

## STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote as a partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the Faculty of Education and Letters wholly constitutes my own original scientific writing.

The other persons' work whose ideas are quoted in this paper have referred to appropriately in accordance to the prevailing legal and intellectual ethics in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, June 12<sup>th</sup>, 2023



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## ACKNOWLEDGEMENT

*In the name of Allah, the Merciful, the Gracious, and the Compassionate.*

There is no valuable word to be said but all praises to Allah, the almighty God, who has sent Muhammad, peace be upon him, to be His prophet and messenger to people all over the world. The writer realizes and feels very sure that without His blessing, mercy and guidance. It would not be possible for me to finish the paper. In addition, this paper would not be finished without other's help. Herewith the researcher would like to express her profound gratitude and appreciation to:

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3. The Head of English Education Department, Dr. Hj. Anita, S.S., M.Pd.
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Serang, June 12<sup>th</sup>, 2023

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## ABSTRACT

**Agnes Lutfiya Noor.** 181230020. 2023. The Relationship between Socio-Affective Listening Strategies and Students' Listening Comprehension (*A Correlative Study at Eleventh Grade at MAN 2 Kab. Serang Year 2022/2023*).

This research was conducted to test the relationship between socio-affective listening strategies and listening comprehension of the eleventh grade students of MAN 2 Kab. Serang in academic year 2022/2023. To accomplish the goal of this research, 33 students involved to take part as sample of this research. In addition, questionnaire and listening test were used as research instruments to obtain valid data. The finding of this research reveals that socio-affective listening strategies had moderate relationship with students' listening comprehension. It was reflected on the statistical calculation by using Pearson Product Moment which showed that r-count higher than r-table ( $0.572 > 0.344$ ) at the significance level of 0.05 and  $N = 33$ . Furthermore, the contribution of socio-affective listening strategies towards students' listening comprehension was small. There was 32.7% contribution of socio-affective listening strategies on students' listening comprehension. Meanwhile, the rest can be affected by other factors.

**Key words:** *socio-affective listening strategies and listening comprehension*

## THE ADVISERS' APPROVAL

This is to certify that the undergraduate research paper of

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“The Relationship between Socio-Affective Listening Strategies and Students’ Listening Comprehension (A Correlative Study at Eleventh Grade at MAN 2 Kab. Serang Year 2022/2023)”

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**THE RELATIONSHIP BETWEEN SOCIO-AFFECTIVE  
LISTENING STRATEGIES AND STUDENTS' LISTENING  
COMPREHENSION**

*(A Correlative Study at Eleventh Grade at MAN 2 Kab. Serang Year  
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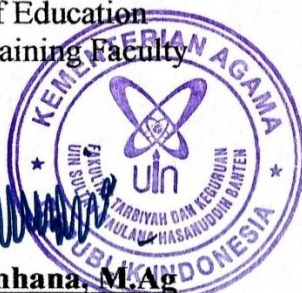
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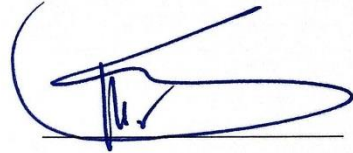
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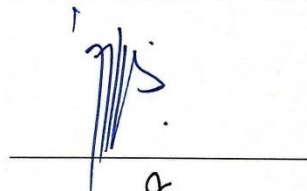
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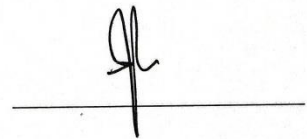
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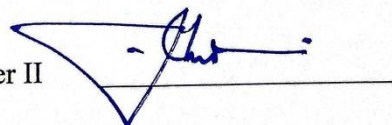
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## **DEDICATION**

*This Research Paper is dedicated to:*

*The writer's parents as her first respected teacher:*

***Mr. Muharom***

***And***

***Mrs. Umiyati***



## MOTTO

*“Change comes from listening, learning, caring,  
and conversation”*

- Gwen Ifill

## **A BRIEF BIOGRAPHY**

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