
THESIS

Submitted as a Partial Requirements for the Degree of Sarjana in English Education

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Assalamu’alaikum Wr. Wb.

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state that the thesis of

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ENGLISH MOVIES AND THE UNDERSTANDING OF IDIOMATIC
EXPRESSION TOWARDS INFERENTIAL LISTENING
COMPREHENSION OF THE SECOND SEMESTER STUDENTS OF
ENGLISH EDUCATION DEPARTMENT OF IAIN SURAKARTA IN THE
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has already fulfilled the requirements to be presented before The Board of Examiners
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Thank you for the attention.

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DEDICATION

This thesis is dedicated to:

1. My beloved parents for the love, taking care of me even before I see the world, supports all my purposes and desires, sincerity, sacrifice in the rain and in storm, patience of facing my thick-head, precious advices and warm hands to shed every tears coming down my face, and also midnight prays that I will never be able to mention one by one.

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7. My beloved friends who always be there for me not only when the sun shines, but also when the sun down in the most difficult time, and the darkest day. I believe that friends can be more than family since I found you all.

8. My almamater IAIN Surakarta
MOTTO

Live as you were to die tomorrow. Learn as you were to live forever.
(Gandhi)

Be a student as long as you still have something to learn, and this will mean all your life.
(Henry L. Doherty)

You must be the change you wish to see in the world.
(Gandhi)

Fear is not real. The only place that fear can exist is in our thoughts of the future. It is a product of our imagination, causing us to fear things that do not at present and may not ever exist. That is near insanity. Danger is very real, but fear is a choice.
(Cypher Raige, from After Earth movie)

Don’t ever let somebody tell you that you can’t do something, not even me. You dream, you gotta protect it. People can’t do something themselves, they wanna tell you you can’t do it. If you want something, go get it. Period.
(Chis Gardner, from The Pursuit of Happiness movie)

All we have to decide is what to do with the time that is given to us.
(Gandalf, from Lord of the Rings: The Fellowship of the Ring movie)

Calling someone fat doesn’t make you any skinnier. Calling someone stupid doesn’t make you any smarter. All you can do in life is try and solve the problems in front of you.
(Cady, from Mean Girls movies)
PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “The Correlation Study between the Intensity of Watching English Movies and the Understanding of Idiomatic Expression towards Inferential Listening Comprehension of the Second Semester Students of English Education Department of IAIN Surakarta in the Academic Year of 2016/2017” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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Alhamdulillahirabbil ‘alamin, all praises be to Allah SWT, the single power, the Lord of the universe, the master of the day of judgment, God almighty, for all blessings and mercy so the researcher was able to finish this thesis entitled “The Correlation Study between the Intensity of Watching English Movies and the Understanding of Idiomatic Expression towards Inferential Listening Comprehension of the Second Semester Students of English Education Department of IAIN Surakarta in the Academic Year of 2016/2017”. Peace also be upon Prophet Muhammad SAW, the great leader and the great inspiration of world revolution.

The researcher is sure that this thesis would not be able to be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks and gratefulness to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis will be useful for the researcher in particular and the readers in general.

Surakarta, July 2017
The Researcher

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ABSTRACT


Advisors : Zainal ‘Arifin, S,Pd, M.Pd
Key words : English Movies, Idiomatic Expression, Inferential Listening

This correlational research has a purpose to find whether there is a significant positive correlation between the intensity of watching English movies and the understanding of idiomatic expression partially or simultaneously towards inferential listening comprehension of the second semester students of English Education Department of IAIN Surakarta in the academic year of 2016/2017.

The data collection used objective tests and questionnaire. The instruments were validated through internal validity test using difficulty index and discrimination power. The reliability was also checked by internal reliability using split-half, Pearson Product Moment, Spearman-Brown formula, and alpha-cronbach formula. The sample was taken by cluster random sampling. The data then were analyzed by Multiple Linear Regression, Multiple Correlation, and partial correlation.

This research found that there is a significant positive correlation between the intensity of watching English movies and the understanding of idiomatic expression partially or simultaneously towards inferential listening comprehension of the second semester students of English Education Department of IAIN Surakarta in the academic year of 2016/2017. It can be seen from the result of the data computation of Multiple Linear-Regression \( \hat{Y} = -118.9 + .013 X_1 + 5.17 X_2 \) and \( F_o = 16.86 \) \( (F_t = 5.49) \). Multiple and partial correlation computation also shows that the alternative hypotheses are accepted. The coefficient of correlation is \( R_{y12} = .945, F_o = 212.85 \) \( (F_t = 5.49) \).
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CHAPTER I
INTRODUCTION

A. Background of the Study

Listening is one of language basic skill which has a very important role in language teaching learning including English. The importance of listening in language learning can hardly be overestimated. Through reception process of listening, linguistics information can be internalized and without which language cannot be produced (Brown, 2001: 247). Listening is not a one-way process of receiving of audio symbols. Instead, it is a continuous process of receiving sound waves through the ear and transmitting the impulse to the brain to be interpreted cognitively and affectively (Brown, 2001: 249).

Listening, like reading, writing, and speaking, is a complex process best developed by continuous and consistent practice. Listening is the vital skill providing the basis for the successful communication and successful professional career. Effective listening skills enhance the ability to learn and adapt new information, knowledge, and skills. Listening comprehension is more than extracting meaning from incoming speech. It is a process of matching speech with the background knowledge, what the listeners already know about the subject.

Listening comprehension includes a hierarchical sequence of skills which are similar to the reading comprehension sequence. They are literal,
evaluative or inferential, critical and appreciative listening (Alley & Desher, 1979 in Jones, 2010: 195).

Inference skill is the ability to make inferences or simply the ability to use two or more pieces of information from a text in order to arrive at a third piece of information that is implicit. Inferring can be as complex as understanding a subtle explicit message, conveyed through the choice of particular vocabulary by drawing on the background knowledge (Kispal, 2008: 2). In addition, inferential comprehension requires the students to blend the literal content of a selection with prior knowledge, intuition, and imagination to make hypotheses of what is the appropriate meaning for a certain words or phrases.

Idioms are expressions which have a meaning that is not obvious from the individual words. The best way to understand idioms is by seeing the context of situation when that expression is uttered (McCharty and O’dell: 6). Idioms is also defined as a fixed group of words with a special meaning which is different from the meanings of the individual words (Svensen, 1993 in Mojela, 2004: 333).

Idioms are figurative expressions that can often take both a literal and a figurative meaning. Idiomatic expressions are understood in relation to the context in which they are used. For most idioms, different scenarios could be used to support the literal and figurative interpretations, although not all idioms can support a sensible literal interpretation. As a result, the skills used to process and understand language in context are thought to be important for the development of idiom understanding.
Idiomatic expression as defined above clearly explains that idiom is one kind of figurative language that needs deeper or inferential understanding to get the meaning which is difficult to be interpreted literally by the words appeared in the expressions. The good understanding of idiomatic expression will surely help students to have a critical thinking especially in inferential listening activities which demands the students to interpret what they hear much wider and deeper than the individual words meaning appeared.

People who experienced difficulties in understanding language in context often have poor idiom understanding. That is why the understanding of idiomatic expressions are predicted to have something to do with students inferential listening ability as the materials of inferential listening activities includes TOEFL test indicators contain of idioms understanding. When an idiom is unfamiliar, it may be totally or partially understood by analysis of the meanings of the words in the phrase that will lead to misinterpretation or misunderstanding (Cain & Towse, 2008: 1539).

Every language in the world has its own idioms, includes English. Those idioms are often used in communication both in formal or informal situation. In order to help students in increasing their inferential listening comprehension, the understanding of idiomatic expression is believed to be one of the helping factors.

As discussed before, inferential listening needs deeper investigation to the speaker’s speech for meaningfulness of what is being listened. Listening skill is a process in language skill which needs training
by using audio or technology (Arono, 2015: 82). That is why in inferential
listening activities to reach comprehension needs un-instant and effective
process.

Multimedia is a combination between sight and auditory. Those
combinations could raise a phenomenon or object effectively. It is related
to the relationship between kind of media with memory of human being to
accept and save a message like visual, audio, and audio-visual. All of that
component should be designed in order to achieve learning goals as
inferential listening media (Arono, 2014: 65).

Multimedia can increase listening skill in a language by focusing
on: (1) the role of text and visual as a tool for a language related to aural
texts; (2) video motivation as the benefit aspect for learning language; (3)
reality that the combination between media and listening activities can
reach target language; and (4) conducive environment to promote
discourse strategy for the students (Arono, 2015: 82).

Learning listening has been developed and advanced especially in
media and in learning materials used. There are many choices of listening
materials such as CD, DVD, or video that can be applied. The problem is
that listening comprehension has not always drawn the attention of
educators or sometimes it does not get enough portions as other skills get.

That is why in order to reach the optimal comprehension in
listening skill students should conduct independent activities at home as
the duration and portion to learn listening skill at the class is limited.
Moreover, inferential listening needs continuous and effective activities. One of the activities that the students can try is watching movies.

Watching movies can be an entertaining and meaningful activity to help students learn language. As the concern of this research is English especially in inferential listening skill, the kind of movies that is suggested is of course English movies. Movies are diverting, fun, and part of popular culture and it surely helps the students to feel more at ease to learn in academic environment (Sweeney, 2006: 28).

By watching movies, students will hear English being used in a very natural way. Some parts may be spoken too fast for EFL students to understand but it will be a perfect way for students to get used to hearing native speakers talk to each other. Students will also get used to hear informal English and slang words and phrases that they do not find in books or dictionaries. Moreover, according to Qiang et al. (2007: 39) movies are at once educational, informative, and entertaining.

Listening is not only concerning about aural aspect but also visual aspect integrated in multimedia (Arono, 2015: 86). It can be one reason why watching movies are believed to be an effective activity to help students improve their listening skill especially in inferential listening.

Watching English movies is believed to be effective as it gives more natural materials of listening from native speakers, examples of the slang, expressions and even culture.

From the explanation above, it is known that listening as the basic skill can be improved through many activities includes watching English
movies. However, it is not only based on someone’s ability but also his/her intensity in doing the learning listening activities (Arono, 2015: 81).

Intensity, from the word “intense”, means extreme or very strong, serious or emotional (Oxford Learner’s Pocket Dictionary, 2008: 232). According to Cambridge Dictionary, intensity is defined as the quality of being very serious and having strong emotions or opinions. Intensity is also defined as an encouragement to do to reach some purposes (Hazim, 2005: 191). It can be concluded that intensity is an encouragement or spirit to reach a purpose or specific intention. Intensity cannot be separated from motivation. Both of them are very important in doing an activity with a specific intention to reach something. However, motivation is not the only thing which influences intensity.

There are 6 aspects or indicators of intensity proposed by Nuraini (2011) in suaranuraniguru.blogspot.com, they are: motivation, duration, frequency, presentation, attitude, and interest. Good intensity to watch English movie is believed to contribute to students English language skill includes inferential listening.

The belief rises because English movies will give a real example of spoken English in easy and entertaining way. One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents rather than just the voice of their teacher with its own idiosyncrasies (Harmer, 1998: 108).

English movies here mean movies which are English speaking. The actors of English movies meant are this study is English native
speakers. In other words, the English movies are movies that are produced in the country of native English speakers like England, USA, Australia, Canada, etc. That is why by watching this kind of movie students can get a real spoken authentic English material to listen. The English language that is being used will also provide many expressions in real life that students will rarely find in their textbook. This reason encourages the belief that the intensity of watching English movies is related to students’ inferential listening skill.

The helps that English movies provided to support students inferential listening is also the visual aid that lead them to think more carefully to find the meaning of what they hear and what they see. Continuously, with a good intensity, it can be a good activity for students to improve their skill and comprehension in inferential listening in an entertaining way. Besides, as explained above, the understanding of idiomatic expression is believed to give a good contribution to students’ inferential listening as well as the intensity of watching English movies.

Based on the newest curriculum used in English Education Department of IAIN Surakarta, listening skill is also being taught in such a sequence. It is taught in three semesters continuously, in the first until the third semester. The first level is basic listening or literal listening, inferential listening, and the last one is inferential listening is being taught to the third semester students.

In English Education Department of IAIN Surakarta, Inferential listening is taught at the second semester. There are eight classes of second
semester students of English Education Department. One class is taken randomly to be the sample of the research.

The problem arises after the changing of the curriculum which changes the sequence of listening skill lesson in English Education Department. Previously, listening skill is taught in four sequences in four semesters. The first level is basic Listening, followed by literal listening, inferential listening, and the last one is critical listening.

This changes make inferential listening which usually is taught at the third semester is being taught at second semester. It will surely affect the students’ comprehension. English Education Department students of the previous year faced inferential listening as the third level of listening skill lesson. It means that they had 2 previous level of listening skill that can be a more complete prior knowledge and experience to face inferential listening.

It is different from the students of English Education Department in the academic year of 2016/2017 that had to face inferential listening in their second semester. They only had one passed listening skill level in the first semester. It makes them having less experience in listening activities than the previous year students.

That is why the second semester students of English Education Department of IAIN Surakarta need more attention, treatment, and helpful aids to optimize their comprehension. The lecturers need to work harder to push the students to comprehend materials that are usually taught to third semester students.
The reason why the researcher conducted the research at English Education Department of Surakarta is to help in finding what factors which are affecting students’ inferential listening comprehension to help them in increasing their comprehension and achievement in inferential listening subject.

If the alternative hypotheses of this research are accepted, means that there is a significant correlation between the intensity of watching English movies and the understanding of idiomatic expression towards inferential listening comprehension, both of the independent variable can be recommended for the students to be implemented in their daily lessons and activity. If the alternative hypotheses are accepted, the lecturer may encourage the students to do the activities to help their inferential listening comprehension as found in this study.

If the alternative hypotheses of the research are accepted, it means that the intensity of watching English movies and the understanding of idiomatic expression that the researcher believes to have something to do with inferential listening comprehension can be implemented to anticipate students’ lack of comprehension after the changing of the curriculum.

That is why the researcher planned to conduct a research to study whether there is a significant positive correlation between the intensity of watching English movies and the understanding of idiomatic expression simultaneously or partially towards students’ inferential listening comprehension in English Education Department of IAIN Surakarta. The research entitled: *The Correlation Study between the Intensity of*
Watching English Movies and the Understanding of Idiomatic Expression towards Inferential Listening Comprehension of the Second Semester Students of English Education Department of IAIN Surakarta.

B. Identification of the Problems

Based on the background of the study, some problems of inferential listening comprehension appear. The problems are as follows:

1. Is it enough for English Education Department students to be familiar with inferential listening skill only by general inferential listening lesson?
2. Is it crucial to encourage students to comprehend inferential listening skill by doing some activities?
3. Do students need some activities outside the classroom activities to get them familiarized to inferential listening?
4. Does students’ intensity of watching English movies have significant correlation to their inferential listening comprehension? If it does, how strong is it?
5. Does students’ understanding of idiomatic expression have significant correlation to their inferential listening comprehension? If it does, how strong is it?
6. Is there any correlation between the intensity of watching English movies and the understanding of idiomatic expression simultaneously to their inferential listening comprehension?
C. Limitation of the Study

The researcher limits the study into three variables, two X variables and one Y variable. The X variables are the intensity of watching English movies ($X_1$) and the understanding of idiomatic expression ($X_2$). Besides, the Y variable is inferential listening comprehension.

The subject of the research is the second semester students of English Education Department of IAIN Surakarta. It is because the students in this level are expected and should have been mastering inferential listening as the curriculum of the college taught about inferential listening in the second semester.

The researcher also limits the first X variable, the intensity of watching English movies. It is to make clear what kind of movies that is discussed in this research. The English movies here mean the movies which are English-speaking. The actors in the movies are native speakers to give the viewers an example of English in use with all the possible expressions, slang, or language varieties. So, it means that English-speaking movies which the actors are not native speaker of English are not included.

The second X variable, the understanding of idiomatic expression is also limited to the idiomatic expression which often appears in the students’ daily lesson. It is also about idiomatic expression which often appears in TOEFL or IELTS test that usually become the main subject of inferential listening lesson.
The inferential listening comprehension itself is also limited to the inferential listening lesson materials and standard used in the teaching learning process. The test that is going to be conducted to get data about inferential listening will also be matched with what the students have learned in the daily activities of inferential listening class. As the daily lesson of inferential listening uses TOEFL, the researcher is going to match the indicators of inferential listening with the questions of the listening section of TOEFL to formulate a valid test to measure the students’ inferential listening comprehension. This is because the questions types of TOEFL test listening section are containing inferential listening indicators.

D. The Problems of the Study

Based on the background of study above, the problems which are going to be discussed in this research are as follows:

1. Is there any significant positive correlation between the Intensity of Watching English Movies and Inferential Listening comprehension of the second Semester Students of English Education Department of IAIN Surakarta in the Academic Year of 2016/2017?

2. Is there any significant positive correlation between the understanding of idiomatic expression and inferential listening comprehension of the second semester students of English Education Department of IAIN Surakarta in the academic year of 2016/2017?
3. Is there any significant positive correlation between the intensity of watching English movies and the understanding of idiomatic expression towards inferential listening comprehension of the second semester students of English Education Department of IAIN Surakarta in the Academic Year of 2016/2017?

E. The Objectives of the Study

Based on the background of the study and the formulation of the problems, the objectives of the study are as follows:

1. To know whether there is a significant positive correlation between the Intensity of Watching English Movies and inferential Listening comprehension of the second Semester Students of English Education Department of IAIN Surakarta in the Academic Year of 2016/2017 or not.

2. To know whether there is a significant positive correlation between the understanding of idiomatic expression and inferential listening comprehension of the second semester students of English Education Department of IAIN Surakarta in the academic year of 2016/2017.

3. To know whether there is a significant positive correlation between the intensity of watching English movies and the understanding of idiomatic expression towards inferential listening comprehension of the second semester students of English Education Department of IAIN Surakarta in the Academic Year of 2016/2017.
F. The Benefits of the Study

The benefits of the study here are classified into two categories, theoretical benefits and practical benefits. Both of them will be explained below:

1. Theoretical benefits
   a. To figure out the benefits of high intensity of watching English movie to learn inferential listening.
   b. To give an alternative solution to solve problems in learning inferential listening through watching English movies.

2. Practical benefits
   a. To give information about the importance of inferential listening comprehension in learning English.
   b. To give information about the importance of understanding idiomatic expression to help in inferential listening comprehension.
   c. To give information that high intensity of watching English movie may be an alternative to solve inferential listening problems.

G. Definition of Key Terms

There are several key terms used in this research. The definitions of each key term are as follows:

1. Inferential Listening

   Inference skill is the ability to make inferences or simply the ability to use two or more pieces of information from a text in order to arrive at a third piece of information that is implicit. Inferring can be
as complex as understanding a subtle implicit message, conveyed through the choice of particular vocabulary by drawing on the background knowledge. Inferential listening is process of reception of audible symbols where the listener needs to combine the literal meaning and the background knowledge to find the implicit meaning that is not literally mentioned (Kispal, 2008: 2).

2. The Intensity of Watching English Movies

Intensity, from the word “intense”, means extreme or very strong, serious or emotional (Oxford Learner’s Pocket Dictionary, 2008: 232). According to Cambridge Dictionary, intensity is defined as the quality of being very serious and having strong emotions or opinions. Besides, according to Daryanto (1997: 286), the definition of intensity is the condition, level or measurement of strength, effects, and so on.

3. Idiomatic Expression

Idioms are expressions which have a meaning that is not obvious from the individual words. The best way to understand idioms is by seeing the context of situation when that expression is uttered (McCharty and O’dell: 6). Idioms is also defined as a fixed group of words with a special meaning which is different from the meanings of the individual words (Svensen, 1993 in Mojela, 2004: 333).
CHAPTER II
THEORETICAL REVIEW

A. Inferential Listening Comprehension

1. Listening skill

Listening and reading skill are included to language receptive skill as it provides meaningful inputs to the learners (Edge, 1993: 105). Listening is not a one-way street. It is also merely the process of one-directional receiving of audible symbols (Brown, 2001: 249). Students need to be able to listen a variety of things in a number of different ways.

Firstly, the students need to be able to recognize paralinguistic clues such as intonation in order to understand the mood or meaning of what is being listened. Students also need to be able to listen for specific information such as times and platform numbers, and also some general understanding when they are listening to a story or interacting in a social conversation (Harmer, 2007:135).

The importance of listening in language learning cannot be underestimated. By the reception process, students internalize linguistics information which language cannot be produced without. Listening is an activity that the students do more than speaking in classroom activities. However, listening comprehension has not always drawn the attention of educators as people have a natural tendency to
look at speaking as the major index of language proficiency (Brown, 2001: 247).

Listening skill indeed should not be underestimated. One of the main reasons to encourage students to listen to spoken language is to let them hear different varieties and accent rather than just the voice of their teachers in their daily lessons. Students need to be exposed to some varieties of English such as American English, British English, Australian English, Caribbean English, etc. (Harmer, 1998: 109).

The second reason related to the importance of listening is that listening helps students to acquire language subconsciously even when the teachers do not draw attention to its special features. Lastly, just as reading, students get better at listening the more they do listening activities. So, it is necessary for teachers to give more inputs for students’ listening to increase their skill (Harmer, 1998: 110).

Listening is a special skill as it demands a special way of teaching and learning ways. The tape played for listening will play in the same speed for all students who have different phase. It means that the tape continues even when an individual student is lost. In listening, students also cannot just simply flick back to the previous lines or paragraphs like how reading process can always be reversed anytime the student wants (Harmer, 1998: 111).

Another thing that makes listening becomes a special skill is that it directly relates to in spoken language, especially when it is informal, has unique features including the use of incomplete
utterances, repetitions, hesitations, etc. Experience of informal spoken English with an appreciation of other spoken factors like tone of the voice, intonation, rhythm, and background noise will help students to tease meaning out of such speech.

These special characteristics demand the teacher to ensure that students are well-prepared for listening and that they are clearly able to hear what they listen to.

2. The Principles in the Teaching of Listening

Harmer (2007: 135) stated six principles of teaching listening that can be the foundation for teacher to teach their students. Those principles are as follows:

a. Encourage students to listen as often and as much as possible

   The more students are getting used to listen, they will get better in their listening skill, understanding of pronunciation and using it appropriately. That is why teacher need to create an adequate support for the listening activities.

b. Help the students to be prepared to listen

   Students need to be well-prepared before listening activities. It means that they need to be introduced to the related pictures, topic discussion, etc. they should be given a chance to read the questions before they listen to the tape. T will help them to predict what is possibly coming, give them a right frame of mind,
and make them engaged with the topic and the task that they should emphasize in the listening process.

c. Once may not be enough

In daily listening activities, it is almost impossible that playing the tape once is enough. The students often want to listen to the tape once more to pick things they missed at the first time. In live listening, students may also be encouraged to ask for repetition to clarify what is not clear at the first play.

d. Encourage students to respond to the content of a listening, not just the language

In listening sequence, one of the most important thing is that teachers need to draw out the meaning of what is being said, discern what is intended and find out what impression it makes on the students.

e. Different listening stages demand different listening tasks

In the first stage of listening, the task may need to be fairly straight-forward and general to ensure the success of the students’ general understanding and response. It can also help the students to reduce stress associated with listening. Later listening may focus on detailed information, language use, pronunciation, etc. There the teacher’s role is needed to help the students focused on what they are listening for or the required detailed information. Therefore, the students do not need to emphasize their attention in the whole speech because what they need is just a bit part of it.
f. Good teachers exploit listening texts to the full

If teachers ask students to invest time and emotional energy in a listening text, and if they themselves have spent time choosing and preparing the listening sequence, then it makes sense to use the audio track or live listening experience for as many different applications as possible. The listening then becomes an important event in a teaching sequence rather than just an exercise itself.

3. Interactive Models of Listening Comprehension

Brown (2001: 249) stated these following eight processes (adapted from Clark & Clark 1977 and Richards 1983) are all involved in comprehension. Those processes are as follows:

a. The hearer processes the raw speech and holds an image of it in short-term memory. This image consists of the constituents of a stream of speech such as phrases, clauses, cohesive markers, intonation, and stress patterns.

b. The hearer determines the type of speech event such as a conversation, a speech, a radio broadcast are being processed and then appropriately “colors” the interpretation of the perceived message.

c. The hearer infers the objective of the speaker through consideration of the type of speech event, the context, and the content. For instance, one determines whether the speaker wishes to persuade,
to request, to exchange pleasantries, to affirm, to deny, informing, and so on. Thus the function of the message is inferred.

d. The hearer recalls background information relevant to the particular context and subject matter. A lifetime of experiences and knowledge is used to perform cognitive associations in order to bring a plausible interpretation to the message.

e. The hearer assigns a literal meaning to the utterance. This process involves a set of semantic interpretations of the surface strings that the ear has perceived. Sometimes, the literal and intended meanings match. However, this process may take on a peripheral role in cases where literal meanings are irrelevant to the message, as in metaphorical or idiomatic language.

f. The hearer assigns an intended meaning to the utterance. A key to human communication is the ability to match perceived meaning with intended meaning. This match-making can extend well beyond simple metaphorical and idiomatic language. It can apply to short and long stretches of discourse and its break-down can be caused by careless speech, inattention of the hearer, conceptual complexity, contextual miscues, psychological barriers, and a host of other performance variables.

g. The hearer determines whether information should be retained in short-term or long-term memory. Short-term memory is appropriate in contexts that call for a quick oral response from the hearer.
Long-term memory is more common like the processing of information in a lecture.

h. The hearer deletes the form in which the message was originally received. The words, phrases, and sentences are quickly forgotten in 99 percent of speech acts.

4. Difficulties in Listening

In designing lessons and techniques for teaching listening skills or any lessons which included listening components inside it, several special characteristics of spoken language need to be considered. Second language learners or foreign language learners need to pay special attention to the factor that strongly affects the processing of speech, and can even block comprehension if those factors do not accomplished (Brown, 2001: 252).

In other words, what makes listening process become difficult should be considered. Brown (2001: 252) explained some difficulties that often appear in listening. Those difficulties will be explained one by one, as follows:

a. Clustering

In spoken language, due to memory limitations and clustering, speech is broken down into smaller group of words. Clauses are common constituents, but phrases within clauses are even more easily retained for comprehension. In teaching listening
comprehension, teachers need to help students to pick up manageable cluster of words.

b. Redundancy

Spoken language, unlike most written language, has a good deal of redundancy. Such redundancy helps the hearer to process meaning by offering more time and extra information. Students can train themselves to profit from such redundancy by first becoming aware that not every new sentence or phrase will necessarily contain new information and by looking for the signals of redundancy.

Students may initially get confused by this. However, with some training, they can learn to take redundancies as well as other markers that provide more processing time.

c. Reduced Forms

Spoken language has many reduced forms. Reduction can be phonological, morphological, syntactic, or pragmatic. These reductions pose significant difficulties, especially for students who may have initially been exposed to the full forms of English.

d. Performance Variables

In spoken language, except for planned discourse like speech or lecture, hesitation, false starts, pauses, and corrections are commonly found. Native listeners are conditioned from very young ages to weed out such performance variables, whereas they
can easily interfere with comprehension in second language learners.

Students have to train themselves to listen for meaning in the midst of distracting performance variables. Everyday casual speech by native speakers also commonly contains ungrammatical forms. Some of these forms are simple performance slips. Other ungrammatically arises out of dialect differences.

e. Colloquial Language

Colloquial means informal. It can also be said as characteristic of language that is more appropriate for ordinary or familiar conversation rather than formal speech or writing. Idioms, slang, reduced forms, and shared cultural knowledge are all manifested at some points in conversations. Colloquialism appears both in monologue and dialogue.

f. Rate of Delivery

Virtually, every language learners initially thinks that native speakers speak too fast. The number and length of pauses used by a speaker is more crucial to comprehension than sheer speed. Nevertheless, students will eventually need to be able to comprehend language delivered at varying rates of speed and using a few pauses.

Unlike reading where a person can stop and go back to re-read, in listening the students do not always have the opportunity to
g. Stress, Rhythm, and Intonation

English is a stress-timed language. English speech can be difficult for the foreign language learners that get used to speak by stressing in every syllable. Intonation patterns are also very significant not just for interpreting straight-forward elements such as questions, statements, and emphasis, but also for understanding more subtle messages like sarcasm, insult, etc.

h. Interaction

To learn to listen is also to learn to respond and to continue a chain of listening and responding. Students need to understand that good listeners are good responders. They know how to negotiate meaning, so that the process of comprehending can be complete rather than being aborted by insufficient interaction.

5. Inference Skill and Inferential Listening

Inference skill is the ability to make inferences or simply the ability to use two or more pieces of information from a text in order to arrive at a third piece of information that is implicit. Inferring can be as complex as understanding a subtle implicit message, conveyed through the choice of particular vocabulary by drawing on the background knowledge (Kispal, 2008: 2). In addition, inferential comprehension requires the students to blend the literal content of a selection with
prior knowledge, intuition, and imagination to make hypotheses (Pennel, 2002: 1).

The term of inferential skill or ability are described as the ability to extract relevant information which is not explicitly given to listeners, to reconstruct relevant information from both linguistic and non-linguistic clues and to understand what a speaker really means at pragmatic level in English as foreign language (UEDA Marisa, 287).

From the definitions above, it can be concluded that inference skill or inferential ability is the ability to interpret the meaning of a passage by combining the literal meaning and the background knowledge to find the implicit meaning that is not literally mentioned in the passage.

As listening is a process of reception of audible symbols, inferential listening can be defined as the higher level of listening skill which demands an inference interpretation. In inferential listening activities, the meaning cannot be totally understood literally. Instead, the listener should combine their prior knowledge also. So, it can be concluded that the definition of inferential listening is process of reception of audible symbols where the listener needs to combine the literal meaning and the background knowledge to find the implicit meaning that is not literally mentioned.

