christensen (2012), the score is considered reliable if the score of significance is at least or preferably higher than 0.70.

#### **3.6.2.1. Reliability Self Esteem Questionnaire**

Ryden (1978) used Test-retest reliability technique which was brought out by using SPSS to find out the internal consistency reliability of the questionnaire. Cronbach alpha of .80 was obtained. It was a valid questionnaire. It can be concluded the internal consistency of Cronbach alpha was .80 (high reliable). The CSEI was valid and reliable.

#### **3.6.2.2. Reliability Listening Comprehension Test**

TOEFL Junior test is 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 for TOEFL Junior standard scores, in the group of all test takers, are estimated to be as follows:

**Table 7**  
**Reliability Score**

| <b>Reliability Estimates of the TOEFL Junior Standars Test Score</b> |     |
|--|-----|
| Listening Section  | .87 |
| Language Form & Meaning Section                                      | .87 |
| Reading Section  | .89 |
| Total  | .95 |

*Sources: TOEFL Junior Handbook, 2015.*

Listening section in *TOEFL Junior* was reliable because based on cronbach alpha, questionnaire or test was reliable if the coefficient is 0.70 or higher.

### **3.7. Data Analysis**

In analyzing the data, data obtained from correlational research design was calculated by means of SPSS 16 software (Statistical Package for the Social Sciences).

#### **3.7.1. Instrument Analysis**

##### **3.7.1.1. Analysis of Self Esteem Questionnaire**

Adaptation Coopersmith Self-Esteem Inventory (CSEI) by Ryden (1978) was obtained to get the information about students self-esteem. The scoring system used a dichotomous with “*Like me* or *Unlike me*” based on the scoring key. Eight of the items of lie scale (items 1, 6, 13, 20, 27, 34, 41, and 48) and the

answers to these questions are not considered in calculating the total score. In fact, the purpose of including these items in this questionnaire was to find out whether a participant is honest in his or her responses or not. If a participant agrees with 3 or more of these items, it suggests that he or she is trying too hard to present him or herself in a positive light.

There were positive and negative statements in the questionnaire, the both type of statement were valued in reverse manner. In the positive statements, “like me” has 1 point and “unlike me” has 0 point. While in negative statements were given point in reverse manner. In determining students’ self-esteem level. It was calculated from the result of the questionnaire. Each gender “male and female” have different interval score because Ryden indicated women is one step weaker than men. It contributed to self-esteem category depend on gender. The highest score was 50. The range score of self-esteem category is followed:

**Table 8**

**Category of Self-Esteem Score**

| <b>No</b> | <b>Men</b> | <b>Women</b> | <b>Category</b>             |
|-----------|------------|--------------|-----------------------------|
| 1         | < 33 - 35  | <32 - 34     | Significantly below average |
| 2         | 36 – 39    | 35 - 38      | Somewhat below average      |
| 3         | 40 – 43    | 39 - 42      | Average                     |
| 4         | 44 – 46    | 43 - 45      | Somewhat above average      |
| 5         | 47 - 50    | 46 - 50      | Significantly above average |

(Source: Ryden, 1978)

### 3.7.1.2. Analysis of Listening Comprehension Test

The listening comprehension test was taken from TOEFL Junior test that consisted of 42 items. After distributing the listening comprehension test, the result of students listening comprehension test was calculated by using formula that usually used by the teachers in the school to know their students ability in listening comprehension. The formula can be shown below:

$$\text{Score of listening comprehension} = \frac{\text{Total correct answers}}{42} \times 100$$

After knowing the students listening comprehension score, the score was classified by using the category of students' listening achievement from SMA Muhammadiyah 6 Palembang. The categories of the students' listening achievement consist of the following table:

**Table 9**

**Category of Listening Score**

| No | Score Range | Category  |
|----|-------------|-----------|
| 1. | 0-45        | Very Poor |
| 2. | 46-55       | Poor      |
| 3. | 56-70       | Arrange   |
| 4. | 71-85       | Good      |
| 5. | 86-100      | Very Good |

### **3.7.2. Pre-requisite Analysis**

In terms of correlation and regression, it was necessary to know whether the data is normal for each variable and linear between two variables.

#### **3.7.2.1. Normality Test**

Normality test was used to know whether the collected data were normally distributed or not. In this study, computer program SPSS–*Kolmogorov-Smirnov Test* (K-S Test) will be applied to test the normality of data. If p-value (normality) is higher than 0.05, the two variables were normal.

#### **3.7.2.2. Linearity Test**

In this study, linearity test was conducted to know whether the collected data were linear or not. Test for linearity by using SPSS–*one way ANOVA* will recognize whether the correlation of the variable has linear or not. If the p-value (linearity) is higher than 0.05, the two variables were linear.

### **3.7.3. Correlation Analysis**

After getting the result of self-esteemquestionnaire and listening comprehension test of students, Pearson – Product Moment Correlation Coefficient was used to find out whether or not there was a correlation between the variables. The interpretation of coefficient correlation is found whenever Pearson  $r$  is higher than 0.20.

### **3.7.4. Regression Analysis**

In order to know the contribution of students' self-esteemto their listening comprehension, regression analysis was applied to examine whether or not self-esteem influence theirlistening comprehension. At last, after research are

conducted and the correlation are found, linear regression was used to find whether or not self-esteem significantly influenced listening comprehension.

## CHAPTER IV

### FINDING AND INTERPRETATIONS

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

#### **4.1. Research Findings**

There are two kinds of research findings in this study: (1) the result of students' self-esteem and (2) the result of students' listening comprehension.

##### **4.1.1. Results of Self-Esteem Questionnaire**

The total active students in the eleventh grade students of SMA Muhammadiyah 6 Palembang were 120 students. 114 students participated in this research, and the others were absent when conducting this research. The 58 items of adaptation Coopersmith Self-Esteem Inventory (CSEI) by Ryden were used to investigate the participants' self-esteem.

In answering each statement of the questionnaire, there were 2 scales that had to be chosen by the students based on their own perception. They are dictamous scale (like me or unlike me). In scoring the students' self-esteem, 50 items were calculated based on the answer key of high self-esteem. 8 items were not calculated because they used "lie scale". The purpose of building the scale was to know if the students responded honestly or not. If students responded "like me" to lie scale (number: 1, 7, 14, 21, 28, 34, 41, 48) more than three items, it means that the participants tried to push his/her self having high self-esteem. In other words, the students were not honest and objective in responding the questionnaire. The result showed that there were no students who answered "like me" more than

three items of lie scale. It means that students responded the questionnaire honestly and objectively.

Because there were positive and negative statements in the questionnaire, the both type of statement were valued in reverse manner. In the positive statements, “like me” has 1 point and “unlike me” has 0 point. While in negative statements were given point in reverse manner. After the questionnaire was distributed to the students, then the students chose the responses, the point was written beside the response. After all, the result would be analyze by adding up the answer and wrote the total.

The descriptive statistical analysis of CSEI for the participants is shown below. The maximum score is 41, and the lowest score is 18. Meanwhile, the mean of the self-esteem was 28.78 and the standard deviation was 6.288.

**Table 10**  
**Descriptive Statistics of Students' Self-Esteem**

| <b>Descriptive Statistics</b> |     |         |         |       |                   |
|-------------------------------|-----|---------|---------|-------|-------------------|
|                               | N   | Minimum | Maximum | Mean  | Std.<br>Deviation |
| Self-Esteem                   | 114 | 18      | 41      | 28.78 | 6.288             |
| Valid N<br>(listwise)         | 114 |         |         |       |                   |

It was revealed that from the questionnaire, the five levels of self-esteem all perceived by the students with different numbers. In the table distribution of self-esteem, the result showed that no one got in “Somewhat Above Average” and “Significantly Above Average” category. Then 7 students (6.14%) were in

“Average” category, 13 students (11.40%) whose score belonged to “Somewhat Below Average” category, thus in the “Significantly Below Average” category were 94 students (82.45%). The details are as follow:

**Table 11**  
**Distribution of Students’ Self-Esteem**

| Category                    | Frequency | Percentage |
|-----------------------------|-----------|------------|
| Significantly Below Average | 94        | 82.45 %    |
| Somewhat Below Average      | 13        | 11.40 %    |
| Average                     | 7         | 6.14 %     |
| Somewhat Above Average      | 0         | 0          |
| Significantly Above Average | 0         | 0          |
| Total                       | 114       | 100 %      |

#### **4.1.2. Results of Listening Comprehension Test**

The descriptive statistical analysis of students’ listening comprehension is shown in the table below:



**Table 12**  
**Descriptive Statistics of Students' Listening Comprehension**

| <b>Descriptive Statistics</b> |     |         |         |       |                |
|-------------------------------|-----|---------|---------|-------|----------------|
|                               | N   | Minimum | Maximum | Mean  | Std. Deviation |
| Listening Comprehension       | 114 | 23      | 73      | 46.90 | 12.202         |
| Valid N (listwise)            | 114 |         |         |       |                |

Based on the descriptive statistics, the minimum score was 23 and the maximum score was 73. Meanwhile, the mean of the listening comprehension was 46.90 and the standard deviation was 12.202.

