

APPENDICES

Appendix I : Transliteration

No	Pages	The verse of the Qur'an	Translation	
			English	Indonesian
1	1	The Qur'an Surah Al-Hujurat verse 13	(O mankind! Lo! We have created you from male and female and made you nations and tribes that you may know one another. Indeed, the noblest of you, in the sight of Allah is the best in conduct. Lo! Allah is All-Knower,Awere).	(Hai manusia, sesungguhnya Kami menciptakan kamu dari seorang laki-laki dan seorang perempuan dan menjadikan kamu berbangsa-bangsa dan bersuku-suku supaya kamu saling kenal-mengenal. Sesungguhnya orang yang paling mulia di antara kamu di sisi Allah ialah orang yang paling takwa di antara kamu. Sesungguhnya Allah Maha Mengetahui lagi Maha Mengenal).
2	3	The Qur'an Surah Al-A'raf verse 204	(And when the Qur'an is recited, give ear to it and pay heed, that ye may obtain mercy).	Dan apabila dibacakan Al-Qur'an, maka dengarkanlah dan diamlah, agar kamu mendapat rahmat).

Appendix II : Observation Sheet

“Observation Checklist of Gender Differences in Listening Strategies”

Day/Date :
 Gender : Male/Female
 Majoring Name :English Education Department UIN Bjm
 Semester /Class : II / Listening

No	Type of Listening Strategies	Steatment	Yes	No	Note
1	Cognitive Strategies	The students write note as the students follow some spoken text.			
		The students make summarizing the main points before answering listening task.			
		The students highlighting the main information from native speakers in the listening class.			
		The students translate into the native speakers when the students taking to focus as in head.			
		The students repeathing words become familiar with the sounds.			
		The students use knowledge based on what students already knows the topic while litening task.			
		The students clarify the objective of an anticipated listening task or propose strategies for handling it before listening task.			
				The students developing an awareness of the steps	

2	Metacognitive strategies	needed to accomplish a listening task, clarify the goals of a task before listening.			
		The students use experience and knowledge to help understanding listening task.			
		The students use the general idea of the text to help guess the meaning of the words.			
		The students determines whether or not the information students heard and understood from the speakers is well constructe or disorganized.			
		After listening the students think back or make sure what students heard when listening task and how well they have achieved.			
3	Socio-Affective Strategies	The students develop a positive attitude toward the task and believed that it is possible for students to understanding what will hear.			
		Students cooperate with peers to understanding the task and have positive emotion like calm while listening process in the class.			
		The students try to relax before listening task.			
		The students try to enjoying while listening process in the class.			

Appendix III : Observation Result

Observation Checklist of Gender Differences in Listening Strategies”

Day/Date :Tuesday/ February14th, 2023

Gender : Male

Majoring Name :English Education Department UIN Bjm

Semester /Class : II / Listening

No	Type of Listening Strategies	Steatment	Yes	No	Note
1	Cognitive Strategies	The students write note as the students follow some spoken text.	✓		
		The students make summarizing the main points before answering listening task.	✓		
		The students highlighting the main information from native speakers in the listening class.	✓		
		The students translate into the native speakers when the students taking to focus as in head.	✓		
		The students repeathing words become familiar with the sounds.	✓		
		The students use knowledge based on what students already knows the topic while litening task.	✓		
		The students clarify the objective of an anticipated listening task or propose strategies for handling it before listening task.		✓	The male students did not use precdicing to help understanding listening task.

2	Metacognitive Strategies	The students developing an awareness of the steps needed to accomplish a listening task, clarify the goals of a task before listening.		✓	The male students did not use planning or make a goal in listening task.
		The students use experience and knowledge to help understanding listening task.		✓	The male students did not use mintoring to help understanding listening task..
		The students use the general idea of the text to help guess the meaning of the words.		✓	The male students did not use mintoring to help understanding listening task.
		The students determines whether or not the information students heard and understood from the speakers is well constructe or disorganized.		✓	The male students did not use analyzing to help understanding listening task.
		After listening the students think back or make sure what students heard when listening task and how well they have achieved.		✓	The male students did not use evaluating to help understanding listening task.
3	Socio-Affective Strategies	The students develop a positive attitude toward the task and believed that it is possible for students to understanding what will hear.		✓	

		Students cooperate with peers to understanding the task and have positive emotion like calm while listening process in the class.		✓	The male students can't controll their emotion in the class.
		The students try to relax before listening task.		✓	The male students can't relax while listening class.
		The students try to enjoying while listening process in the class.		✓	The male students looking panicked and agitated while listening task.