6. The indicators of inferential comprehension

As receptive skills, the indicators of inferential comprehension in reading and also in listening are often considered as the same. That is
why the inferential listening comprehension in this research is a modification from Barrett’s inferential reading comprehension sub-skills. According to Barrett’s taxonomy of reading comprehension (1974) in Pennel (2002: 1), there are eight subtasks that enable students to make inference. Those are as follows:

a. Inferring supporting details

Inferring supporting details means guessing about additional facts the speaker could have included in the selection that would have made it more informative, interesting or appealing.

b. Inferring the main idea

Inferring main idea includes providing the main idea, general significance, theme, or moral that is not explicitly stated in the selection.

c. Inferring sequence

Inferring sequence includes guessing what action or incident might have taken place between two explicitly stated actions or incidents or making hypotheses about what could happen next.

d. Inferring comparisons

Inferring comparison means inferring likenesses and differences in characters, times, or places.
e. Inferring cause and effect relationship

Inferring cause and effect relationship means hypothesizing about the motives of characters and their interactions with others and with time and places.

f. Inferring character traits

Inferring character traits includes hypothesizing about the nature of characters on the basis of explicit clues presented in the selection.

g. Predicting outcomes

Predicting outcomes is guessing the outcome of a selection after reading an initial portion of it.

h. Inferring about figurative language

Inferring figurative language means inferring literal meanings from the speaker’s figurative use of language. The listeners had to have the ability to choose the most appropriate meaning for a word, phrase or sentence to infer the speaker’s intended meaning. Inferring figurative language can be very tricky because it needs experience and prior knowledge. Moreover, it is possible that there are more than one possible meaning of a set of figurative language.

Two part verbs, three part verbs, and idioms are included to figurative language as the meaning of this expressions can not always be interpreted literally or by the single word meaning.
B. The Intensity of Watching English Movies

1. English Movies

According to Cambridge Online Dictionary (2017), movies or films are a story shown in cinema or on television. Movies can reach people’s affective domain, promote reflective attitudes, and link learning to experiences. Movies also provide a narrative model grounded in the learners’ familiar world that is framed in emotions and images (Gonzalez et al., 2015: 2).

Based on UU number 8 of 1992, movies defined as a product of culture and artworks which are made based on cinematography and recorded in a celluloid tape, video tape, video disc, or other discovered technology in any shapes, kinds, and sizes through chemical or electronic processes, audible or mute, and showed by using mechanical or electronic projection system.

Another definition of movies is stated by Wibowo (2006: 37) who defines movies as a tool to deliver any kinds of messages to public through a story. Movies are also defined as a media of artistic expression used by artists and film maker to point out their ideas. Essentially, movies have power which affects the society.

English movie means English-Speaking movie. The dialogues in the movies are basically using English. This is going to give the viewers an experience of the using of language, English in this case, in real life. Viewers will also be provided an example of spoken language
use in more natural way rather than spoken language that students probably get at school.

2. **Advantages of Movies**

Watching movie is kind of entertainment. However, it is important to know that by watching movie, an individual can learn English as well. Film is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement.

Film can be effective media in teaching learning process, because it stimulates students both receptive skills (listening and reading) and productive skills (writing and speaking). Film can be more effective than other instructional media for relating one idea to another, for building continuity of thought, and for creating dramatic impact.

Movie has particular value, such as completing basic experience, provoking new inspiration, attracting attention, showing treatment of real object, explaining abstract things, etc. There are many advantages that can be obtained in the use of film as a media to deliver lessons to students. They are:

a. Movie can describe process.
b. Movie can raise impression of space and time.
c. The pictures are three dimensions.
d. The sound can arouse reality of pictures in form of nature expression.

e. Movie can tell expert's voice while watching his/ her appearance.

f. Color movie can add reality of object, which is practiced.

g. Movie can show scientific theory and animation.

There are many reasons why movies can be a special, extra dimension to the learning experience:

a. Seeing language in use

Students not only can hear the language but also they can see it. By watching video, students can see the real condition of language in use, such as students can see the facial expression and the gesture when native speakers are saying some words or expressions.

b. Cross culture awareness

English movies can help students who want to see westerns’ culture by watching it. It is especially when they want to know how they should talk and behave when they are inviting someone out, or how American speaks to waiters. English movie also has great values in giving students a chance to see all of cultures from other countries.

3. Intensity

Daryanto (1997:286) defined intensity as level or measurement of power, effects, etc. Besides, Hazim (2005) stated that intensity is the
whole attempts that an individual does to reach something. In general educational term, intensity is defined as the whole activities that an individual does to reach an optimal achievement.

In conclusion, intensity can be defined as how serious an individual try to reach a specific purpose. This is closely related to motivation which is the main basis of intensity itself. Although motivation is not the only thing influences intensity, motivation however cannot be separated from discussion about intensity.

There are five major factor influencing intensity (Kurt Singerz, 1987: 2). Those five factors are:

a. The relation with natural life or reality
b. Individual’s interest on the activity
c. A chance for the individual to develop things by him/herself
d. Practical materials
e. Direct involvement or participation in the activities

Besides, Nuraini (2011) in suaranuraniguru.blogspot.com stated that there are 6 aspects or indicators of intensity. Those six aspects are:

a. Motivation

The basic definition of motivation is an individual internal condition who encourage himself to do something. Motivation means a power supplier to do something or to behave controllably, motivation can be divided into internal and external motivation.
Internal motivation is the inner-condition of an individual that may lead to action, feelings etc. Besides, external motivation is the environmental condition that attracts or demand and individual to do something, it can be compliments, rewards, punishment, rules, etc.

b. The duration of the activity

The duration of the activity is how long individual spends to do an activity. From this indicator, it can be known that motivation can also be seen by how an individual uses their time for an activity.

c. The frequency of the activity

Frequency can be defined as how often an activity is done in a specific period of time. The rapid frequency shows a good intensity. Otherwise, the less rate of frequency is also an indicator that the intensity is not quite good.

d. Presentation

Presentation here means hopes, expectations or a very strong desire of a plan, target or something to reach. It can also be related to future career planning.

e. Attitude

Attitude is how an individual behaves in a specific circumstance. It can be positive or negative. Positive attitude means an individual agrees, support or giving positive attitude, and
interest. Otherwise, negative attitude can be seen in the lack of excitement, spirit or interest.

f. Interest

Interest appears when an individual attracted to something that is what he/she desires or something meaningful. Interest is always related to affective, cognitive and psychomotor aspect.

4. Watching English Movies to Learn Inferential Listening for English Department Students

Students arrive in university with many English language problems. Those problems might be: poor comprehension, limited vocabulary, slow reading, bad grammar, nonexistent conversational skills, etc. Movies can help on all counts (Stewart, 2006: 1). This is related to the fact that movies use language so extensively in performing their cultural work.

Narrative films in particular use language to advance plot, define characters, establish mood, and simply tell the viewers what is going on. Language plays a crucial role in connecting and rationalizing the various other forms of visual and sound information that make up film experience (Stewart, 2006: 2).

Movies also give the example of language in use with all the cultural influence, informal terms and expression, slang, and symbols which are related and bounded to a plot or a story. Inferential ability is the ability to interpret the meaning of a passage by combining the
literal meaning and the background knowledge to find the implicit meaning that is not literally mentioned in the passage.

From the explanation above, it can be seen that there is a very strong possibility that watching movies is helpful to learn listening. It does not close the possibility that watching English movies can also help in learning inferential listening. However, watching movies to learn language which in this case is inferential listening definitely needs motivation, adequate duration, rapid frequency, interest, etc. Simply, the activity of watching English movies to learn inferential listening needs a good intensity.

C. The Understanding of Idiomatic Expression

1. Idioms
   a. Definition of Idioms

   English, especially American English is full of idioms, especially in spoken language (Ball, 2010: 5). Idioms are expressions which have a meaning that is not obvious from the individual words (McCarthy & O’Dell, 2002: 6). Idioms give colors or variations and texture to language by creating images that convey meanings beyond those individual words that made the idioms up.

   Cain and Towse (2008) also defined idioms as figurative expressions which are able to be taken by its literal or figurative meaning. It means that the meaning sometimes can be taken
literally and sometimes figuratively based on the context of the situation. For example, *kill two birds with one stone* figuratively means producing two results only by doing a single action. However, it can be interpreted literally based on the context of situation. For example, in the sentence, *the hunter kills two bird with a single stone*, can be interpreted literally that the hunter kills two birds at once.

Idiom is often defined as a group of words that means something different from the individual words contained in the expression itself (Ball, 2010: 5). The meaning of idioms can be both complimentary and insulting. Idioms can express a wide range of emotions from excitement to depression, hate to love, heroism to cowardice and so on. Idioms are also used to express sense of time, place, or size as the range of its uses is complex and widespread.

All languages have idioms, but an idiom in one language has no direct equivalent in another (McClay, 1987: 3). When someone learned a language without learning idioms, the result will be something formal instead of interpersonal. That is why translating idioms literally are quite complicated as it may lead to misunderstanding and confusion.

Idioms are culturally bound. It relates to the history, culture, and the outlook of the uses. This happens because most idioms have developed time after time in many aspects, from the
practices, beliefs, and other aspects of different cultures (Ball, 2010: 5).

2. **Categorization of Idioms**

   a. **Lexicogrammatical Categorization**

   Lexicogrammatical categorization means the impossibility or possibility of lexical replacement in a multi-word expression. The variance or invariance of lexical items strengthens or weakens the status of a multi-word expression as idioms more than other lexicogrammatical feature (Fernando, 1996: 70).

   Degrees of lexical variance in pure idioms, semi-idioms, literal idioms and collocation (restricted and unrestricted) are explained as follows (Fernando, 1996: 71):

   1) Invariant and non-literal

   Example: *spill the beans, smell a rat, say no more, you’re telling me, on the one hand*, etc.

   2) Invariant and literal

   Example: *nothing loath, fancy free, be that as it may, upside down, inside out*, etc.

   3) Invariant and both literal and non-literal

   Example: *roll out the red carpet, do a U-turn, a fat cat, kick off, the tip of the iceberg, at the same time*, etc.
4) Variant and non-literal

Example: rain/pour cats and dogs, a lot of water has flowed/passed/gone under/run under the bridge, pitch black/dark, etc.

5) Variant and both literal and non-literal

Example: a dog’s breakfast/dinner, a lone wolf/bird, the loose ends/threads, I’ll/he’ll/she’ll/you’ll..... Live/survive, etc.

6) Invariant with a specialized sub sense in one item

Example: catch one’s breath, drop names, foot the bill, move house, short list, a white lie, fat chance you’ve got, etc.

7) Variant (restricted) with a specialized sub sense in one item

Example: Keep one’s cool/temper, a thumbnail portrait/sketch, explode a myth/belief/theory/notion/idea, a blue film/gag/joke/story/comedian, thin/flimsy excuse, etc.

8) Invariant and literal with specialized connotations

Example: hammer and sickle; the simple life; poor little rich girl; an only child; try, try and try again; first and foremost; last but not least; a good question; arm in arm; on foot; by hand; OHMS; VIP; etc.

9) Variant (restricted) and literal

Example: a crash course program, dodge/duck the issue, one’s pet hate/aversion, proves one’s case-point, for certain/sure, do the necessary/needful, to be exact/precise, etc.

10) Collocations: restricted and literal
Example: *addled eggs/brains, a gust of wind/emotion, shrug one’s shoulders, stark naked*, etc.

11) Unrestricted with a specialized sub sense

Example: *catch a bus/train/tram/ferry/plane/boat, run a business/company/firm/shop/theatre*, etc.

12) Unrestricted and literal

Example: *weak/strong/black/white/sweet/bitter/Turkish*. ..*coffee*, etc.

b. Functional Categorization

1) Ideational or ‘the state and way of the world’ idiom

Ideational idioms either signify message content, experiential phenomena including the sensory, the affective, and the evaluative, or they characterize the nature of the message (Fernando, 1996: 72).

The message of ideational idioms can be specific and non-specific information. Specific information means to be precise more exact, such as: *what I am saying is, that is, I felt like saying*, etc. Besides, non-specific information usually characterized by the use of *kind of, sort of, such, and so on, blah-blah-blah*, etc. The message contents are as follows:

a) Actions

Example: *tear down, mess about with, do a U-turn, spill the beans*, etc.
b) Events

Example: *turning point, the straw that breaks the camel’s back, have blood on one’s hands*, etc.

c) Situations

Example: *be in Queer Street, be in a pickle, be up a gum tree*, etc.

d) People and things

Example: *a back-seat driver, a man about town, a scarlet woman, a fat cat, a red herring, a lounge lizard*, etc.

e) Attributes

Example: *cut-and-dried, matter-of-fact, lily-white, as green as grass, from A to Z*, etc.

f) Evaluations

Example: *turn back the clock, it is a pity, beauty is in the eye of the beholder, a watched pot never boils*, etc.

g) Emotions

Example: *green with envy, have one’s heart in one’s mouth, walk on air, down in dumps*, etc.

2) Interpersonal Idioms

In the interpersonal function categorization initiates, maintains, and closes an exchange and are closely associated with politeness routines. It creates a role of idioms which exemplifies more social interaction, operation of some maxims
in cooperative principle which characterize the nature of the message (Fernando, 1996: 73).

There are at least 5 interactional strategies, as follows:

a) Greetings and farewells

Example: *good morning, how are you?; see you later*, etc.

b) Directives

Example: *let’s face it, tell you what, say no more, don’t worry, never mind*, etc.

c) Agreements

Example: *that’s true, you’re telling me, that’s a good question*, etc.

d) Feelers, eliciting opinions

Example: *what do you think? how do you feel?*, etc.

e) Rejections

Example: *you’re kidding/joking, come off it; tell it to the marines, I wasn’t born yesterday*, etc.

Besides interactional strategies, interpersonal idioms also have the role to exemplify some of the maxims of cooperative principles. Those cooperative principles are:

a) Sincerity

Example: *quite seriously, believe you me, as a matter of fact*, etc.
b) Newsworthiness


c) Calls for brevity

Example: *cut the cackle; get to the point, etc.*

d) Uncertainty

Example: *I daresay, mind you, etc.*

3) Relational idioms

Relational or textual idioms ensure the cohesion, and able to aid the coherence of discourse. They can be grouped systematically along with conjunctions, for example: *and, but, or, so, because, if, then, etc.* Those idioms can be categorized into those which integrate information and those which sequence information (Pawley and Syder, 1983 in Fernando, 1996: 74).

Idioms which are categorized into those which sequence information have several types, they are: (1) sequencing or chaining information; (2) sequencing meta-discourse information, e.g. *in the first place, last but not least,* etc.; (3) sequencing temporal information, e.g. *one day, a long time ago, up to now,* etc.

Besides, the idioms which are categorized integrative or integrating information have at least 5 types, as follows:

a) Adversative, e.g. *on the contrary, far from,* etc.
b) Comparison, e.g. *on the one hand, on the other hand*, etc.

c) Causal, e.g. *so that when, the more X... the more Y*, no wonder, etc.

d) Cohesive, e.g. *at the same time*, etc.

e) Addition, e.g. *in addition to, what is more*, etc.

3. **The Dimension of Idiom**

Idioms were defined in some dimensions, which each involve gradience. Nunberg et al. (1994: 492-493) gave six dimensions of idioms as follows:

a. Conventionality

Lewis (1969) stated that conventionality is a relation among a linguistic regularity, a situation of use, and a population that has implicitly agreed to conform to that regularity in that situation out of a preference for general uniformity, rather than because there is some obvious and compelling reason to conform to that regularity instead of some other. That is what it means to say that conventions are necessarily arbitrary to some degrees.

Idiom is said to be conventional as the meaning and the use are not predictable on a basis of knowledge of the independent conventions that determine the use of their constituents when they appear in isolation from one another.
b. Inflexibility

Idioms typically appear only in a limited number of syntactic frames or constructions, unlike freely composed expressions e.g. *the breeze was shot, the breeze is hard to shoot*, etc.

c. Figuration

Idioms typically involve metaphors, metonymies, hyperboles, or other kinds of figuration.

d. Proverbiality

Idioms are typically used to describe an implicity, to explain a recurrent situation of particular social interest, in virtue of its resemblance or relation to a scenario involving homey, concrete things and relation.

e. Informality

Idioms are typically associated with relatively informal or colloquial registers and with popular speech and oral culture.

f. Affect

Idioms are typically used to imply a certain evaluation or affective stance toward the things they denote. A language does not ordinarily use idioms to describe situations that are regarded neutrally although of course one could imagine a community in which such activity were sufficiently charged with social meaning to be worthy of idiomatic reference.
4. Comprehension Skills in Understanding Idioms

Levorato and Cacciari (2005: 304) summarized a variety of comprehension skills in understanding idioms, as follows:

a. The ability to make inferences from the single word level to the sentence level. It also related to the ability to exploit the information provided by the context of situation.

b. The ability to select specific word meaning from its various possible meanings. The meaning selection process is at the core of many of the problems that less-skilled learners have in identifying contextually appropriate meanings. Skilled comprehenders establish a contextually specific meaning more quickly than the less-skilled comprehenders and are at the same time more effective in drawing the appropriate inferences.

c. The ability to suspend contextually inappropriate meanings. In the case of idioms, the learners have to suppress the constituent word meanings that are irrelevant to the figurative interpretation.

d. The ability to monitor their own comprehension of a discourse. Poorer comprehenders also seem to be less-skilled at monitoring the products of their comprehension performance.

5. Understanding Idiomatic Expression to Learn Inferential Listening

Inference skill is the ability to make inferences or simply the ability to use two or more pieces of information from a text in order to
arrive at a third piece of information that is implicit. Inferring can be as complex as understanding a subtle implicit message, conveyed through the choice of particular vocabulary by drawing on the background knowledge (Kispal, 2008: 2).

The way a speaker uttered something in spoken language often uses a style which cannot be interpreted literally. One of the most common phenomena related to this matter is the use of idioms or idiomatic expressions. Idioms are expressions which have a meaning that is not obvious from the individual words (McCarthy & O’Dell, 2002: 6). Idioms give colors or variations and texture to language by creating images that convey meanings beyond those individual words that made the idioms up.

From the explanation above, it is known that spoken language cannot always be interpreted literally. Idiom as one language style is one of the example of this. That is why to understand the meaning of idioms or idiomatic expression deeper inferential ability is definitely needed. Simply, it can be said that when a person understands idioms, it means that they are capable to think inferentially beyond the literal meaning of each existed word in the idiomatic expression.

Idioms often appear also in spoken language. Spoken language is mainly caught by listening besides the visual aids. If idioms need to be interpreted by inferential comprehension, understanding idiomatic expression in spoken language also need inferential listening comprehension as well. Understanding on idioms or idiomatic
expression is then expected to influence the inferential listening comprehension.

D. Previous Study

In order to support the reference for this research, the researcher takes some related previous researches as reference. The previous researches can be taken from other researcher’s thesis or journal articles which have similarities with this research.

The researcher found a previous research related to the relationship between watching English movies and listening skill entitled: \textit{the relationship between the frequency of watching English film and students’ listening skill}. This research is conducted by Hasanudin in 2013. The result showed that there are the significant correlation between the frequency of watching English film and students listening skill at XI IA II at SMA N 1 Mayong Jepara in The Academic year 2012/2013.

There are several similarities of the research conducted by Hasanudin and this research. The first similarity is in the research design that both of these researches are correlation research. The independent variable of this previous research is frequency of watching English movies. Besides, one of the dependent variable of this research is the intensity of watching English movies. Intensity is wider than frequency as frequency is one of the indicators of intensity. The dependent variable of both research are also about listening. The
difference is that the research conducted by Hasanudin is more general than this research which discuss about more specific type of listening, inferential listening comprehension.

The difference between the research conducted by Hasanudin and the researcher’s research is in the subject of the research. Hasanudin’s research subjects are senior high school students and the researcher’s research subjects are English education department students or in other words are university students. This is caused by the different level of the dependent variable. Inferential listening is considered to be more appropriate to be researched in university level rather than in senior high school as this is an advanced level skill.

Unfortunately, the researcher has not found any previous research related to the correlation between the understanding of idiomatic expression and inferential listening. However, the researcher has found a research about the relation between reading comprehension and understanding idiomatic expression conducted by Maria Chiara Levorato, Barbara Nesi, and Cristina Cacciari in 2004. The result showed that the ability to understand a text indeed is predicted by the understanding of idioms in context. So, it is not impossible that the understanding of idiomatic expression can also affect the inferential listening comprehension.
E. Rationale

Inferential listening was a part of activities in intensive listening. Based on listening goal, intensive listening was listening activities which were more control and more emphasized in language component perception. Inference skill is the ability to make inferences or simply the ability to use two or more pieces of information from a text in order to arrive at a third piece of information that is implicit. Inferring can be as complex as understanding a subtle implicit message, conveyed through the choice of particular vocabulary by drawing on the background knowledge (Kispal, 2008: 2).

Inferential listening is an active listening that one of its purposes is to evaluate meaning. In listening activity, not all expressions meaning can be interpreted literally. That is why inferential ability is definitely needed. One of the examples or utterances or expression that need a deeper or inference is idiomatic expression that is often found in inferential listening activities such as in TOEFL or any other inferential listening materials.

Idioms are figurative expressions that can often take both a literal and a figurative meaning. Idiomatic expressions are understood in relation to the context in which they are used. Idiom is one kind of figurative language that needs deeper understanding to infer the meaning. Norbury (2004) stated that population who experienced difficulties in understanding language in context often have poor idiom understanding. That is why the understanding of idiomatic expressions
is predicted to have something to do with students’ inferential listening ability.

Listening skill is a process in language skill which needs training by using audio or technology (Arono, 2015: 82). That is why in inferential listening activities to reach comprehension needs un-instant and effective process. According to Meskill, multimedia can increase listening skill in a language. Multimedia is a combination between sight and auditory. This combination could raise a phenomenon or object effectively. There are many choices of listening materials such as CD, DVD, or video that can be applied (Arono, 2014: 63). The problem is that listening comprehension has not always drawn the attention of educators to the extent that it now has (Brown, 2001: 247). That is why in order to reach the optimal comprehension in listening skill students should conduct independent activities at home. One of the activities that the students can try is watching movies.

Watching movies can be an entertaining and meaningful activity to help students learn language. Movies are diverting, fun, and part of popular culture and it surely helps the students to feel more at ease to learn in academic environment (Sweeney, 2006: 28). Students will also get used to hear informal English and slang words and phrases that they do not find in books or dictionaries. Moreover, movies are at once educational, informative, and entertaining (Qiang et al., 2007: 39).
It is known that listening as the basic skill can be improved through many activities includes watching English movies. However, it is not only based on someone’s ability but also his/her intensity in doing the learning listening activities (Arono, 2015: 81).

By watching this kind of movie students can get a real spoken authentic English material to listen. The English language that is being used will also provide many expressions in real life that students will rarely find in their textbook. This reason encourages the belief that the intensity of watching English movies is related to students’ inferential listening skill.

The helps that English movies provided to support students inferential listening is also the visual aid that lead them to think critically to find the meaning of what they hear and what they see. Continuously, with a good intensity, it can be a good activity for students to improve their skill and comprehension in inferential listening in an entertaining way. The understanding of idiomatic expression is also believed to give a good contribution to students’ inferential listening comprehension as well as the intensity of watching English movies. That is why the researcher planned to conduct a research to study whether there is a correlation between the intensity of watching English movies and the understanding of idiomatic expression towards students’ inferential listening comprehension.
F. Hypotheses

As this correlation study has 3 variables, there are 3 hypotheses that the researcher proposed. Those 3 hypotheses are:

1. There is a significant positive correlation between the intensity of watching English movies and inferential listening comprehension of the second semester students of English Education Department of IAIN Surakarta in the academic year of 2016/2017.

2. There is a significant positive correlation between the understanding of idiomatic expression and inferential listening comprehension of the second semester students of English Education Department of IAIN Surakarta in the academic year of 2016/2017.

3. There is a significant positive correlation between the intensity of watching English movies and the understanding of idiomatic expression towards inferential listening comprehension of the second semester students of English Education Department of IAIN Surakarta in the academic year of 2016/2017.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The research design which is used is correlation research, a method which examines relationship between variables (Scott & Morrison, 2005: 41). Correlational method is designed to show the relationship between two or more variables (Lodico et.al, 2006: 14).

Correlational research deals with data that refer to events and activities that have already occurred and would have occurred without any intervention from the researcher (Scott & Morrison, 2005: 41). Correlational research is similar to descriptive survey which is non-experimental and consisting of only one group of individuals and two or more variables in which the variables are not being manipulated or controlled by the researcher (Lodico et.al., 2006: 14).

Correlational research does not seek to show causality, a condition where one variable is causing a change to another. On the other hand, the main goal of correlational research is to determine whether a relationship exists between variables being researched by applying a quantitative statistical analysis (Lodico et.al, 2006: 14).

Lodico (2006: 223) stated some characteristics of a correlational research, as follows:

1. Measurements of at least two or more variables thought to be related.
2. Data are collected from one randomly selected sample of participants.
3. Data are collected at one point in time
4. Scores on each variable are obtained for each individual.
5. Correlations are computed between the scores for each pair of variables using statistical tests.

There are three possible result of a correlational study as follows:

1. Positive correlation: both variables improve or decrease at the same time. The correlation coefficient close to +1.00 indicates a strong positive correlation.
2. Negative correlation: indicates that as the amount of one variable improves the other decreases. A correlation coefficient close to -1.00 indicates a strong negative correlation.
3. No correlation: indicates that is no relationship between the two variables. A correlation coefficient of 0 indicates no correlation.

In this correlational research, the researcher is going to conduct a research contained of three variables. Those three variables are as follows:

1. The independent variable
   a. The intensity of watching English movie (X₁)
   b. The understanding of idiomatic expression (X₂)
2. The dependent variable
   c. Inferential listening comprehension (Y)

B. Place and Time of the Research

The research is carried out at English Education Department of IAIN Surakarta in the academic year of 2016/2017.
The schedule of the research is described in this following table:

**Table 1. Research Schedule**

<table>
<thead>
<tr>
<th>Nu</th>
<th>Date</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>March 30th 2017</td>
<td>Seminar Proposal</td>
</tr>
<tr>
<td>2</td>
<td>April 1st - April 30th 2017</td>
<td>Revision and instrument preparation</td>
</tr>
<tr>
<td>3</td>
<td>May 15th 2017</td>
<td>Tryout of inferential listening comprehension test</td>
</tr>
<tr>
<td>4</td>
<td>May 16th 2017</td>
<td>Tryout of idiomatic expression test and the questionnaire of the intensity of watching English movies</td>
</tr>
<tr>
<td>5</td>
<td>May 17th - May 23th 2017</td>
<td>Checking the validity and the reliability of the instruments</td>
</tr>
<tr>
<td>6</td>
<td>May 28th - June 5th 2017</td>
<td>Conducting the research at 2B of English Education Department</td>
</tr>
</tbody>
</table>

**C. Population, Sample, and Sampling**

1. Population

   Arikunto (2010: 173) defines population as the entire subject on a research. A population is a set or collection of all elements processing one or more attributes of interest. In this study, the researcher takes all the second semester students of English Education Department of IAIN Surakarta in the academic year of 2016/2017 as the population to be researched.
2. Sample

Sample is some members of population taken as data source to represent the whole population. Arikunto (2010: 174) states that sample is the part or representation of population being researched. The sample of this research is going to be one class from all the population of the second semester students of English Education Department of IAIN Surakarta in the academic year of 2016/2017.

3. Sampling

Sampling is a technique used to take sample out of population. Sampling is a technique of taking a part of statistical population whose properties are studied to gain information about the whole. There are 2 kinds of sampling, probability sampling and non-probability sampling.

Probability sampling is sampling technique which gives the same probability for every member of population to be taken as sample for the research. It includes simple random sampling, proportionate stratified random sampling, disproportionate stratified random, and cluster sampling (Sugiyono, 2015: 218).

In this research, the researcher used one kind of probability sampling, cluster random sampling, to get representative sample. The researcher took one class among the classes of second semester students of English Education Department randomly, considering that there was an equal capability of the students of each class. The random sampling results 2B to be the experimental class.
D. Technique of Collecting the Data

The data of the research will be collected from the 3 variables: (1) Inferential listening comprehension; (2) The intensity of watching English movies; and (3) The understanding of idiomatic expression. The data collection is using test and questionnaire.

1. Test

Test can be defined as a technique used to measuring or evaluating which contains of several questions, statements, or a set of task to be done by the students (Arifin, 2012: 118). Test is an instrument which is used to measure one’s basic competence or rate of achievement (Arikunto, 2010: 266).

In this research, there are two tests that are conducted. Those are test to get the data of the understanding of idiomatic expression and inferential listening comprehension. The kind of test for both of the variables are using objective test in the form of multiple choice test.

An inferential listening test is intended to collect the data about students’ inferential listening comprehension. The test is objective test in the form of multiple choice tests.

The data of the understanding of idiomatic expression is also taken by a test. The test is an objective test in the form of multiple choice tests. The blueprint of the test items will be matched to the students’ expected knowledge based on the daily classroom activities and standard idiomatic expressions found in inferential listening.
2. Questionnaire

Questionnaire is a technique of data collection which is done by giving a set of written questions or statements to be answered by the respondents (Sugiyono, 2015: 142). There are two types of questionnaires, open/non-structural and closed/structural. The researcher used closed/structural questionnaire that is a list of questions provided with some possible answer to be chosen by the respondents. The questionnaire in this research is used to get the data of the intensity of watching English movie.

The data of the intensity of watching English movies will be obtained by using questionnaire. The questionnaire will be designed based on the indicators of intensity.

E. Validity and reliability instruments

1. The validity of the instrument

An instrument is said to be valid if it is able to measure what should be measured. Otherwise, it can reveal the data from the researched variable accurately (Arikunto, 2010: 211). There are two types of validity: internal validity and external validity.

Internal validity refers to the conformity between the items of the instrument and the whole instrument itself. Simply, an instrument is said to be valid if every element in the instrument are supporting the purpose of the instrument or capable to provide the needed data (Arikunto, 2010: 214).
In this research, the researcher used internal validity to measure the validity of the instrument, the test and the questionnaire. After conducting the try out, the results are computed to find out the validity of the instrument. The formula used to measure the validity is Pearson Product Moment Formula (Arikunto, 2010; 213).

Besides the internal validity, the researcher also used expert judgment. A review from expert to the provided questionnaire is necessary to identify the problems of the questions, breakdowns in the question-answering process, and other potential measurement errors. The primary goals of an expert judgment or expert review are to reveal problems in a research instrument so that the instrument can be revised before going to the field or to sort items into groups that are more or less likely to exhibit measurement errors (Olson, 2010: 296).

The result of the tryout dealing with the item analysis can be described as follows. The inferential listening test consists of 30 items of 40 items tried out. There are 10 invalid items and there is no substituted item. The understanding of idiom test consists of 35 items of 40 items tried out. There are 5 invalid items and they are not substituted. Lastly, for the questionnaire, there are 40 statements of 50 statements tried out considering expert judgment to reduce the number of the statements to avoid students’ boredom.

2. The reliability of the instrument

Reliability means that an instrument is reliable to be used to collect data. Good instrument is not tendentious or leading the
respondent to answer the questions or statements based on the researcher’s tendency. Reliable instrument will result a reliable data as well (Arikunto, 2010: 221).