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

**Table 13**  
**Distribution of Students' Listening Comprehension**

| Interval | Students | Category  | Percentage |
|----------|----------|-----------|------------|
| 86 – 100 | 0        | Very Good | 0          |
| 85 – 71  | 8        | Good      | 7.01 %     |
| 70 – 56  | 21       | Average   | 18.42 %    |
| 55 – 46  | 27       | Poor      | 23.68 %    |
| 0 – 45   | 58       | Very Poor | 50.87 %    |

Based on the table above, no one got in very good level. Then 8 students with 7.01% result got in good level, 21 students with 18.42% result got in average level, 27 students with 23.68% result got in poor level, and the last, 58 students with 50.87% result got in very poor level.

## **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-esteem and listening comprehension in all participants.
3. The statistical analysis of regression analysis between self-esteem 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 16<sup>th</sup> 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 0.396 for self-esteem and 0.369 for listening comprehension.

**Table 14**  
**Test of Normality**  
**One-Sample Kolmogorov-Smirnov Test**

|                                |                | Self-Esteem | Listening Comprehension |
|--------------------------------|----------------|-------------|-------------------------|
| N                              |                | 114         | 114                     |
| Normal Parameters <sup>a</sup> | Mean           | 28.78       | 46.90                   |
|                                | Std. Deviation | 6.288       | 12.202                  |
| Most Extreme Differences       | Absolute       | .084        | .086                    |
|                                | Positive       | .077        | .086                    |
|                                | Negative       | -.084       | -.051                   |
| Kolmogorov-Smirnov Z           |                | .898        | .918                    |
| Asymp. Sig. (2-tailed)         |                | .396        | .369                    |

a. Test distribution is Normal.

#### 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-esteem and listening comprehension was 0.532. To sum up all the data were linear for each correlation and regression.

**Table 15**  
**Test of Linearity**  
**ANOVA Table**

|                                       |                |                          | Sum of Squares | df  | Mean Square | F       | Sig. |
|---------------------------------------|----------------|--------------------------|----------------|-----|-------------|---------|------|
| Listening Comprehension * Self-Esteem | Between Groups | (Combined)               | 10353.768      | 22  | 470.626     | 6.619   | .000 |
|                                       |                | Linearity                | 8936.630       | 1   | 8936.630    | 125.690 | .000 |
|                                       |                | Deviation from Linearity | 1417.138       | 21  | 67.483      | .949    | .532 |
|                                       | Within Groups  |                          | 6470.170       | 91  | 71.101      |         |      |
|                                       | Total          |                          | 16823.939      | 113 |             |         |      |

#### **4.3. Correlation between Self-Esteem and Listening Comprehension**

To answer the first research problem, Pearson Product Moment Correlation was used. The correlation coefficient or the  $r$ -obtained (0.729) was higher than  $r$ -table (0.1840). Then the level of probability ( $p$ ) significance (sig.2-tailed) was .000. It means that  $p$  (.000) was lower than 0.05. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was positive and significant relationship between students self-esteem and their listening comprehension. The details are following:

**Table 16**  
**Correlation between Self-Esteem and Listening Comprehension**

|                         |                     | Self-Esteem | Listening Comprehension |
|-------------------------|---------------------|-------------|-------------------------|
| Self-Esteem             | Pearson Correlation | 1           | .729**                  |
|                         | Sig. (2-tailed)     |             | .000                    |
|                         | N                   | 114         | 114                     |
| Listening Comprehension | Pearson Correlation | .729**      | 1                       |
|                         | Sig. (2-tailed)     | .000        |                         |
|                         | N                   | 114         | 114                     |

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

#### **4.4. Influence of Self-Esteem on Listening Comprehension**

This section answer the second research problem. By analyzing the result of descriptive statistics for the self-esteem and listening comprehension. In addition, since there was a significant correlation between the self-esteem and listening comprehension, it can be inferred that self-esteem has significant influence on listening comprehension. However, regression analysis was still used to find out if self-esteem influenced listening comprehension.

The results indicated that the self-esteem influenced listening comprehension significantly with  $t_{\text{value}}$  (11.265) was higher than  $t_{\text{table}}$  (1.289) with sig. value (.000) was lower than probability (0.05). Therefore, there was a significant influence between self-esteem toward listening comprehension of the eleventh grade students in SMA Muhammadiyah 6 Palembang.

**Table 17**  
**The Regression Analysis of Self-Esteem and Listening Comprehension**

| <b>Coefficients<sup>a</sup></b> |                             |            |                           |      |        |      |
|---------------------------------|-----------------------------|------------|---------------------------|------|--------|------|
| Model                           | Unstandardized Coefficients |            | Standardized Coefficients | t    | Sig.   |      |
|                                 | B                           | Std. Error | Beta                      |      |        |      |
| 1                               | (Constant)                  | 6.198      | 3.698                     |      | 1.676  | .097 |
|                                 | Self-Esteem                 | 1.414      | .126                      | .729 | 11.265 | .000 |

a. Dependent Variable: Listening Comprehension

In addition, to know the percentage of self-esteem influence on listening comprehension, R-Square was obtained. The result of the analysis revealed that the R Square ( $R^2$ ) was .527. It means that self-esteem give significant effect in the level of 52.7% toward listening comprehension, and 47.3% was unexplained factors value. Table 18 is shown as the result of Model Summary follow.

**Table 18**

| <b>Model Summary</b> |                   |          |                   |                            |
|----------------------|-------------------|----------|-------------------|----------------------------|
| Model                | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1                    | .729 <sup>a</sup> | .531     | .527              | 8.392                      |

a. Predictors: (Constant), Self-Esteem

#### **4.5. Interpretation**

In order to strengthen the value of this study the interpretations are made based on the result of data analyses.

First, based on the result of questionnaire, self-esteem of the eleventh grade students of SMA Muhammadiyah 6 Palembang was not good enough.

It means that the students do not have good motivation in learning. Most of students don't know if non linguistic factors like self-esteem can influence academic achievement especially to improve students score in listening test. Second, based on the result of listening test, listening of the eleventh grade students of SMA Muhammadiyah 6 Palembang also not good enough because most of students were in very poor category. It can be happen because most of students feel frustration when doing listening task, it's because they can not control speaker speed, less of vocabulary, and also lack of concentrate.

So, when they found the unfamiliar word, they start to give up in doing listening test. They already think that they can't. It show that they lack of self-esteem as intrinsic motivation, because self-esteem is how person value about theirself. People with a good and healthy self-esteem are able to feel good about themselves for who they are, appreciate their own worth, and take pride in their abilities and accomplishments. They also acknowledge that while they're not perfect and have faults, those faults don't play an overwhelming or irrationally large role in their lives or their own self-image (how you see yourself).

If someone have high self-esteem they are very focused on self-improvement and success and are often good at planning and setting goals as well as achieving them. Also, they have a sense of purpose and direction and confidently go for the goals (Stover, 2013). It is supported by Fujita (1984) listeners with positive attitudes, high attention and self-confidence, and low apprehension can result in better performance of listening comprehension and do better task of listening comprehension.

On the contrary, if someone have low self-esteem, they may convince themselves they are not smart enough to pass a test. Because they do not believe themselves capable of earning a good grade, they do not put much energy or effort into preparing for the test (Moreli & Dombeck, 2016).