Appendix IV : Observation Result

Observation Checklist of Gender Differences in Listening Strategies”

Day/Date : Monday/February 20th, 2023

Gender : Female

Majoring Name : English Education Department UIN Bjm

Semester /Class : II / Listening

No	Type of Listening Strategies	Steatment	Yes	No	Note	
1	Cognitive Strategies	The students write note as the students follow some spoken text.		✓		
		The students make summarizing the main points before answering listening task.		✓		
		The students highlighting the main information from native speakers in the listening class.		✓		
		The students translate into the native speakers when the students taking to focus as in head.		✓		
		The students repeathing words become familiar with the sounds.		✓		
		The students use knowledge based on what students already knows the topic while litening task.		✓		
		The students clarify the objective of an anticipated listening task or propose strategies for handling it before listening task.		✓		The students not use preccdicing
				The students developing an awareness of the steps	✓	

2	Metacognitive strategies	needed to accomplish a listening task, clarify the goals of a task before listening.			
		The students use experience and knowledge to help understanding listening task.	✓		
		The students use the general idea of the text to help guess the meaning of the words.	✓		
		The students determines whether or not the information students heard and understood from the speakers is well constructe or disorganized.	✓		
		After listening the students think back or make sure what students heard when listening task and how well they have achieved.	✓		
3	Socio-Affective Strategies	The students develop a positive attitude toward the task and believed that it is possible for students to understanding what will hear.	✓		
		Students cooperate with peers to understanding the task and have positive emotion like calm while listening process in the class.	✓		
		The students try to relax before listening task.	✓		
		The students try to enjoying while listening process in the class.	✓		

Appendix V : Interview Guideline

Gender: Male/Female Smester Class: II/ A, B & C Listening		
No	Interview Questions	Participant's Response
1	Do you use any special strategies or techniques to help you understand native speakers in your listening class?	
2	When you learning listening, what strategies do you often use to help with listening comprehension? What are they?	
3	How do you handle a situation when you don't fully understand what a native speaker is saying?	
4	How do you prepare before the meeting to start listening class? Is there any special preparation that you do?	
5	What will you do when you feel anxious about starting listening lessons in class?	

Appendix VI : Interview Result

Gender: Male Students Smester Class: II/ A, B & C Listening			
NO	Interview Questions	Participant's Response	
		Original Answer	Translate
1	Do you use any special strategies or techniques to help you understand native speakers in your listening class?	<p>Untuk membantu saya memahami penutur kata pada soal listening, biasanya saya menggunakan beberapa strategi mendengarkan. (S1)</p> <p>Iya, saya menggunakan strategi tertentu untuk memahami penutur asli pada listening kelas. (S2)</p> <p>Iya, saya selalu menggunakan strategi untuk membantu saya memahami soal listening. (S3)</p> <p>Saya selalu menggunakan strategi listening untuk membantu saya memahami listening. (S4)</p> <p>Iya, saya menggunakan beberapa strategi untuk membantu saya dalam memahami penutur listening. (S5)</p> <p>Saya biasanya menggunakan beberapa strategi listening untuk membantu saya</p>	<p>To help me understand the speaker in a listening task, I usually use several listening strategies. (S1)</p> <p>Yes, I use specific strategies to understand the native speakers in listening class. (S2)</p> <p>Yes, I always employ strategies to assist me in comprehending listening tasks. (S3)</p> <p>I always utilize listening strategies to help me understanding of listening materials. (S4)</p> <p>Yes, I use several strategies to help me understand the speaker in listening tasks. (S5)</p> <p>I usually use several listening strategies to help me understand listening tasks. (S6)</p>

		memahami soal listening. (S6)	
2	When you learning listening, what strategies do you often use to help with listening comprehension? What are they?	<p>Saya suka menggunakan strategi kognitif dan socio-affective strategi dalam mendengarkan. (S1)</p> <p>Dari beberapa strategi yang ada saya hanya menggunakan strategi kognitif seperti mencatat point penting, menterjemah kata yang saya pahami, dan menghubungkan pengetahuan saya dengan topik yang ada. (S2)</p> <p>Menurut saya saya lebih suka strategi kognitif seperti summarize, highlighting, predicting, translating dan socio-affective strategi. (S3)</p> <p>Saya hanya menggunakan strategi kognitif untuk membantu saya memahami native speaker. (S4)</p> <p>Dari semua strategi yang saya ketahui saya lebih menyukai strategi kognitif yang mana itu sesuai dengan kemampuan saya yang selalu suka mencatat materi yang</p>	<p>I like to use cognitive and socio-affective strategies in listening. (S1)</p> <p>Among the various strategies available, I only use cognitive strategies such as taking notes on important points, then translating words that I understood the meaning, and connecting my knowledge to the material. (S2)</p> <p>In my opinion, I prefer cognitive strategies like summarizing, highlighting, predicting, translating, and socio-affective strategies. (S3)</p> <p>I only use cognitive strategies to help me understand native speakers. (S4)</p> <p>Out of all the strategies I know, I prefer cognitive strategies that appropriate with my abilities, such as taking notes on the material I receive and marking the key points discussed by the native speaker. (S5)</p> <p>I always translate the</p>