Reliability consists of internal and external reliability. There are two ways to do an external reliability test, double test double trial and single test double trial. In double test double trial, the researcher must provide two different instruments and conduct the trial for each instrument to the same respondent. The results of both instruments are the data to be correlated. Besides, in single test double trial, the researcher only need to provide one set of instrument and conduct the trial to the same respondent twice in different occasion (Arikunto, 2010: 222).

Internal reliability data is obtained by analyzing data after a single test. There are many techniques to test internal reliability. One of those techniques is using Spearman-Brown formula. In this technique, the items of an instrument are divided into two groups and then correlated. The items can be divided based on odd and even number or first-half and second-half.

In this research, the reliability of inferential listening test and the understanding of idiomatic expression test are analyzed by internal reliability using odd-even split-half and Spearman-Brown Formula. Besides, the reliability of the questionnaire of the intensity of watching English movies is analyzed using Alpha-Cronbach Formula.
The result of the reliability analysis from the test try-out can be described as follows. The level of reliability of inferential listening test is .582. The level of reliability of the understanding of idiomatic expression test is .782. The results were then consulted to the r-table. The correlation coefficient (table) of N = 30 and of α=1% was r = .463. Therefore, it can be concluded that inferential listening test and the understanding of idiomatic expression test are reliable.

Besides, based on the analysis using Alpha Cronbach formula, the reliability level for the questionnaire of the intensity of watching English movies is α = .903. Generally, α score is accepted or considered as acceptable if α is more than >.70. So, it can be concluded that the questionnaire is reliable.

F. Techniques of Analyzing the Data

1. Hypotheses testing

In this research, to test the hypotheses, the researcher used the technique of Multiple Linear Regression, Multiple correlation, and partial correlation. To test the null hypotheses that there is no significant positive correlation between the intensity of watching English movies and the understanding of idiomatic expression towards inferential listening comprehension, the researcher used multiple linear regressions and multiple correlation formula. To test the null hypotheses that there is no significant positive correlation between the intensity of watching English movies and inferential
listening comprehension and there is no significant positive correlation between the understanding of idiomatic expression and inferential listening comprehension, the researcher used partial correlation.

The formulas that are used to test the hypotheses are as follows:

a) Multiple Linear Regression Formula

\[ \hat{Y} = b_0 + b_1X_1 + b_2X_2 \]

The coefficient of constant value of \( b_0 \), \( b_1 \), and \( b_2 \) is obtained by means of the following formula:

\[ b_0 = \bar{Y} - b_1\bar{X}_1 - b_2\bar{X}_2 \]

\[ b_1 = \frac{(\sum x_1^2)(\sum x_1y) - (\sum x_1x_2)(\sum x_2y)}{(\sum x_1^2)(\sum x_2^2) - (\sum x_1x_2)^2} \]

\[ b_2 = \frac{(\sum x_1^2)(\sum x_2y) - (\sum x_1x_2)(\sum x_2y)}{(\sum x_1^2)(\sum x_2^2) - (\sum x_1x_2)^2} \]

b) Testing the significance of multiple linear regression

\[ F = \frac{JK(Reg)/k}{JK(S)/(N-k-1)} \]

\[ JK(Reg) = b_1\sum x_1y + b_2\sum x_2y \]

\[ JK(S) = \sum y^2 - JK(Reg) \]

c) Multiple Correlation Formula

\[ R_{x_{12}y}^2 = \frac{(r_{x_1y})^2 + (r_{x_2y})^2 - 2(r_{x_1y})(r_{x_2y})(r_{x_1x_2})}{1 - (r_{x_1x_2})^2} \]

Where:

\( R_{x_{12}y}^2 \): The correlation coefficient for \( x_1, x_2, \) and \( y \)
\( r_{x_1y} \) : The correlation coefficient of \( x_1 \) and \( y \)

\( r_{x_2y} \) : The correlation coefficient of \( x_2 \) and \( y \)

\( r_{x_1x_2} \) : The correlation coefficient of \( x_1 \) and \( x_2 \)

The value of \( (r_{x_1y}), (r_{x_2y}), \) and \( (r_{x_1x_2}) \) can be obtained by this following partial correlation formulas:

\[
\begin{align*}
    r_{x_1y} &= \frac{N(\sum x_1y) - (\sum x_1)(\sum y)}{\sqrt{(N(\sum x_1^2) - (\sum x_1)^2)(N(\sum y^2) - (\sum y)^2)}} \\
    r_{x_2y} &= \frac{N(\sum x_2y) - (\sum x_2)(\sum y)}{\sqrt{(N(\sum x_2^2) - (\sum x_2)^2)(N(\sum y^2) - (\sum y)^2)}} \\
    r_{x_1x_2} &= \frac{N(\sum x_1x_2) - (\sum x_1)(\sum x_2)}{\sqrt{(N(\sum x_1^2) - (\sum x_1)^2)(N(\sum x_2^2) - (\sum x_2)^2)}}
\end{align*}
\]

Where:

\( r_{x_1y} \) : The correlation coefficient of \( x_1 \) and \( y \)

\( r_{x_2y} \) : The correlation coefficient of \( x_2 \) and \( y \)

\( r_{x_1x_2} \) : The correlation coefficient of \( x_1 \) and \( x_2 \)

d) Testing the significance of multiple correlation

\[
F = \frac{R_{x_12y}^2}{k} \quad \frac{1 - R_{x_12y}^2}{N - k - 1}
\]
2. Testing the validity and reliability of the instruments

a) Testing the validity of the instrument

1) The internal validity of the instrument

The validity of each item of the test is measured based on difficulty index and discrimination power index of each item. The item is said to be valid if it has difficulty index from .15 to .85 (Nurgiyantoro, 1995: 138 in Arifin, 2000: 101). Besides, the item is said to be valid if the discrimination index is not less than .20 (Crocker & Algina, 1986: 315 in Arifin, 2000: 101).

The formulas to find out the difficulty index and the discrimination index are as follows:

\[ P = \frac{B_A + B_B}{N} \]

\[ D = \frac{B_A - B_B}{\frac{1}{2} N} = P_A - P_B \]

Where:

B : the number of the correct answers of all the subjects

B_A : the number of the correct answers of the upper group

B_B : the number of the correct answers of the lower group

P_A : the proportion of the upper group answering the item correctly

P_B : the proportion of the lower group answering the item correctly

P : the difficulty index
b) Testing the reliability of the instrument

1) Testing the internal reliability of the test

To test the internal reliability of the instrument, the result of the tryout is divided into 2 groups and then analyzed using Pearson Product Moment formula and Spearman-Brown Formula. The result is then compared to the table correlation coefficient or \( r_{table} \). The formulas are as follows:

\[
 r_{ab} = \frac{N(\sum ab) - (\sum a)(\sum b)}{\sqrt{\{N(\sum a^2) - (\sum a)^2\}\{N(\sum b^2) - (\sum b)^2\}}}
\]

\[
r_{11} = \frac{2r_{ab}}{1 + r_{ab}}
\]

Where:

- \( r_{ab} \) : computed reliability (correlation of the 2 groups)
- \( r_{11} \) : estimated reliability of the test

2) Testing the reliability of the questionnaire

To test the reliability of the questionnaire, the researcher used Alpha Cronbach Formula. The Alpha Cronbach Formula is the following:

\[
\alpha = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum S_i^2}{S_T^2} \right)
\]
Where:

\[ k \quad : \text{number of the items} \]

\[ S_i^2 \quad : \text{Sum of item variance} \]

\[ S_T^2 \quad : \text{Total variance} \]
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. The Description of the Data

The obtained data for each variable (intensity of watching English movies, the understanding of idiomatic expression, and inferential listening comprehension) are described as follows:

1. The Data of Inferential Listening Comprehension

From the test of inferential listening comprehension, it is obtained that the highest score is 29 and the lowest is 14. The average score of inferential listening test or the mean of the data is 22.63 and the standard of deviation is 3.41. The median (middle score) is 22 and the mode is 25. The frequency distribution of the data is presented in the following table 5 and figure 1.

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>f-absolute</th>
<th>f-relative (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14-16</td>
<td>2</td>
<td>6.67</td>
</tr>
<tr>
<td>2</td>
<td>17-19</td>
<td>2</td>
<td>6.67</td>
</tr>
<tr>
<td>3</td>
<td>20-22</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>23-25</td>
<td>10</td>
<td>33.33</td>
</tr>
<tr>
<td>5</td>
<td>26-28</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>29-31</td>
<td>1</td>
<td>3.33</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
2. The Data of the Intensity of Watching English Movies (X₁)

From the questionnaire of the intensity of watching English movies, it is obtained that the highest score is 148 of 160 and the lowest score is 96. The mean or the average score is 121.2 while the median or middle score is 123. The mode of the data is 124 and the standard of deviation is 13.048.

The frequency of distribution of the data is presented in the following table 6 and figure 2.

**Table 6. Frequency Distribution of the Scores of the Intensity of Watching English Movies Questionnaire**

<table>
<thead>
<tr>
<th>Nu</th>
<th>Interval</th>
<th>f-absolute</th>
<th>f-relative (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>91-100</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>101-110</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>111-120</td>
<td>7</td>
<td>23.33</td>
</tr>
<tr>
<td>4</td>
<td>121-130</td>
<td>11</td>
<td>36.67</td>
</tr>
<tr>
<td>5</td>
<td>131-140</td>
<td>4</td>
<td>13.33</td>
</tr>
<tr>
<td>6</td>
<td>141-150</td>
<td>2</td>
<td>6.67</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 1. The Diagram of the Scores of Inferential Listening Test
3. The Data of Understanding of Idiomatic Expression

From the scores of the understanding of idiomatic expression test, it is obtained some data as follows. The average score or the mean of the data is 27.07. The highest score among all the students is 33 of 35 and the lowest score is 20. The mode of the data is 28 and the median or middle score is 27. Besides, the standard of deviation for the scores of the understanding of idiomatic expression test is 3.46.

The frequency distribution of the scores is presented in the following table 7 and figure 3

**Table 7. The Frequency Distribution of the Scores of the Understanding of Idiomatic Expression Test**

<table>
<thead>
<tr>
<th>Nu</th>
<th>Interval</th>
<th>f-absolute</th>
<th>F-relative (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20-22</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>23-25</td>
<td>7</td>
<td>23.33</td>
</tr>
<tr>
<td>3</td>
<td>26-28</td>
<td>10</td>
<td>33.33</td>
</tr>
<tr>
<td>4</td>
<td>29-31</td>
<td>8</td>
<td>26.67</td>
</tr>
<tr>
<td>5</td>
<td>32-34</td>
<td>2</td>
<td>6.67</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
B. Hypotheses Testing

1. The Correlation between the Intensity of Watching English Movies and the Understanding of Idiomatic Expression Simultaneously and Inferential Listening Comprehension

In this section, the researcher is going to test the null hypotheses (H₀) saying that there is no significant positive correlation between the intensity of watching English movies (X₁) and the understanding of idiomatic expression (X₂) simultaneously and inferential listening comprehension (Y), against the alternative hypotheses saying that there is a significant positive correlation between the intensity of watching English movies (X₁) and the understanding of idiomatic expression (X₂) simultaneously and inferential listening comprehension (Y). The technique used to test the hypotheses is Multiple Linear-Regression and Multiple Correlation.
From the Multiple Linear-Regression analysis the researcher found that the coefficient of \( b_0 = -118.9 \), \( b_1 = .013 \) and \( b_2 = 5.17 \). Then, the equation for the multiple linear regression of \( Y, X_1 \) and \( X_2 \) becomes \( \hat{Y} = -118.9 + .013 X_1 + 5.17 X_2 \). The value of \( F_o \) ratio is 16.86 and the value of \( F \) in the distribution table \((F_t)\) with the degree of freedom \((d.f)\) 2:27 at 1\% level of significance is 5.49. So, it is obvious that the value of \( F_o \) is greater than \( F_t \), meaning that the multiple linear regression equation \( \hat{Y} = -118.9 + .013 X_1 + 5.17 X_2 \) is significant.

From the analysis of multiple correlation of \( Y \) on \( X_1 \) and \( X_2 \), it is obtained that the correlation coefficient \((R_{y12})\) is .945. From the testing of significance, it is obtained that the coefficient of significance \( F_o \) is 212.85. Then, the \( F_o \) is consulted with the \( F \)-table of significance with the degree of freedom \((d.f) = 2:27\) at 1\% level of significance; and the \( F_t \) is 5.49. Thus, it is obvious that \( F_o \) is much greater than \( F_t \). Therefore, it can be concluded that \( R_{y12} \) is very significant as well as the \( F_o \) from multiple linear-regression equation.

From the analysis of multiple linear-regression and multiple correlation, it is obvious that the null hypotheses \((H_0)\) saying that there is no significant positive correlation between the intensity of watching English movies and the understanding of idiomatic expression towards inferential listening comprehension is rejected. It means that the alternative hypothesis is accepted. The conclusion is that there is a significant positive correlation between the intensity of watching
English movies and the understanding of idiomatic expression towards inferential listening comprehension.

2. The Correlation between the Intensity of Watching English Movies and Inferential Listening Comprehension if the Understanding of Idiomatic Expression is controlled.

In this section the researcher is going to test the null hypotheses (H₀) saying that there is no significant positive correlation between the intensity of watching English movies (X₁) and inferential listening comprehension (Y) if the understanding of idiomatic expression (X₂) is controlled, against the alternative hypotheses (H₂) saying that there is a significant positive correlation between the intensity of watching English movies (X₁) and inferential listening comprehension (Y) if the understanding of idiomatic expression (X₂) is controlled. The researcher used partial correlation analysis to test the hypotheses.

From the partial correlation analysis, the researcher found out that the coefficient of X₁ and Y where X₂ is treated constant, the coefficient of correlation \((r_{y12})\) obtained from the partial correlation computation is .128. This value then analyzed using t-test which resulted \(t_o = 6.703\). The value of \(t_o\) then consulted to the t-table \((t_t)\) with the degree of freedom 2:27 at 1% level of significance. The coefficient of t-table is \((t_t) = 2.47\). The result showed that \(t_o\) is greater than \(t_t\).
Therefore it can be concluded that $t_o$ is very significant. It means that the correlation coefficient of $r_{y12}$ is also very significant.

From the analysis of partial correlation, it is obvious that the null hypotheses ($H_0$) is rejected and the alternative hypotheses ($H_2$) is accepted. So, the conclusion is that there is a significant positive correlation between the intensity of watching English movies ($X_1$) and inferential listening comprehension ($Y$) if the understanding of idiomatic expression ($X_2$) is controlled.

3. The Correlation between the Understanding of Idiomatic Expression and Inferential Listening Comprehension if the Intensity of Watching English Movies is Controlled

In this section, the researcher is going to test the null hypotheses ($H_0$) saying that there is no significant positive correlation between the understanding of idiomatic expression ($X_2$) and inferential listening comprehension ($Y$) if the intensity of watching English movies ($X_1$) is controlled against alternative hypotheses ($H_3$) saying that there is a significant positive correlation between the understanding of idiomatic expression ($X_2$) and inferential listening comprehension ($Y$) if the intensity of watching English movies ($X_1$) is controlled. To test the hypotheses the researcher is going to use partial correlation analysis.

From the partial correlation analysis, the researcher found out that the coefficient of $X_2$ and $Y$ where $X_1$ is treated constant, the
coefficient of correlation \( r_{y21} \) obtained from the partial correlation computation is .124. This value then analyzed using t-test which resulted \( t_0 = 6.493 \). The value of \( t_0 \) then consulted to the t-table \( (t) \) with the degree of freedom 2:27 at 1% level of significance. The coefficient of t-table is \( (t) = 2.47 \). The result showed that \( t_0 \) is greater than \( t \). Therefore it can be concluded that \( t_0 \) is very significant. It means that the correlation coefficient of \( r_{y21} \) is also very significant.

From the analysis of partial correlation, it is obvious that the null hypotheses \( (H_0) \) is rejected and the alternative hypotheses \( (H_1) \) is accepted. So, the conclusion is that there is a significant positive correlation between the understanding of idiomatic expression\( (X_2) \) and inferential listening comprehension \( (Y) \) if the intensity of watching English movies \( (X_1) \) is controlled.

C. The Discussion on the Research Finding

The discussion of the research finding focuses on two sides: descriptive analysis of each variable and the inferential analysis that each variable shows, that is, the correlation between predicator variables and response variable.

The result of descriptive analysis of each variable shows that inferential listening comprehension, the intensity of watching English movies and the understanding of idiomatic expression of the second semester students of English Education Department of IAIN Surakarta belong to upper level. These can be seen from the average score of each
variable. The average score of inferential listening comprehension is 22.63 (1-30 scale), means that the average score reached 75.43% of the scale. The average score of the intensity of watching English movies is 121.2 (1-160 scale), means that the average score reached 75.75% of the scale. The last is the average score of the understanding of idiomatic expression test which reached 27.067 (1-35 scale), means that the average score reached 77.33%.

From the descriptive analysis, it is known that the average score of the understanding of idiomatic expression test is higher than the average score of the questionnaire of the intensity of watching English movies. The score of the understanding of idiomatic expression reached 77.33% of the scale while the average score of the intensity of watching English movies reached 75.75%. This fact can be explained by several reasons. Firstly, students of English Education Department must have learned about idioms in their previous lessons and they must have learned it also to reach the academic purposes. It is known that idioms or figurative language inference is one of the indicators of inferential listening, one of the main subjects of their study.

Secondly, students generally watch movies just for having fun. They watch movies only to waste their leisure time and barely paying attention to the detail of the movies. However, the rate of the intensity is still categorized in the upper level as it reached more than 75% of the scale.
The other result of descriptive analysis can be observed through the obtained standard of deviation of each variable. The standard of deviation values can be the basic of analysis to interpret the dispersion of the students’ scores that indicates the difference of their inferential listening comprehension, understanding of idiomatic expression and the intensity of watching English movies. The values of standard of deviation of inferential listening comprehension are 3.408, the understanding of idiomatic expression is 3.463, and the intensity of watching English movies is 13.048.

Those values of standard of deviation can be understood from the range of the score of each variable \((Y = 14 – 29, X_1 = 96 – 148, X_2 = 20 – 33)\). Considering that values, the researcher concludes that students’ range of achievements are heterogeneous.

The result of the correlation analysis between the variables shows that the intensity of watching English movies and the understanding of idiomatic expression have a positive-linear correlation to their inferential listening comprehension either partially or simultaneously. A linear-positive correlation means that the increasing of the intensity of watching English movies and the understanding of idiomatic expression is followed by the increasing of inferential listening comprehension.

Similarly, the decreasing of the intensity of watching English movies and the understanding of idiomatic expression will also be followed by the decreasing of inferential listening comprehension. That
kind of correlation creates assumption that students’ inferential listening comprehension can be regressed, predicted and explained from students’ intensity of watching movies and students’ understanding of idiomatic expression.

The statistical equation to explain the correlational relationship can be observed from the hypotheses testing. It can be seen that the intensity of watching English movies and the understanding of idiomatic expression are simultaneously and partially correlated to inferential listening comprehension. From the Multiple Linear-Regression analysis the researcher found that the coefficient of $b_0 = -118.9$, $b_1 = .013$ and $b_2 = 5.17$. Then, the equation for the multiple linear regression of $Y$, $X_1$ and $X_2$ becomes $\hat{Y} = -118.9 + .013 X_1 + 5.17 X_2$. The value of $F_0$ ratio is 16.86 and the value of $F$ in the distribution table ($F_t$) with the degree of freedom (d.f) 2:27 at 1% level of significance is 5.49. So, it is obvious that the value of $F_0$ is greater than $F_t$, meaning that the multiple linear regression equation $\hat{Y} = -118.9 + .013 X_1 + 5.17 X_2$ is significant.

The interpretation of the regression equation is this following. Firstly, it can be predicted that the increasing or decreasing of one unit of the intensity of watching English movies will be followed by the increasing or decreasing of .013 of inferential listening comprehension if the understanding of idiomatic expression is controlled or constant. Secondly, it can also be predicted that the increasing or decreasing of one unit of the understanding of idiomatic expression will also be followed by
the increasing or decreasing of 5.17 of inferential listening comprehension if the intensity of watching English movies is controlled.

From the analysis of multiple correlation of Y on X₁ and X₂, it is obtained that the correlation coefficient \( R_{y12} \) is .945. From the testing of significance, it is obtained that the coefficient of significance \( F_o \) is 212.85. Then, the \( F_o \) is consulted with the F-table of significance with the degree of freedom \( (d.f) = 2:27 \) at 1% level of significance; and the \( F_t \) is 5.49. Thus, it is obvious that \( F_o \) is much greater than \( F_t \). Therefore, it can be concluded that \( R_{y12} \) is very significant.

From the partial correlation analysis, the researcher found out that the coefficient of \( X_1 \) and Y where \( X_2 \) is treated constant, the coefficient of correlation \( (r_{y12}) \) obtained from the partial correlation computation is .128. This value then analyzed using t-test which resulted \( t_o = 6.703 \). From the second partial correlation analysis, the researcher found out that the coefficient of \( X_2 \) and Y where \( X_1 \) is treated constant, the coefficient of correlation \( (r_{y21}) \) obtained from the partial correlation computation is .124. This value then analyzed using t-test which resulted \( t_o = 6.493 \).

The value of \( t_o \) then consulted to the t-table \( (t_t) \) with the degree of freedom 2:27 at 1% level of significance. The coefficient of t-table is \( (t_t) = 2.47 \). The result showed that \( t_o \) is greater than \( t_t \). Therefore it can be concluded that \( t_o \) is very significant, means that the correlation coefficient of \( r_{y12} \) and \( r_{y21} \) are very significant. The conclusion is that both of the predicator variables (the intensity of
watching English movies and the understanding of idiomatic expression) correlated to the response variable (inferential listening comprehension) significantly.

The data computations above are also supported by the raw score of the tests and the questionnaire. The researcher took three samples of the higher, middle, and lower score. The result is that the samples showed a linear score between the variables. In other words, those who get high score in inferential listening test also get high score in idiomatic expression test and the questionnaire of the intensity of watching English movies. This also happened in the middle and lower level.

A question rose after the result that the three variables are correlated simultaneously or partially. It is how strong the correlation between the intensity of watching English movies and the understanding of idiomatic expression as the predictors to inferential listening comprehension as the response. Further, the raised question is, are those predictors strong enough to be fundamental judgment to explain and to predict the condition of the response or not. The questions can be answered through finding the level of the contribution of the predictors to the response variable.

The level of contribution of the predictor variables to response variable can be obtained by squaring the value of coefficient of correlation of each variable (Ry12 = .929, ry1.2 = .128, and ry2.1 = .124) and then multiplying with 100%. From the result of the
computation, it is known that the level of contribution of the intensity of watching English movies and the understanding of idiomatic expression simultaneously to inferential listening comprehension is 86.30%; the level of contribution of the intensity of watching English movies to inferential listening comprehension if the understanding of idiomatic expression is controlled is 16.38%; the level of contribution of the understanding of idiomatic expression to inferential listening comprehension if the intensity of watching English movies is controlled is 29.76%.

From the computation above, it is known that the contribution level of the understanding of idiomatic expression is higher than the contribution level of the intensity of watching English movies. Based on that finding, the researcher concludes that the correlation between the understanding of idiomatic expression and inferential listening comprehension is stronger than the correlation between the intensity of watching English movies and inferential listening comprehension. Therefore, if the contribution level of two predictors is 86.3%, the researcher assumed that the greater contribution is given by the understanding of idiomatic expression.

If the fact above is observed deeply, there is a question why the understanding of idiomatic expression contributes more to inferential listening comprehension than the intensity of watching English movies. The answer for that question can be explained as follows. Idiomatic expression is one of the indicators of inferential listening
that they have to master well to reach the comprehension of the subject itself.

There is a demand that idiomatic expression should be understood. It is different from the intensity of watching English movies. There is no demand for the students to watch movies to learn inferential listening. Watching English movies is considered only as an activity that can give contribution to students’ inferential listening comprehension. Without any specific demand from the lecturer or the subject target, the activities will only be done without a specific or just for having fun. The students do not completely have a mindset that they are watching movies to learn something. That is why the contribution of the intensity of watching English movies is lower than the contribution of the understanding of idiomatic expression.

Beside the analysis of the contribution of each predictors partially, the result of the computation of simultaneous contribution of both of the predictors is higher than the partial contribution. It indicates that the intensity of watching English movies and the understanding of idiomatic expression simultaneously have stronger contribution and correlation to inferential listening comprehension than partially.

In brief, the result of the research is in line with the theoretical discussion in chapter II of the thesis. Simply, it can be said that inferential listening comprehension can be supported by the
understanding of idiomatic expression and the intensity of watching English movies. Otherwise, inferential listening can be predicted and explained from two predictors (intensity of watching English movies and the understanding of idiomatic expression).
A. Conclusion

Based on the result of the data analysis, the conclusion of the study is as follows: First, based on the average score of each variable, the result of the descriptive analysis shows that the whole three variables (the intensity of watching English movies, the understanding of idiomatic expression, and inferential listening comprehension) of the second semester students of English Education Department of IAIN Surakarta belong to the upper level. Besides that, based on the values of standard of deviation of each variable, the other descriptive analysis shows that the students’ achievements on each variable are heterogeneous.

Second, based on the analysis of multiple linear regressions and multiple correlation, the result indicates that there is a significant positive correlation between the intensity of watching English movies and the understanding of idiomatic expression simultaneously towards students’ inferential listening comprehension. It means that the increasing or decreasing of the intensity of watching English movies and the understanding of idiomatic expression will be followed by the increasing or decreasing of inferential listening comprehension.

Third, the result of partial correlation shows that there is a significant positive correlation between the intensity of watching English movies and inferential listening comprehension if the understanding of
idiomatic expression is controlled. It means that the increasing or decreasing of the intensity of watching English movies will be followed by the increasing of inferential listening comprehension when the understanding of idiomatic expression is controlled or constant.

Fourth, the result of partial correlation shows that there is a significant positive correlation between the understanding of idiomatic expression and inferential listening if the intensity of watching English movies is controlled. It means that the increasing or decreasing of the understanding of idiomatic expression will be followed by the increasing or decreasing of inferential listening comprehension if the intensity of watching English movies is controlled or constant.

The description above shows that three alternative hypotheses proposed by the researcher is accepted, that is simultaneously or partially, the intensity of watching English movies and the understanding of idiomatic expression have significant positive correlation to students’ inferential listening comprehension.

B. Implications

The conclusion of the study has some important implication to increase students’ inferential listening comprehension and to the effectiveness of teaching-learning process of inferential listening of English Education Department students, especially in Islamic Education and Teacher Training Faculty of the State Islamic Institute of Surakarta. Effective teaching and learning process and purposeful activities
continuously will increase students’ comprehension on inferential listening.

The result of the data analysis on students’ inferential listening comprehension shows that students’ inferential listening comprehension is in the upper level as the average score of the test reached 75.43% of the scale. However, this achievement still needs improvement. Inferential listening is completely different from literal listening. It needs a deeper interpretation and thinking to find out the speaker’s intended meaning.

In inferential listening, students should work twice as they have to listen carefully to catch every words uttered by the speaker as well as they have to think about the meaning of hat they just heard by matching the words meaning, context of situation, and their prior knowledge related to the word, phrase or expression. This is quite a challenge for the students because it is a listening activity. They are not able to find another source of information or any repetition if they missed what the speaker said on the tape. That is why the activities of inferential listening needs a continuous process of learning to get the students get used to listen and inferring what they heard at once.

As the result of the research shows that the intensity of watching English movies and the understanding of idiomatic expression have a significant positive correlation to students’ inferential listening comprehension, both of this predicator variables can be implemented by the students to help them in the attempts of increasing their inferential listening comprehension.
As explained above, inferential listening needs meaningful and purposeful activities which are done continuously to inhabit the students to inferential listening activities. This research has proven that watching English movies contributes to students’ inferential listening comprehension. The contribution level reached 16%. It is not a great number of contributions. However, these activities can surely be done with good intensity to support the increasing of students’ inferential listening comprehension. Moreover, watching movies is not a stressing activity. Instead, it is an entertaining activity to spend leisure time purposefully and meaningfully as long as the students are motivated to learn through the movies.

The activity of watching English movies actually not only helps in inferential listening comprehension or listening skill in general but also helpful for any other language basic skills. For English education department students, watching English movies is able to give them not only entertainment but also lessons about English itself. They can learn many aspects of language such as vocabularies, expressions, slang, pronunciation, intonation, context-based language regarded to the language formality, etc. That is why the benefit of watching English movies for English Education Department students cannot be underestimated.

Besides the intensity of watching English movies, this research has also proven that the understanding of idiomatic expression contributes to students’ inferential listening comprehension. It means that if students’
understanding of idiomatic expression is increasing, students’ inferential listening comprehension can be predicted to be increasing also. Based on the partial correlation analysis, the contribution of the understanding of idiomatic expression towards students’ inferential listening reached more than 29%. This statistic is too big to be underestimated.

Idioms or figurative language comprehension includes to inference skill that the students need to master to comprehend inferential listening. Moreover, based on the research result, the understanding of idiomatic expression contributes about 29% of students’ inferential listening comprehension. It is a proof that students’ understanding of idiomatic expression needs to be increased in order to increase students’ inferential listening comprehension.

From the result of descriptive analysis towards the standard of deviation of each variable, the standard of deviation values are great enough. The standard of deviation for inferential listening is 3.408 with the score range from 14 to 29. It shows that the students’ achievements are quite heterogeneous. That is why a suitable teaching and learning technique is needed to teach lower level till higher level students.

The result of the correlation analysis between the variables shows that the intensity of watching English movies and the understanding of idiomatic expression have a positive-linear correlation to their inferential listening comprehension either partially or simultaneously. A linear-positive correlation means that the increasing of the intensity of watching
English movies and the understanding of idiomatic expression is followed by the increasing of inferential listening comprehension.

A question rose after the result that the three variables are correlated simultaneously or partially. It is how strong the correlation between the intensity of watching English movies and the understanding of idiomatic expression as the predictors to inferential listening comprehension as the response. Further, the raised question is, are those predictors strong enough to be fundamental judgment to explain and to predict the condition of the response or not. The questions can be answered through finding the level of the contribution of the predictors to the response variable.