From the explanation above, it can be concluded that students' self-esteem influenced students' listening comprehension because based on the result above shown that students who scored low on the listening test, also get a low score in their self-esteem questionnaire and reverse manner. In addition, from the problems above, there are some solutions to improve students' self-esteem and their listening comprehension. First, for self-esteem, there are: take a self-esteem inventory, set realistic expectations, don't afraid to make mistakes, explore yourself, be willing to adjust your own self-image, stop comparing yourself to others. Second, for listening comprehension, there are: live and work in a completely English-Speaking environment, do some kind of sports, hobbies, or other activities with a group of English Speakers, talk one-on-one with an English-Speaking tutor a few times a week, watch movies, TV shows, and videos in English (with Englishcaptions or without subtitles).

According to the findings, it was found that there was a positive and significant correlation between self-esteem and listening comprehension of the eleventh grade students in SMA Muhammadiyah 6 Palembang. This means that self-esteem had relation to their performance in listening comprehension. In addition, since there was a significant correlation between the self-esteem and listening comprehension, it can be inferred that self-esteemhas significant influence on listening comprehension.



The result of this study is similarly of the correlation between self-esteem and listening comprehension by Hayati and Ostadian (2008), in their study, they found if there was a significant positive relationship between self-esteem and listening comprehension among EFL students in Shahid Tondgouyan Petroleum University of Abadan, Iran. A study conducted by Pratiwi, Ikhsanudin, Rosnija also found there is a significant correlation and strong relationship between the students' motivation and listening skills of the third semester students of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University, Pontianak.

Finally, this study found there was significant relationship and influence between students' self-esteem and their listening comprehension of the eleventh grade students of SMA Muhammadiyah 6 Palembang.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

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

#### 5.1. CONCLUSIONS

From the findings and interpretations in the previous chapter, some conclusions could be presented. First, the correlation coefficient or the  $r$ -obtained (0.729) was higher than  $r$ -table (0.1840), it means that the result indicated that there was a positive and significant relationship between students' self-esteem and their listening comprehension of the eleventh grade students of SMA Muhammadiyah 6 Palembang. So, the lower self-esteem perceived by the students, the lower their listening comprehension would be. Second, the findings revealed that there was a significant influence of self-esteem toward listening comprehension of the eleventh grade students of SMA Muhammadiyah 6 Palembang. It was shown that students' self-esteem give significant effect in the level of 52.7% to their listening comprehension. So, it can be inferred that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.

#### 5.2. SUGGESTIONS

Based on the result of the data analysis and conclusion, the researcher proposes some suggestions as follows :

1. It is suggested that the teachers must care with students' self-esteem because self-esteem can affect many aspect in students life, especially in learning English. Teachers can be extrinsic motivator for students.
2. It is suggested that the students should take self-esteem inventory so they can look their self-esteem result. After they know with their self-esteem level, they can review and change it.
3. This thesis is a result of analysis and research about the correlation between students self-esteem and their listening comprehension, therefore this thesis hoped to become a contribution especially for teachers, to become as a teacher has obligatory to their students to be the best, and compete with other schools.

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**APPENDIX A****COOPERSMITH SELF-ESTEEM INVENTORY(CSEI)****Name** : .....**Age** : .....**Class** : .....**Gender** : **Male / Female**

Instruction: These statements ask how you feel about yourself. For each statement, chose the one answer that best describes how YOU feel about yourself. When answering the questions, think about how you want to be compared to how you are now. There are no wrong or right answers. Just give your HONEST opinion. Put a check mark in the appropriate box for each questions.

| <b>No.</b> | <b>Statements<br/>(Pernyataan)</b>   | <b>Like Me<br/>(Seperti<br/>Saya)</b> | <b>Unlike Me<br/>(Tidak<br/>Seperti Saya)</b> |
|------------|--|---------------------------------------|---|
| 1.         | I spend a lot of time daydreaming.<br><br>Saya menghabiskan banyak waktu untuk melamun                           |                                       |   |
| 2.         | I'm pretty sure of myself.<br><br>Saya cukup yakin pada diri sendiri   |                                       |   |
| 3.         | I often wish I was someone else.<br><br>Saya sering berharap menjadi orang lain                                  |                                       |   |
| 4.         | I'm easy to like.<br><br>Saya mudah menyukai sesuatu   |                                       |   |
| 5.         | My family and I have a lot of fun together.<br><br>Saya dan keluarga mempunyai banyak waktu<br>bersenang bersama |                                       |   |
| 6.         | I never worry about anything.  |                                       |   |

|     |  |  |  |
|-----|--|--|--|
|     | Saya tidak pernah khawatir tentang apapun  |  |  |
| 7.  | I find it very hard to talk in front of a group.<br>Saya merasa sangat sulit untuk berbicara di depan suatu kelompok               |  |  |
| 8.  | I wish I were younger.<br>Saya berharap saya lebih muda  |  |  |
| 9.  | There are lots of things about myself I'd change if I could.<br>Ada banyak hal dalam diri saya yang ingin saya ubah jika saya bisa |  |  |
| 10. | I can make up my mind without too much trouble.<br>Saya dapat berpikir tanpa banyak kesulitan                                      |  |  |
| 11. | I'm a lot of fun to be with.<br>Saya orang yang sangat menyenangkan  |  |  |
| 12. | I get upset easily at home.<br>Saya mudah merasa kesal saat dirumah  |  |  |
| 13. | I always do the right thing.<br>Saya selalu melakukan sesuatu hal yang benar   |  |  |
| 14. | I'm proud of my academics' work.<br>Saya bangga dengan pekerjaan sendiri   |  |  |
| 15. | Someone always has to tell me what to do.<br>Seseorang harus selalu memberitahu saya apa yang harus saya lakukan                   |  |  |
| 16. | It takes me a long time to get used to anything new.<br>Saya membutuhkan waktu lama untuk  |  |  |

|     |   |  |  |
|-----|---|--|--|
|     | membiasakan diri dengan suatu yang baru   |  |  |
| 17. | I'm often sorry for the things I do.<br>Saya sering menyesali hal-hal yang saya lakukan                                   |  |  |
| 18. | I'm popular with people my own age.<br>Saya dikenal oleh orang-orang seusia saya  |  |  |
| 19. | My family usually considers my feelings.<br>Keluarga saya biasanya memahami perasaan saya                                 |  |  |
| 20. | I'm never happy.<br>Saya tidak pernah bahagia   |  |  |
| 21. | I'm doing the best work that I can.<br>Saya berusaha mengerjakan apa yang dapat saya kerjakan sebaik mungkin              |  |  |
| 22. | I give up very easily.<br>Saya memberi sesuatu dengan sangat mudah  |  |  |
| 23. | I can usually take care of myself.<br>Saya biasanya dapat menjaga diri saya sendiri                                       |  |  |
| 24. | I'm pretty happy.<br>Saya merasa cukup bahagia  |  |  |
| 25. | I would rather associate with people younger than me.<br>Saya lebih suka berteman dengan orang yang lebih muda dari saya. |  |  |
| 26. | My family expects too much of me.<br>Keluarga saya sangat berharap pada saya  |  |  |

|     |   |  |  |
|-----|---|--|--|
| 27. | I like everyone I know.<br>Saya suka dengan semua orang yang saya kenal   |  |  |
| 28. | I like to be called on when I am in a group.<br>Saya suka (untuk melakukan sesuatu/untuk menjawab pertanyaan) ketika saya di dalam kelompok |  |  |
| 29. | I understand myself.<br>Saya memahami diri saya   |  |  |
| 30. | It's pretty tough to be me.<br>Cukup sulit untuk menjadi diri saya sendiri  |  |  |
| 31. | Things are all mixed up in my life.<br>Segala sesuatu bercampur dalam hidup saya  |  |  |
| 32. | People usually follow my ideas.<br>Orang-orang biasanya menyetujui ide saya   |  |  |
| 33. | No one pays much attention to me at home.<br>Tidak ada orang yang memberikan perhatian lebih pada saya saat di rumah                        |  |  |
| 34. | I never get scolded.<br>Saya tidak pernah dimarahi  |  |  |
| 35. | I'm not doing as well at work as I'd like to.<br>Saya tidak mengerjakan pekerjaan saya dengan baik seperti yang saya harapkan               |  |  |
| 36. | I can make up my mind and stick to it.<br>Saya dapat menentukan pilihan dan berpegang   |  |  |