		<p>saya dapat, kemudian saya juga selalu menandai dari point penting apa yang native speaker bicarakan. (S5)</p> <p>Saya selalu mentranslet makna yang tidak saya pahami kemudian saya beri kesimpulan untuk menjawab soal yang ada, saya juga suka mendengarkan musik sebelum pembelajaran dimulai. Oleh karena itu, saya sangat menyukai strategi kognitif yang terdiri dari taking note, summarizing, highlighting, repeating dan juga strategi socio-affective. (S6)</p>	<p>meanings of unfamiliar words, and then draw conclusions to answer the questions. I also enjoy listening to music before starting my learning sessions. Therefore, I greatly appreciate cognitive strategies that include taking notes, summarizing, highlighting, repeating, and socio-affective strategies. (S6)</p>
3	<p>How do you handle a situation when you don't fully understand what a native speaker is saying?</p>	<p>Saya berusaha untuk fokus sepenuhnya pada audio yang sedang saya dengarkan dan berusaha dengan menghilangkan gangguan yang mengalihkan perhatian saya sepenuhnya ke suara yang sedang diputar. (S1)</p> <p>Saya biasanya mengidentifikasi kata kunci atau informasi penting yang muncul dalam audio. (S2)</p> <p>Saya mencoba untuk mendengarkan dengan</p>	<p>I am trying to fully focus on the audio I am listening to and strive to eliminate any distractions that divert my attention completely to the voice being played (S1).</p> <p>I usually identify keywords or important information that arise in the audio (S2).</p> <p>I attempt to listen attentively and try to connect those words with the context or topic being discussed (S3).</p>

		<p>seksama dan mencoba menghubungkan kata-kata tersebut dengan konteks atau topik yang sedang dibahas.(S3)</p> <p>Untuk mengantisipasi ketidakpahaman saya terhadap soal listening, biasanya saya mencatat point penting terlebih dahulu agar saya bisa mengulang-ulang bacaan dan mengaitkannya dengan jawaban yang ada. (S4)</p> <p>Terkadang ketika saya tidak memahami maksud dari penutur audio saya meminta miss TN untuk mengulangi audio dan saya mencoba mendengarkan dengan seksama hingga saya familiar dengan apa yang dimaksud dengan si penutur.(S5)</p> <p>Disaat saya gagal memahami materi dan soal yang ada saya meminta kepada teman disamping saya untuk menjelaskan apa maksud dan tujuan yang dimaksud oleh penutur. (S6)</p>	<p>To anticipate misunderstanding of the listening material, I usually take notes of key word first so that I can repeat the reading and associate it with the available answers (S4).</p> <p>Sometimes, when I don't understand the speaker's intention, I ask Miss TN to replay the audio, and I try to listen carefully until I become familiar with what the speaker means (S5).</p> <p>When I fail to comprehend the content and the questions at hand, I ask the person next to me to explain the speaker's intended meaning and purpose (S6).</p>
4	How do you prepare before the meeting to start listening	Selama proses mendengarkan, saya berusaha untuk tidak terlalu terburu-buru	During the listening process, I try not to rush or get anxious. I let the audio flow