The level of contribution of the predictor variables to response variable can be obtained by squaring the value of coefficient of correlation of each variable (Ry12 = .929, ry1.2 = .128, and ry2.1 = .124) and then multiplying with 100%. From the result of the computation, it is known that the level of contribution of the intensity of watching English movies and the understanding of idiomatic expression simultaneously to inferential listening comprehension is 86.30%; the level of contribution of the intensity of watching English movies to inferential listening comprehension if the understanding of idiomatic expression is controlled is 16.38%; the level of contribution of the understanding of idiomatic expression to inferential listening comprehension if the intensity of watching English movies is controlled is 29.76%.
From the computation above, it is known that the contribution level of the understanding of idiomatic expression is higher than the contribution level of the intensity of watching English movies. Based on that finding, the researcher concludes that the correlation between the understanding of idiomatic expression and inferential listening comprehension is stronger than the correlation between the intensity of watching English movies and inferential listening comprehension. Therefore, if the contribution level of two predictors is 86.3%, the researcher assumed that the greater contribution is given by the understanding of idiomatic expression.

Beside the analysis of the contribution of each predictor partially, the result of the computation of simultaneous contribution of both of the predictors is higher than the partial contribution. It indicates that the intensity of watching English movies and the understanding of idiomatic expression simultaneously have stronger contribution and correlation to inferential listening comprehension than partially.

From this finding, it can be said that the development of inferential listening comprehension can be implemented by improving the intensity of watching English movies and the understanding of idiomatic expression. Therefore the two predictor variables are very useful in the process of teaching-learning inferential listening.
The implementation of improving the intensity of watching English movies and the understanding of idiomatic expression to support the development of inferential listening comprehension is as follows:

1. What the students should do to improve the intensity of watching English movies
   a. Encouraging themselves to learn something for their activities of watching English movies
   b. Putting a purpose of learning to make their activities of watching English movies not only gives entertainment but also gives benefits for their study.
   c. Improving the intensity of watching English movies especially in leisure time considering that this activity is beneficial.
   d. Watching more English movies rather than other kind of movies to help in improving the language skills.

2. What the students should do to improve their understanding of idiomatic expression
   a. Learning more about idiomatic expression that often found in daily conversation and lessons.
   b. Finding sources of idiomatic expression to enrich the knowledge about it

3. What the students should do to improve their inferential listening comprehension
   a. Getting themselves used to inferential listening activities
   b. Learning about inference skills
c. Habituating themselves to listen to inference materials

The percentage of the contribution of 86.30% indicates that there are still 13.70% other supporting variables of inferential listening which have not explained in this study yet. This means that to increase the comprehension of inferential listening, the process of teaching and learning should not only be based on the development of the intensity of watching English movies and the understanding of idiomatic expression, but also on other components which are predicted to support the development of inferential listening comprehension. Those other components may be vocabulary mastery, listening habit, etc.

C. Suggestions

Based on the result of the research, the conclusion and the implication, in this section, the researcher proposed some suggestions.

Firstly, although the result of the study shows that students’ inferential listening comprehension, intensity of watching English movies and understanding of idiomatic expression of the second semester students of English Education Department of IAIN Surakarta is categorized to be in the upper level, it still needs improvement. That is why an adequate effort is needed to improve the students’ inferential listening comprehension.

Secondly, the heterogeneous result of the score that indicates the heterogeneous level of students’ comprehension. It is not as simple as teaching homogeneous students. Teachers should implement techniques that are able to cover the lower level students until the high level students.
Therefore, the teaching-learning can be more effective and the purpose of the lesson can be achieved by all students from every level.

Thirdly, in order to improve students’ inferential listening comprehension, the students and the teacher should consider some aspects of idiomatic expression understanding and encouraging the students to have a good intensity of watching English movies. This is because both of those variables based on this research have an important role in the development of students’ inferential listening comprehension.

Fourthly related to the previous suggestions, the teacher should implement both of the predictor variables proportionally in the process of teaching learning of inferential listening. Appropriate proportion is very important because based on the result of this research, both of the predictor variables have different rate of contribution towards students’ inferential listening comprehension. It is that the understanding of idiomatic expression contributes more than the intensity of watching English movies.

The last, considering that there are still 13.70% of contribution that is not explained yet in this study, the researcher suggests the other researchers who are interested to conduct a research elated to this subject to make the other studies which includes more variable that are not discussed yet in this research. This will reveal any other aspects that can support students’ inferential listening comprehension. These variables can be level of intelligence, learning style, etc.
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APPENDICES
**Table 2. Blueprint of Inferential Listening Test**

<table>
<thead>
<tr>
<th>No</th>
<th>Concept</th>
<th>Aspect</th>
<th>Total</th>
<th>Number of Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Barret (1974) in Pennel (2002: 1) stated that there are some subtasks that enable students to make inference.</td>
<td>Inferring supporting details</td>
<td>5</td>
<td>15, 16, 18, 21, 23</td>
<td>16.67%</td>
</tr>
<tr>
<td>2</td>
<td>Those are inferring supporting detail, inferring main idea, inferring sequence and predicting outcomes, inferring comparison, inferring cause effect relationship, inferring character traits, and inferring figurative language</td>
<td>Inferring main idea</td>
<td>8</td>
<td>17, 22, 25, 26, 27, 28, 29, 30</td>
<td>26.67%</td>
</tr>
<tr>
<td>3</td>
<td>Inferring sequence and predicting outcomes</td>
<td>3</td>
<td>5, 7, 14</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Inferring comparison</td>
<td>3</td>
<td>3, 8, 20</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Inferring cause effect relationship</td>
<td>3</td>
<td>6, 9, 24</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Inferring character traits</td>
<td>4</td>
<td>1, 4, 9, 12</td>
<td>13.33%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Inferring figurative language</td>
<td>4</td>
<td>2, 10, 11, 13</td>
<td>13.33%</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX A-2

### Table 3. Blueprint of Idiomatic Expression Test

<table>
<thead>
<tr>
<th>No</th>
<th>Concept</th>
<th>Aspect</th>
<th>Total</th>
<th>Number of Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Levorato and Cacciari (2005: 304) summarizes a variety</td>
<td>Inference of single word</td>
<td>9</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>25.7%</td>
</tr>
<tr>
<td>2</td>
<td>of comprehension skills in understanding idioms are the ability</td>
<td>Inference of sentence</td>
<td>8</td>
<td>10, 11, 12, 13, 14, 15, 16, 17</td>
<td>22.8% 5%</td>
</tr>
<tr>
<td>3</td>
<td>to make inferences from single word level to sentence level, the</td>
<td>Selecting specific word meaning and suspending</td>
<td>8</td>
<td>18, 19, 20, 21, 22, 23, 24, 25</td>
<td>22.8% 5%</td>
</tr>
<tr>
<td></td>
<td>ability to select specific word meaning from its various possible</td>
<td>inappropriate meaning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>meaning, the ability to suspend contextually inappropriate meaning,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and the ability to monitor their own comprehension of a discourse.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Comprehension of a discourse</td>
<td>10</td>
<td>26, 27, 28, 29, 30, 31, 32, 33, 34, 35</td>
<td>28.7% 5%</td>
</tr>
</tbody>
</table>
APPENDIX A-3

Table 4. Blueprint of the Questionnaire of the Intensity of Watching English Movies

<table>
<thead>
<tr>
<th>No</th>
<th>Concept</th>
<th>Aspect</th>
<th>Total</th>
<th>Number of Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>According to Nurkholif Hazim (2005), intensity is a whole power to do something. Simply, intensity can be defined as an attempt to do something faithfully and in high spirit. According to Nuraini (2011:12), intensity has several indicators, they are: Motivation, duration, Frequency, Presentation, Attitude, and Interest.</td>
<td>Motivation</td>
<td>10</td>
<td>6, 7, 10, 11, 16, 17, 25, 26, 27, 36</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>The duration of the activity</td>
<td>The duration of the activity</td>
<td>3</td>
<td>5, 18, 35</td>
<td>7.5%</td>
</tr>
<tr>
<td>3</td>
<td>The frequency of the activity</td>
<td>The frequency of the activity</td>
<td>6</td>
<td>1, 8, 22, 30, 32, 34</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>Presentation</td>
<td>Presentation</td>
<td>8</td>
<td>4, 12, 15, 19, 24, 29, 37, 40</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Attitude</td>
<td>Attitude</td>
<td>4</td>
<td>14, 20, 28, 38</td>
<td>10%</td>
</tr>
<tr>
<td>6</td>
<td>Motivation, duration, Frequency, Presentation, Attitude, and Interest.</td>
<td>Interest</td>
<td>9</td>
<td>2, 3, 9, 13, 21, 23, 31, 33, 39</td>
<td>22.5%</td>
</tr>
</tbody>
</table>
APPENDIX A-4
THE RESEARCH INSTRUMENT OF INFERENTIAL LISTENING COMPREHENSION

Name : ..............................................................
S.R.N : ..............................................................
Class : ..............................................................

INFERENTIAL LISTENING COMPREHENSION TEST

I. Listen the tape carefully and answer the question by choosing A, B, C, or D!

II. The tape will be played twice (back to number 1 after the last number of the test)

1. (a) She is angry
   (b) She is happy
   (c) She is fine
   (d) She wants to study with the man
   (taken from: Pakar Toefl, 2016: 258)

2. (a) The man wants to buy a ring for the woman
   (b) The man has some problem and then call the woman
   (c) The man will not call the woman if there are not any problems
   (d) The man will see the woman at five.
   (taken from: Pakar Toefl, 2016: 260) (part A)

3. (a) The gold is more expensive than the diamond.
   (b) The gold and diamond have similar price.
   (c) The diamond is more expensive than the gold.
   (d) The gold is the most expensive.
   (taken from: Pakar Toefl, 2016: 309) (part A)

4. (a) The man is fine
   (b) The man ignores the woman
   (c) The man feels sad
   (d) The man feels angry
   (taken from: Pakar Toefl, 2016: 258)

5. (a) The man stay there for a moment.
   (b) Th man and the woman see the strange men.
6. (a) The man asks the woman to do nothing. 
   (d) The man asks the woman to go from that place. 
   (taken from: Pakar Toefl, 2016: 261) (part A)

7. (a) The bears use the fur to protect them from cold 
   (b) The bears use the fur as towel 
   (c) The fur is used as accessories 
   (d) The fur is used for flying 
   (taken from: Pakar Toefl, 2016: 259)

8. (a) He probably goes to the canteen. 
   (b) He probably leaves the class 
   (c) He probably goes to the woman’s house 
   (d) He probably goes to the class with the woman. 
   (taken from: Pakar Toefl, 2016: 263) (part A)

9. (a) He gives her advice 
   (b) He gives her a wallet 
   (c) He gives her direction 
   (d) He gives her nothing 
   (taken from: Pakar Toefl, 2016: 311)

10. (a) She always open her eyes 
    (b) She wants to check the man’s eyes 
    (c) She suggests the man to stay cautious 
    (d) She asks the man to see her 
    (taken from: Pakar Toefl, 2016: 307) (part A)

11. (a) She doesn’t like those people 
    (b) She really admires those people 
    (c) She likes them very much 
    (d) She wants to be part of them 
    (taken from: Pakar Toefl, 2016: 313) (part A)

12. (a) She expresses the love 
    (b) She expresses anger
(c) She expresses annoyance
(d) She expresses sadness
(taken from: Pakar Toefl, 2016: 312)

13.
(a) He wants to cut his hands because of her
(b) He borrows he hands
(c) He wouldn’t help her
(d) He would help her
(taken from: Pakar Toefl, 2016: 355) (part A)

14.
(a) He probably goes away
(b) He possibly leaves the woman alone
(c) He probably buys the woman those books
(d) He probably takes some historical books for her
(taken from: Pakar Toefl, 2016: 357) (Part A)

15.
(a) He couldn’t sleep last night
(b) He was hospitalized
(c) He took care of the woman
(d) He was at home
(taken from: Pakar Toefl, 2016: 264)

16.
(a) The man
(b) The woman
(c) The man’s friend
(d) The plumber
(taken from: Pakar Toefl, 2016: 264)

17.
(a) The hot water
(b) The use of the sun’s energy
(c) The process of heating water by using the sun’s rays
(d) Three steps in trapping the sun’s rays
(taken from Pakar Toefl, 2016: 362)

18.
(a) She should use the best paper
(b) She should use proper terminology
(c) She should use an expensive pen
(d) She should use her imagination
(taken from: Pakar Toefl, 2016: 363)

19.
(a) Because he has many children
(b) Because he doesn’t work
(c) Because his wife is always busy and doesn’t have time for him
(d) Because he has no money and his wife should work
(taken from: Pakar Toefl, 2016: 364)

20.
(a) An electric oven
(b) A television
(c) A bulb
(d) An electric clock
(taken from: Pakar Toefl, 2016: 315)(part B)

21.
(a) They are the double-helix structure of DNA discoverers
(b) They are actors
(c) They are scientist
(d) They are historians
(taken from: Pakar Toefl, 2016: 315)(part B)

22.
(a) They are talking about Prince William’s marriage
(b) They are talking about Prince William’s girlfriend
(c) They are talking about everybody in the world
(d) They are talking about a gorgeous moment
(taken from Pakar Toefl, 2016: 315)

23.
(a) He hates seafood
(b) He hates garlic
(c) He hates snails with garlic
(d) He hates butter
(taken from: Pakar Toefl, 2016: 265)

24.
(a) Because she doesn’t like the taste
(b) Because she is allergic
(c) Because it is expensive
(d) Because it is strange food
(taken from: Pakar Toefl, 2016: 265)

25.
(a) The use of electric clock
(b) A TV power
(c) The use of an electric oven
(d) Electricity consumption
(taken from Pakar Toefl, 2016: 269)

26.
(a) Live in water
(b) Water
(c) Fish
(d) Mouth
(taken from Pakar Toefl, 2016: 269)

27.
(a) An aspectual meaning
(b) The pedicates of a language
(c) Grammatical expression of aspects
(d) Intrinsic semantic nature
   (taken from Pakar Toefl, 2016: 317)

28.
(a) An English book for students
(b) Curriculum
(c) A representative English book
(d) Four basic skills in learning English
   (taken from Pakar Toefl, 2016: 318)

29.
(a) Expanding deserts
(b) Overpopulation
(c) Overgrazing
(d) Drought desert
   (taken from Pakar Toefl, 2016: 318)

30.
(a) Powerful capable of translating documents
(b) The process of machine translation
(c) English-Japanese dictionary
(d) Translation by computer
   (taken from Pakar Toefl, 2016: 367)
APPENDIX A-5
THE RESEARCH INSTRUMENT OF INFERENTIAL LISTENING COMPREHENSION
(QUESTIONS AND AUDIO TRANSCRIPTION)

Name :...............................................................
S.R.N :...............................................................
Class :...............................................................

INFERENTIAL LISTENING COMPREHENSION TEST
I. Listen the tape carefully and answer the question by choosing A, B, C, or D!
II. The tape will be played twice (back to number 1 after the last number of the test)

1. On the recording you hear:
   (man) : oh, I’m sorry, I don’t bring your book.
   (woman) : you’re nuts! I need to study for the test.
   (narrator) : what does the woman probably feel?
   (e) She is angry
   (f) She is happy
   (g) She is fine
   (h) She wants to study with the man
   (taken from: Pakar Toefl, 2016: 258)

2. On the recording you hear:
   (woman) : I am not working now. What time will you be back?
   (man) : about five. But I will ring you if there are any problems.
   (narrator) : what does the man imply?
   (e) The man wants to buy a ring for the woman
   (f) The man has some problem and then call the woman
   (g) The man will not call the woman if there are not any problems
   (h) The man will see the woman at five.
   (taken from: Pakar Toefl, 2016: 260) (part A)

3. On the recording you hear:
   (woman) : it is a fact that this gold is expensive.
   (man) : I don’t think so. The diamond is the most expensive.
   (narrator) : what does the man imply?
(e) The gold is more expensive than the diamond.
(f) The gold and diamond have similar price.
(g) The diamond is more expensive than the gold.
(h) The gold is the most expensive.
_taken from: Pakar Toefl, 2016: 309) (part A)

4. On the recording you hear:
   (woman) : Hello, how are you?
   (man) : hi, I can’t accept it.
   (narrator) : what does the man mean?

   (e) The man is fine
   (f) The man ignores the woman
   (g) The man feels sad
   (h) The man feels angry
   _taken from: Pakar Toefl, 2016: 258_

5. On the recording you hear:
   (woman) : the strange men are looking at us now.
   (man) : well, it is not safe here
   (narrator) : what does the man probably do?

   (e) The man stay there for a moment.
   (f) Th man and the woman see the strange men.
   (g) The man asks the woman to do nothing.
   (h) The man asks the woman to go from that place.
   _taken from: Pakar Toefl, 2016: 261) (part A)

6. On the recording you hear:
   (woman) : why do pole bears have thick fur?
   (Man) : because they live in cold place
   (narrator) : what does the man imply?

   (e) The bears use the fur to protect them from cold
   (f) The bears use the fur as towel
   (g) The fur is used as accessories
   (h) The fur is used for flying
   _taken from: Pakar Toefl, 2016: 259_

7. On the recording you hear:
   (woman) : By the way, the class has already started.
   (man) : Yes. Lets go to the class.
   (narrator) : What does the man probably do?
(e) He probably goes to the canteen.
(f) He probably leaves the class.
(g) He probably goes to the woman’s house.
(h) He probably goes to the class with the woman.

(taken from: Pakar Toefl, 2016: 263) (part A)

8. On the recording you hear:
   (woman) : what kind of work do you like? A receptionist or a teller?
   (man) : well, I prefer a teller to a receptionist
   (narrator) : what does the man mean?

   (e) He likes to be a teller
   (f) He doesn’t like to be a teller
   (g) He likes to be a receptionist
   (h) He wants to be a receptionist

   (taken from: Pakar Toefl, 2016: 356) (Part A)

9. On the recording you hear:
   (woman) : I just found this wallet. What should I do?
   (man) : take it to the police
   (narrator) : what does the man try to give the woman?

   (e) He gives her advice
   (f) He gives her a wallet
   (g) He gives her direction
   (h) He gives her nothing

   (taken from: Pakar Toefl, 2016: 311)

10. On the recording you hear:
   (man) : I’ll tell you if I get that.
   (woman) : but you keep your eyes open, Leo
   (narrator) : what does the woman mean?

   (e) She always open her eyes
   (f) She wants to check the man’s eyes
   (g) She suggests the man to stay cautious
   (h) She asks the man to see her

   (taken from: Pakar Toefl, 2016: 307) (part A)

11. On the recording you hear:
   (man) : what is your opinion about those people?
(woman) : well, I want to put them on a desert island and let them fight out!
(narrator) : what does the woman imply?

(e) She doesn’t like those people
(f) She really admires those people
(g) She likes them very much
(h) She wants to be part of them
(taken from: Pakar Toefl, 2016: 313) (part A)

12. On the recording you hear:
(woman) : look, caterpillars are everywhere!
(man) : that’s really a bother
(narrator) : what does the woman imply?

(e) She expresses the love
(f) She expresses anger
(g) She expresses annoyance
(h) She expresses sadness
(taken from: Pakar Toefl, 2016: 312)

13. On the recording you hear:
(woman) : would you give me a hand?
(man) : of course
(narrator) : what does the man mean?

(e) He wants to cut his hands because of her
(f) He borrows he hands
(g) He wouldn’t help her
(h) He would help her
(taken from: Pakar Toefl, 2016: 355) (part A)

14. On the recording you hear:
(man) : Welcome, anything I can do for you?
(woman) : I want to buy some historical book.
(narrator) : what does probably the man do?

(e) He probably goes away
(f) He poabably leaves the woman alone
(g) He probably buys the woman those books
(h) He probably takes some historical books for her
(taken from: Pakar Toefl, 2016: 357) (Part A)
15. On the recording you hear:

(woman) : I didn’t sleep all night last night because I had to take care of my father. He was hospitalized.

(man) : oh, I am sorry to hear that.

(narrator) : what had happened with the woman’s father?

(e) He couldn’t sleep last night

(f) He was hospitalized

(g) He took care of the woman

(h) He was at home

(taken from: Pakar Toefl, 2016: 264)

16. On the recording you hear:

(woman) : Dick, the tap is not leaking anymore. Did you fix it? I need to wash these dishes.

(man) : I got the plumber to fix it yesterday. It is probably okay right now. Check it.

(narrator): who did fix the tap?

(e) The man

(f) The woman

(g) The man’s friend

(h) The plumber

17. On the recording you hear:

(woman) : you know that the process of heating water by using the sun’s rays is not simple

(man) : I don’t think so. There are only three steps like trapping the sun’s energy, heating and storing the hot water, and dispensing the water.

(narrator) : what are they talking about?

(e) The hot water

(f) The use of the sun’s energy

(g) The process of heating water by using the sun’s rays

(h) Three steps in trapping the sun’s rays

(taken from Pakar Toefl, 2016: 362)

18. On the recording you hear:
(man): listen carefully. In order to write a process essay, you must have a clear understanding of the operations involved in each step and be able to explain them in logical order, using proper terminology.

(woman): yes sir. I understand

(narrator): what should the woman use in writing an essay?

(e) She should use the best paper
(f) She should use proper terminology
(g) She should use an expensive pen
(h) She should use her imagination

(taken from: Pakar Toefl, 2016: 363)

19. On the recording you hear:

(man): it’s bad. My wife always works. She has no time for me and our children.

(woman): well, it’s America. More and more women are working, and they are demanding equal salaries and equally responsible positions. Many businesses encourage women to advance to high management positions.

(narrator): why is the man worried?

(e) Because he has many children
(f) Because he doesn’t work
(g) Because his wife is always busy and doesn’t have time for him
(h) Because he has no money and his wife should work

(taken from: Pakar Toefl, 2016: 364)

20. On the recording you hear:

(Narrator): listen to a talk between two people

(man): I’m thinking about how this electric oven works. Do you know?

(woman): An electric oven uses kilowatt-hour of electricity in about 20 minutes, but one kilowatt-hour will power a TV for hours, run a 100 watt bulb for 1 hours, and keep an electric clock ticking for 3 months.

(narrator): what is the smallest consumption of electricity?

(e) An electric oven
(f) A television
(g) A bulb
(h) An electric clock
21. On the recording you hear:

(woman) : who are James Watson and Francis Crick? Do you know them, Erick?

(man) : sure. They are the men who discovered the double-helix structure of DNA. The length of a single human DNA molecule, when extended, is 1.7 metres (5 feet 5 inches)

(narrator) : who are James Watson and Francis Crick?

(e) They are the double-helix structure of DNA discoverers
(f) They are actors
(g) They are scientist
(h) They are historians

22. On the recording you hear:

(man) : what are you watching?

(woman) : it’s a great event in this century. You know, Prince William will get married his girlfriend, Catherine Elizabeth Middleton. That will be gorgeous. None wants to miss it. Everybody in this world is waiting for that moment.

(narrator) : what are they talking about?

(e) They are talking about Prince William’s marriage
(f) They are talking about Prince William’s girlfriend
(g) They are talking about everybody in the world
(h) They are talking about a gorgeous moment

(23. On the recording you hear:

(woman) : hmmm, it sounds nice. Snails with garlic. Have you ever eaten it?

(man) : No, I don’t like the taste. I like seafood better.

(woman) : do you? It’s the opposite with me. I don’t like seafood at all. I am allergic.

(Narrator) : what does the man hate?

(e) He hates seafood
(f) He hates garlic
(g) He hates snails with garlic
(h) He hates butter
24. On the recording you hear:

(woman) : hmmm, it sounds nice. Snails with garlic. Have you ever eaten it?

(man) : No, I don’t like the taste. I like seafood better.

(woman) : do you? It’s the opposite with me. I don’t like seafood at all. I am allergic.

(narrator) : why does the woman hate sea food?

(e) Because she doesn’t like the taste
(f) Because she is allergic
(g) Because it is expensive
(h) Because it is strange food

(25. (Narrator) : listen to a talk between two people

(man) : I’m thinking about how this electric oven works. Do you know?

(woman) : An electric oven uses kilowatt-hour of electricity in about 20 minutes, but one kilowatt-hour will power a TV for hours, run a 100 watt bulb for 1 hours, and keep an electric clock ticking for 3 months.

(narrator) : what are they talking about?

(e) The use of electric clock
(f) A TV power
(g) The use of an electric oven
(h) Electricity consumption

(26. On the recording you hear:

(man) : fish take in water all the time. The water flows in through the mouth over the gills and out through the sides of the head. When a fish takes in water, it is not drinking, but breathing. The gills absorb oxygen from the water. The body of fish is made up of the head, the trunk, and the tail fin. There are many different kinds of fish that have many different shapes and colors. Some fish are long and thin while others are flat and rounded. Most fish have bodies that are broad at the trunk region and narrow towards the head and tail.

(narrator) : what is the topic of the talk?
27. On the recording you hear:

(narrator) : listen to a talk about grammatical expression of aspect

(man) : if an aspectual meaning can be expressed with all or a significant number of the predicates of a language, the expression is grammatical. To be sure, that aspectual meaning may be somewhat different with different predicates, depending on their intrinsic semantic nature. In this meeting we examine three aspects that are incorporated into the grammatical system of English, prospective, perfect or perfective, and progressive.

(narrator) : what is the subject of the talk?

(e) An aspectual meaning
(f) The predicates of a language
(g) Grammatical expression of aspects
(h) Intrinsic semantic nature

(taken from Pakar Toefl, 2016: 317)

28. On the recording you hear:

(narrator) : listen to a talk about a representative English book

(woman) : a representative English book should contain many skills that students can learn. As in the curriculum there are four basic skills that students should gain after finishing their study. The four basic skills are considered as the basic competency needed by students. Those are listening, speaking, reading, and writing competencies. In this case, a representative English book should cope with all the basic ones very well.

(narrator) : what are the woman talking about?

(e) An English book for students
(f) Curriculum
(g) A representative English book
(h) Four basic skills in learning English

(taken from Pakar Toefl, 2016: 318)
29. On the recording you hear:

(narrator) : listen to the talk about expanding deserts

(woman) : three factors have combined to cause deserts to expand in size in many areas of the world. The first is overpopulation. It puts too much demand on the amount of land available for growing food. The second is unwise use of the land. The cutting down of trees for firewood, overgrazing (too many animals eating grass on too little land), and insufficient crop rotation are examples of unwise land use practices. The third factor that has led to an increase in the size of many deserts around the world is continued drought.

(narrator) : what is the woman talking about?

(e) Expanding deserts
(f) Overpopulation
(g) Overgrazing
(h) Drought desert

30. On the recording you hear:

(narrator) : listen to a talk about translation by computer

(man) : powerful capable of translating documents from one language into another have recently been developed in Japan. The process of machine translation is complex. To translate a document from English into Japanese for example, the computer first analyzes an English sentence, determining its grammatical structure and identifying the subject, verb, object, and modifier. Next, the words are translated by an English-Japanese dictionary

(narrator) : what is the man talking about?

(e) Powerful capable of translating documents
(f) The process of machine translation
(g) English-Japanese dictionary
(h) Translation by computer

(taken from Pakar Toefl, 2016: 367)
THE ANSWER KEY OF INFERENTIAL LISTENING
COMPREHENSION TEST

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APPENDIX A-6
RESEARCH INSTRUMENT OF THE UNDERSTANDING OF IDIOMATIC EXPRESSION TEST

THE UNDERSTANDING OF IDIOMATIC EXPRESSION TEST

NAME: 
S.R.N: 
CLASS: 

I. Answer the questions by choosing A, B, C, or D!

1. Man: the president has called off the meeting
   Woman: but why?
   Man: he had to leave the Capitol this morning
   What can we infer from the dialogue above?
   a. The president is busy
   b. The president leads a meeting
   c. The meeting is cancelled by the president
   d. The meeting is held in Capitol

2. Man: you can count on me whenever you are in trouble
   Woman: thanks. You are a real bestfriend
   What does the man mean?
   a. He is an accountant
   b. He is counting on her
   c. He is in trouble
   d. He will always be there for the woman

3. The students are running out of time to finish the assignment from the professor
   What does the statement above mean?
   a. The students do not have enough time finish the assignment
   b. The professor asked the student to run as an assignment
   c. The students do the assignment well
   d. The students have much time to do the assignment

4. Mike: Claire, it’s been a year! I’m so sick to you
   Claire: yes dear. I know. I’ll meet you this Sunday
   What does the man mean?
   a. He is sick
   b. He missed the woman
   c. He is sick of the woman
   d. He has been sick for a year
5. Many scientists said that Stephen Hawking’s ambition to find “The Theory of Everything” is out of the question. However, he successfully made it. What can we infer from the statement above?
   a. Stephen Hawking is not a scientist
   b. Stephen Hawking cannot find the theory of everything
   c. Other scientists questioned Stephen Hawking’s theory
   d. Other scientists thought that Stephen’s theory of everything is impossible

6. Woman: I need someone to look after my cat when I am on my vacation.
   Man: you better take your cat to the pet shop. They will take care of your cat very well.
   What does the underlined word mean?
   a. Feeding the cat
   b. Put the cat in the cage
   c. Love the cat
   d. Take care of the cat

7. King George: you have to stick to the code or there will be war!
   Robin Hood: yes, my Lord.
   What can we infer from the dialogue above?
   a. The King wanted a war
   b. The king is angry
   c. The King warned Robin Hood to obey the rule
   d. The King waned Robin Hood to stick to the war

8. Joyce: I think I should give up. This mission is impossible to accomplish
   Ethan: No! You have to finish this mission. I know you can do it.
   What does the underlined word mean?
   a. Joyce thinks that she can do the mission
   b. She is optimistic
   c. She is pessimistic that the mission can be accomplished by her alone
   d. She wants to stop working on the mission

9. Man: Oh God! Mathematic is so complicated. I hate it the most
   Woman: Really? It’s just a piece of cake for me.
   What does the woman mean?
   a. Mathematics is easy
   b. Mathematics is difficult
   c. She loves cake
d. Making cake is as difficult as learning mathematics

10. Man: She is so beautiful. I can’t help falling in love with her.
   What does the man mean?
   a. He loves her so much
   b. He is never falling in love
   c. He helps the woman to fall in love
   d. The beautiful woman falls in love

11. Woman: It’s so noisy that I can hear a pin drop.
   What does the woman mean?
   a. It is so crowded
   b. The condition is very noisy
   c. It’s very quiet
   d. A pin has been dropped

12. Man: I cannot join the game since I broke my hand in the accident last month.
   What does the man mean?
   a. The man broke his hand intentionally
   b. He had an accident that makes his hand broken
   c. He had accident to break his hand
   d. He is broken hearted

13. Man: I wonder that everything she does, she always successfully sugar my pills.
   What does the underlined word mean?
   a. The man needs pills
   b. The woman gives the man pills
   c. The woman puts sugar on the pills
   d. The woman always makes the man happy

14. Woman: I am walking on air since I know that Dad bought me a new car.
   What does the woman mean?
   a. She is very happy
   b. She is very rich
   c. She wants to buy a new car
   d. She has a new car that can walk on air

15. Man: Do you know Will Smith and his son Jaden Smith?
   Woman: I thought that name doesn’t ring any bells with me
What does the woman mean?
a. She knew Will Smith and Jaden Smith
b. She doesn’t know how to ring the bell
c. Will Smith and Jaden Smith is unfamiliar for her
d. Will Smith gave her a ring

16. Woman: compared to other singers, Adele has the best album this year.
Man: you can say that again!
What does the man mean?
  a. He totally agreed with the woman
  b. He wants the woman to repeat what she was saying
  c. He disagreed with the woman
  d. He doesn’t think that Adele has the best album

17. Man: I will persuade Mr. Hobbs to accept my thesis title
Woman: Don’t make me laugh! You know how stubborn he is.
What does the woman mean?
  a. She agreed with the man
  b. She laugh with the man
  c. Mr. Hobbs must accept the title
  d. She thought that it is impossible to persuade Mr. Hobbs

II. Determine the correct meaning of the underlined word by choosing A, B, C, or D!

18. The government rose the tax for automotive companies.
   a. Increase
   b. Flowers
   c. A girl named Rose
   d. A representative of the government

19. At the end of the day, the President signed the code that cigarettes are now prohibited.
   a. At evening
   b. At the last day he becomes a president
   c. At the beginning
   d. At last

20. The asteroid disappeared as it passed the black hole.
   a. a hole on the ground
   b. a dark hole like a cave
   c. a mysterious hole in the space
21. She always makes me happy and I proudly say that she is the apple of my eye.
   a. She likes apples
   b. She is always happy
   c. She is a special person
   d. She put apples in her eyes

22. This diamond ring costs an arm and a leg. Only a billionaire can have it.
   a. The ring should be bought by a billionaire
   b. The ring is extremely expensive
   c. The ring is for arms or legs
   d. A billionaire pay the ring with his arm and his leg

23. After many confrontations, finally Donald Trump takes the chair of USA
   a. Donald Trump becomes the president of USA
   b. Donald Trump creates a confrontation
   c. Donald Trump bought a chair from America
   d. There are many confrontation about the chair

24. I am really touched to see that Ronaldo willingly gives his hand to children in Syria
   a. Ronaldo cut his hand and gave it to children of Syria
   b. Ronaldo touched a child in Syria
   c. Ronaldo likes to help children in Syria
   d. Ronaldo has children in Syria

25. The law separated me from my flesh and blood. I miss them so much
   a. The law prohibited people to eat flesh
   b. The man missed the taste of meat
   c. The man is blooded
   d. The man missed his children
III. Find the most appropriate interpretation of the idiomatic expression on the following discourses by choosing A, B, C, or D!