|     |  |  |  |
|-----|--|--|--|
|     | teguh pada pilihan tersebut  |  |  |
| 37. | I really don't like being a man/woman.<br><br>Saya sangat tidak suka menjadi laki-laki atau perempuan                  |  |  |
| 38. | I have a low opinion of myself.<br><br>Saya sering memandang rendah diri saya  |  |  |
| 39. | I don't like to be with other people.<br><br>Saya tidak suka menjadi orang lain  |  |  |
| 40. | There are many times when I'd like to leave home.<br><br>Seringkali saya ingin pergi dari rumah                        |  |  |
| 41. | I'm never shy.<br><br>Saya tidak pernah merasa malu  |  |  |
| 42. | I often feel upset.<br><br>Saya sering merasa kecewa   |  |  |
| 43. | I often feel ashamed of myself.<br><br>Saya sering merasa malu pada diri sendiri                                       |  |  |
| 44. | I'm not as nice-looking as most people.<br><br>Wajah saya tidak seelok orang pada umumnya                              |  |  |
| 45. | If I have something to say, I usually say it.<br><br>Jika ada sesuatu yang harus dikatakan, biasanya akan saya katakan |  |  |
| 46. | People pick on me very often.<br><br>Orang-orang sering memilih saya   |  |  |

|     |   |  |  |
|-----|---|--|--|
| 47. | My family understands me.<br>Keluarga saya memahami saya  |  |  |
| 48. | I always tell the truth.<br>Saya selalu berkata benar   |  |  |
| 49. | My teacher makes me feel I'm not good enough.<br>Guru saya membuat saya merasa tidak cukup baik               |  |  |
| 50. | I don't care what happens to me.<br>Saya tidak peduli apa yang terjadi pada saya                              |  |  |
| 51. | I'm a failure.<br>Saya merasa gagal   |  |  |
| 52. | I get upset easily when I am scolded<br>Saya mudah merasa kesal apabila dimarahi                              |  |  |
| 53. | Most people are better liked than I am.<br>Saya kurang begitu disukai, tidak seperti sebagian besar orang     |  |  |
| 54. | I usually feel as if my family is pushing me.<br>Saya biasanya merasa jika keluarga saya terlalu menekan saya |  |  |
| 55. | I always know what to say to people.<br>Saya tahu apa yang harus saya katakan kepada orang lain               |  |  |
| 56. | I often get discouraged.<br>Saya sering merasa berkecil hati  |  |  |

|     |  |  |  |
|-----|--|--|--|
| 57. | Things usually don't bother me.<br>Saya tidak mudah merasa terganggu |  |  |
| 58. | I can't be depended on.<br>Saya tidak bisa diandalkan                |  |  |

Source: Ryden, M. B. (1978) An adult version of the Coopersmith Self-Esteem Inventory: Test-retest reliability and social desirability. *Psychological Reports* 43:1189-1190.

**APPENDIX B****Coopersmith Self Esteem Inventory (CSEI)****Name** : .....**Age** : .....**Class** : .....**Gender** : **Male / Female**

Instruction: These statements ask how you feel about yourself. For each statement, chose the one answer that best describes how YOU feel about yourself. When answering the questions, think about how you want to be compared to how you are now. There are no wrong or right answers. Just give your HONEST opinion. Put a check mark in the appropriate box for each questions.

| No | Statements   | Like Me | Unlike Me |
|----|--|---------|-----------|
| 1  | I spend a lot of time daydreaming.                           |         |           |
| 2  | I'm pretty sure of myself.                                   |         |           |
| 3  | I often wish I was someone else.                             |         |           |
| 4  | I'm easy to like.  |         |           |
| 5  | My family and I have a lot of fun together.                  |         |           |
| 6  | I never worry about anything.                                |         |           |
| 7  | I find it very hard to talk in front of a group.             |         |           |
| 8  | I wish I were younger.                                       |         |           |
| 9  | There are lots of things about myself I'd change if I could. |         |           |
| 10 | I can make up my mind without too much trouble.              |         |           |
| 11 | I'm a lot of fun to be with.                                 |         |           |
| 12 | I get upset easily at home.                                  |         |           |
| 13 | I always do the right thing.                                 |         |           |
| 14 | I'm proud of my academics' work.                             |         |           |



|    |   |  |  |
|----|---|--|--|
| 15 | Someone always has to tell me what to do.             |  |  |
| 16 | It takes me a long time to get used to anything new.  |  |  |
| 17 | I'm often sorry for the things I do.                  |  |  |
| 18 | I'm popular with people my own age.                   |  |  |
| 19 | My family usually considers my feelings.              |  |  |
| 20 | I'm never happy.                                      |  |  |
| 21 | I'm doing the best work that I can.                   |  |  |
| 22 | I give up very easily.                                |  |  |
| 23 | I can usually take care of myself.                    |  |  |
| 24 | I'm pretty happy.                                     |  |  |
| 25 | I would rather associate with people younger than me. |  |  |
| 26 | My family expects too much of me.                     |  |  |
| 27 | I like everyone I know.                               |  |  |
| 28 | I like to be called on when I am in a group.          |  |  |
| 29 | I understand myself.                                  |  |  |
| 30 | It's pretty tough to be me.                           |  |  |
| 31 | Things are all mixed up in my life.                   |  |  |
| 32 | People usually follow my ideas.                       |  |  |
| 33 | No one pays much attention to me at home.             |  |  |
| 34 | I never get scolded.                                  |  |  |
| 35 | I'm not doing as well at work as I'd like to.         |  |  |
| 36 | I can make up my mind and stick to it.                |  |  |
| 37 | I really don't like being a man/woman.                |  |  |
| 38 | I have a low opinion of myself.                       |  |  |
| 39 | I don't like to be with other people.                 |  |  |
| 40 | There are many times when I'd like to leave home.     |  |  |
| 41 | I'm never shy.  |  |  |

|    |   |       |       |
|----|---|-------|-------|
| 42 | I often feel upset.                           |       | Green |
| 43 | I often feel ashamed of myself.               |       | Green |
| 44 | I'm not as nice-looking as most people.       |       | Green |
| 45 | If I have something to say, I usually say it. | Green |       |
| 46 | People pick on me very often.                 |       | Green |
| 47 | My family understands me.                     | Green |       |
| 48 | I always tell the truth.                      | Red   | Red   |
| 49 | My teacher makes me feel I'm not good enough. |       | Green |
| 50 | I don't care what happens to me.              |       | Green |
| 51 | I'm a failure.                                |       | Green |
| 52 | I get upset easily when I am scolded.         |       | Green |
| 53 | Most people are better liked than I am.       |       | Green |
| 54 | I usually feel as if my family is pushing me. |       | Green |
| 55 | I always know what to say to people.          | Green |       |
| 56 | I often get discouraged.                      |       | Green |
| 57 | Things usually don't bother me.               | Green |       |
| 58 | I can't be depended on.                       |       | Green |

**Red** : Lie Scale

**Green** : High Self-Esteems' answer

Source: Ryden, M. B. (1978) An adult version of the Coopersmith Self-Esteem Inventory: Test-retest reliability and social desirability. *Psychological Reports* 43:1189-1190.

## APPENDIX C

## TOEFL Junior Test

## Part 1 : Listening Comprehension Section

**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**

**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 artproject
- 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**

**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

**APPENDIXD****LISTENING COMPREHENSION SCRIPT**

1. *(Narrator)*: Listen to a school principal talking to a group of students.

*(Woman)*: I was very pleased by your band's performance at the holiday festival. I don't often see students playing their own music. Student bands usually play something traditional, but you actually composed something original. That's really impressive!

*(Narrator)*: What did the principal like best about the band?

*Answer Choices:*

- (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. *(Narrator)*: Listen to a science teacher talking to her students.

*(Woman)*: First, we are going to collect some leaves that have fallen from the trees. Then, we will compare the colors of those leaves. After that, we will use the leaves to make a poster about what happens to trees during autumn. OK, now put on your jackets and let's head outside.

*(Narrator)*: What will the class probably do next?

*Answer Choices:*

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



3. *(Narrator)*: Listen to an art teacher talking to a class.

*(Man)*: Today we're going to begin our lesson on sculptures. Because we are going to work with clay and it can get pretty messy, I'm going to stop you all about ten minutes before class ends. Then you can start cleaning up your work stations and put away your supplies.

*(Narrator)*: What is the purpose of the talk?

**Answer Choices:**

- (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. *(Narrator)*: Listen to a teacher talking to a history class.