	<p>class? Is there any special preparation that you do?</p>	<p>atau cemas. Saya membiarkan audio berjalan dengan alur yang wajar, dan jika ada bagian yang sulit dipahami saya tidak terlalu panik. (S1)</p> <p>Saya mencoba untuk tetap tenang, mengambil napas dalam-dalam, dan menggunakan konteks serta informasi yang sudah saya tangkap memahami makna secara keseluruhan. (S2)</p> <p>Saya berusaha bertanya kepada teman terlebih dahulu mengenai materi apa saja yang perlu saya perhatikan. (S3)</p> <p>Sebelum memulai pembelajaran listening saya mempersiapkan buku tulis dan mempersiapkan google translet untuk mengantisipasi materi yang tidak saya pahami. (S4)</p> <p>Sebelum memulai pembelajaran listening saya selalu membuat diri saya relax agar lebih mudah menghadapi situasi yang saya tidak mengerti maknanya. (S5)</p> <p>Saya selalu membawa mencatat materi yang akan dipelajari sebelum memulai</p>	<p>naturally, and if there are parts that are difficult to understand, I don't panic too much. (S1)</p> <p>I try to stay calm, take deep breaths, and use the context and information I have already captured to understand the overall meaning. (S2)</p> <p>I am trying to ask my friends about the topics I need to pay attention to beforehand. (S3)</p> <p>Before starting my listening class, I prepare a notebook and have Google Translate on my phone ready to anticipate any material that I don't understand. (S4)</p> <p>Before starting my listening class, I always relax myself to make it easier to deal with situations where I don't understand the meaning. (S5)</p> <p>I always bring a notebook to jot down the material that will be covered beforehand so that I can be prepared in case the topics are discussed. (S6)</p>
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		<p>agara saya bisa jaga-jaga untuk materi soal dibahas. (S6)</p>	
5	<p>What will you do when you feel anxious about starting listening lessons in class?</p>	<p>Biasanya ketika saya mulai panik dengan ketidak pahaman saya terhadap soal pertanyaan, saya menarik nafa dengan perlahan kemudian mencoba fokus kembali maksud dan tujuan dari soal tersebut itu apa. (S1) Saya lebih suka menikmati musik yang sering diputar sebelumm memulai pembelajaran. (S2) Pada saat saya mengalami kecemasan dalam pembelajaran listenin saya mencoba meyakinkan diri saya bahwa saya bisa menjalninya dan memahami soal-soal yang disajikan.(S3) Saya selalu menarik nafas dengan perlahan dan bertanya kembali kepada teman tentang materi yang saya tidak mengerti, sehingga saya tidak merasa terbebani. (S4) Mencoba fokus aja si ke pembelajarn listening tersebut. (S5) Dengan mengandalkan teman disamping dan bertanya tentang materi atau soal yang tidak saya pahami it bisa mengobati dari</p>	<p>Usually when I start to panic because I don't understand a question, I take a deep breath and then try to refocus on the point of the question. (S1)</p> <p>I prefer to enjoy music that is often played before starting to study. (S2)</p> <p>When I experience anxiety in learning to listen, I try to convince myself that I can live it and understand the questions presented. (S3)</p> <p>I always take a deep breath and ask my friends about material I don't understand, so I don't feel burdened. (S4)</p> <p>Try to focus on learning to listen. (S5)</p> <p>By relying on friends beside me and asking material or questions that I don't understand, I can get rid of my worries about questions that I don't understand. (S6)</p>

		kekhawatiran saya tentang soal yang tidak saya pahami.(S6)	
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Appendix VII : Interview Result

Gender: Female Students Smester Class: II/ A, B & C Listening			
NO	Interview Questions	Participant's Response	
		Original Answer	Translate
1	Do you use any special strategies or techniques to help you understand native speakers in your listening class?	<p>Iya, saya selalu menggunakan strategi untuk membantu saya dengan mudah memahami soal listening. (S1)</p> <p>Saya menggunakan strategi cognitive dan socio affective karena itu lebih mudah membantu saya dalam mempelajari materi dan soal listening. (S2)</p> <p>Dengan menggunakan strategi saya sangat merasa terbantu dengan mudah memahami listening, oleh sebab itu saya selalu menggunakan beberapa strategi dalam pembelajaran listening.(S3)</p> <p>Iya saya selalu menggunakan beberapa strategi dalam pembelajaran listening. (S4)</p> <p>Untuk memahami materi listening dengan mudah saya menggunakan strategi listening. (S5)</p> <p>Saya selalu menggunakan strategi</p>	<p>Yes, I always use strategies to help me understand listening questions easily. (S1)</p> <p>I use cognitive and socio-affective strategies because it is easier for me to study material and listen to questions. (S2)</p> <p>By using this strategy I feel it really helps me to understand listening easily, therefore I always use several strategies in learning listening.(S3)</p> <p>Yes, I always use several strategies in learning to listen. (S4)</p> <p>To understand listening material easily I use listening strategies. (S5)</p> <p>I always use listening strategies like metacognitive. (S6)</p>