1. What does the discourse mean?
   a. Buying cows by cash
   b. Buying cows by credits
   c. Getting profits from cow business
   d. Having a very good and profitable business

2. What does the discourse mean?
   a. The big secret should be revealed
   b. We should not keep a cat on a bag
   c. We should keep a cat on a cage
   d. Someone puts a cat on a bag

3. What does the discourse mean?
   a. The meaning of life is provided in the computer
   b. The man asking about computer
   c. People nowadays are so addicted to computer
   d. The old man knows nothing about computer

4. What does the discourse mean?
   a. As a blacksmith, the main job is striking iron
   b. We have to use the chance or we are going to lose it if we waste it.
   c. We have to strike the iron while it is still hot
   d. Striking hot iron is easy

5. What does the discourse mean?
6. a. The man had never done something bad
   b. The man loves to whistle
   c. The man broke any law
   d. The man often do wrong things

   What is the discourse about?
   a. A speech in someone’s funeral ceremony
   b. The cows love green grass
   c. The cows spilt the milk
   d. The bucket is kicked

7. a. A tiger sleeps
   b. A strong person will not be bothered by other people’s criticism
   c. A tiger sleeps after eating a sheep
   d. A tiger lose a sheep

   What does the meaning of the discourse?
   a. We have to look at the stars
   b. We have to dream high but we should not also forget the reality
   c. Human is destined to live on earth, and not on the stars
   d. The feet touches the ground

8. a. The man had never done something bad
   b. The man loves to whistle
   c. The man broke any law
   d. The man often do wrong things

9. What does the discourse mean?
a. Seven is less than eight
b. We have to stand up eight times
c. We should not give up
d. We should stand after falling down

10.

What does the discourse mean?
a. People often say “oops”
b. Everything has a risk, so it is better to try than not.
c. “What if” is used to express risks
d. It is good to say oops
# THE ANSWER KEY OF

## THE UNDERSTANDING OF IDIOMATIC EXPRESSION TEST

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APPENDIX A-7

RESEARCH INSTRUMENT OF THE INTENSITY OF WATCHING ENGLISH MOVIES

**Questionnaire of Students’ Intensity of Watching English Movie**

Nama :  
NIM :  
Kelas/Smt :  

- Berikan tanda centang (V) pada kolom pernyataan berikut sesuai dengan pendapat dan keadaan Anda yang sebenarnya.
- Jawaban Anda tidak akan mempengaruhi nilai Anda pada mata kuliah terkait.
- Keterangan:
  - STS : Sangat Tidak Setuju
  - TS : Tidak Setuju
  - S : Setuju
  - SS : Sangat Setuju

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<td>Saya lebih tertarik pada film barat yang berbahasa Inggris daripada jenis film yang lain</td>
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<td>Saya menonton film berbahasa Inggris untuk meningkatkan basic skill bahasa Inggris saya.</td>
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<td>Dalam satu minggu, saya bisa menghabiskan lebih dari 6 jam untuk menonton film berbahasa Inggris</td>
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<td>Saya menonton film berbahasa Inggris untuk mendapatkan contoh nyata penggunaan bahasa Inggris dalam kehidupan sehari-hari</td>
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<td>Saya menonton film berbahasa Inggris untuk mengisi waktu luang.</td>
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<td>Saya menonton film berbahasa Inggris untuk mempelajari Bahasa Inggris dalam konteks penggunaannya.</td>
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<td>Saya merasa senang dengan segala hal yang berkaitan dengan film berbahasa Inggris dan aktivitas menonton film itu sendiri</td>
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<td>Saya menonton film berbahasa Inggris untuk membantu saya menambah pengetahuan tentang berbahasa Inggris</td>
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<td>Saya menonton sebuah film berbahasa Inggris karena saya mengidolakan salah satu aktor yang berperan dalam film tersebut.</td>
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<td>Saya menonton film berbahasa Inggris untuk menambah wawasan bahasa dan budaya.</td>
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<td>Saya menyempatkan waktu untuk refreshing dengan menonton film berbahasa Inggris disela-sela kesibukan saya.</td>
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<td>Saya berharap dengan menonton film berbahasa Inggris, penguasaan bahasa Inggris saya akan semakin baik.</td>
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<td>Menurut saya, menonton film bukan kegiatan yang membuang-buang waktu</td>
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<td>Bagi saya, menonton film adalah salah satu aktivitas santai yang selalu ingin saya lakukan.</td>
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<td>Dalam satu minggu, saya pasti menonton setidaknya satu film berbahasa Inggris untuk mengisi waktu luang saya.</td>
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<td>Saya selalu bersemangat dan antusias saat menonton film berbahasa Inggris</td>
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<td>Saya menonton film bahasa Inggris untuk dapat mempelajari budaya asing dalam film tersebut (Cross Cultural Understanding).</td>
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<td>Sebagai mahasiswa jurusan pendidikan Bahasa Inggris, saya suka menonton film bahasa Inggris karena dapat menjadi sarana belajar bahasa Inggris saya</td>
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<td>Saya lebih suka menonton film berbahasa Inggris karena saya bisa mendapatkan hiburan sekaligus pembelajaran bahasa Inggris yang saya perlukan di perkuliahan.</td>
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<td>Saya senang menonton film karena saya kurang suka dengan kegiatan outdoor yang melelahkan</td>
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<td>Saya lebih suka menggunakan waktu luang saya untuk menonton film daripada kegiatan outdoor</td>
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<td>Saya berharap dengan aktivitas menonton film bahasa Inggris, saya dapat meningkatkan prestasi saya sebagai mahasiswa jurusan Pendidikan Bahasa Inggris</td>
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<td>Saya selalu menonton film berbahasa Inggris pada akhir pekan.</td>
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<td>Saya lebih tertarik pada film berbahasa Inggris karena dapat menambah pengetahuan saya, terutama mengenai bahasa Inggris.</td>
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<td>Saya merasa senang setelah menonton film berbahasa Inggris</td>
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<td>Saya menonton film berbahasa Inggris agar terlihat ‘keren’ dan ‘up to date’ di depan teman-teman saya</td>
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<td>Saya menonton film berbahasa Inggris untuk mempelajari pronunciation dari native speaker dalam film tersebut</td>
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<td>Saya lebih tertarik terhadap tugas dari dosen yang berkaitan dengan video/film berbahasa Inggris.</td>
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Table 9. The Recapitulation of the item analysis of inferential listening test

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TABLE 10. THE COMPUTATION TO OBTAIN THE RELIABILITY OF INFERENTIAL LISTENING TEST

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\[ \Sigma x = 457 \quad \Sigma y = 387 \]
\[ \bar{x} = 15,2 \quad \bar{y} = 12,9 \]

\[ \Sigma x^2 = 173,4 \quad \Sigma y^2 = 190,7 \quad \Sigma xy = 74,7 \]
To obtain the reliability of inferential listening test, the correlation coefficient is obtained first using Pearson Product Moment Formula:

\[
    r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}
\]

\[
    = \frac{74.7}{\sqrt{(173.4)(190.7)}}
\]

\[
    = \frac{74.7}{\sqrt{(33067.38)}}
\]

\[
    = \frac{74.7}{181.84}
\]

\[
    = 0.410800704
\]

The result of Pearson Product Moment computation then substituted to Spearman-Brown formula:

\[
    r_{11} = \frac{2r}{1 + r}
\]

\[
    = \frac{2(0.410800704)}{1 + 0.410800704}
\]

\[
    = \frac{0.821601408}{1.410800704}
\]

\[
    = 0.582366323 = 0.582
\]

The result of computation of \(r_{11} = .582\) is significant because it is higher than the \(r\)-table (\(r_t = 0.463\) by the degree of significance of 1%).
Table 12. The Recapitulation of the item analysis of Idiomatic Expression test

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TABLE 13. THE COMPUTATION TO OBTAIN THE RELIABILITY OF IDIOMATIC EXPRESSION TEST

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\[ \Sigma x = 450 \quad \Sigma y = 485 \]

\[ \bar{x} = 15 \quad \bar{y} = 16,17 \]

\[ \Sigma x^2 = 342 \quad \Sigma y^2 = 286,17 \quad \Sigma xy = 201 \]
To obtain the reliability of idiomatic expression test, the correlation coefficient is obtained first using Pearson Product Moment Formula:

\[ r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2} \sqrt{\sum y^2}} \]

\[ = \frac{201}{\sqrt{(342)(286.17)}} \]

\[ = \frac{201}{\sqrt{(97870.14)}} \]

\[ = \frac{201}{312.84} \]

\[ = 0.642500959 \]

The result of Pearson Product Moment computation then substituted to Spearman-Brown formula:

\[ r_{11} = \frac{2r}{1 + r} \]

\[ = \frac{2(0.642500959)}{1 + 0.642500959} \]

\[ = \frac{1.28500192}{1.642500959} \]

\[ = 0.7823447 = 0.782 \]

\[ r_t = 0.463 \]

The result of computation of \( r_{11} = .782 \) is significant because it is higher than the \( r \)-table \( (r_t = 0.463 \) by the degree of significance of 1\%).
APPENDIX C-1.

The Main Data of Inferential Listening Comprehension, the Intensity of Watching English Movies, and the Understanding of Idiomatic Expression.

Table 15. The Result of Inferential Listening Test (Y), the Intensity of Watching English Movies (X1), and the Understanding of Idiomatic Expression Test (X2)

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<td>22326</td>
<td>99633</td>
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The total values for the sums of squares are calculated as follows:

- ΣY^2 = 18702, ΣX1^2 = 83438, ΣX2^2 = 18702
Appendix C-2

Mean, Deviation Standard, Mode, and Median of Inferential Listening Test (Y), the Intensity of Watching English Movies (X₁), and the Understanding of Idiomatic Expression Test (X₂)

Table 16. Mean, Deviation Standard, Mode, and Median of Inferential Listening Test (Y), the Intensity of Watching English Movies (X₁), and the Understanding of Idiomatic Expression Test (X₂)

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Appendix D

MULTIPLE LINEAR REGRESSION

1. Determining Regression Equation

The regression Equation is formulated as follows:

\[ \hat{Y} = b_0 + b_1 x_1 + b_2 x_2 \]

The coefficient of constant value of \( b_0 \), \( b_1 \) and \( b_2 \) is obtained by means of this following formula:

\[ b_0 = \bar{Y} - b_1 \bar{x}_1 - b_1 \bar{x}_2 \]

\[ b_1 = \frac{(\Sigma x_1^2)(\Sigma x_1 y) - (\Sigma x_1 x_2)(\Sigma x_2 y)}{(\Sigma x_1^2)(\Sigma x_2^2) - (\Sigma x_1 x_2)^2} \]

\[ b_2 = \frac{(\Sigma x_1^2)(\Sigma x_2 y) - (\Sigma x_1 x_2)(\Sigma x_2 y)}{(\Sigma x_1^2)(\Sigma x_2^2) - (\Sigma x_1 x_2)^2} \]

In order to be able to use the formula, the following value should be obtained first.

\[ \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N} \]

\[ = 15705 - \frac{(679)^2}{30} \]

\[ = 15705 - 61.041 \]

\[ = 15705 - 15368.03 \]

\[ = 336.97 \]
\[\sum x_1^2 = \sum x_1^2 - \frac{(\Sigma x_1)^2}{N}\]

\[= 445620 - \frac{(3636)^2}{30}\]

\[= 445620 - \frac{13220496}{30}\]

\[= 445620 - 440683.2\]

\[= 4936.8\]

\[\sum x_2^2 = \sum x_2^2 - \frac{(\Sigma x_2)^2}{N}\]

\[= 22326 - \frac{(812)^2}{30}\]

\[= 22326 - \frac{659344}{30}\]

\[= 22326 - 21978.13\]

\[= 347.87\]

\[\sum x_1 y = \sum x_1 y - \frac{(\Sigma x_1)(\Sigma x_2)}{N}\]

\[= 83438 - \frac{(3636)(679)}{30}\]

\[= 83438 - \frac{2468844}{30}\]

\[= 445620 - 82294.8\]

\[= 1143.2\]
The next step is finding the coefficient of constant value of $b_0$, $b_1$ and $b_2$ by using this following formula:

$$b_1 = \frac{(\Sigma x_2^2)(\Sigma x_1 y) - (\Sigma x_1 x_2)(\Sigma x_2 y)}{(\Sigma x_1^2)(\Sigma x_2^2) - (\Sigma x_1 x_2)^2}$$

$$b_1 = \frac{(347.87)(1143.2) - (1218.6)(323.73)}{(4936.8)(347.87) - (1218.6)^2}$$

$$b_1 = \frac{(397684.984) - (394497.378)}{(1717364.62) - (1484985.96)}$$

$$b_1 = \frac{(3187.606)}{(232378.66)}$$

$$b_1 = 0.0137172923$$
Then, the multiple regression equation of $Y$, $X_1$ and $X_2$ can be formulated as follows:

$$\hat{Y} = -118.9 + .013x_1 + 5.17x_2$$

2. Testing the Significance of Multiple Linear Regression

The formula is as follows:

$$F = \frac{JK_{(reg)} / k}{JK_{(s)} / (N - k - 1)}$$

$$JK_{(reg)} = b_1 \sum x_1y + b_2 \sum x_2y$$

$$= (.013)(114.2) + (5.17)(323.73)$$

$$= (14.86) + (1673.68)$$

$$= 1688.54$$
$, JK(s) = \sum y^2 - JK_{(reg)}$

$= 336.97 - 1688.54$

$= -1351.57$

\[
F = \frac{JK_{(reg)} / k}{JK(s) / (N - k - 1)}
\]

\[
F = \frac{1688.54 / 2}{1351.57 / (27)}
\]

\[
F = \frac{844.27}{50.06}
\]

\[
F = 16.86515
\]

The result is then consulted to the table of F distribution (Ft). The value of Ft with degree of freedom (d.f) is 2:27 at 1% level of significance is 5.49. It is obvious that F0 > Ft, meaning that F0 is significant. The conclusion is that the obtained regression equation, especially the regression coefficient on the whole is significant.
Appendix E

MULTIPLE CORRELATION ANALYSIS

1. Determining the Correlation Coefficient among the variables by using simple correlation formula as follows:

\[ r_{x_1x_2} = \frac{\sum x_1x_2}{\sqrt{\left(\sum x_1^2\right)\left(\sum x_2^2\right)}} \]

\[ = \frac{1218.6}{\sqrt{(4936.8)(347.87)}} \]

\[ = \frac{1218.6}{\sqrt{1717364.62}} \]

\[ = \frac{1218.6}{1310.48} \]

\[ = 0.929 \]

\[ r_{x_1y} = \frac{\sum x_1y}{\sqrt{\left(\sum x_1^2\right)\left(\sum y^2\right)}} \]

\[ = \frac{1143.2}{\sqrt{(4936.8)(336.97)}} \]

\[ = \frac{1143.2}{\sqrt{1663553.5}} \]

\[ = \frac{1143.2}{1289.79} \]

\[ = 0.886 \]
\[ r_{x_2y} = \frac{\sum x_2y}{\sqrt{(\sum x_2^2)(\sum y^2)}} = \frac{323.73}{\sqrt{117221.75}} \]
\[ = \frac{323.73}{342.38} = 0.945 \]

\[ r_{12} = r_{x_1x_2} = .929 \]
\[ r_{y1} = r_{x_1y} = .886 \]
\[ r_{y2} = r_{x_2y} = .945 \]

Then, to determine the coefficient of multiple correlation between Y and \( X_1 \) and \( X_2 \) simultaneously, the following equation is used:

\[ R_{y12}^2 = \frac{(r_{y1})^2 + (r_{y2})^2 - 2(r_{y1})(r_{y2})(r_{12})}{(1 - (r_{12})^2)} \]
\[ = \frac{(0.886)^2 + (0.945)^2 - 2(0.886)(0.945)(0.929)}{(1 - (0.929)^2)} \]
\[ = \frac{0.784996 + 0.893025 - 1.55564766}{1 - 0.863041} \]
\[ = \frac{0.12237334}{0.136959} \]
\[ R_{y12}^2 = 0.893503457 \]
\[ R_{y12} = \sqrt{0.893503457} \]
\[ R_{y12} = 0.945253118 = 0.945 \]
2. Testing the Significance of Multiple Correlation Coefficient

\[ F = \frac{r^2/k}{(1 - R)/(N - k - 1)} \]

\[ F = \frac{0.894/2}{(1 - 0.945)/(30 - 2 - 1)} \]

\[ = \frac{0.447}{0.55/27} \]

\[ = \frac{0.447}{0.0021} \]

\[ = 212.85 \]

This F ratio is then consulted to the F distribution (Ft) with d.f = 2:27 and \( \alpha=.01 \). it is found that the Ft = 5.49. it is obvious that the Fo is much greater than Ft, meaning that the correlation coefficient is significant.
Appendix F

PARTIAL CORRELATION ANALYSIS

1. Determining the coefficient of partial correlation analysis

It has been computed before that the coefficient of $r_{12}, r_{y1},$ and $r_{y2}$ are $r_{12} = r_{1x2} = 0.929$, $r_{y1} = r_{x1y} = 0.886$, and $r_{y2} = r_{x2y} = 0.945$

The coefficient of partial correlation can be obtained by this following formula:

$$r_{y12} = \frac{r_{y1} - (r_{y2})(r_{12})}{\sqrt{(1 - r_{y2})(1 - r_{12})}}$$

$$= \frac{0.886 - (0.945)(0.929)}{\sqrt{(1 - 0.945)(1 - 0.929)}}$$

$$= \frac{0.886 - 0.878}{\sqrt{(0.055)(0.071)}}$$

$$= \frac{0.008}{\sqrt{0.003905}}$$

$$= \frac{0.008}{0.0625}$$

$$= 0.128$$

$$r_{y21} = \frac{r_{y2} - (r_{y1})(r_{12})}{\sqrt{(1 - r_{y1})(1 - r_{12})}}$$

$$= \frac{(0.945) - (0.886)(0.929)}{\sqrt{(1 - 0.886)(1 - 0.929)}}$$

$$= \frac{0.945 - 0.823}{\sqrt{(0.114)(0.071)}}$$

$$= \frac{0.122}{\sqrt{0.08094}}$$

$$= 0.122 \div 0.9$$

$$= 0.124$$
2. Testing the significance of the coefficient of partial correlation

The formula used is as follows:

\[ t_1 = \frac{r_{y12}\sqrt{N - 3}}{\sqrt{1 - (r_{y12})^2}} \]

\[ = \frac{0.128\sqrt{30 - 3}}{\sqrt{1 - (0.128)^2}} \]

\[ = \frac{(0.128)(5.19615242)}{\sqrt{1 - 0.016384}} \]

\[ = \frac{0.665}{\sqrt{0.983616}} \]

\[ = \frac{0.665}{0.0992} \]

\[ = 6.703 \]

\[ t_2 = \frac{r_{y21}\sqrt{N - 3}}{\sqrt{1 - (r_{y21})^2}} \]

\[ = \frac{0.124\sqrt{30 - 3}}{\sqrt{1 - (0.128)^2}} \]

\[ = \frac{(0.124)(5.19615242)}{\sqrt{1 - 0.015376}} \]

\[ = \frac{0.644229}{\sqrt{0.984624}} \]

\[ = \frac{0.644229}{0.099228218} \]

\[ = 6.493 \]

The result of the t-test (t₁=6.703 and t₂=6.493) are then consulted to t distribution table with d.f = 2:27 and α=.01. It is found that t₁> t₀ and t₂> t₀, meaning that t₁ and t₂ are significant. Then, it can be concluded that ry₁₂ and ry₂₁ are significant.
APPENDIX G-1

INFERENTIAL LISTENING COMPREHENSION TEST

(TRY OUT)

Name: 
S.R.N: 
Class: 

I. Listen the tape carefully and answer the question by choosing A, B, C, or D!

II. The tape will be played twice (back to number 1 after the last number of the test)

1. (a) The man prefers dolphins to chimpanzees
   (b) The chimpanzees are cleverer than the dolphins
   (c) The man doesn’t agree with the woman
   (d) The man has the same opinion as the woman
      (taken from: Pakar Toefl, 2016: 259) (part A)

2. (a) She is angry
    (b) She is happy
    (c) She is fine
    (d) She wants to study with the man
       (taken from: Pakar Toefl, 2016: 258)

3. (a) The man wants to buy a ring for the woman
    (b) The man has some problem and then call the woman
    (c) The man will not call the woman if there are not any problems
    (d) The man will see the woman at five.
       (taken from: Pakar Toefl, 2016: 260) (part A)

4. (a) The gold is more expensive than the diamond.
    (b) The gold and diamond have similar price.
    (c) The diamond is more expensive than the gold.
    (d) The gold is the most expensive.
       (taken from: Pakar Toefl, 2016: 309) (part A)
5.  
(a) The man is fine 
(b) The man ignores the woman 
(c) The man feels sad 
(d) The man feels angry  
(taken from: Pakar Toefl, 2016: 258)

6.  
(a) He wants to say apologize  
(b) He wants to express grateful  
(c) He wants to express sympathy  
(d) He wants to say praise  
(taken from: Pakar Toefl, 2016: 307)

7.  
(a) The man stay there for a moment. 
(b) Th man and the woman see the strange men. 
(c) The man asks the woman to do nothing.  
(d) The man asks the woman to go from that place.  
(taken from: Pakar Toefl, 2016: 261) (part A)

8.  
(a) The bears use the fur to protect them from cold  
(b) The bears use the fur as towel  
(c) The fur is used as accessories  
(d) The fur is used for flying  
(taken from: Pakar Toefl, 2016: 259)

9.  
(a) He probably goes to the canteen. 
(b) He probably leaves the class  
(c) He probably goes to the woman’s house  
(d) He probably goes to the class with the woman.  
(taken from: Pakar Toefl, 2016: 263) (part A)

10.  
(a) He expresses happiness  
(b) He expresses fear  
(c) He expresses embarrassment  
(d) He expresses anger  
(taken from: Pakar Toefl, 2016: 308)
11.  
(a) Yesterday, it was also raining  
(b) Yesterday, it wasn’t raining  
(c) The rain dropped all week  
(d) The rain was not a problem for him  
(taken from: Pakar Toefl, 2016: 310) (part A)

12.  
(a) He likes to be a teller  
(b) He doesn’t like to be a teller  
(c) He likes to be a receptionist  
(d) He wants to be a receptionist  
(taken from: Pakar Toefl, 2016: 356) (Part A)

13.  
(a) He gives her advice  
(b) He gives her a wallet  
(c) He gives her direction  
(d) He gives her nothing  
(taken from: Pakar Toefl, 2016: 311)

14.  
(a) She always open her eyes  
(b) She wants to check the man’s eyes  
(c) She suggests the man to stay cautious  
(d) She asks the man to see her  
(taken from: Pakar Toefl, 2016: 307) (part A)

15.  
(a) She doesn’t like those people  
(b) She really admires those people  
(c) She likes them very much  
(d) She wants to be part of them  
(taken from: Pakar Toefl, 2016: 313) (part A)

16.  
(a) She expresses the love  
(b) She expresses anger  
(c) She expresses annoyance  
(d) She expresses sadness  
(taken from: Pakar Toefl, 2016: 312)
17. (a) They probably visit Kate  
(b) They probably go back to school  
(c) They probably go home  
(d) They are probably still chatting  
(taken from: Pakar Toefl, 2016: 314) (part A)

18. (a) Alice is smarter than Helen  
(b) Alice is the smartest  
(c) Helen is smarter than Alice  
(d) Helen and Alice have the same intelligence  
(taken from: Pakar Toefl, 2016: 357) (part A)

19. (a) She is giving the man support  
(b) She asks the man to give up  
(c) She asks the man to find some help  
(d) She thinks the man should stop  
(taken from: Pakar Toefl, 2016: 361)

20. (a) He wants to cut his hands because of her  
(b) He borrows he hands  
(c) He wouldn’t help her  
(d) He would help her  
(taken from: Pakar Toefl, 2016: 355) (part A)

21. (a) He probably goes away  
(b) He probably leaves the woman alone  
(c) He probably buys the woman those books  
(d) He probably takes some historical books for her  
(taken from: Pakar Toefl, 2016: 357) (Part A)

22. (a) English native speakers  
(b) American English vocabularies  
(c) Art and agriculture sectors that influence the American culture  
(d) American culture  
(taken from Pakar Toefl, 2016: 364)
23. (a) The woman and the man have different opinion about the jacket  
(b) The woman disagrees with the man  
(c) The woman likes the jacket  
(d) The woman and the man have similar opinion about the jacket.  
(taken from: Pakar Toefl, 2016: 406) (part A)

24. (a) He couldn’t sleep last night  
(b) He was hospitalized  
(c) He took care of the woman  
(d) He was at home  
(taken from: Pakar Toefl, 2016: 264)

25. (a) The man  
(b) The woman  
(c) The man’s friend  
(d) The plumber

26. (a) The hot water  
(b) The use of the sun’s energy  
(c) The process of heating water by using the sun’s rays  
(d) Three steps in trapping the sun’s rays  
(taken from Pakar Toefl, 2016: 362)

27. (a) She should use the best paper  
(b) She should use proper terminology  
(c) She should use an expensive pen  
(d) She should use her imagination  
(taken from: Pakar Toefl, 2016: 363)

28. (a) Because he has many children  
(b) Because he doesn’t work  
(c) Because his wife is always busy and doesn’t have time for him  
(d) Because he has no money and his wife should work  
(taken from: Pakar Toefl, 2016: 364)
29. 
(a) An electric oven 
(b) A television 
(c) A bulb 
(d) An electric clock
(taken from: Pakar Toefl, 2016: 315)(part B)

30. 
(a) They are the double-helix structure of DNA discoverers 
(b) They are actors 
(c) They are scientist 
(d) They are historians

31. 
(a) They are talking about Prince William’s marriage 
(b) They are talking about Pince William’s girlfriend 
(c) They are talking about everybody in the world 
(d) They are talking about a gorgeous moment 
(taken from Pakar Toefl, 2016: 315)

32. 
(a) He hates seafood 
(b) He hates garlic 
(c) He hates snails with garlic 
(d) He hates butter 
(taken from: Pakar Toefl, 2016: 265)

33. 
(a) Because she doesn’t like the taste 
(b) Because she is allergic 
(c) Beause it is expensive 
(d) Because it is strange food 
(taken from: Pakar Toefl, 2016: 265)

34. 
(a) The woman 
(b) Kate 
(c) Kate’s mother 
(d) The man 
(taken from: Pakar Toefl, 2016: 266)
35. (a) The use of electric clock  
(b) A TV power  
(c) The use of an electric oven  
(d) Electricity consumption  
(taken from Pakar Toefl, 2016: 269)

36. (a) Live in water  
(b) Water  
(c) Fish  
(d) Mouth  
(taken from Pakar Toefl, 2016: 269)

37. (a) An aspectual meaning  
(b) The predicates of a language  
(c) Grammatical expression of aspects  
(d) Intrinsic semantic nature  
(taken from Pakar Toefl, 2016: 317)

38. (a) An English book for students  
(b) Curriculum  
(c) A representative English book  
(d) Four basic skills in learning English  
(taken from Pakar Toefl, 2016: 318)

39. (a) Expanding deserts  
(b) Overpopulation  
(c) Overgrazing  
(d) Drought desert

40. (a) Powerful capable of translating documents  
(b) The process of machine translation  
(c) English-Japanese dictionary  
(d) Translation by computer  
(taken from Pakar Toefl, 2016: 367)
### THE ANSWER KEY OF INFERENTIAL LISTENING TEST (TRY OUT)

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APPENDIX G-2

INFERENTIAL LISTENING COMPREHENSION TEST WITH AUDIO TRANSCRIPTION (TRY-OUT)

Name:
S.R.N:
Class:

III. Listen the tape carefully and answer the question by choosing A, B, C, or D!
IV. The tape will be played twice (back to number 1 after the last number of the test)

1. On the recording you hear:
   (woman) : do you know the most clever animals after man are the chimpanzees?
   (man) : I don’t think so. Dolphins are cleverer than these big apes.
   (narrator) : what does the man mean?