*(Woman)*: When we take our class trip into the city this week, we'll be driving through a tunnel that will take us under a river. It's so easy to take a train or a car into the city today by using one of the tunnels that we don't think much about the fact that we're crossing a river. But in the city's early days, the only way to get to the city was by boat. I want you to keep this in mind as we learn more about the city's history.

*(Narrator)*: What is the teacher explaining?

**Answer Choices:**

- (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. *(Narrator)*: Listen to a teacher talking to his class.

*(Man)*: As you know, tomorrow we'll be planting trees in the park. A few dozen saplings will be provided, and you'll be given gardening tools to dig holes for the trees. One important thing to remember—gardening involves working with dirt, so don't come to school in nice clothes.

Make sure to dress in something old—something you wouldn't mind getting dirty.

**(Narrator):** What does the teacher tell the students to do?

**Answer Choices:**

- (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. (Narrator):** Listen to a school principal speaking over the intercom.

**(Man):** Next Friday is the annual school dance. Tickets go on sale starting today in the school cafeteria during lunch. They will be on sale all week. Make sure you buy a ticket in advance, as we won't be selling them at the door the night of the dance. We only have 150 tickets to sell, and they usually sell out before the day of the dance. You don't want to miss this special event!

**(Narrator):** What is probably true about the dance?

**Answer Choices:**

- (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. (Narrator):** Listen to a geography teacher talking in a classroom.

**(Man):** Now we're going to watch a documentary program about one of the countries we've been discussing in class. But I'm afraid it's a little too bright in here. Could someone please draw the curtains while I turn on the TV? Then there won't be any glare on the screen and everyone will be able to see just fine.

**(Narrator):** What does the teacher ask?

**Answer Choices:**

- (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. (Narrator):** Listen to a history teacher speaking to his class.

**(Man):** In order to understand a little more about the life of United States President Abraham Lincoln, we are going to watch a short video. I want you to take notes during the video and think about what we have learned so far. Afterward, we will have a discussion about Lincoln's life.

**(Narrator):** What will the students probably do next?

**Answer Choices:**

- (A) Read a book
- (B) Write an essay
- (C) Watch a video
- (D) Form discussion groups

**9. (Narrator):** Listen to an English teacher speaking to her class.

**(Woman):** Before we start writing our stories, I want to show some ways you can make your characters more believable. You can try to give them real-life details. One thing you might want to do is base your characters on people you know in real life. This is something that even many famous writers do.

**(Narrator):** What is the purpose of the talk?

**Answer Choices:**

- (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. (Narrator):** Listen to a teacher talking in a history class.

**(Man):** Throughout history, people all around the world have invented many different writing systems. One interesting alphabet is the so-called futhark [FOO-thahrk (unvoiced “th”)], which was used in Norway a thousand years ago. Futhark is an exceptional system, because it is the shortest known alphabet in the world. It only had 16 letters. While some writing systems, like Chinese, can have many thousands of symbols, futhark made do with just 16 characters.

**(Narrator):** What point does the speaker make about the alphabet in ancient Norway?

**Answer Choices:**

- (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

**11–13.**

**(Narrator):** Listen to a conversation between two students at school.

**(Girl):** Hi, Tommy. Are you on your way to the cafeteria?

**(Boy):** [answering, but distracted as he is looking for something]  
No—I was on way to the library to return a book, but now I’m looking for my watch. It must’ve fallen off somewhere here in the grass. It was a gift from my father, so I really want to find it.

**(Girl):** Hmm ... I’d like to help you look for it, but I’m heading to the art building—I made an appointment with my art teacher to talk about a homework assignment, and I don’t want to keep him waiting.

**(Boy):** That’s OK. The watch has got to be here somewhere. ... Oh, there it is. Hey, by the way, do you want to study for tomorrow’s history test with me and some other people from

our class after school? We haven't decided where we're going to meet yet—probably at the city library.

*(Girl):* That sounds like a good idea. I'd like to join you.

*(Boy):* I'm having lunch with the others, so we'll know where we're meeting by the time I see you in science class.

*(Girl):* All right. I'll see you then.

#### 14–17.

*(Narrator):* Listen to a conversation between two friends in a school cafeteria.

*(Girl):* Look—the cafeteria is almost empty! We won't have to wait in line too long.

*(Boy):* Good idea. Let's get something now before it gets too crowded.

*(Girl):* Hmm. I think I'll have one of the salads today and something to drink. But I can't make up my mind which drink to choose! It's hard to pick something when there are so many different kinds to choose from.

*(Boy):* It's better to have too many choices than not enough! Why don't you have something you've never tried before. Maybe you can discover something new that you like!

*(Girl):* That's a really good idea. And what about you? Are you going to have a salad too?

*(Boy):* I think so. And maybe a bottle of juice ... and a cup of that soup, too. It looks really good! But I'll definitely pass on the dessert items. I've been eating way too many sweet things lately!

#### 18–21.

*(Narrator):* Listen to a conversation between two students at school.

*(Girl):* Excuse me, is this the way to the gym?

*(Boy):* Uh ... yes it is. Are you a new student here?

*(Girl):* Yes. [upspeak] I'm trying to find the meeting about the dance team? I heard that the school is starting one up. I wanted to find out more about it.

*(Boy):* Do you dance?

**(Girl):** Uh-huh. I've been taking lessons since I was little—traditional dance, ballet, jazz....

**(Boy):** Wow—then you must be pretty good. Anyway, I heard about that new dance team. I think they're going to be performing at school assemblies and stuff like that. Well, the gym's that way. But I just came from there, and I heard someone saying that the dance team was meeting in the music room.

**(Girl):** Are you sure? Because the notice I saw said the gymnasium.

**(Boy):** Well, remember that big storm we had a couple of days ago? And all that rain?

**(Girl):** Yes ....

**(Boy):** Well, some water got into the gym through the roof, so they're doing some work in there—you know, fixing the roof. Do you know where the music room is ... near the library?

**(Girl):** Yes. I had my first music class today, actually.

**(Boy):** Oh good. [Turning attention to other matters] Now I just have to find Mr. Harris, my gym teacher.

**(Girl):** Oh, I wish I could help you.

**(Boy):** That's OK. I just have to return a basketball I borrowed. But I think I'll just leave it for him at the main office. Good luck with the dancing!

**(Girl):** Thanks!

## 22–25.

**(Narrator):** Listen to a conversation between two friends from school.

**(Boy):** Maria, would you like to be on my team in next week's trivia quiz?

**(Girl):** Trivia quiz? I've heard about it, but I don't know exactly what it is.

**(Boy):** It's a general-knowledge contest. All of the teams are given a set of questions to answer—questions on all kinds of topics—and the team that gets the most correct answers wins.

**(Girl):** Sure, I guess I could play. But why do you want me on your team?

**(Boy):** Well, our team already has students who are interested in biology, history, and math. But we're not too good at geography. A lot of questions are

about various countries, continents, and things like that. We need someone strong in geography—like you!

**(Girl):** Well, geography is my favorite subject. You can count me in! ... Should I study for this?

**(Boy):** Hmm ... It's hard to study for this kind of competition. But if you want, I have examples of questions that were asked in the quizzes in the past. A list like that would give you a general idea of what to expect.

**(Girl):** That would be great. So will it be held in the library?

**(Boy):** Not this time. Now we'll be in the gym. A lot more teams are signing up to play this time, so they had to move it to a place with more space. Even the cafeteria wasn't big enough.

**(Girl):** Wow—the gym is pretty big.

**(Boy):** Well, that just shows you how popular the trivia quiz has become!

## **26–29.**

**(Narrator):** Listen to a teacher talking in a history class.

**(Man):** When people think of life in Europe hundreds of years ago, they often think of castles built of stone, with huge towers. Castles were the homes of kings and queens and other powerful people. Hundreds of relatives, soldiers, and workers also lived there. The kitchen was a very important place in a castle. It was busy all day and every day. A castle's kitchen was usually located a good distance away from other castle rooms and buildings, especially the great hall, a large room where people gathered for meals and other activities. This was because of the danger of fires. The kitchen staff needed to use fire for cooking, but sometimes kitchen fires accidentally grew out of control and could spread to other parts of the castle. That's why the kitchen was usually far away. Each kitchen also had a garden where vegetables were grown. Back then, food could not be frozen or kept in refrigerators like today. Some vegetables could be stored underground, but not for long, so most vegetables were picked fresh from the castle garden as they were needed. But, of course, a king's dinner consisted of many other ingredients like bread, meat, and fish. To prepare a

full meal, many cooks were needed. The castle kitchen employed a whole team of people, some of whom made bread, and others who prepared desserts or cooked meat dishes. The chef was like a head manager who was responsible for making sure that the team of assistants did their job right. Although chefs would also be involved in the cooking of some parts of the meal, their main task was to supervise the whole team.