		listening seperti metacognitive. (S6)	
2	When you learning listening, what strategies do you often use to help with listening comprehension? What are they?	<p>Saya lebih menyukai strategi metacognitive yang mana itu sangat sesuai dengan kemampuan saya seperti mintoring dan planning.(S1)</p> <p>Iya, saya selalu menggunakan strategi termasuk strategi metacognitive dan socio-affecting dalam pembelajaran listening. (S2)</p> <p>Dari beberapa strategi yang ada saya hanya menggunakan strategi metacognitive yang mana saya lebih mudah menghubungkan pengetahuan saya kemudian saya mengevaluasi apakah itu bisa saya gunakan untuk menganalisis soal yang di sajikan. (S3)</p> <p>Menurut saya saya lebih suka strategi metacognitive seperti memplanningkan materi apa yang harus persiapan dan memintoring selama pembelajaran listening saya. (S4)</p> <p>Dalama pembelajaran listening ada beberapa strategi yang sangat sering saya gunakan</p>	<p>I prefer metacognitive strategies that match my abilities, such as mentoring and planning. (S1)</p> <p>Yes, I always use strategies including metacognitive and socio-affecting strategies in learning listening. (S2)</p> <p>From the several existing strategies, I only use metacognitive strategies that make it easier for me to relate my knowledge and then I evaluate whether I can use them to analyze the questions presented. (S3)</p> <p>In my opinion, I prefer metacognitive strategies such as planning what materials to prepare and mentoring during my listening lessons. (S4)</p> <p>In listening learning there are several strategies that I use very often, namely metacognitive strategies, where with this strategy I focus more on handling what material I need to prepare. (S5)</p>

		<p>yaitu metacognitive strategi yang man dengan strategi itu saya lebih fokus handle materi apa saja yang perlu saya persiapkan. (S5)</p> <p>Saya lebih suka strategi socio-affective karena saya tipe orang yang sangat meniknati pembelajaran listening apalagi materi toefl. (S6)</p>	<p>I prefer the socio-affective strategy because I am the type of person who really enjoys learning listening, especially TOEFL material. (S6)</p>
3	<p>How do you handle a situation when you don't fully understand what a native speaker is saying?</p>	<p>Ketika saya tidak bisa memahami apa yang dimaksud dari soal yang dbacakan oleh penutur, saya mencoba mengklarifikasi apa yang saya dengarkan sebelumnya kepada miss TN atau saya menanyakan langsung pada teman disamping saya. (S1)</p> <p>Saat audio diputarkan saya mencoba menebak-nebak maksud dari penutur sehingga pada sata soal dibacakan saya sudah memahami inti dari pertanyaan tersebut. (S2)</p> <p>Saya juga selalu menyiapkan materi terlebih dahulu sehingga saya sudah mengantisipasi materi dan soal yang diberikan oleh miss</p>	<p>When I didn't understand what was meant by the questions read by the resource person, I tried to clarify what I heard before to Miss TN or I asked a friend beside me directly. (S1)</p> <p>When the audio was playing I tried to guess what the speaker meant so that when the questions were read out I already understood the essence of the question. (S2)</p> <p>I also always prepare material well in advance so that I can anticipate the material and questions given by Mrs. TN so that I will no longer have difficulty answering the questions presented. (S3)</p>

		<p>TN agar saya tidak lebih kesulitan menjawab soal yang disajikan. (S3)</p> <p>Pada saat saya tidak mampu memahami maksud dari tujuan soal listening, saya membuka kembali materi belumlah sudah dijelaskan oleh miss TN sehingga saya bisa menebak maksud dari yang pertanyaan yang ada. (S4)</p> <p>Ketika saya tidak mampu memahami soal yang dibahas saya lebih suka bertanya dan berdiskusi kepada teman sebangku dan meminta dia menjelaskan maksud dan tujuan dari soal tersebut. (S5)</p> <p>Dengan menggunakan mintoring saya mampu mengantisipasi gagal dalam memahami makna dan tujuan soal listening. (S6)</p>	<p>When I didn't understand the intent of the listening question, I reopened the material previously explained by miss TN so I could guess the meaning of the question. (S4)</p> <p>When I can't understand the problem being discussed, I prefer to ask and discuss it with my colleague and ask him to explain the intent and purpose of the problem. (S5)</p> <p>By using mentoring I can anticipate failing to understand the intent and purpose of listening questions. (S6)</p>
4	How do you prepare before the meeting to start listening class? Is there any special preparation that you do?	<p>Sebelum pembelajarn listening saya mempersiapkan materi dan membawa buku-bukupendukung untuk membantu saya dalam memhami soal yang dibacakan penutur. (S1)</p>	<p>Before learning to listen, I prepare materials and bring supporting books to help me understand the questions the speaker is reading. (S1)</p> <p>By using</p>