   (a) The man prefers dolphins to chimpanzees
   (b) The chimpanzees are cleverer than the dolphins
   (c) **The man doesn’t agree with the woman**
   (d) The man has the same opinion as the woman
       (taken from: Pakar Toefl, 2016: 259) (part A)

2. On the recording you hear:
   (man) : oh, I’m sorry, I don’t bring your book.
   (woman) : you’re nuts! I need to study for the test.
   (narrator) : what does the woman probably feel?

   (a) **She is angry**
   (b) She is happy
   (c) She is fine
       (d) She wants to study with the man
       (taken from: Pakar Toefl, 2016: 258)

3. On the recording you hear:
   (woman) : I am not working now. What time will you be back?
   (man) : about five. But I will ring you if there are any problems.
   (narrator) : what does the man imply?
(a) The man wants to buy a ring for the woman.
(b) The man has some problem and then call the woman.
(c) **The man will not call the woman if there are not any problems**
(d) The man will see the woman at five.
   (taken from: Pakar Toefl, 2016: 260) (part A)

4. On the recording you hear:
   (woman) : It is a fact that this gold is expensive.
   (man) : I don’t think so. The diamond is the most expensive.
   (narrator) : what does the man imply?
   
   (a) The gold is more expensive than the diamond.
   (b) The gold and diamond have similar price.
   (c) **The diamond is more expensive than the gold.**
   (d) The gold is the most expensive.
   (taken from: Pakar Toefl, 2016: 309) (part A)

5. On the recording you hear:
   (woman) : Hello, how are you?
   (man) : hi, I can’t accept it.
   (narrator) : what does the man mean?

   (a) The man is fine
   (b) The man ignores the woman
   (c) **The man feels sad**
   (d) The man feels angry
   (taken from: Pakar Toefl, 2016: 258)

6. On the recording you hear:
   (woman) : I warn you for your own good
   (man) : I know. Thanks a lot
   (narrator) : what does the man try to say?

   (a) He wants to say apologize
   (b) He wants to express grateful
   (c) **He wants to express sympathy**
   (d) He wants to say praise
   (taken from: Pakar Toefl, 2016: 307)

7. On the recording you hear:
   (woman) : the strange men are looking at us now.
   (man) : well, it is not safe here
   (narrator) : what does the man probably do?
(a) The man stay there for a moment.
(b) Th man and the woman see the strange men.
(c) The man asks the woman to do nothing.
(d) **The man asks the woman to go from that place.**

(taken from: Pakar Toefl, 2016: 261) (part A)

8. On the recording you hear:

   (woman) : why do pole bears have thick fur?
   (Man) : because they live in cold place
   (narrator) : what does the man imply?

   (a) **The bears use the fur to protect them from cold**
   (b) The bears use the fur as towel
   (c) The fur is used as accessories
   (d) The fur is used for flying

   (taken from: Pakar Toefl, 2016: 259)

9. On the recording you hear:

   (woman) : By the way, the class has already started.
   (man) : Yes. Lets go to the class.
   (narrator) : What does the man probably do?

   (a) He probably goes to the canteen.
   (b) He probably leaves the class
   (c) He probably goes to the woman’s house
   (d) **He probably goes to the class with the woman.**

   (taken from: Pakar Toefl, 2016: 263) (part A)

10. On the recording you hear:

   (woman) : Don’t worry about that. You are going to be okay.
   (man) : But this failure makes me shy.
   (narrator) : what does the man express?

   (a) He expresses happiness
   (b) He expresses fear
   (c) **He expresses embarrassment**
   (d) He expresses anger

   (taken from: Pakar Toefl, 2016: 308)
11. On the recording you hear:
   (woman): (kling.. kring...) Hello, Sam, I don’t want to go to the campus today because it is raining,
   (man): Yes, the same thing happened yesterday.
   (narrator): What does the man imply?
   (a) Yesterday, it was also raining
   (b) Yesteday, it wasn’t raining
   (c) The rain dropped all week
   (d) The rain was not a problem for him
   (taken from: Pakar Toefl, 2016: 310) (part A)

12. On the recording you hear:
   (woman): what kind of work do you like? A receptionist or a teller?
   (man): well, I prefer a teller to a receptionist
   (narrator): what does the man mean?
   (a) He likes to be a teller
   (b) He doesn’t like to be a teller
   (c) He likes to be a receptionist
   (d) He wants to be a receptionist
   (taken from: Pakar Toefl, 2016: 356) (Part A)

13. On the recording you hear:
   (woman): I just found this wallet. What should I do?
   (man): take it to the police
   (narrator): what does the man try to give the woman?
   (a) He gives her advice
   (b) He gives her a wallet
   (c) He gives her direction
   (d) He gives her nothing
   (taken from: Pakar Toefl, 2016: 311)

14. On the recording you hear:
   (man): I’ll tell you if I get that.
   (woman): but you keep your eyes open, Leo
   (narrator): what does the woman mean?
(a) She always open her eyes
(b) She wants to check the man’s eyes
(c) She suggests the man to stay cautious
(d) She asks the man to see her

(taken from: Pakar Toefl, 2016: 307) (part A)

15. On the recording you hear:
   (man) : what is your opinion about those people?
   (woman) : well, I want to put them on a desert island and let them fight out!
   (narrator) : what does the woman imply?

(a) She doesn’t like those people
(b) She really admires those people
(c) She likes them very much
(d) She wants to be part of them

(taken from: Pakar Toefl, 2016: 313) (part A)

16. On the recording you hear:
   (woman) : look, caterpillars are everywhere!
   (man) : that’s really a bother
   (narrator) : what does the woman imply?

(a) She expresses the love
(b) She expresses anger
(c) She expresses annoyance
(d) She expresses sadness

(taken from: Pakar Toefl, 2016: 312)

17. On the recording you hear:
   (woman) : Kate didn’t care about her school anymore since her mother died few months ago
   (man) : Really? That’s not good. I think we should talk to her
   (narrator) : What do the man and the woman probably do?

(a) They probably visit Kate
(b) They probably go back to school
(c) They probably go home
(d) They are probably still chatting

(taken from: Pakar Toefl, 2016: 314) (part A)
18. On the recording you hear:
   (man) : do you know that Alice has a lot of intelligence?
   (woman) : but, Helen has more than she has
   (narrator) : what does the woman mean?

   (a) Alice is smarter than Helen
   (b) Alice is the smartest
   (c) Helen is smarter than Alice
   (d) Helen and Alice have the same intelligence

   (taken from: Pakar Toefl, 2016: 357) (part A)

19. On the recording you hear:
   (man) : it’s really hard to do. I’ve tried it for many times but it always doesn’t work well.
   (woman): don’t give up. I know you can do it well
   (narrator) : what does the woman imply?

   (a) She is giving the man support
   (b) She asks the man to give up
   (c) She asks the man to find some help
   (d) She thinks the man should stop

   (taken from: Pakar Toefl, 2016: 361)

20. On the recording you hear:
   (woman) : would you give me a hand?
   (man) : of course
   (narrator) : what does the man mean?

   (a) He wants to cut his hands because of her
   (b) He borrows he hands
   (c) He wouldn’t help her
   (d) He would help her

   (taken from: Pakar Toefl, 2016: 355) (part A)

21. On the recording you hear:
   (man) : Welcome, anything I can do for you?
   (woman) : I want to buy some historical book.
   (narrator) : what does probably the man do?

   (a) He probably goes away
   (b) He poabably leaves the woman alone
   (c) He probably buys the woman those books
   (d) He probably takes some historical books for her

   (taken from: Pakar Toefl, 2016: 357) (Part A)
22. On the recording you hear:
(woman) : American culture is actually influenced by the native.
(man) : well, although the vocabulary of English is the area that shows the most native American influence, it is not the only area of American culture that was changed by contact with native Americans. Art and agriculture is another area.
(narrator) : what are they discussing about?
(a) English native speakers
(b) American English vocabularies
(c) Art and agriculture sectors that influence the American culture
(d) American culture
(taken from Pakar Toefl, 2016: 364)

23. On the recording you hear:
(man) : Those silk jackets look more attractive than the wool ones
(woman) : I’ll say.
(narrator) : what does the woman mean?
(a) The woman and the man have different opinion about the jacket
(b) The woman disagrees with the man
(c) The woman likes the jacket
(d) The woman and the man have similar opinion about the jacket.
(taken from: Pakar Toefl, 2016: 406) (part A)

24. On the recording you hear:
(woman) : I didn’t sleep all night last night because I had to take care of my father. He was hospitalized.
(man) : oh, I am sorry to hear that.
(narrator) : what had happened with the woman’s father?
(a) He couldn’t sleep last night
(b) He was hospitalized
(c) He took care of the woman
(d) He was at home
(taken from: Pakar Toefl, 2016: 264)
25. On the recording you hear:

(woman) : Dick, the tap is not leaking anymore. Did you fix it? I need to wash these dishes.

(man) : I got the plumber to fix it yesterday. It is probably okay right now. Check it.

(narrator): who did fix the tap?

(a) The man  
(b) The woman  
(c) The man’s friend  
(d) The plumber

26. On the recording you hear:

(woman) : you know that the process of heating water by using the sun’s rays is not simple

(man) : I don’t think so. There are only three steps like trapping the sun’s energy, heating and storing the hot water, and dispensing the water.

(narrator) : what are they talking about?

(a) The hot water  
(b) The use of the sun’s energy  
(c) The process of heating water by using the sun’s rays  
(d) Three steps in trapping the sun’s rays  
  (taken from Pakar Toefl, 2016: 362)

27. On the recording you hear:

(man) : listen carefully. In order to write a process essay, you must have a clear understanding of the operations involved in each step and be able to explain them in logical order, using proper terminology.

(woman) : yes sir. I understand  
(narrator) : what should the woman use in writing an essay?

(a) She should use the best paper  
(b) She should use proper terminology  
(c) She should use an expensive pen  
(d) She should use her imagination  
  (taken from: Pakar Toefl, 2016: 363)
28. On the recording you hear:

(man) : it’s bad. My wife always works. She has no time for me and our children.

(woman) : well, it’s America. More and more oman are working, and they ae demanding equal salaries and equally esponsible positions. Many businesses encourage women to advance to high management positions.

(narrator) : why is the man worried?

(a) Because he has many children
(b) Because he doesn’t work
(c) Because his wife is always busy and doesn’t have time for him
(d) Because he has no money and his wife should work

(taken from: Pakar Toefl, 2016: 364)

29. On the recording you hear:

(Narrator) : listen to a talk betwen two people

(man) : I’m thinking about how this electric oven works. Do you know?

(woman) : An electric oven uses kilowatt-hour of elecicity in about 20 minutes, but one kilowatt-hour will power a TV for hours, run a 100 watt bulb for 1 hours, and keep an electric clock ticking for 3 months.

(narrator) : what is the smallest consumption of electricity?

(a) An electric oven
(b) A television
(c) A bulb
(d) An electric clock

(taken from: Pakar Toefl, 2016: 315)(part B)

30. On the recording you hear:

(woman) : who are James Watson and Francis Crick? Do you know them, Erick?

(man) : sure. They are the men who discovered the double-helix stucture of DNA. The length of a single human DNA molecule, when extended, is 1.7 metres (5 feet 5 inches)

(narrator) : who are James Watson and Francis Crick?

(a) They are the double-helix structure of DNA discoverers
(b) They are actors
(c) They are scientist
(d) They are historians
31. On the recording you hear:
(man) : what are you watching?
(woman) : it’s a great event in this century. You know, Prince William will get married his girlfriend, Catherine Elizabeth Middleton. That will be gorgeous. None wants to miss it. Everybody in this world is waiting for that moment.
(narrator) : what are they talking about?

(a) They are talking about Prince William’s marriage
(b) They are talking about Pince William’s girlfriend
(c) They are talking about everybody in the world
(d) They are talking about a gorgeous moment
(taken from Pakar Toefl, 2016: 315)

32. On the recording you hear:
(woman) : hmm, it sounds nice. Snails with garlic. Have you ever eaten it?
(man) : No, I don’t like the taste. I like seafood better.
(woman) : do you? It’s the opposite with me. I don’t like seafood at all. I am allergic.
(Narrator) : what does the man hate?

(a) He hates seafood
(b) He hates garlic
(c) He hates snails with garlic
(d) He hates butter
(taken from: Pakar Toefl, 2016: 265)

33. On the recording you hear:
(woman) : hmm, it sounds nice. Snails with garlic. Have you ever eaten it?
(man) : No, I don’t like the taste. I like seafood better.
(woman) : do you? It’s the opposite with me. I don’t like seafood at all. I am allergic.
(narrator) : why does the woman hate sea food?

(a) Because she doesn’t like the taste
(b) Because she is allergic
(c) Because it is expensive
(d) Because it is strange food
(taken from: Pakar Toefl, 2016: 265)
34. On the recording you hear:

(woman) : Kate didn’t care about her school anymore since her mother died few months ago

(man) : Really? That’s not good. I think we should talk to her

(narrator) : Who didn’t want to study at school anymore?

(a) The woman

(b) Kate

(c) Kate’s mother

(d) The man

(taken from: Pakar Toefl, 2016: 266)

35. (Narrator) : listen to a talk between two people

(man) : I’m thinking about how this electric oven works. Do you know?

(woman) : An electric oven uses kilowatt-hour of electricity in about 20 minutes, but one kilowatt-hour will power a TV for hours, run a 100 watt bulb for 1 hours, and keep an electric clock ticking for 3 months.

(narrator) : what are they talking about?

(a) The use of electric clock

(b) A TV power

(c) The use of an electric oven

(d) Electricity consumption

(taken from Pakar Toefl, 2016: 269)

36. On the recording you hear:

(man) : fish take in water all the time. The water flows in through the mouth over the gills and out through the sides of the head. When a fish takes in water, it is not drinking, but breathing. The gills absorb oxygen from the water. The body of fish is made up of the head, the trunk, and the tail fin. There are many different kinds of fish that have many different shapes and colours. Some fish are long and thin while others are flat and rounded. Most fish have bodies that are broad at the trunk region and narrow towards the head and tail

(narrator) : what is the topic of the talk?

(a) Live in water

(b) Water

(c) Fish

(d) Mouth

(taken from Pakar Toefl, 2016: 269)
37. On the recording you hear:

(narrator) : listen to a talk about grammatical expression of aspect

(man) : if an aspectual meaning can be expressed with all or a significant number of the predicates of a language, the expression is grammatical. To be sure, that aspectual meaning may be somewhat different with different predicates, depending on their intrinsic semantic nature. In this meeting we examine three aspects that are incorporated into the grammatical system of English, prospective, perfect or perfective, and progressive.

(narrator) : what is the subject of the talk?

(a) An aspectual meaning
(b) The predicates of a language
(c) **Grammatical expression of aspects**
(d) Intrinsic semantic nature

(taken from Pakar Toefl, 2016: 317)

38. On the recording you hear:

(narrator) : listen to a talk about a representative English book

(woman) : a representative English book should contain many skills that students can learn. As in the curriculum there are four basic skills that students should gain after finishing their study. The four basic skills are considered as the basic competency needed by students. Those are listening, speaking, reading, and writing competencies. In this case, a representative English book should cope with all the basic ones very well.

(narrator) : what are the woman talking about?

(a) An English book for students
(b) Curriculum
(c) **A representative English book**
(d) Four basic skills in learning English

(taken from Pakar Toefl, 2016: 318)
39. On the recording you hear:

(narrator): listen to the talk about expanding deserts
(woman): three factors have combined to cause deserts to expand in size in many areas of the world. The first is overpopulation. It puts too much demand on the amount of land available for growing food. The second is unwise use of the land. The cutting down of trees for firewood, overgrazing (too many animals eating grass on too little land), and insufficient crop rotation are examples of unwise land use practices. The third factor that has led to an increase in the size of many deserts around the world is continued drought.

(narrator): what is the woman talking about?

(a) Expanding deserts
(b) Overpopulation
(c) Overgrazing
(d) Drought desert

40. On the recording you hear:

(narrator): listen to a talk about translation by computer

(man): powerful capable of translating documents from one language into another have recently been developed in Japan. The process of machine translation is complex. To translate a document from English into Japanese for example, the computer first analyzes an English sentence, determining its grammatical structure and identifying the subject, verb, object, and modifier. Next, the words are translated by an English-Japanese dictionary.

(narrator): what is the man talking about?

(a) Powerful capable of translating documents
(b) The process of machine translation
(c) English-Japanese dictionary
(d) Translation by computer

(taken from Pakar Toefl, 2016: 367)
THE UNDERSTANDING OF IDIOMATIC EXPRESSION TEST

(TRY OUT)

NAME : 
S.R.N : 
CLASS : 

I. Answer the questions by choosing A, B, C, or D!

1. Man : the president has called off the meeting
   Woman: but why?
   Man : he had to leave the Capitol this morning

   What can we infer from the dialogue above?
   a. The president is busy
   b. The president leads a meeting
   c. The meeting is cancelled by the president
   d. The meeting is held in Capitol

2. Teacher : Mike, take off your hat! It’s impolite to wear a hat in classroom
   Student : Yes, Sir. I am sorry.

   What does the teacher ask the student to do?
   a. To wear a hat
   b. To buy a hat
   c. Not to wear a hat
   d. To be polite

3. Man : you can count on me whenever you are in trouble
   Woman : thanks. You are a real bestfriend

   What does the man mean?
   a. He is an accountant
   b. He is counting on her
   c. He is in trouble
   d. He will always be there for the woman

4. The students are running out of time to finish the assignment from the professor
What does the statement above mean?

a. The students do not have enough time finish the assignment  
b. The professor asked the student to run as an assignment  
c. The students do the assignment well  
d. The students have much time to do the assignment

5. Mike : Claire, it’s been a year! I’m so sick to you  
Claire : yes dear. I know. I’ll meet you this Sunday

What does the man mean?

a. He is sick  
b. He missed the woman  
c. He is sick of the woman  
d. He has been sick for a year

6. Many scientists said that Stephen Hawking’s ambition to find “The Theory of Everything” is out of the question. However, he successfully made it.

What can we infer from the statement above?

a. Stephen Hawking is not a scientist  
b. Stephen Hawking cannot find the theory of everything  
c. Other scientists questioned Stephen Hawking’s theory  
d. Other scientists thought that Stephen’s theory of everything is impossible

7. Woman : I need someone to look after my cat when I am on my vacation.  
Man : you better take your cat to the pet shop. They will take care of your cat very well.

What does the underlined word mean?

a. Feeding the cat  
b. Put the cat in the cage  
c. Love the cat  
d. Take care of the cat

8. King George : you have to stick stick to the code or there will be war!  
Robin Hood : yes, my Lord.

What can we infer from the dialogue above?

a. The King wanted a war  
b. The king is angry  
c. The King warned Robin Hood to obey the rule  
d. The King waned Robin Hood to stick to the war
9. Joyce: I think I should give up. This mission is impossible to accomplish.
   Ethan: No! You have to finish this mission. I know you can do it.

   What does the undelined word mean?
   a. Joyce thinks that she can do the mission
   b. She is optimistic
   c. She is pessimistic that the mission can be accomplished by her alone
   d. She wants to stop working on the mission

10. Man: Oh God! Mathematic is so complicated. I hate it the most.
    Woman: Really? It’s just a piece of cake for me.

   What does the woman mean?
   a. Mathematics is easy
   b. Mathematics is difficult
   c. She loves cake
   d. Making cake is as difficult as learning mathematics

11. Man: She is so beautiful. I can’t help falling in love with her.

   What does the man mean?
   a. He loves her so much
   b. He is never falling in love
   c. He helps the woman to fall in love
   d. The beautiful woman falls in love

12. Woman: It’s so noisy that I can hear a pin drop

   What does the woman mean?
   a. It is so crowded
   b. The condition is very noisy
   c. It’s very quiet
   d. A pin has been dropped

13. Man: I cannot join the game since I broke my hand in the accident last month.

   What does the man mean?
   a. The man broke his hand intentionally
   b. He had an accident that makes his hand broken
   c. He had accident to break his hand
   d. He is broken hearted
14. Woman: we can get many benefits from recycling. We can save our environment as well as making money at once. **It is like killing two birds with a single stone.**

What does the underlined word mean?

a. The woman likes to kill birds using stone
b. The woman kills birds and recycle it
c. The woman gets some benefits by doing a single action
d. The most effective way to kill birds is using stone

15. Man: I wonder that everything she does, she always successfully **sugar my pills**

What does the underlined word mean?

a. The man needs pills
b. The woman gives the man pills
c. The woman puts sugar on the pills
d. The woman always makes the man happy

16. Woman: I am walking on air since I know that Dad bought me a new car

What does the woman mean?

a. She is very happy
b. She is very rich
c. She wants to buy a new car
d. She has a new car that can walk on air

17. Man: Do you know Will Smith and his son Jaden Smith?
Woman: I thought that name doesn’t ring any bells with me

What does the woman mean?

a. She knew Will Smith and Jaden Smith
b. She doesn’t know how to ring the bell
c. Will Smith and Jaden Smith is unfamiliar for her
d. Will Smith gave her a ring

18. Man: How do you feel? Does the pills I gave you work on you?
Woman: Amazing! It’s like magic

What does the woman mean?

a. The pills doesn’t work
b. The pills are magic pills
c. The pills healed her illness
d. The woman puts magic on the pills
19. Woman: compared to other singers, Adele has the best album this year.
   Man: you can say that again!

   What does the man mean?
   a. He totally agreed with the woman
   b. He wants the woman to repeat what she was saying
   c. He disagreed with the woman
   d. He doesn’t think that Adele has the best album

20. Man: I will persuade Mr. Hobbs to accept my thesis title
   Woman: Don’t make me laugh! You know how stubborn he is.

   What does the woman mean?
   a. She agreed with the man
   b. She laugh with the man
   c. Mr. Hobbs must accept the title
   d. She thought that it is impossible to persuade Mr. Hobbs

II. Determine the correct meaning of the underlined word by choosing A, B, C, or D!

21. The government rose the tax for automotive companies.
   a. Increase
   b. Flowers
   c. A girl named Rose
   d. A representative of the government

22. At the end of the day, the President signed the code that cigarettes are now prohibited.
   a. At evening
   b. At the last day he becomes a president
   c. At the beginning
   d. At last

23. The asteroid disappeared as it passed the black hole.
   a. a hole on the ground
   b. a dark hole like a cave
   c. a mysterious hole in the space
   d. a hole in the sky

24. She always makes me happy and I proudly say that she is the apple of my eye.
   a. She likes apples
b. She is always happy
c. She is a special person
d. She put apples in her eyes

25. This diamond ring costs an arm and a leg. Only a billionaire can have it.
   a. The ring should be bought by a billionaire
   b. The ring is extremely expensive
   c. The ring is for arms or legs
   d. A billionaire pay the ring with his arm and his leg

26. After many confrontations, finally Donald Trump takes the chair of USA
   a. Donald Trump becomes the president of USA
   b. Donald Trump creates a confrontation
   c. Donald Trump bought a chair from America
   d. There are many confrontation about the chair

27. I am really touched to see that Ronaldo willingly gives his hand to children in Syria
   a. Ronaldo cut his hand and gave it to children of Syria
   b. Ronaldo touched a child in Syria
   c. Ronaldo likes to help children in Syria
   d. Ronaldo has children in Syria

28. This war will not be easy. We have to make a brilliant game plan.
   a. The war is a game
   b. War game is brilliant
   c. The war needs a good strategy
   d. We need a good strategy to play games

29. The law separated me from my flesh and blood. I miss them so much
   a. The law prohibited people to eat flesh
   b. The man missed the taste of meat
   c. The man is blooded
   d. The man missed his children

30. I know she is not sad. She cried a crocodile tears
   a. A crocodile cries
   b. She is really sad
   c. She pretends to be sad
   d. She cried for a crocodile
III. Find the most appropriate interpretation of the idiomatic expression on the following discourses by choosing A, B, C, or D!

1. What does the discourse mean?
   a. Buying cows by cash
   b. Buying cows by credits
   c. Getting profits from cow business
   d. Having a very good and profitable business

2. What does the discourse mean?
   a. The big secret should be revealed
   b. We should not keep a cat on a bag
   c. We should keep a cat on a cage
   d. Someone puts a cat on a bag

3. What does the discourse mean?
   a. The meaning of life is provided in the computer
   b. The man asking about computer
   c. People nowadays are so addicted to computer
   d. The old man knows nothing about computer

4. What does the discourse mean?
   a. As a blacksmith, the main job is striking iron
   b. We have to use the chance or we are going to lose it if we waste it.
   c. We have to strike the iron while it is still hot
   d. Striking hot iron is easy

5. What does the discourse mean?
   a. The man had never done something bad
   b. The man loves to whistle
   c. The man broke any law
   d. The man often do wrong things
6. What is the discourse about?
   a. A speech in someone’s funeral ceremony
   b. The cows love green grass
   c. The cows spilt the milk
   d. The bucket is kicked

7. What does the meaning of the discourse?
   a. A tiger sleeps
   b. A strong person will not be bothered by other people’s criticism
   c. A tiger sleeps after eating a sheep
   d. A tiger lose a sheep

8. What does the discourse mean?
   a. We have to look at the stars
   b. We have to dream high but we shouldn’t also forget the reality
   c. Human is destined to live on earth, and not on the stars
   d. The feet touches the ground

9. What does the discourse mean?
   a. Seven is less than eight
   b. We have to stand up eight times
   c. We should not give up
   d. We should stand after falling down

10. What does the discourse mean?
    a. People often say “oops”
    b. Everything has a risk, but it is better to try than not.
    c. “What if” is used to express risks
    d. It is good to say oops
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Questionnaire of Students’ Intensity of Watching English Movie

(TRY OUT)

Nama : 
NIM : 
Kelas/Smt : 

Petunjuk Pengisian Kuesioner:
- Berikan tanda centang (V) pada kolom pernyataan berikut sesuai dengan pendapat dan keadaan Anda yang sebenarnya.
- Jawaban Anda tidak akan mempengaruhi nilai Anda pada mata kuliah terkait.