### 30–33.

*(Narrator):* Now you will hear part of a radio program.

*(Man):* Hello, listeners. Today I'll be speaking with Ms. Amanda Jones, the town director of road transportation. Thank you for joining us.

*(Woman):* It's my pleasure.

*(Man):* Ms. Jones, it seems like there are always new roads to build or old ones to fix. Let's start with new roads. How do you decide where to put in a new road?

*(Woman):* Well, that's an interesting question. One way to think about it is to go back in history. You know, people didn't build the first roads. Animals did. These roads were really just tracks—just paths—that animals made in the dirt as they walked to find food or water. Then people started to use them. In fact, some of the roads we drive on today were at one time paths made by wild animals.

*(Man):* But we humans began making roads for ourselves at some point, right?

*(Woman):* Yes, of course. We made them when we needed them ... which happened when we started to settle in communities, and we wanted to trade with people in other communities. Even then, the roads were pretty simple. Let me ask a question: Why would we need anything more, like paved roads?

*(Man):* Well, I suppose when we wanted to carry things ... when we built vehicles, like carts and wagons.

*(Woman):* Exactly! And that's when you start to see better roads, roads made with logs or, better yet, stone or brick. And roads made with good drainage—a good road has to have a place for water to go. Rainwater



can really damage a road, or even wash it away. In England, thousands of years ago, people made roads on ridges—along the cliffs and hills beside streams and rivers. Why? Because it's drier there. "Ridge ways," they called them. Some ridge ways still exist in England—they're still used today for walking and hiking. Now road building really started to increase when nations began to grow. In ancient India, rulers created big road networks—it helped them to control a lot of land from central cities. And the Romans became excellent road builders. After all, they had a huge empire to connect together. But the roads in ancient Greece were not as good as those of the Romans. They didn't put as much effort into road building. Why? Because Greece is full of islands, and they traveled more by boat.

### 34–38.

*(Narrator):* Now you will hear a speaker talking to a class on a trip to a marine aquarium.

*(Man):* Hello, everyone. Thank you for visiting the aquarium today. I hope you've enjoyed seeing the thousands of fish we have here, as well as the other sea animals. During the next hour we're going to show you some more sea creatures. They all come from a body of water called the Sargasso [sahr-GAS-so] Sea. The Sargasso Sea is actually part of the Atlantic Ocean. What I mean is—it isn't a separate body of water; it's more like a sea within an ocean. It's located off the southern half of North America, and it is very large—it covers millions of kilometers.

Now, a couple of things make it distinctive. First, and probably most important, the waters there are very calm—calm and warm. There's also very little wind there. Surrounding the Sargasso Sea are water currents in the Atlantic that move in a circular motion, counterclockwise. This water swirls around the Sargasso Sea. Because of the way these currents move, the water in the middle of the Sargasso Sea doesn't move much at all. Because of the still waters and the lack of wind, sailing ships crossing the Atlantic travel much more slowly when they get to the

Sargasso Sea. Without wind, sailboats can get stuck there for long periods. Something else that's unusual about the Sargasso Sea is the seaweed floating on its surface.

Large amounts of a kind of seaweed called sargassum float on top of the water there. And because of the currents, the seaweed stays in the Sargasso Sea—it's kind of held in place by the rotating currents. Now this seaweed is what interests us most here at the aquarium, because it supports all kinds of sea life, like shrimp, crabs, and fish. Sargassum creates an ecosystem for them to live in. What makes this ecosystem quite remarkable is that the creatures there are ones you'd expect to find much closer to shore, much closer to land, not out in the middle of the Atlantic Ocean. Most likely, sargassum probably did not exist in the Sargasso originally. Rather, the seaweed and some of the ecosystem it supported drifted out into the Sargasso Sea long ago and became trapped there by the currents. From there, it simply spread all over the Sargasso Sea.

### 39–42.

*(Narrator):* Listen to part of a discussion in a science class.

*(Man):* Since you all seemed to like our discussion last week, I thought we'd continue talking about unusual animals. Have any of you ever heard of an animal called the narwhal?

*(Girl):* No, but "whal" sounds kind of like "whale." Is a narwhal a kind of whale?

*(Man):* In fact it is! The narwhal is a species of whale that lives in the cold waters of the Arctic Ocean. Now, both male and female narwhals have teeth—but the male's teeth look very strange. This is because the male narwhal has one long, straight tooth. How long? It's about 7-10 feet long—that's longer than the height of the tallest person in the world! Since this one tooth is so long and pointy, a lot of people say it looks like the horn of a unicorn. In fact, sailors in the old days used to call the narwhal the unicorn of the sea. Some people even thought that it had magical powers!

**(Boy):** Why did they think it was magical? Because of the big tooth?

**(Man):** Precisely. Hundreds of years ago in the Middle Ages, Europeans thought that unicornhorns could cure people who were sick. Because the narwhal's tooth looks like a unicorn's horn, some people thought it could be used to cure sick people. As a result, narwhal teeth were considered quite valuable, and they were sold by merchants for a lot of money.

**(Girl):** So why do narwhals have this long tooth? Do they use it to protect themselves?

**(Man):** Well, we're not sure. But a lot of scientists agree that male narwhals probably use it to attract female mates—the way a male peacock uses his beautiful feathers to attract a mate. The female narwhal will choose the male with the longest tooth, the same way that the female peacock chooses the male with the most beautiful feathers.

**APPENDIX E****Students' Self-Esteem Score Report**

| NO. | NAME       | SCORE OF SELF-ESTEEM QUESTIONNAIRE | CATEGORY                    |
|-----|------------|------------------------------------|-----------------------------|
| 1   | Student 1  | 34                                 | Significantly Below Average |
| 2   | Student 2  | 39                                 | Somewhat Below Average      |
| 3   | Student 3  | 39                                 | Average                     |
| 4   | Student 4  | 33                                 | Significantly Below Average |
| 5   | Student 5  | 41                                 | Average                     |
| 6   | Student 6  | 33                                 | Significantly Below Average |
| 7   | Student 7  | 33                                 | Significantly Below Average |
| 8   | Student 8  | 34                                 | Significantly Below Average |
| 9   | Student 9  | 30                                 | Significantly Below Average |
| 10  | Student 10 | 35                                 | Significantly Below Average |
| 11  | Student 11 | 31                                 | Significantly Below Average |
| 12  | Student 12 | 38                                 | Somewhat Below Average      |
| 13  | Student 13 | 32                                 | Significantly Below Average |
| 14  | Student 14 | 26                                 | Significantly Below Average |
| 15  | Student 15 | 36                                 | Somewhat Below Average      |
| 16  | Student 16 | 38                                 | Somewhat Below Average      |

|    |            |    |                             |
|----|------------|----|-----------------------------|
| 17 | Student 17 | 30 | Significantly Below Average |
| 18 | Student 18 | 29 | Significantly Below Average |
| 19 | Student 19 | 30 | Significantly Below Average |
| 20 | Student 20 | 36 | Somewhat Below Average      |
| 21 | Student 21 | 24 | Significantly Below Average |
| 22 | Student 22 | 40 | Average                     |
| 23 | Student 23 | 25 | Significantly Below Average |
| 24 | Student 24 | 27 | Significantly Below Average |
| 25 | Student 25 | 19 | Significantly Below Average |
| 26 | Student 26 | 36 | Somewhat Below Average      |
| 27 | Student 27 | 18 | Significantly Below Average |
| 28 | Student 28 | 29 | Significantly Below Average |
| 29 | Student 29 | 32 | Significantly Below Average |
| 30 | Student 30 | 36 | Somewhat Below Average      |
| 31 | Student 31 | 18 | Significantly Below Average |
| 32 | Student 32 | 39 | Average                     |
| 33 | Student 33 | 32 | Significantly Below Average |
| 34 | Student 34 | 38 | Somewhat Below Average      |