		<p>Dengan saya menggunakan strategi metacognitive saya sudah sangat memastikan itu mampu menjadikan kita lebih fokus terhadap pembelajaran listening. (S2)</p> <p>Sebelum memulai pembelajarn listening saya memastikan saya membawa buku catatan materi sebelumnya. (S3)</p> <p>Dalam persiapan listening saya hanya mempersiapkan mental dan fokus diri untuk memulai pembelajaran listening. (S4)</p> <p>Sebelum listening dimulai saya bertanya-tanya terlebih dahulu dengan teman saya tentang materi minggu sebelumnya, akrena pada umunya miss TN selalu mengulangi materi yang sudah dipelajari untuk mnegawali pembelajaran listening. (S5)</p> <p>Agar lebih mudah dalam pembeajaran listening saya suka mempersiapkan buku catatan dan alat bantu lainnya seperti handphone dan alat terjemah lainnya. (S6)</p>	<p>metacognitive strategies, I believe it can make us more focused on learning to listen. (S2)</p> <p>Before starting listening lessons, I make sure to bring a notebook of previous material. (S3)</p> <p>In preparation for listening, I only prepare mentally and focus myself to start learning to listen. (S4)</p> <p>Before starting to listen, I asked friends about the previous week's material, because in general Miss TN always repeated the material she had learned to start listening lessons. (S5)</p> <p>To make listening easier, I like to keep a notebook and other aids such as my cell phone and other translation tools. (S6)</p>
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5	<p>What will you do when you feel anxious about starting listening lessons in class?</p>	<p>Saya sering merasakan cemas dalam pembelajarn listening, akrena ketidak mampuan saya memhami materi listening, namun saya mencoba meyakinkan diri saya bahwa saya bisa melakukan dan memhami soal dengan baik. (S1)</p> <p>Untuk mengatasi kecemasan pada saat belajar listening, saya mencoba memutar musik di handphone saya. (S2)</p> <p>Saya berusaha menikmati audio yang diputarkan, namun ketika saya kurang mengerti saya berusaha bertanya dan meminta klarifikasi dari miss TN mengenai soal yang dibahas. (S3)</p> <p>Saya mencoba untk relax dan enjoy saat pembelajaran berlangsung. (S4)</p> <p>Terkadang ada moment dimana saya menyerah dengan soal yang dibacakan oleh native speaker karena saya benar-benar tidak memhami artinya, namun saya mencoba memperhatikan kembali ke tulisan saya sebelumnya</p>	<p>I often feel anxious in learning listening, because of my inability to understand listening material, but I try to convince myself that I can do and understand the questions well. (S1)</p> <p>To overcome anxiety when learning to listen, I try to play music on my cell phone before begin the class (S2)</p> <p>I tried to enjoy the audio being played, but when I didn't understand enough I tried to ask and ask for an explanation from Miss TN regarding the material being discussed. (S3)</p> <p>I try to relax and enjoy while the lesson is going on. (S4)</p> <p>Sometimes there are times when I get bored with questions by native speakers because I don't really understand what they mean, but I try to focus and pay attention to my previous writings so I can get clues from the discussion questions. (S5)</p> <p>I immediately ask my</p>
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		<p>sehingga saya mendapatkan clue dari soal pembahasan. (S5)</p> <p>Saya langsung bertanya kepada teman atau miss TN perihal soal yang tidak saya mengerti sehingga saya tidak perlu merasa cemas berlebihan. (S6)</p>	<p>friends or miss TN about questions I don't understand so I don't have to worry too much. (S6)</p>
--	--	--	--

Appendix VIII : Certificate of Seminar



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRI**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.fk.uin-antasari.ac.id

SURAT KETERANGAN

Nomor: B-170/Un.14/III.1.f/PP.00.9/03/2023

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Barkiah
N I M : 190101030484
Jurusan/Prodi : Tadris Bahasa Inggris
Alamat : Jl. Kemiri Ujung, Gatot Subroto IV Banjarmasin.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**"GENDER DIFFERENCES OF STUDENTS' LISTENING STRATEGIES IN
HIGHER EDUCATION"**

Pada Hari/Tanggal : Jum'at/ 03 Juni 2022
Tempat : Online (Google Meet)