Keterangan:
- STS : Sangat Tidak Setuju
- TS : Tidak Setuju
- S : Setuju
- SS : Sangat Setuju

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<td>Saya sering menonton film berbahasa Inggris</td>
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<td>2</td>
<td>Saya lebih tertarik pada film barat yang berbahasa Inggris daripada jenis film yang lain</td>
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<td>Saya sangat suka menonton film berbahasa Inggris</td>
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<td>4</td>
<td>Saya selalu menunggu-nunggu film berbahasa Inggris terbaru yang akan dirilis.</td>
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<td>5</td>
<td>Dalam satu minggu, saya bisa menghabiskan lebih dari 6 jam untuk menonton film berbahasa Inggris</td>
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<td>Saya menonton film berbahasa Inggris untuk mendapatkan contoh nyata penggunaan bahasa Inggris dalam kehidupan sehari-hari</td>
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<td>Saya menonton film berbahasa Inggris untuk mengisi waktu luang.</td>
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<td>Saya bisa menonton lebih dari 1 judul film berbahasa Inggris setiap harinya</td>
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<td>Saya tidak pernah merasa bosan ketika menonton film berbahasa Inggris</td>
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<td>10</td>
<td>Saya hampir tida pernah melewatkan kesempatan yang saya miliki untuk bisa menonton film berbahasa Inggris yang baru dirilis</td>
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<td>Saya selalu berusaha meluangkan waktu untuk menonton film berbahasa Inggris</td>
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<td>12</td>
<td>Saya menonton film berbahasa Inggris untuk mempelajari Bahasa Inggris dalam konteks penggunaannya.</td>
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<td>Saya merasa senang dengan segala hal yang berkaitan dengan film berbahasa Inggris dan aktivitas menonton film itu sendiri</td>
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<td>Saya merasa lebih bersemangat belajar dengan media film berbahasa Inggris</td>
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<td>15</td>
<td>Saya menonton film berbahasa Inggris untuk membantu saya menambah pengetahuan tentang berbahasa Inggris</td>
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<td>16</td>
<td>Saya menonton sebuah film berbahasa Inggris karena saya mengidolakan salah satu aktor dalam film tersebut.</td>
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<td>17</td>
<td>Saya menonton film berbahasa Inggris untuk menambah wawasan bahasa dan budaya.</td>
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<td>18</td>
<td>Saya senang dengan film yang memiliki durasi cukup panjang sehingga saya dapat menonton dengan jangka waktu yang cukup panjang juga.</td>
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<td>19</td>
<td>Saya berharap dengan menonton film berbahasa Inggris, penguasaan bahasa Inggris saya akan semakin baik.</td>
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<td>20</td>
<td>Menurut saya, menonton film bukan kegiatan yang membuang-buang waktu</td>
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<td>21</td>
<td>Bagi saya, menonton film adalah salah satu aktivitas santai yang selalu ingin saya lakukan.</td>
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<td>Dalam satu minggu, saya pasti menonton setidaknya satu film berbahasa Inggris untuk mengisi waktu luang saya.</td>
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<td>23</td>
<td>Saya selalu bersemangat dan antusias saat menonton film berbahasa Inggris</td>
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<td>24</td>
<td>Saya menonton film bahasa Inggris untuk dapat mempelajari budaya asing dalam film tersebut (Cross Cultural Understanding).</td>
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<td>25</td>
<td>Sebagai mahasiswa jurusan pendidikan Bahasa Inggris, saya suka menonton film bahasa Inggris karena dapat menjadi sarana belajar bahasa Inggris saya.</td>
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<td>Saya lebih suka menonton film berbahasa Inggris karena saya bisa mendapatkan hiburan sekaligus pembelajaran bahasa Inggris yang saya perlukan di perkuliahan.</td>
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<td>Saya senang menonton film karena saya kurang suka dengan kegiatan outdoor yang melelahkan.</td>
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<td>Saya lebih suka menggunakan waktu luang saya untuk menonton film daripada kegiatan outdoor.</td>
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<td>29</td>
<td>Saya berharap dengan aktivitas menonton film bahasa Inggris, saya dapat meningkatkan prestasi saya sebagai mahasiswa jurusan Pendidikan Bahasa Inggris.</td>
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<td>Saya senang belama-lama menghabiskan waktu untuk menonton film berbahasa Inggris.</td>
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<td>31</td>
<td>Saya lebih tertarik pada film berbahasa Inggris karena dapat menambah pengetahuan saya, terutama mengenai bahasa Inggris.</td>
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<td>Saya tidak jarang menghabiskan waktu untuk menonton film berbahasa Inggris.</td>
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<td>Saya merasa senang setelah menonton film berbahasa Inggris.</td>
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<td>34</td>
<td>Saya menonton film berbahasa Inggris setidaknya 3x seminggu.</td>
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<td>35</td>
<td>Saya senang menirukan adegan-adegan dan dialog dalam film yang saya tonton.</td>
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<td>36</td>
<td>Saya menonton film berbahasa Inggris agar terlihat 'keren' dan 'up to date' di depan teman-teman saya.</td>
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<td>37</td>
<td>Saya menonton film berbahasa inggris karena mengikuti tren sekitar lingkungan saya.</td>
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<td>Saya lebih tertarik terhadap tugas dari dosen yang berkaitan dengan video/film berbahasa Inggris.</td>
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<td>Saya sangat senang ketika dosen memberikan tugas yang berkaitan dengan menonton film berbahasa Inggris.</td>
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<td>40</td>
<td>Saya menonton film berbahasa Inggris untuk menambah penguasaan kosa kata (vocabulary mastery)</td>
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<td>41</td>
<td>Saya menonton film berbahasa Inggris jika ada tugas dari guru/dosen</td>
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<td>42</td>
<td>Saya menonton film berbahasa Inggris untuk mempelajari pronunciation dari native speaker dalam film tersebut</td>
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<td>43</td>
<td>Saya menyempatkan waktu untuk refreshing dengan menonton film berbahasa Inggris disela-sela kesibukan saya.</td>
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<td>Saya suka menonton film berbahasa Inggris untuk mempelajari penggunaan bahasa Inggris dalam konteks informal yang jarang saya dapatkan dalam perkuliahan.</td>
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<td>Saya menonton film berbahasa Inggris untuk meningkatkan basic skill bahasa Inggris saya.</td>
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<td>46</td>
<td>Saya senang menonton film bebahasa Inggris karena saya punya banyak waktu luang</td>
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<td>47</td>
<td>Saya menonton film berbahasa Inggris sekitar 2 jam sehari</td>
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<td>48</td>
<td>Saya selalu mengisi waktu luang saya dengan menonton film berbahasa Inggris.</td>
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<td>Saya senang menonton film berbahasa Inggris yang durasinya sekitar 3 jam.</td>
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<td>50</td>
<td>Saya selalu menonton film berbahasa Inggris pada akhir pekan.</td>
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INFERENTIAL LISTENING COMPREHENSION TEST

I. Listen the tape carefully and answer the question by choosing A, B, C, or D.

II. The tape will be played twice (back to number 1 after the last number of the test)

1. (a) She is angry
   (b) She is happy
   (c) She is fine
   (d) She wants to study with the man
      (taken from: Pakar Toefl, 2016: 258)

2. (a) The man wants to buy a ring for the woman
   (b) The man has some problem and then call the woman
   (c) The man will not call the woman if there are not any problems
   (d) The man will see the woman at five.
      (taken from: Pakar Toefl, 2016: 260) (part A)

3. (a) The gold is more expensive than the diamond.
   (b) The gold and diamond have similar price.
   (c) The diamond is more expensive than the gold.
   (d) The gold is the most expensive.
      (taken from: Pakar Toefl, 2016: 309) (part A)

4. (a) The man is fine
   (b) The man ignores the woman
   (c) The man feels sad
   (d) The man feels angry
      (taken from: Pakar Toefl, 2016: 258)

5. (a) The man stay there for a moment.
   (b) Th man and the woman see the strange men.
   (c) The man asks the woman to do nothing.
   (d) The man asks the woman to go form that place.
      (taken from: Pakar Toefl, 2016: 261) (part A)

6. (a) The bears use the fur to protect them from cold
   (b) The bears use the fur as towel
   (c) The fur is used as accessories
   (d) The fur is used for flying
      (taken from: Pakar Toefl, 2016: 259)

7. (a) He probably goes to the canteen.
   (b) He probably leaves te class
   (c) He probably goes to the woman’s house
   (d) He probably goes to the class with the woman.
8. (taken from: Pakar Toefl, 2016: 263) (part A)
   (a) He likes to be a teller
   (b) He doesn't like to be a teller
   (c) He likes to be a receptionist
   (d) He wants to be a receptionist
   (taken from: Pakar Toefl, 2016: 356) (Part A)

9. (taken from: Pakar Toefl, 2016: 311)
   (a) He gives her advice
   (b) He gives her a wallet
   (c) He gives her direction
   (d) He gives her nothing

10. (taken from: Pakar Toefl, 2016: 307) (part A)
    (a) She always open her eyes
    (b) She wants to check the man's eyes
    (c) She suggests the man to stay cautious
    (d) She asks the man to see her

11. (taken from: Pakar Toefl, 2016: 313) (part A)
    (a) She doesn't like those people
    (b) She really admires those people
    (c) She likes them very much
    (d) She wants to be part of them

12. (taken from: Pakar Toefl, 2016: 312)
    (a) She expresses the love
    (b) She expresses anger
    (c) She expresses annoyance
    (d) She expresses sadness

13. (taken from: Pakar Toefl, 2016: 355) (part A)
    (a) He wants to cut his hands because of her
    (b) He borrows he hands
    (c) He wouldn't help her
    (d) He would help her

14. (taken from: Pakar Toefl, 2016: 357) (Part A)
    (a) He probably goes away
    (b) He probably leaves the woman alone
    (c) He probably buys the woman those books
    (d) He probably takes some historical books for her

15. (taken from: Pakar Toefl, 2016: 264)
    (a) He couldn't sleep last night
    (b) He was hospitalized
    (c) He took care of the woman
    (d) He was at home
16.  
(a) The man  
(b) The woman  
(c) The man’s friend  
(d) The plumber  
(taken from: Pakar Toefl, 2016: 264)

17.  
(a) The hot water  
(b) The use of the sun’s energy  
(c) The process of heating water by using the sun’s rays  
(d) Three steps in trapping the sun’s rays  
(taken from: Pakar Toefl, 2016: 362)

18.  
(a) She should use the best paper  
(b) She should use proper terminology  
(c) She should use an expensive pen  
(d) She should use her imagination  
(taken from: Pakar Toefl, 2016: 363)

19.  
(a) Because he has many children  
(b) Because he doesn’t work  
(c) Because his wife is always busy and doesn’t have time for him  
(d) Because he has no money and his wife should work  
(taken from: Pakar Toefl, 2016: 364)

20.  
(a) An electric oven  
(b) A television  
(c) A bulb  
(d) An electric clock  
(taken from: Pakar Toefl, 2016: 315)(part B)

21.  
(a) They are the double-helix structure of DNA discoverers  
(b) They are actors  
(c) They are scientist  
(d) They are historians  
(taken from: Pakar Toefl, 2016: 315)(part B)

22.  
(a) They are talking about Prince William’s marriage  
(b) They are talking about Pince William’s girlfriend  
(c) They are talking about everybody in the world  
(d) They are talking about a gorgeous moment  
(taken from Pakar Toefl, 2016: 315)

23.  
(a) He hates seafood  
(b) He hates garlic  
(c) He hates snails with garlic  
(d) He hates butter  
(taken from: Pakar Toefl, 2016: 265)
24. (a) Because she doesn’t like the taste
(b) Because she is allergic
(c) Because it is expensive
(d) Because it is strange food
(taken from: Pakar Toefl, 2016: 265)

25. (a) The use of electric clock
(b) A TV power
(c) The use of an electric oven
(d) Electricity consumption
(taken from Pakar Toefl, 2016: 269)

26. (a) Live in water
(b) Water
(c) Fish
(d) Mouth
(taken from Pakar Toefl, 2016: 269)

27. (a) An aspectual meaning
(b) The predicates of a language
(c) Grammatical expression of aspects
(d) Intrinsic semantic nature
(taken from Pakar Toefl, 2016: 317)

28. (a) An English book for students
(b) Curriculum
(c) A representative English book
(d) Four basic skills in learning English
(taken from Pakar Toefl, 2016: 318)

29. (a) Expanding deserts
(b) Overpopulation
(c) Overgrazing
(d) Drought desert
(taken from Pakar Toefl, 2016: 318)

30. (a) Powerful capable of translating documents
(b) The process of machine translation
(c) English-Japanese dictionary
(d) Translation by computer
(taken from Pakar Toefl, 2016: 367)
INFERENTIAL LISTENING COMPREHENSION TEST

I. Listen the tape carefully and answer the question by choosing A, B, C, or D!

II. The tape will be played twice (back to number 1 after the last number of the test)

1. (a) She is angry
   (b) She is happy
   (x) She is fine
   (d) She wants to study with the man
   (taken from: Pakar Toefl, 2016: 258)

2. (a) The man wants to buy a ring for the woman
   (b) The man has some problem and then called the woman
   (c) The man will not call the woman if there are not any problems
   (d) The man will see the woman at five.
   (taken from: Pakar Toefl, 2016: 260) (part A)

3. (a) The gold is more expensive than the diamond
   (b) The gold and diamond have similar price.
   (x) The diamond is more expensive than the gold.
   (d) The gold is the most expensive.
   (taken from: Pakar Toefl, 2016: 309) (part A)

4. (a) The man is fine
   (b) The man ignores the woman
   (x) The man feels sad
   (d) The man feels angry
   (taken from: Pakar Toefl, 2016: 258)

5. (a) The man stay there for a moment.
   (b) The man and the woman see the strange men.
   (c) The man asks the woman to do nothing.
   (x) The man asks the woman to go from that place.
   (taken from: Pakar Toefl, 2016: 261) (part A)

6. (a) The bears use the fur to protect them from cold
   (b) The bears use the fur as towel
   (c) The fur is used as accessories
   (d) The fur is used for flying
   (taken from: Pakar Toefl, 2016: 259)

7. (a) He probably goes to the canteen.
   (b) He probably leaves the class
   (c) He probably goes to the woman's house
   (x) He probably goes to the class with the woman.
(taken from: Pakar Toefl, 2016: 263) (part A)

8. (a) He likes to be a teller
(b) He doesn’t like to be a teller
(c) He likes to be a receptionist
(d) He wants to be a receptionist
(taken from: Pakar Toefl, 2016: 356) (Part A)

9. (a) He gives her advice
(b) He gives her a wallet
(c) He gives her direction
(d) He gives her nothing
(taken from: Pakar Toefl, 2016: 311)

10. (a) She always open her eyes
    (b) She wants to check the man’s eyes
    (c) She suggests the man to stay cautious
    (d) She asks the man to see her
    (taken from: Pakar Toefl, 2016: 307) (part A)

11. (a) She doesn’t like those people
    (b) She really admires those people
    (c) She likes them very much
    (d) She wants to be part of them
    (taken from: Pakar Toefl, 2016: 313) (part A)

12. (a) She expresses the love
    (b) She expresses anger
    (c) She expresses annoyance
    (d) She expresses sadness
    (taken from: Pakar Toefl, 2016: 312)

13. (a) He wants to cut his hands because of her
    (b) He borrows he hands
    (c) He wouldn’t help her
    (d) He would help her
    (taken from: Pakar Toefl, 2016: 355) (part A)

14. (a) He probably goes away
    (b) He probably leaves the woman alone
    (c) He probably buys the woman those books
    (d) He probably takes some historical books for her
    (taken from: Pakar Toefl, 2016: 357) (Part A)

15. (a) He couldn’t sleep last night
    (b) He was hospitalized
    (c) He took care of the woman
    (d) He was at home
    (taken from: Pakar Toefl, 2016: 264)
16. (a) The man
   (x) The woman
   (c) The man’s friend
   (d) The plumber
   (taken from: Pakar Toefl, 2016: 264)

17. (a) The hot water
   (b) The use of the sun’s energy
   (c) The process of heating water by using the sun’s rays
   (d) Three steps in trapping the sun’s rays
   (taken from Pakar Toefl, 2016: 362)

18. (a) She should use the best paper
   (b) She should use proper terminology
   (c) She should use an expensive pen
   (d) She should use her imagination
   (taken from: Pakar Toefl, 2016: 363)

19. (a) Because he has many children
   (b) Because he doesn’t work
   (c) Because his wife is always busy and doesn’t have time for him
   (d) Because he has no money and his wife should work
   (taken from: Pakar Toefl, 2016: 364)

20. (a) An electric oven
    (b) A television
    (c) A bulb
    (d) An electric clock
    (taken from: Pakar Toefl, 2016: 315)(part B)

21. (x) They are the double-helix structure of DNA discoverers
    (b) They are actors
    (c) They are scientist
    (d) They are historians
    (taken from: Pakar Toefl, 2016: 315)(part B)

22. (a) They are talking about Prince William’s marriage
    (b) They are talking about Pince William’s girlfriend
    (c) They are talking about everybody in the world
    (d) They are talking about a gorgeous moment
    (taken from Pakar Toefl, 2016: 315)

23. (a) He hates seafood
    (b) He hates garlic
    (x) He hates snails with garlic
    (d) He hates butter
    (taken from: Pakar Toefl, 2016: 265)
24. (a) Because she doesn't like the taste
(b) Because she is allergic
(c) Because it is expensive
(d) Because it is strange food
(taken from: Pakar Toefl, 2016: 265)

25. (a) The use of electric clock
(b) A TV power
(c) The use of an electric oven
(c) Electricity consumption
(taken from Pakar Toefl, 2016: 269)

26. (a) Live in water
(b) Water
(c) Fish
(d) Mouth
(taken from Pakar Toefl, 2016: 269)

27. (a) An aspectual meaning
(b) The predicates of a language
(c) Grammatical expression of aspects
(d) Intrinsic semantic nature
(taken from Pakar Toefl, 2016: 317)

28. (a) An English book for students
(b) Curriculum
(c) A representative English book
(d) Four basic skills in learning English
(taken from Pakar Toefl, 2016: 318)

29. (a) Expanding deserts
(b) Overpopulation
(c) Overgrazing
(d) Drought desert
(taken from Pakar Toefl, 2016: 318)

30. (a) Powerful capable of translating documents
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(taken from Pakar Toefl, 2016: 367)
Nama: Tanti Nur Khasanah
NIM: 163121097
Kelas/Smt: 3B - 35

- Berikan tanda centang (✓) pada kolom pernyataan berikut sesuai dengan pendapat dan kesaan Anda yang sebenarnya.
- Jawaban Anda tidak akan mempengaruhi nilai Anda pada mata kuliah terkait.

Keterangan:
- STS: Sangat Tidak Setuju
- TS: Tidak Setuju
- S: Setuju
- SS: Sangat Setuju

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<thead>
<tr>
<th>NO</th>
<th>PERNYATAAN</th>
<th>STS</th>
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<th>S</th>
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<tbody>
<tr>
<td>1</td>
<td>Saya sering menonton film berbahasa Inggris</td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>2</td>
<td>Saya lebih tertarik pada film barat yang berbahasa Inggris dari pada jenis film yang lain</td>
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<td>3</td>
<td>Saya sangat suka menonton film berbahasa Inggris</td>
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<td>4</td>
<td>Saya menonton film berbahasa Inggris untuk meningkatkan basic skill bahasa Inggris saya.</td>
<td></td>
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<td>5</td>
<td>Dalam satu minggu, saya bisa menghabiskan lebih dari 6 jam untuk menonton film berbahasa Inggris</td>
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<td>6</td>
<td>Saya menonton film berbahasa Inggris untuk mendapatkan contoh nyata penggunaan bahasa Inggris dalam kehidupan sehari-hari</td>
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<td>7</td>
<td>Saya menonton film berbahasa Inggris untuk mengisi waktu luang</td>
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<td>8</td>
<td>Saya bisa menonton lebih dari 1 judul film berbahasa Inggris setiap harinya</td>
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<td>9</td>
<td>Saya tidak pernah merasa bosan ketika menonton film berbahasa Inggris</td>
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<tr>
<td>10</td>
<td>Saya suka menonton film berbahasa Inggris untuk mempelajari penggunaan bahasa Inggris dalam konteks informal yang jarang saya dapatkan dalam perkuliahan</td>
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<tr>
<td>11</td>
<td>Saya menonton film berbahasa Inggris jika ada tugas dari guru/dosen</td>
<td>✓</td>
<td></td>
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<td>12</td>
<td>Saya menonton film berbahasa Inggris untuk mempelajari Bahasa Inggris dalam konteks penggunaannya.</td>
<td></td>
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<tr>
<td>13</td>
<td>Saya merasa senang dengan segala hal yang berkaitan dengan film berbahasa Inggris dan aktivitas menonton film itu sendiri</td>
<td></td>
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<tr>
<td>14</td>
<td>Saya merasa lebih seremangat belajar dengan media film berbahasa Inggris</td>
<td></td>
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<tr>
<td>15</td>
<td>Saya menonton film berbahasa Inggris untuk membantu saya menambah pengetahuan tentang berbahasa Inggris</td>
<td></td>
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<tr>
<td>16</td>
<td>Saya menonton sebuah film berbahasa Inggris karena saya mengidolakan salah satu aktor yang berperan dalam film tersebut.</td>
<td></td>
<td></td>
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<tr>
<td>17</td>
<td>Saya menonton film berbahasa Inggris untuk menambah wawasan bahasa dan budaya.</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>18</td>
<td>Saya menyempatkan waktu untuk refresh dengan menonton film berbahasa Inggris disela-sela kesibukan saya.</td>
<td>✓</td>
<td></td>
<td></td>
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<td>19</td>
<td>Saya berharap dengan menonton film berbahasa Inggris, penguasaan bahasa Inggris saya akan semakin baik.</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>20</td>
<td>Menurut saya, menonton film bukan kegiatan yang membuang-buang waktu</td>
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<tr>
<td>21</td>
<td>Bagi saya, menonton film adalah salah satu aktivitas santai yang selalu ingin saya lakukan.</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>22</td>
<td>Dalam satu minggu, saya pasti menonton setidaknya satu film berbahasa Inggris untuk mengisi waktu luang saya.</td>
<td>✓</td>
<td></td>
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<tr>
<td>23</td>
<td>Saya selalu berseremangat dan antusias saat menonton film berbahasa Inggris</td>
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<tr>
<td>24</td>
<td>Saya menonton film bahasa Inggris untuk dapat mempelajari budaya asing dalam film tersebut (Cross Cultural Understanding).</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>25</td>
<td>Sebagai mahasiswa jurusan pendidikan Bahasa Inggris, saya suka menonton film bahasa Inggris karena dapat menjadi sarana belajar bahasa Inggris saya</td>
<td>✓</td>
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<tr>
<td>No</td>
<td>Statement</td>
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<tr>
<td>26</td>
<td>Saya lebih suka menonton film berbahasa Inggris karena saya bisa mendapatkan hiburan sekaligus pembelajaran bahasa Inggris yang saya perlukan di perkuliahan.</td>
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<tr>
<td>27</td>
<td>Saya senang menonton film karena saya kurang suka dengan kegiatan outdoor yang melelahkan</td>
<td></td>
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<tr>
<td>28</td>
<td>Saya lebih suka menggunakan waktu luang saya untuk menonton film daripada kegiatan outdoor</td>
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</tr>
<tr>
<td>29</td>
<td>Saya berharap dengan aktivitas menonton film bahasa Inggris, saya dapat meningkatkan prestasi saya sebagai mahasiswa jurusan pendidikan Bahasa Inggris.</td>
<td></td>
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<td>30</td>
<td>Saya selalu menonton film berbahasa Inggris pada akhir pekan.</td>
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</tr>
<tr>
<td>31</td>
<td>Saya lebih tertarik pada film berbahasa Inggris karena dapat menambah pengetahuan saya, terutama mengenai bahasa Inggris.</td>
<td></td>
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<td>32</td>
<td>Saya tidak jarang menghabiskan waktu untuk menonton film berbahasa Inggris.</td>
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<tr>
<td>33</td>
<td>Saya merasa senang setelah menonton film berbahasa Inggris.</td>
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<td></td>
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</tr>
<tr>
<td>34</td>
<td>Saya menonton film berbahasa Inggris setidaknya 3x seminggu.</td>
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<tr>
<td>35</td>
<td>Saya menonton film berbahasa Inggris sekitar 2 jam sehari.</td>
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<tr>
<td>36</td>
<td>Saya menonton film berbahasa Inggris agar terlihat 'keren' dan 'up to date' di depan teman-teman saya.</td>
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<tr>
<td>37</td>
<td>Saya menonton film berbahasa Inggris untuk mempelajari pronunciation dari native speaker dalam film tersebut.</td>
<td></td>
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<tr>
<td>38</td>
<td>Saya lebih tertarik terhadap tugas dari dosen yang berkaitan dengan video/film berbahasa Inggris.</td>
<td></td>
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<tr>
<td>39</td>
<td>Saya sangat senang ketika dosen memberikan tugas yang berkaitan dengan menonton film berbahasa Inggris.</td>
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<td>40</td>
<td>Saya menonton film berbahasa Inggris untuk menambah penguasaan kosa kata (vocabulary mastery).</td>
<td></td>
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</tr>
</tbody>
</table>
**Questionnaire of Students’ Intensity of Watching English Movie**

**Nama:** Fadel Fadhilurohman  
**NIM:** 163221070  
**Kelas/Smt:** PB1 / 2B

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Questionnaire of Students' Intensity of Watching English Movie

Nama : Nurgabhi, Nurul Cinta Hana
NIM  : 63221567
Kelas/Smt  : 2B

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<td>Saya merasa senang dengan segala hal yang berkaitan dengan film berbahasa Inggris dan aktivitas menonton film itu sendiri</td>
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<td>Saya merasa lebih seremangat belajar dengan media film berbahasa Inggris</td>
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<td>18</td>
<td>Saya menyempatkan waktu untuk <em>refreshing</em> dengan menonton film berbahasa Inggris disela-sela kesibukan saya.</td>
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<td>Bagi saya, menonton film adalah salah satu aktivitas santai yang selalu ingin saya lakukan.</td>
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<td>Sebagai mahasiswa jurusan pendidikan Bahasa Inggris, saya suka menonton film bahasa Inggris karena dapat menjadi sarana belajar bahasa Inggris saya.</td>
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THE UNDERSTANDING OF IDIOMATIC EXPRESSION TEST

NAME : Tanti Nor Khasanah
S.R.N : 163221049
CLASS : PB - 2B

1. Answer the questions by choosing A, B, C, or D!

1. Man: the president has called off the meeting
   Woman: but why?
   Man: he had to leave the Capitol this morning
   What can we infer from the dialogue above?
   a. The president is busy
   b. The president leads a meeting
   x The meeting is cancelled by the president
   d. The meeting is held in Capitol

2. Man: you can count on me whenever you are in trouble
   Woman: thanks. You are a real best friend
   What does the man mean?
   a. He is an accountant
   b. He is counting on her
   c. He is in trouble
   x He will always be there for the woman

3. The students are running out of time to finish the assignment from the professor
   What does the statement above mean?
   x The students do not have enough time to finish the assignment
   b. The professor asked the student to run an assignment
   c. The students do the assignment well
   d. The students have much time to do the assignment

4. Mike: Claire, it’s been a year! I’m so sick to you
   Claire: yes dear. I know. I’ll meet you this Sunday
   What does the man mean?
   a. He is sick
   x He missed the woman
   c. He is sick of the woman
   d. He has been sick for a year

5. Many scientists said that Stephen Hawking’s ambition to find “The Theory of Everything” is out of the question. However, he successfully made it.
   What can we infer from the statement above?
   a. Stephen Hawking is not a scientist
   b. Stephen Hawking cannot find the theory of everything
   c. Other scientists questioned Stephen Hawking’s theory
8. Other scientists thought that Stephen’s theory of everything is impossible.

6. Woman: I need someone to look after my cat when I am on my vacation.
   Man: You better take your cat to the pet shop. They will take care of your cat very well.
   What does the underlined word mean?
   a. Feeding the cat
   b. Put the cat in the cage
   c. Love the cat
   X. Take care of the cat

7. King George: You have to stick to the code or there will be war!
   Robin Hood: Yes, my Lord.
   What can we infer from the dialogue above?
   a. The King wanted a war
   b. The king is angry
   X. The King warned Robin Hood to obey the rule
   d. The King wanted Robin Hood to stick to the war

8. Joyce: I think I should give up. This mission is impossible to accomplish.
   Ethan: No! You have to finish this mission. I know you can do it.
   What does the underlined word mean?
   a. Joyce thinks that she can do the mission
   b. She is optimistic
   X. She is pessimistic that the mission can be accomplished by her alone
   d. She wants to stop working on the mission

9. Man: Oh God! Mathematics is so complicated. I hate it the most.
   Woman: Really? It’s just a piece of cake for me.
   What does the underlined word mean?
   a. Mathematics is easy
   X. Mathematics is difficult
   b. Mathematics is difficult
   c. She loves cake
   d. Making cake is as difficult as learning mathematics

10. Man: She is so beautiful. I can’t help falling in love with her.
    What does the man mean?
    a. He loves her so much
    X. He is never falling in love
    b. He helps the woman to fall in love
    c. The beautiful woman falls in love

11. Woman: It’s so noisy that I can hear a pin drop.
    What does the woman mean?
    a. It is so crowded
    b. The condition is very noisy
    X. It’s very quiet
12. Man: I cannot join the game since I broke my hand in the accident last month.
   What does the man mean?
   a. The man broke his hand intentionally
   b. He had an accident that makes his hand broken
   c. He had accident to break his hand
   d. He is broken hearted

13. Man: I wonder that everything she does, she always successfully sugar my pills.
   What does the underlined word mean?
   a. The man needs pills
   b. The woman gives the man pills
   c. The woman puts sugar on the pills
   d. The woman always makes the man happy

14. Woman: I am walking on air since I know that Dad bought me a new car
   What does the woman mean?
   a. She is very happy
   b. She is very rich
   c. She wants to buy a new car
   d. She has a new car that can walk on air

15. Man: Do you know Will Smith and his son Jaden Smith?
   Woman: I thought that name doesn’t ring any bells with me.
   What does the woman mean?
   a. She knew Will Smith and Jaden Smith
   b. She doesn’t know how to ring the bell
   c. Will Smith and Jaden Smith is unfamiliar for her
   d. Will Smith gave her a ring

16. Woman: compared to other singers, Adele has the best album this year.
   Man: I can say that again!
   What does the man mean?
   a. He totally agreed with the woman
   b. He wants the woman to repeat what she was saying
   c. He disagreed with the woman
   d. He doesn’t think that Adele has the best album

17. Man: I will persuade Mr. Hobbs to accept my thesis title
   Woman: Don’t make me laugh! You know how stubborn he is.
   What does the woman mean?
   a. She agreed with the man
   b. She laugh with the man
   c. Mr. Hobbs must accept the title
   d. She thought that it is impossible to persuade Mr. Hobbs
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   a. a hole on the ground
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   a. She likes apples
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22. This diamond ring costs an arm and a leg. Only a billionaire can have it.
   a. The ring should be bought by a billionaire
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   b. The man missed the taste of meat
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1. What does the discourse mean?
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4. What does the discourse mean?
   a. As a blacksmith, the main job is striking iron
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5. What does the discourse mean?
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8. KEEP YOUR EYES ON THE STARS, AND YOUR FEET ON THE GROUND.

What does the meaning of the discourse mean?
- We have to look at the stars
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10. Better an oops than a what if
1. **Answer the questions by choosing A, B, C, or D!**

1. Man: the president has called off the meeting  
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What does the man mean?  
a. The man broke his hand intentionally  
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Woman: I thought that name doesn’t ring any bells with me  
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- “What if” is used to express risks
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THE UNDERSTANDING OF IDIOMATIC EXPRESSION TEST

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Lampiran: -
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Kepada Yth.
Dosen Puput Arianto, M.Pd
Di
Tempat

Yang bertandatangan di bawah ini Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Surakarta memohon ijin atas:

Nama: ANISA RATNA AYU KURNIASARI
NIM: 133221002
Jurusan / Prodi: Pendidikan Bahasa Inggris
Semester: 8
Judul Skripsi: The Correlation Study between the Intensity of Watching English Movies and the Understanding of Idiomatic Expression towards Inferential Listening Comprehension of the Second Semester Students of English Education Department of IAIN Surakarta

Waktu Penelitian: 2 Juni 2017 - Selesai
Tempat: IAIN Surakarta

Untuk mengadakan penelitian di Lembaga yang Bapak/ibu pimpin, dalam rangka memenuhi penulisan skripsi untuk mendapatkan gelar sebagai sarjana.

Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapan terima kasih.

[Signature]
NIP. 19670224 200003 1 061

IAIN Surakarta, 30 Mei 2017
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Department of IAIN Surakarta in the Academic Year of 2016/2017

Anisa Ratna Ayu Kurniasari
State Islamic Institute of Surakarta
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ABSTRACT

This correlational research has a purpose to find whether there is a significant 
positive correlation between the intensity of watching English movies and the 
understanding of idiomatic expression partially or simultaneously towards inferential 
listening comprehension of the second semester students of English Education 
Department of IAIN Surakarta in the academic year of 2016/2017.

The data collection used objective tests and questionnaire. The instruments 
were validated through internal validity test using difficulty index and discrimination 
power. The reliability was also checked by internal reliability using split-half, Pearson Product Moment, Spearman-Brown formula, and alpha-cronbach formula. The sample was taken by cluster random sampling. The data then were analyzed by Multiple Linear Regression, Multiple Correlation, and partial correlation.

This research found that there is a significant positive correlation between the 
intensity of watching English movies and the understanding of idiomatic expression partially or simultaneously towards inferential listening comprehension of the second semester students of English Education Department of IAIN Surakarta in the academic year of 2016/2017. It can be seen from the result of the data computation of Multiple Linear-Regression Ŷ = -118.9 + .013 X₁ + 5.17 X₂ and F₀ = 16.86 (Fₜ = 5.49). Multiple and partial correlation computation also shows that the alternative hypotheses are accepted. The coefficient of correlation is R₁₂ = .945, F₀ = 212.85 (Fₜ = 5.49).

Key words : English Movies, Idiomatic Expression, Inferential Listening

1. INTRODUCTION

Listening is one of language basic skill which has a very important role in language teaching learning including English. The importance of listening in language learning can hardly be overestimated. Through reception process of listening, linguistics information can be
internalized and without which language cannot be produced (Brown, 2001: 247). Listening is not a one-way process of receiving of audio symbols. Instead, it is a continuous process of receiving sound waves through the ear and transmitting the impulse to the brain to be interpreted cognitively and affectively (Brown, 2001: 249).