|    |            |    |                             |
|----|------------|----|-----------------------------|
| 35 | Student 35 | 24 | Significantly Below Average |
| 36 | Student 36 | 31 | Significantly Below Average |
| 37 | Student 37 | 23 | Significantly Below Average |
| 38 | Student 38 | 35 | Somewhat Below Average      |
| 39 | Student 39 | 39 | Average                     |
| 40 | Student 40 | 34 | Significantly Below Average |
| 41 | Student 41 | 30 | Significantly Below Average |
| 42 | Student 42 | 25 | Significantly Below Average |
| 43 | Student 43 | 27 | Significantly Below Average |
| 44 | Student 44 | 30 | Significantly Below Average |
| 45 | Student 45 | 28 | Significantly Below Average |
| 46 | Student 46 | 38 | Somewhat Below Average      |
| 47 | Student 47 | 25 | Significantly Below Average |
| 48 | Student 48 | 26 | Significantly Below Average |
| 49 | Student 49 | 27 | Significantly Below Average |
| 50 | Student 50 | 26 | Significantly Below Average |
| 51 | Student 51 | 32 | Significantly Below         |

|    |            |    | Average                     |
|----|------------|----|-----------------------------|
| 52 | Student 52 | 20 | Significantly Below Average |
| 53 | Student 53 | 19 | Significantly Below Average |
| 54 | Student 54 | 35 | Significantly Below Average |
| 55 | Student 55 | 23 | Significantly Below Average |
| 56 | Student 56 | 29 | Significantly Below Average |
| 57 | Student 57 | 18 | Significantly Below Average |
| 58 | Student 58 | 22 | Significantly Below Average |
| 59 | Student 59 | 19 | Significantly Below Average |
| 60 | Student 60 | 22 | Significantly Below Average |
| 61 | Student 61 | 18 | Significantly Below Average |
| 62 | Student 62 | 22 | Significantly Below Average |
| 63 | Student 63 | 32 | Significantly Below Average |
| 64 | Student 64 | 34 | Significantly Below Average |
| 65 | Student 65 | 18 | Significantly Below Average |
| 66 | Student 66 | 29 | Significantly Below Average |

|    |            |    |                             |
|----|------------|----|-----------------------------|
| 67 | Student 67 | 28 | Significantly Below Average |
| 68 | Student 68 | 19 | Significantly Below Average |
| 69 | Student 69 | 39 | Somewhat Below Average      |
| 70 | Student 70 | 32 | Significantly Below Average |
| 71 | Student 71 | 20 | Significantly Below Average |
| 72 | Student 72 | 28 | Significantly Below Average |
| 73 | Student 73 | 30 | Significantly Below Average |
| 74 | Student 74 | 20 | Significantly Below Average |
| 75 | Student 75 | 27 | Significantly Below Average |
| 76 | Student 76 | 19 | Significantly Below Average |
| 77 | Student 77 | 19 | Significantly Below Average |
| 78 | Student 78 | 23 | Significantly Below Average |
| 79 | Student 79 | 32 | Significantly Below Average |
| 80 | Student 80 | 24 | Significantly Below Average |
| 81 | Student 81 | 32 | Significantly Below Average |
| 82 | Student 82 | 25 | Significantly Below Average |



|    |            |    |                             |
|----|------------|----|-----------------------------|
| 83 | Student 83 | 30 | Significantly Below Average |
| 84 | Student 84 | 19 | Significantly Below Average |
| 85 | Student 85 | 27 | Significantly Below Average |
| 86 | Student 86 | 29 | Significantly Below Average |
| 87 | Student 87 | 29 | Significantly Below Average |
| 88 | Student 88 | 26 | Significantly Below Average |
| 89 | Student 89 | 35 | Significantly Below Average |
| 90 | Student 90 | 30 | Significantly Below Average |
| 91 | Student 91 | 21 | Significantly Below Average |
| 92 | Student 92 | 30 | Significantly Below Average |
| 93 | Student 93 | 31 | Significantly Below Average |
| 94 | Student 94 | 23 | Significantly Below Average |
| 95 | Student 95 | 29 | Significantly Below Average |
| 96 | Student 96 | 24 | Significantly Below Average |
| 97 | Student 97 | 19 | Significantly Below Average |
| 98 | Student 98 | 29 | Significantly Below         |

|     |             |    |                             |
|-----|-------------|----|-----------------------------|
|     |             |    | Average                     |
| 99  | Student 99  | 39 | Average                     |
| 100 | Student 100 | 27 | Significantly Below Average |
| 101 | Student 101 | 18 | Significantly Below Average |
| 102 | Student 102 | 29 | Significantly Below Average |
| 103 | Student 103 | 31 | Significantly Below Average |
| 104 | Student 104 | 29 | Significantly Below Average |
| 105 | Student 105 | 40 | Average                     |
| 106 | Student 106 | 34 | Significantly Below Average |
| 107 | Student 107 | 29 | Significantly Below Average |
| 108 | Student 108 | 36 | Somewhat Below Average      |
| 109 | Student 109 | 28 | Significantly Below Average |
| 110 | Student 110 | 30 | Significantly Below Average |
| 111 | Student 111 | 28 | Significantly Below Average |
| 112 | Student 112 | 36 | Somewhat Below Average      |
| 113 | Student 113 | 19 | Significantly Below Average |
| 114 | Student 114 | 30 | Significantly Below Average |

| <b>Over all Self-Esteem Category Result</b> |                  |                   |
|---|------------------|-------------------|
| <b>Category</b>                             | <b>Frequency</b> | <b>Percentage</b> |
| Significantly Below Average                 | 94               | 82.45 %           |
| Somewhat Below Average                      | 13               | 11.40 %           |
| Average                                     | 7                | 6.14 %            |
| Somewhat Above Average                      | 0                | 0                 |
| Significantly Above Average                 | 0                | 0                 |
| Total                                       | 114              | 100 %             |

**APPENDIX F****Students' Listening Score Report**

| NO. | NAME       | Score of Listening Test | CATEGORY  |
|-----|------------|-------------------------|-----------|
| 1   | Student 1  | 42                      | Very Poor |
| 2   | Student 2  | 57                      | Average   |
| 3   | Student 3  | 57                      | Average   |
| 4   | Student 4  | 47                      | Poor      |
| 5   | Student 5  | 71                      | Good      |
| 6   | Student 6  | 50                      | Poor      |
| 7   | Student 7  | 54                      | Poor      |
| 8   | Student 8  | 47                      | Poor      |
| 9   | Student 9  | 45                      | Very Poor |
| 10  | Student 10 | 38                      | Very Poor |
| 11  | Student 11 | 33                      | Very Poor |
| 12  | Student 12 | 50                      | Poor      |
| 13  | Student 13 | 42                      | Very Poor |
| 14  | Student 14 | 52                      | Poor      |
| 15  | Student 15 | 57                      | Average   |
| 16  | Student 16 | 73                      | Good      |
| 17  | Student 17 | 23                      | Very Poor |
| 18  | Student 18 | 42                      | Very Poor |
| 19  | Student 19 | 42                      | Very Poor |
| 20  | Student 20 | 52                      | Poor      |
| 21  | Student 21 | 30                      | Very Poor |

|    |            |    |           |
|----|------------|----|-----------|
| 22 | Student 22 | 71 | Good      |
| 23 | Student 23 | 40 | Very Poor |
| 24 | Student 24 | 47 | Poor      |
| 25 | Student 25 | 42 | Very Poor |
| 26 | Student 26 | 54 | Poor      |
| 27 | Student 27 | 38 | Very Poor |
| 28 | Student 28 | 40 | Very Poor |
| 29 | Student 29 | 52 | Poor      |
| 30 | Student 30 | 61 | Average   |
| 31 | Student 31 | 28 | Very Poor |
| 32 | Student 32 | 73 | Good      |
| 33 | Student 33 | 61 | Average   |
| 34 | Student 34 | 64 | Average   |
| 35 | Student 35 | 38 | Very Poor |
| 36 | Student 36 | 45 | Very Poor |
| 37 | Student 37 | 42 | Very Poor |
| 38 | Student 38 | 61 | Average   |
| 39 | Student 39 | 57 | Average   |
| 40 | Student 40 | 57 | Average   |
| 41 | Student 41 | 54 | Poor      |
| 42 | Student 42 | 47 | Poor      |
| 43 | Student 43 | 30 | Very Poor |
| 44 | Student 44 | 47 | Poor      |
| 45 | Student 45 | 40 | Very Poor |
| 46 | Student 46 | 71 | Good      |