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 03 Maret 2023

Ketua,



Afifah Linda Sari

Appendix IX : Research Approval Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN KEGURUAN
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Telepon: (0511) 3262426; (0511) 6783136
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

SURAT RISET

Nomor : B-~~34~~/Un.14/III.1/PP.00.9/02/2023

Yang bertanda tangan tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Barkiah
NIM : 190101030484
Semester : VIII (Delapan)

Alamat : Jl. A. Yani, KM. 4.5 Gatot Subroto IV, Jln.Kemiri Ujung,,
Banjarmasin Timur, Kalimantan Selatan, ID 70235

Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan judul :

GENDER DIFFERENCES OF STUDENTS' LISTENING STRATEGIES IN HIGHER EDUCATION

Tempat Penelitian : UIN Antasari Banjarmasin
Lamanya Riset : 2 (Dua) Bulan
Dari Tanggal : 14 Juli 2023
Sampai Tanggal : 31 Maret 2023

Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, 08 Februari 2023

Wakil Dekan Bidang Akademik dan Kelembagaan,


Ahmad Muradi, M.Ag
NIP.197808082005011006

Mahasiswa yang bersangkutan,

Barkiah
190101030484



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
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Telepon: (0511) 3262426; (0511) 6783136
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B-364 /Un.14/III.1/PP.00.9/02/2023 08 Februari 2023
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Ketua Prodi Bahasa Inggris
Kota Banjarmasin

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Barkiah
NIM : 190101030484
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. A. Yani, KM. 4.5 Gatot Subroto IV, Jln. Kemiri Ujung,,
Banjarmasin Timur, Kalimantan Selatan, ID 70235
No HP : 085245864905

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Wakil Dekan Bidang Akademik dan
Kelembagaan,

Amad Muradi

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



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FAKULTAS TARBİYAH DAN KEGURUAN
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Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.fbk.uin-antasari.ac.id

SURAT KETERANGAN SELESAI RISET

Nomor: B-275/Un.14/III.1.f/PP.00.9/03/2023

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin menerangkan bahwa:

N a m a : Barkiah
NIM : 190101030484
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak (14 Februari 2023 - 08 Maret 2023) dengan judul:

“GENDER DIFFERENCES OF STUDENTS' LISTENING STRATEGIS IN HIGHER EDUCATION”

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 28 Maret 2023
Ketua Prodi,










Afifah Linda Sari



Appendix X

THESIS CONSULTATION NOTES

Dra. Andy Irlina, M. Hum

NO	Date	Consultation Notes	Signature
1	September 20 th , 2022	<ul style="list-style-type: none"> - Change the research question. - Add the theory. 	
2	November 22 th , 2022	<ul style="list-style-type: none"> - Look for methods and theory related with the research. 	
3	January 20 th , 2023	<ul style="list-style-type: none"> - Consultation about instruments and questionnaires. 	
4	February 2 nd , 2023	<ul style="list-style-type: none"> - ask for research approval. 	
5	April 28 th , 2023	<ul style="list-style-type: none"> - Changed the method to be qualitative descriptive. 	
6	Mei 15 th , 2023	<ul style="list-style-type: none"> - Explain the findings in more detail. - Do not write purely from the results of the interview, use by your own language from the findings of the interview. 	
7	Mei 29 th , 2023	<ul style="list-style-type: none"> - Make sure in technique of data collection. - Explain more in observation and interview what should you do. 	
8	Mei 5 th , 2023	<ul style="list-style-type: none"> - Pay attention to the participant. - Make sure the discussion. 	



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LEMBAR BIMBINGAN THESIS

Nama : Barkiah
NIM : 190101030484
No. Telp : 085245864905
Email : barqiah1@gmail.com
Judul Thesis : Gender Differences of Students' Listening Strategis in Higher Education

Dosen Pembimbing Akademik : FAJRIANOR, M.PD
Dosen Pembimbing Thesis 1 : DRA. ANDI IRLINA, M.HUM
Dosen Pembimbing Thesis 2 : FAJRIANOR, M.PD
Bimbingan ke : 1. Cover - Chapter 1
Berkas Thesis :
Catatan Bimbingan :

Consultation about the research question

Banjarmasin, 08 Jun,2023 02:51 am

Pembimbing

Fajrianor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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LEMBAR BIMBINGAN THESIS

Nama : Barkah
NIM : 190101030484
No. Telp : 085245864905
Email : barqiah1@gmail.com
Judul Thesis : Gender Differences of Students' Listening Strategies in Higher Education

Dosen Pembimbing Akademik : FAJRIANOR, M.PD
Dosen Pembimbing Thesis 1 : DRA. ANDI IRLINA, M.HUM
Dosen Pembimbing Thesis 2 : FAJRIANOR, M.PD
Bimbingan ke : 2. Chapter 2
Berkas Thesis :

Catatan Bimbingan :

consultation about instrumen and ask the research permission letter.