Listening, like reading, writing, and speaking, is a complex process best developed by continuous and consistent practice. Listening is the vital skill providing the basis for the successful communication and successful professional career. Effective listening skills enhance the ability to learn and adapt new information, knowledge, and skills. Listening comprehension is more than extracting meaning from incoming speech. It is a process of matching speech with the background knowledge, what the listeners already know about the subject.

Listening comprehension includes a hierarchical sequence of skills which are similar to the reading comprehension sequence. They are literal, evaluative or inferential, critical and appreciative listening (Alley & Desher, 1979 in Jones, 2010: 195).

Inference skill is the ability to make inferences or simply the ability to use two or more pieces of information from a text in order to arrive at a third piece of information that is implicit. Inferring can be as complex as understanding a subtle implication, message, conveyed through the choice of particular vocabulary by drawing on the background knowledge (Kispal, 2008: 2). In addition, inferential comprehension requires the students to blend the literal content of a selection with prior knowledge, intuition, and imagination to make hypotheses of what is the appropriate meaning for a certain words or phrases.

Idioms are expressions which have a meaning that is not obvious from the individual words. The best way to understand idioms is by seeing the context of situation when that expression is uttered (McChart and O’dell: 6). Idioms is also defined as a fixed group of words with a special meaning which is different from the meanings of the individual words (Svensen, 1993 in Mojela, 2004: 333).

Idioms are figurative expressions that can often take both a literal and a figurative meaning. Idiomatic expressions are understood in relation to the context in which they are used. For most idioms, different scenarios could be used to support the literal and figurative interpretations, although not all idioms can support a sensible literal interpretation. As a result, the skills used to process and understand language in context are thought to be important for the development of idiom understanding.

Idiomatic expression as defined above clearly explains that idiom is one kind of figurative language that needs deeper or inferential understanding to get the meaning which is difficult to be interpreted.
literally by the words appeared in the expressions. The good understanding of idiomatic expression will surely help students to have a critical thinking especially in inferential listening activities which demands the students to interpret what they hear much wider and deeper than the individual words meaning appeared.

People who experienced difficulties in understanding language in context often have poor idiom understanding. That is why the understanding of idiomatic expressions are predicted to have something to do with students inferential listening ability as the materials of inferential listening activities includes TOEFL test indicators contain of idioms understanding. When an idiom is unfamiliar, it may be totally or partially understood by analysis of the meanings of the words in the phrase that will lead to misinterpretation or misunderstanding (Cain & Towse, 2008: 1539).

Every language in the world has its own idioms, includes English. Those idioms are often used in communication both in formal or informal situation. In order to help students in increasing their inferential listening comprehension, the understanding of idiomatic expression is believed to be one of the helping factors.

As discussed before, inferential listening needs deeper investigation to the speaker’s speech for meaningfulness of what is being listened. Listening skill is a process in language skill which needs training by using audio or technology (Arono, 2015: 82). That is why in inferential listening activities to reach comprehension needs un-instant and effective process.

Multimedia is a combination between sight and auditory. Those combinations could raise a phenomenon or object effectively. It is related to the relationship between kind of media with memory of human being to accept and save a message like visual, audio, and audio-visual. All of that component should be designed in order to achieve learning goals as inferential listening media (Arono, 2014: 65).

Multimedia can increase listening skill in a language by focusing on: (1) the role of text and visual as a tool for a language related to aural texts; (2) video motivation as the benefit aspect for learning language; (3) reality that the combination between media and listening activities can reach target language; and (4) conducive environment to promote discourse strategy for the students (Arono, 2015: 82).

Learning listening has been developed and advanced especially in media and in learning materials used. There are many choices of listening materials such as CD, DVD, or video that can be applied. The problem is that listening comprehension has not always drawn the attention of educators or sometimes it does not get enough portions as other skills get.
That is why in order to reach the optimal comprehension in listening skill students should conduct independent activities at home as the duration and portion to learn listening skill at the class is limited. Moreover, inferential listening needs continuous and effective activities. One of the activities that the students can try is watching movies.

Watching movies can be an entertaining and meaningful activity to help students learn language. As the concern of this research is English especially in inferential listening skill, the kind of movies that is suggested is of course English movies. Movies are diverting, fun, and part of popular culture and it surely helps the students to feel more at ease to learn in academic environment (Sweeney, 2006: 28).

By watching movies, students will hear English being used in a very natural way. Some parts may be spoken too fast for EFL students to understand but it will be a perfect way for students to get used to hearing native speakers talk to each other. Students will also get used to hear informal English and slang words and phrases that they do not find in books or dictionaries. Moreover, according to Qiang et al. (2007: 39) movies are at once educational, informative, and entertaining.

Listening is not only concerning about aural aspect but also visual aspect integrated in multimedia (Arono, 2015: 86). It can be one reason why watching movies are believed to be an effective activity to help students improve their listening skill especially in inferential listening. Watching English movies is believed to be effective as it gives more natural materials of listening from native speakers, examples of the slang, expressions and even culture.

From the explanation above, it is known that listening as the basic skill can be improved through many activities includes watching English movies. However, it is not only based on someone’s ability but also his/her intensity in doing the learning listening activities (Arono, 2015: 81).

Intensity, from the word “intense”, means extreme or very strong, serious or emotional (Oxford Learner’s Pocket Dictionary, 2008: 232). According to Cambridge Dictionary, intensity is defined as the quality of being very serious and having strong emotions or opinions. Intensity is also defined as an encouragement to do to reach some purposes (Hazim, 2005: 191). It can be concluded that intensity is an encouragement or spirit to reach a purpose or specific intention. Intensity cannot be separated from motivation. Both of them are very important in doing an activity with a specific intention to reach something. However, motivation is not the only thing which influences intensity.

There are 6 aspects or indicators of intensity proposed by Nuraini (2011) in suaranuraniguru.blogspot.com, they are: motivation, duration, frequency, presentation, attitude, and interest. Good intensity to watch
English movie is believed to contribute to students English language skill includes inferential listening.

The belief rises because English movies will give a real example of spoken English in easy and entertaining way. One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents rather than just the voice of their teacher with its own idiosyncrasies (Harmer, 1998: 108).

English movies here mean movies which are English speaking. The actors of English movies meant are this study is English native speakers. In other words, the English movies are movies that are produced in the country of native English speakers like England, USA, Australia, Canada, etc. That is why by watching this kind of movie students can get a real spoken authentic English material to listen. The English language that is being used will also provide many expressions in real life that students will rarely find in their textbook. This reason encourages the belief that the intensity of watching English movies is related to students’ inferential listening skill.

The helps that English movies provided to support students inferential listening is also the visual aid that lead them to think more carefully to find the meaning of what they hear and what they see. Continuously, with a good intensity, it can be a good activity for students to improve their skill and comprehension in inferential listening in an entertaining way. Besides, as explained above, the understanding of idiomatic expression is believed to give a good contribution to students’ inferential listening as well as the intensity of watching English movies.

Based on the newest curriculum used in English Education Department of IAIN Surakarta, listening skill is also being taught in such a sequence. It is taught in three semesters continuously, in the first until the third semester. The first level is basic listening or literal listening, inferential listening, and the last one is inferential listening is being taught to the third semester students.

In English Education Department of IAIN Surakarta, Inferential listening is taught at the second semester. There are eight classes of second semester students of English Education Department. One class is taken randomly to be the sample of the research.

The problem arises after the changing of the curriculum which changes the sequence of listening skill lesson in English Education Department. Previously, listening skill is taught in four sequences in four semesters. The first level is basic Listening, followed by literal listening, inferential listening, and the last one is critical listening.

This changes make inferential listening which usually is taught at the third semester is being taught at...
second semester. It will surely affect the students’ comprehension. English Education Department students of the previous year faced inferential listening as the third level of listening skill lesson. It means that they had 2 previous level of listening skill that can be a more complete prior knowledge and experience to face inferential listening.

It is different from the students of English Education Department in the academic year of 2016/2017 that had to face inferential listening in their second semester. They only had one passed listening skill level in the first semester. It makes them having less experience in listening activities than the previous year students.

That is why the second semester students of English Education Department of IAIN Surakarta need more attention, treatment, and helpful aids to optimize their comprehension. The lecturers need to work harder to push the students to comprehend materials that are usually taught to third semester students.

The reason why the researcher conducted the research at English Education Department of Surakarta is to help in finding what factors which are affecting students’ inferential listening comprehension to help them in increasing their comprehension and achievement in inferential listening subject.

If the alternative hypotheses of this research are accepted, means that there is a significant correlation between the intensity of watching English movies and the understanding of idiomatic expression towards inferential listening comprehension, both of the independent variable can be recommended for the students to be implemented in their daily lessons and activity. If the alternative hypotheses are accepted, the lecturer may encourage the students to do the activities to help their inferential listening comprehension as found in this study.

If the alternative hypotheses of the research are accepted, it means that the intensity of watching English movies and the understanding of idiomatic expression that the researcher believes to have something to do with inferential listening comprehension can be implemented to anticipate students’ lack of comprehension after the changing of the curriculum.

2. PREVIOUS STUDY

In order to support the reference for this research, the researcher takes some related previous researches as reference. The previous researches can be taken from other researcher’s thesis or journal articles which have similarities with this research.

The researcher found a previous research related to the relationship between watching English movies and listening skill entitled: the relationship between
the frequency of watching English film and students’ listening skill. This research is conducted by Hasanudin in 2013. The result showed that there are the significant correlation between the frequency of watching English film and students listening skill at XI IA II at SMA N 1 Mayong Jepara in The Academic year 2012/2013.

There are several similarities of the research conducted by Hasanudin and this research. The first similarity is in the research design that both of these researches are correlation research. The independent variable of this previous research is frequency of watching English movies. Besides, one of the dependent variable of this research is the intensity of watching English movies. Intensity is wider than frequency as frequency is one of the indicators of intensity. The dependent variable of both research are also about listening. The difference is that the research conducted by Hasanudin is more general than this research which discuss about more specific type of listening, inferential listening comprehension.

The difference between the research conducted by Hasanudin and the researcher’s research is in the subject of the research. Hasanudin’s research subjects are senior high school students and the researcher’s research subjects are English education department students or in other words are university students. This is caused by the different level of the dependent variable. Inferential listening is considered to be more appropriate to be researched in university level rather than in senior high school as this is an advanced level skill.

Unfortunately, the researcher has not found any previous research related to the correlation between the understanding of idiomatic expression and inferential listening. However, the researcher has found a research about the relation between reading comprehension and understanding idiomatic expression conducted by Maria Chiara Levorato, Barbara Nesi, and Cristina Cacciari in 2004. The result showed that the ability to understand a text indeed is predicted by the understanding of idioms in context. So, it is not impossible that the understanding of idiomatic expression can also affect the inferential listening comprehension.

3. METHODOLOGY

3.1 The research problems of this study are:

1. Is there any significant positive correlation between the Intensity of Watching English Movies and Inferential Listening comprehension of the second Semester Students of English Education Department of IAIN Surakarta in the Academic Year of 2016/2017?

2. Is there any significant positive correlation between the understanding of idiomatic expression and inferential listening comprehension of the
second semester students of English Education Department of IAIN Surakarta in the academic year of 2016/2017?
3. Is there any significant positive correlation between the intensity of watching English movies and the understanding of idiomatic expression towards inferential listening comprehension of the second semester students of English Education Department of IAIN Surakarta in the Academic Year of 2016/2017?

3.2 Research Design

In this correlational research, the researcher is going to conduct a research contained of three variables. Those three variables are: The intensity of watching English movie ($X_1$), The understanding of idiomatic expression ($X_2$), and Inferential listening comprehension ($Y$)

3.3 Technique of Collecting the Data

The data of this research is collected from two main sources, they are observation and interview.

1. Test

   In this research, there are two tests that are conducted. Those are test to get the data of the understanding of idiomatic expression and inferential listening comprehension. The kind of test for both of the variables are using objective test in the form of multiple choice test.
   
   An inferential listening test is intended to collect the data about students’ inferential listening comprehension. The test is objective test in the form of multiple choice tests.
   
   The data of the understanding of idiomatic expression is also taken by a test. The test is an objective test in the form of multiple choice tests. The blueprint of the test items will be matched to the students’ expected knowledge based on the daily classroom activities and standard idiomatic expressions found in inferential listening.

2. Questionnaire

   The data of the intensity of watching English movies will be obtained by using questionnaire. The questionnaire will be designed based on the indicators of intensity.

3.4 Technique of Analyzing Data

In this research, to test the hypotheses, the researcher used the technique of Multiple Linear Regression, Multiple correlation, and partial correlation. To test the null hypotheses that there is no significant positive correlation between the intensity of watching English movies and the understanding of idiomatic expression towards inferential listening comprehension, the researcher used multiple linear regressions and multiple correlation formula. To test the null hypotheses that there is no significant positive correlation between the intensity of watching English movies and
inferential listening comprehension and there is no significant positive correlation between the understanding of idiomatic expression and inferential listening comprehension, the researcher used partial correlation.

3.5 Data Validity and Reliability

3.5.1 The validity of the instrument

In this research, the researcher used internal validity to measure the validity of the instrument, the test and the questionnaire. The formula used to measure the validity is Pearson Product Moment Formula (Arikunto, 2010; 213). Besides the internal validity, the researcher also used expert judgment. A review from expert to the provided questionnaire is necessary to identify the problems of the questions, breakdowns in the question-answering process, and other potential measurement errors.

3.5.2 The reliability of the instrument

In this research, the reliability of inferential listening test and the understanding of idiomatic expression test are analyzed by internal reliability using odd-even split-half and Spearman-Brown Formula. Besides, the reliability of the questionnaire of the intensity of watching English movies is analyzed using Alpha-Cronbach Formula.

4 FINDINGS AND DISCUSSION

4.1 The Research Findings

4.1.1 The Data of Inferential Listening Comprehension

From the test of inferential listening comprehension, it is obtained that the highest score is 29 and the lowest is 14. The average score of inferential listening test or the mean of the data is 22.63 and the standard of deviation is 3.41. The median (middle score) is 22 and the mode is 25.

4.1.2 The Data of the Intensity of Watching English Movies (X_1)

From the questionnaire of the intensity of watching English movies, it is obtained that the highest score is 148 of 160 and the lowest score is 96. The mean or the average score is 121.2 while the median or middle score is 123. The mode of the data is 124 and the standard of deviation is 13.048.

4.1.3 The Data of Understanding of Idiomatic Expression

From the scores of the understanding of idiomatic expression test, it is obtained some data as follows. The average score or the mean of the data is 27.07. The highest score among all the students is 33 of 35 and the lowest score is 20. The mode of the data is 28 and the median or middle score is 27. Besides, the standard of deviation for the scores of the understanding of idiomatic expression test is 3.46.

4.1.4 The Correlation between the Intensity of Watching English Movies and the Understanding of Idiomatic Expression Simultaneously and Inferential Listening Comprehension

From the Multiple Linear-Regression analysis the researcher found that the coefficient of b_0 = -118.9, b_1 = .013 and b_2 = 5.17. Then, the equation for the multiple linear regression of Y, X_1 and X_2 becomes \( \hat{Y} = -118.9 + .013 X_1 + 5.17 X_2 \). The value
of $F_o$ ratio is 16.86 and the value of $F$ in the distribution table ($F_t$) with the degree of freedom (d.f) 2:27 at 1% level of significance is 5.49. So, it is obvious that the value of $F_o$ is greater than $F_t$, meaning that the multiple linear regression equation $\hat{Y} = -118.9 + .013 X_1 + 5.17 X_2$ is significant.

From the analysis of multiple correlation of $Y$ on $X_1$ and $X_2$, it is obtained that the correlation coefficient ($R_{y12}$) is .945. From the testing of significance, it is obtained that the coefficient of significance $F_0$ is 212.85. Then, the $F_0$ is consulted with the F-table of significance with the degree of freedom (d.f) = 2:27 at 1% level of significance; and the $F_t$ is 5.49. Thus, it is obvious that $F_0$ is much greater than $F_t$. Therefore, it can be concluded that $R_{y12}$ is very significant as well as the $F_0$ from multiple linear-regression equation.

From the analysis of multiple linear-regression and multiple correlation, it is obvious that the null hypotheses ($H_0$) is rejected. It means that the alternative hypothesis is accepted. The conclusion is that there is a significant positive correlation between the intensity of watching English movies and the understanding of idiomatic expression towards inferential listening comprehension.

4.1.5 The Correlation between the Intensity of Watching English Movies and Inferential Listening Comprehension if the Understanding of Idiomatic Expression is controlled.

From the partial correlation analysis, the researcher found out that the coefficient of $X_1$ and $Y$ where $X_2$ is treated constant, the coefficient of correlation ($r_{y12}$) obtained from the partial correlation computation is .128. This value then analyzed using t-test which resulted $t_o = 6.703$. The value of $t_o$ then consulted to the t-table ($t_t$) with the degree of freedom 2:27 at 1% level of significance. The coefficient of t-table is ($t_t$) = 2.47. The result showed that $t_o$ is greater than $t_t$. Therefore it can be concluded that $r_{y12}$ is very significant. It means that the correlation coefficient of $r_{y12}$ is also very significant.

From the analysis of partial correlation, it is obvious that the null hypotheses ($H_0$) is rejected and the alternative hypotheses ($H_2$) is accepted. So, the conclusion is that there is a significant positive correlation between the intensity of watching English movies ($X_1$) and inferential listening comprehension ($Y$) if the understanding of idiomatic expression ($X_2$) is controlled.

4.1.6 The Correlation between the Understanding of Idiomatic Expression and Inferential Listening Comprehension if the Intensity of Watching English Movies is Controlled

From the partial correlation analysis, the researcher found out that the coefficient of $X_2$ and $Y$ where $X_1$ is treated constant, the coefficient of correlation ($r_{y21}$) obtained from the partial correlation computation is .124. This value then analyzed using t-test which resulted $t_o = 6.493$. The value of $t_o$ then consulted to the t-table ($t_t$) with the degree of freedom 2:27 at 1% level of significance. The coefficient of t-table is ($t_t$) = 2.47. The result showed that $t_o$ is greater than $t_t$. Therefore it can be
concluded that $t_0$ is very significant. It means that the correlation coefficient of $r_{y21}$ is also very significant.

From the analysis of partial correlation, it is obvious that the null hypotheses ($H_0$) is rejected and the alternative hypotheses ($H_3$) is accepted. So, the conclusion is that there is a significant positive correlation between the understanding of idiomatic expression ($X_2$) and inferential listening comprehension ($Y$) if the intensity of watching English movies ($X_1$) is controlled.

4.2 Discussions
The discussion of the research finding focuses on two sides: descriptive analysis of each variable and the inferential analysis that each variable shows, that is, the correlation between predictor variables and response variable.

The result of descriptive analysis of each variable shows that inferential listening comprehension, the intensity of watching English movies and the understanding of idiomatic expression of the second semester students of English Education Department of IAIN Surakarta belong to upper level. These can be seen from the average score of each variable. The average score of inferential listening comprehension is 22.63 (1-30 scale), means that the average score reached 75.43% of the scale. The average score of the intensity of watching English movies is 121.2 (1-160 scale), means that the average score reached 75.75% of the scale. The last is the average score of the understanding of idiomatic expression test which reached 27.067 (1-35 scale), means that the average score reached 77.33%.

From the descriptive analysis, it is known that the average score of the understanding of idiomatic expression test is higher than the average score of the questionnaire of the intensity of watching English movies. The score of the understanding of idiomatic expression reached 77.33% of the scale while the average score of the intensity of watching English movies reached 75.75%. This fact can be explained by several reasons. Firstly, students of English Education Department must have learned about idioms in their previous lessons and they must have learned it also to reach the academic purposes. It is known that idioms or figurative language inference is one of the indicators of inferential listening, one of the main subjects of their study.

Secondly, students generally watch movies just for having fun. They watch movies only to waste their leisure time and barely paying attention to the detail of the movies. However, the rate of the intensity is still categorized in the upper level as it reached more than 75% of the scale.

The other result of descriptive analysis can be observed through the obtained standard of deviation of each variable. The standard of deviation values can be the basic of analysis to interpret the dispersion of the students’ scores that indicates the difference of their inferential listening comprehension, understanding of idiomatic expression and the intensity of watching English movies. The values of standard of deviation of inferential listening comprehension are 3.408, the understanding of idiomatic expression
is 3.463, and the intensity of watching English movies is 13.048.
Those values of standard of deviation can be understood from the range of the score of each variable \((Y = 14 - 29, X_1 = 96 - 148, X_2 = 20 - 33)\). Considering that values, the researcher concludes that students’ range of achievements are heterogeneous.
The result of the correlation analysis between the variables shows that the intensity of watching English movies and the understanding of idiomatic expression have a positive-linear correlation to their inferential listening comprehension either partially or simultaneously. A linear-positive correlation means that the increasing of the intensity of watching English movies and the understanding of idiomatic expression is followed by the increasing of inferential listening comprehension.
Similarly, the decreasing of the intensity of watching English movies and the understanding of idiomatic expression will also be followed by the decreasing of inferential listening comprehension. That kind of correlation creates assumption that students’ inferential listening comprehension can be regressed, predicted and explained from students’ intensity of watching movies and students’ understanding of idiomatic expression.
The statistical equation to explain the correlational relationship can be observed from the hypotheses testing. It can be seen that the intensity of watching English movies and the understanding of idiomatic expression are simultaneously and partially correlated to inferential listening comprehension. From the Multiple Linear-Regression analysis the researcher found that the coefficient of \(b_0 = -118.9\), \(b_1 = .013\) and \(b_2 = 5.17\).
Then, the equation for the multiple linear regression of \(Y\), \(X_1\) and \(X_2\) becomes \(\hat{Y} = -118.9 + .013X_1 + 5.17X_2\). The value of \(F_o\) ratio is 16.86 and the value of \(F\) in the distribution table (\(F_t\)) with the degree of freedom (d.f) 2:27 at 1% level of significance is 5.49. So, it is obvious that the value of \(F_o\) is greater than \(F_t\), meaning that the multiple linear regression equation \(\hat{Y} = -118.9 + .013X_1 + 5.17X_2\) is significant.
The interpretation of the regression equation is this following. Firstly, it can be predicted that the increasing or decreasing of one unit of the intensity of watching English movies will be followed by the increasing or decreasing of .013 of inferential listening comprehension if the understanding of idiomatic expression is controlled or constant. Secondly, it can also be predicted that the increasing or decreasing of one unit of the understanding of idiomatic expression will also be followed by the increasing or decreasing of 5.17 of inferential listening comprehension if the intensity of watching English movies is controlled.
From the analysis of multiple correlation of \(Y\) on \(X_1\) and \(X_2\), it is obtained that the correlation coefficient \((R_{y12})\) is .945. From the testing of significance, it is obtained that the coefficient of significance \(F_o\) is 212.85. Then, the \(F_o\) is consulted with the \(F\)-table of significance with the degree of freedom (d.f) = 2:27 at 1% level of significance; and the \(F_t\) is 5.49. Thus, it is obvious that \(F_o\) is much
greater than \( F_t \). Therefore, it can be concluded that \( R_{y12} \) is very significant. From the partial correlation analysis, the researcher found out that the coefficient of \( X_1 \) and \( Y \) where \( X_2 \) is treated constant, the coefficient of correlation \( (r_{y12}) \) obtained from the partial correlation computation is .128. This value then analyzed using \( t \)-test which resulted \( t_o = 6.703 \). From the second partial correlation analysis, the researcher found out that the coefficient of \( X_2 \) and \( Y \) where \( X_1 \) is treated constant, the coefficient of correlation \( (r_{y21}) \) obtained from the partial correlation computation is .124. This value then analyzed using \( t \)-test which resulted \( t_o = 6.493 \).

The value of \( t_o \) then consulted to the \( t \)-table \( (t_{1}) \) with the degree of freedom \( 2:27 \) at 1% level of significance. The coefficient of \( t \)-table is \( (t_{1}) = 2.47 \). The result showed that \( t_o \) is greater than \( t_{1} \). Therefore it can be concluded that \( t_o \) is very significant, means that the correlation coefficient of \( r_{y12} \) and \( r_{y12} \) are very significant. The conclusion is that both of the predictor variables (the intensity of watching English movies and the understanding of idiomatic expression) correlated to the response variable (inferential listening comprehension) significantly.

The data computations above are also supported by the raw score of the tests and the questionnaire. The researcher took three samples of the higher, middle, and lower score. The result is that the samples showed a linear score between the variables. In other words, those who get high score in inferential listening test also get high score in idiomatic expression test and the questionnaire of the intensity of watching English movies. This also happened in the middle and lower level.

A question rose after the result that the three variables are correlated simultaneously or partially. It is how strong the correlation between the intensity of watching English movies and the understanding of idiomatic expression as the predictors to inferential listening comprehension as the response. Further, the raised question is, are those predictors strong enough to be fundamental judgment to explain and to predict the condition of the response or not. The questions can be answered through finding the level of the contribution of the predictors to the response variable.

The level of contribution of the predictor variables to response variable can be obtained by squaring the value of coefficient of correlation of each variable \((Ry12 = .929, ry1.2 = .128, \text{ and } ry2.1 = .124)\) and then multiplying with 100%. From the result of the computation, it is known that the level of contribution of the intensity of watching English movies and the understanding of idiomatic expression simultaneously to inferential listening comprehension is 86.30%; the level of contribution of the intensity of watching English movies to inferential listening comprehension if the understanding of idiomatic expression is controlled is 16.38%; the level of contribution of the understanding of idiomatic expression to inferential listening comprehension if the intensity of watching English movies is controlled is 29.76%.

From the computation above, it is known that the contribution level of
the understanding of idiomatic expression is higher than the contribution level of the intensity of watching English movies. Based on that finding, the researcher concludes that the correlation between the understanding of idiomatic expression and inferential listening comprehension is stronger than the correlation between the intensity of watching English movies and inferential listening comprehension. Therefore, if the contribution level of two predicators is 86.3%, the researcher assumed that the greater contribution is given by the understanding of idiomatic expression. If the fact above is observed deeply, there is a question why the understanding of idiomatic expression contributes more to inferential listening comprehension than the intensity of watching English movies. The answer for that question can be explained as follows. Idiomatic expression is one of the indicators of inferential listening that they have to master well to reach the comprehension of the subject itself. There is a demand that idiomatic expression should be understood. It is different from the intensity of watching English movies. There is no demand for the students to watch movies to learn inferential listening. Watching English movies is considered only as an activity that can give contribution to students’ inferential listening comprehension. Without any specific demand from the lecturer or the subject target, the activities will only be done without a specific or just for having fun. The students do not completely have a mindset that they are watching movies to learn something. That is why the contribution of the intensity of watching English movies is lower than the contribution of the understanding of idiomatic expression. Beside the analysis of the contribution of each predicators partially, the result of the computation of simultaneous contribution of both of the predicators simultaneously have stronger contribution and correlation to inferential listening comprehension than partially.

In brief, the result of the research is in line with the theoretical discussion in chapter II of the thesis. Simply, it can be said that inferential listening comprehension can be supported by the understanding of idiomatic expression and the intensity of watching English movies. Otherwise, inferential listening can be predicted and explained from two predicators (intensity of watching English movies and the understanding of idiomatic expression).

4 CONCLUSION

Based on the result of the data analysis, the conclusion of the study is as follows: First, based on the average score of each variable, the result of the descriptive analysis shows that the whole three variables (the intensity of watching English moves, the understanding of idiomatic expression, and inferential
listening comprehension) of the second semester students of English Education Department of IAIN Surakarta belong to the upper level. Besides that, based on the values of standard of deviation of each variable, the other descriptive analysis shows that the students’ achievements on each variable are heterogeneous.

Second, based on the analysis of multiple linear regressions and multiple correlation, the result indicates that there is a significant positive correlation between the intensity of watching English movies and the understanding of idiomatic expression simultaneously towards students’ inferential listening comprehension. It means that the increasing or decreasing of the intensity of watching English movies and the understanding of idiomatic expression will be followed by the increasing or decreasing of inferential listening comprehension.

Third, the result of partial correlation shows that there is a significant positive correlation between the intensity of watching English movies and inferential listening comprehension if the understanding of idiomatic expression is controlled. It means that the increasing or decreasing of the intensity of watching English movies will be followed by the increasing or decreasing of inferential listening comprehension if the intensity of watching English movies is controlled or constant.

Fourth, the result of partial correlation shows that there is a significant positive correlation between the understanding of idiomatic expression and inferential listening if the intensity of watching English movies is controlled. It means that the increasing or decreasing of the understanding of idiomatic expression will be followed by the increasing or decreasing of inferential listening comprehension if the intensity of watching English movies is controlled or constant.

The description above shows that three alternative hypotheses proposed by the researcher is accepted, that is simultaneously or partially, the intensity of watching English movies and the understanding of idiomatic expression have significant positive correlation to students’ inferential listening comprehension.

5 SUGGESTIONS

Based on the result of the research, the conclusion and the implication, in this section, the researcher proposed some suggestions.

Firstly, although the result of the study shows that students’ inferential listening comprehension, intensity of watching English movies and understanding of idiomatic expression of the second semester students of English Education Department of IAIN Surakarta is categorized to be in the upper level, it still needs improvement. That is why an adequate effort is needed to improve the students’ inferential listening comprehension.

Secondly, the heterogeneous result of the score that indicates the heterogeneous level of students’ comprehension. It is not as simple as teaching homogeneous students.
Teachers should implement techniques that are able to cover the lower level students until the high level students. Therefore, the teaching-learning can be more effective and the purpose of the lesson can be achieved by all students from every level.

Thirdly, in order to improve students’ inferential listening comprehension, the students and the teacher should consider some aspects of idiomatic expression understanding and encouraging the students to have a good intensity of watching English movies. This is because both of those variables based on this research have an important role in the development of students’ inferential listening comprehension.

Fourthly related to the previous suggestions, the teacher should implement both of the predictor variables proportionally in the process of teaching learning of inferential listening. Appropriate proportion is very important because based on the result of this research, both of the predictor variables have different rate of contribution towards students’ inferential listening comprehension. It is that the understanding of idiomatic expression contributes more than the intensity of watching English movies.

The last, considering that there are still 13.70% of contribution that is not explained yet in this study, the researcher suggests the other researchers who are interested to conduct a research related to this subject to make the other studies which includes more variable that are not discussed yet in this research. This will reveal any other aspects that can support students’ inferential listening comprehension. These variables can be level of intelligence, learning style, etc.

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