|    |            |    |           |
|----|------------|----|-----------|
| 47 | Student 47 | 38 | Very Poor |
| 48 | Student 48 | 52 | Poor      |
| 49 | Student 49 | 45 | Very Poor |
| 50 | Student 50 | 38 | Very Poor |
| 51 | Student 51 | 61 | Average   |
| 52 | Student 52 | 47 | Poor      |
| 53 | Student 53 | 40 | Very Poor |
| 54 | Student 54 | 66 | Average   |
| 55 | Student 55 | 42 | Very Poor |
| 56 | Student 56 | 45 | Very Poor |
| 57 | Student 57 | 38 | Very Poor |
| 58 | Student 58 | 38 | Very Poor |
| 59 | Student 59 | 40 | Very Poor |
| 60 | Student 60 | 33 | Very Poor |
| 61 | Student 61 | 28 | Very Poor |
| 62 | Student 62 | 33 | Very Poor |
| 63 | Student 63 | 47 | Poor      |
| 64 | Student 64 | 61 | Average   |
| 65 | Student 65 | 28 | Very Poor |
| 66 | Student 66 | 33 | Very Poor |
| 67 | Student 67 | 50 | Poor      |
| 68 | Student 68 | 26 | Very Poor |
| 69 | Student 69 | 71 | Good      |
| 70 | Student 70 | 42 | Very Poor |
| 71 | Student 71 | 28 | Very Poor |

|    |            |    |           |
|----|------------|----|-----------|
| 72 | Student 72 | 45 | Very Poor |
| 73 | Student 73 | 38 | Very Poor |
| 74 | Student 74 | 28 | Very Poor |
| 75 | Student 75 | 52 | Poor      |
| 76 | Student 76 | 45 | Very Poor |
| 77 | Student 77 | 33 | Very Poor |
| 78 | Student 78 | 50 | Poor      |
| 79 | Student 79 | 61 | Average   |
| 80 | Student 80 | 33 | Very Poor |
| 81 | Student 81 | 35 | Very Poor |
| 82 | Student 82 | 52 | Poor      |
| 83 | Student 83 | 57 | Average   |
| 84 | Student 84 | 28 | Very Poor |
| 85 | Student 85 | 33 | Very Poor |
| 86 | Student 86 | 61 | Average   |
| 87 | Student 87 | 59 | Average   |
| 88 | Student 88 | 57 | Average   |
| 89 | Student 89 | 61 | Average   |
| 90 | Student 90 | 45 | Very Poor |
| 91 | Student 91 | 42 | Very Poor |
| 92 | Student 92 | 42 | Very Poor |
| 93 | Student 93 | 54 | Poor      |
| 94 | Student 94 | 38 | Very Poor |
| 95 | Student 95 | 55 | Poor      |
| 96 | Student 96 | 52 | Poor      |

|     |             |    |           |
|-----|-------------|----|-----------|
| 97  | Student 97  | 40 | Very Poor |
| 98  | Student 98  | 54 | Poor      |
| 99  | Student 99  | 71 | Good      |
| 100 | Student 100 | 52 | Poor      |
| 101 | Student 101 | 28 | Very Poor |
| 102 | Student 102 | 33 | Very Poor |
| 103 | Student 103 | 50 | Poor      |
| 104 | Student 104 | 61 | Average   |
| 105 | Student 105 | 71 | Good      |
| 106 | Student 106 | 52 | Poor      |
| 107 | Student 107 | 45 | Very Poor |
| 108 | Student 108 | 61 | Average   |
| 109 | Student 109 | 33 | Very Poor |
| 110 | Student 110 | 45 | Very Poor |
| 111 | Student 111 | 29 | Very Poor |
| 112 | Student 112 | 57 | Average   |
| 113 | Student 113 | 33 | Very Poor |
| 114 | Student 114 | 42 | Very Poor |

| <b>Over all Self-Esteem Category Result</b> |                  |                   |
|---|------------------|-------------------|
| <b>Category</b>                             | <b>Frequency</b> | <b>Percentage</b> |
| Very Good                                   | 0                | 0                 |
| Good  | 8                | 7.01 %            |
| Average                                     | 21               | 18.42 %           |
| Poor  | 27               | 23.68 %           |
| Very Poor                                   | 58               | 50.87 %           |



|       |     |      |
|-------|-----|------|
| Total | 114 | 100% |
|-------|-----|------|

## APPENDIX G

### SPSS Result

#### Descriptive Statistics of Students' Self-Esteem

##### Descriptive Statistics

|                    | N   | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|-----|---------|---------|-------|----------------|
| Self-Esteem        | 114 | 18      | 41      | 28.78 | 6.288          |
| Valid N (listwise) | 114 |         |         |       |                |

#### Descriptive Statistics of Students' Listening Comprehension

##### Descriptive Statistics

|                         | N   | Minimum | Maximum | Mean  | Std. Deviation |
|-------------------------|-----|---------|---------|-------|----------------|
| Listening Comprehension | 114 | 23      | 73      | 46.90 | 12.202         |
| Valid N (listwise)      | 114 |         |         |       |                |

### Tests of Normality

#### One-Sample Kolmogorov-Smirnov Test

|                                |                | Self-Esteem | Listening Comprehension |
|--------------------------------|----------------|-------------|-------------------------|
| N                              |                | 114         | 114                     |
| Normal Parameters <sup>a</sup> | Mean           | 28.78       | 46.90                   |
|                                | Std. Deviation | 6.288       | 12.202                  |
| Most Extreme Differences       | Absolute       | .084        | .086                    |
|                                | Positive       | .077        | .086                    |
|                                | Negative       | -.084       | -.051                   |
| Kolmogorov-Smirnov Z           |                | .898        | .918                    |
| Asymp. Sig. (2-tailed)         |                | .396        | .369                    |

a. Test distribution is Normal.

### Tests of Linearity

#### Case Processing Summary

|                                       | Cases    |         |          |         |       |         |
|---------------------------------------|----------|---------|----------|---------|-------|---------|
|                                       | Included |         | Excluded |         | Total |         |
|                                       | N        | Percent | N        | Percent | N     | Percent |
| Listening Comprehension * Self-Esteem | 114      | 100.0%  | 0        | .0%     | 114   | 100.0%  |

#### ANOVA Table

|                                       |                |                          | Sum of Squares | df  | Mean Square | F       | Sig. |
|---------------------------------------|----------------|--------------------------|----------------|-----|-------------|---------|------|
| Listening Comprehension * Self-Esteem | Between Groups | (Combined)               | 10353.768      | 22  | 470.626     | 6.619   | .000 |
|                                       |                | Linearity                | 8936.630       | 1   | 8936.630    | 125.690 | .000 |
|                                       |                | Deviation from Linearity | 1417.138       | 21  | 67.483      | .949    | .532 |
| Within Groups                         |                |                          | 6470.170       | 91  | 71.101      |         |      |
| Total                                 |                |                          | 16823.939      | 113 |             |         |      |

### Measures of Association

|                                       | R    | R Squared | Eta  | Eta Squared |
|---------------------------------------|------|-----------|------|-------------|
| Listening Comprehension * Self-Esteem | .729 | .531      | .784 | .615        |

### Correlation Result

#### Correlations

|                         |                     | Self-Esteem | Listening Comprehension |
|-------------------------|---------------------|-------------|-------------------------|
| Self-Esteem             | Pearson Correlation | 1           | .729**                  |
|                         | Sig. (2-tailed)     |             | .000                    |
|                         | N                   | 114         | 114                     |
| Listening Comprehension | Pearson Correlation | .729**      | 1                       |
|                         | Sig. (2-tailed)     | .000        |                         |
|                         | N                   | 114         | 114                     |

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

### Regression Analysis

#### Coefficients<sup>a</sup>

| Model |             | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|-------|-------------|-----------------------------|------------|---------------------------|--------|------|
|       |             | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant)  | 6.198                       | 3.698      |                           | 1.676  | .097 |
|       | Self-Esteem | 1.414                       | .126       | .729                      | 11.265 | .000 |

a. Dependent Variable: Listening Comprehension

**Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .729 <sup>a</sup> | .531     | .527              | 8.392                      |

a. Predictors: (Constant), Self-Esteem

APPENDIX H

DOCUMENTATION