Banjarmasin, 08 Jun, 2023 03:19 am

Pembimbing

Fajriandor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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LEMBAR BIMBINGAN THESIS

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Email : barqiah1@gmail.com
Judul Thesis : Gender Differences of Students' Listening Strategies in Higher Education

Dosen Pembimbing Akademik : FAJRANOR, M.PD
Dosen Pembimbing Thesis 1 : DRA. ANDI IRLINA, M.HUM
Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD
Bimbingan ke : 3. Chapter 3
Berkas Thesis :
Catatan Bimbingan :

Consultation about method has changed

Banjarmasin, 08 Jun, 2023 03:21 am

Pembimbing

Fajranor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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Judul Thesis : Gender Differences of Students' Listening Strategies in Higher Education

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Dosen Pembimbing Thesis 1 : DRA. ANDI IRLINA, M.HUM
Dosen Pembimbing Thesis 2 : FAJRIANOR, M.PD
Bimbingan ke : 4 Chapter 4
Berkas Thesis :

Catatan Bimbingan :

Consultation about Finding an Observation
and Interview.

Banjarmasin, 08 Jun, 2023 03:15 am

Pembimbing


Fajrianor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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Nama : Barkiah
NIM : 190101030484
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Email : barqiah1@gmail.com
Judul Thesis : Gender Differences of Students' Listening Strategies in Higher Education

Dosen Pembimbing Akademik : FAJRIANOR, M.PD
Dosen Pembimbing Thesis 1 : DRA. ANDI IRLINA, M.HUM
Dosen Pembimbing Thesis 2 : FAJRIANOR, M.PD
Bimbingan ke : 5 Chapter 5 - Appendices
Berkas Thesis :

Catatan Bimbingan :

Fix the existing table and make it an open table

Banjarmasin, 04 Jun, 2023 10:54 pm

Pembimbing

Fajrianor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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LEMBAR BIMBINGAN THESIS

Nama	Barkiah
NIM	190101030484
No Telp	085245864905
Email	barqiah1@gmail.com
Judul Thesis	Gender Differences of Students' Listening Strategies in Higher Education
Dosen Pembimbing Akademik	FAJRANOR, M.PD
Dosen Pembimbing Thesis 1	DRA ANDI IRLINA, M.HUM
Dosen Pembimbing Thesis 2	FAJRANOR, M.PD
Bimbingan ke	6 Finalisation (final check of full thesis before exam)
Berkas Thesis	
Catatan Bimbingan	

All chapter fixed, ready for examination

Banjarmasin, 08 Jun, 2023 07:16 am

Pembimbing

Fajranor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing

Appendix XI

DOCUMENTATION PHOTO





CURRICULUM VITAE

I. Personal Details

Name : Barkiah
Place and Date of Birth : Sei Rungun, July 16th, 1999
Gender : Female
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Parents : H. Suhardi, S.Pd.I and Hj. Juairiah S,Pd.I
Siblings : Ili Rahmah

II. Formal Educational Background

2005 - 2006 : TK Raudhatul Athfal
2006 - 2012 : State Elementary School of Sullamul Mubthadi
2012 - 2014 : State Islamic Junior High School of Sullamul Mubthadi
2015 - 2017 : State Islamic Senior High School An-Najah Cindai Alus (Martapura)
2017 – 2018 : State Senior High School of Hidayatullah (Bahaur)
2019 – 2023 : English Education Department of Antasari State Islamic University Banjarmasin

III. Organization Experience

2014 – 2015 : Ketua Osis MTs
2016 – 2017 : OSPM (Organisasi Pondok Moderen An-Najah Cindai Alus (Martapura)
2019 – 2020 : Forum Muda FTK
2020 – 2021 : HMJ Tadris Bahasa Inggris (ESA Antasari Banjarmasin)
2020 – 2022 : Forum Mahasiswa Pulang-Pisau

2020 – 2022

: Forum Beasiswa Cendikia Baznas (Aktivis Muda
UIN Antasari Banjarmasin)

Banjarmasin, June 19th 2018



Barkiah