

Appendix 1. Interview Guideline

Pembukaan	<p>Terimakasih sudah meluangkan waktu untuk melakukan interview dengan Saya Yuli Fitri Yanti. Saya akan mewancarai Anda terkait dengan penelitian Saya yang berjudul “ <i>The problems Encountered and the Strategies used by Students in Attempting the Listening section of the IELTS Test at EED UMY academic year 2012</i>”</p> <p>Dalam wawancara nanti Saya akan merekam Suara dan pernyataan Anda. Apakah Anda bersedia untuk di wawancarai?</p>
Pertanyaan	<ol style="list-style-type: none">1. Apakah Anda telah mengikuti Test IELTS yang terdapat pada mata kuliah <i>International Language Testing</i>?2. Apasajakah jenis/bentuk pertanyaan dari <i>Listening section</i> yang terdapat pada test IELTS?3. Bagaimana pendapat anda ketika mendengarkan listening test yang terdapat pada IELTS test?4. Kesulitan kesulitan seperti apakah yang anda temui/hadapi ketika melaksanakan tes listening IELTS?5. Bagaimana cara Anda mengatasi kesulitan kesulitan tersebut?6. Strategi apa saja yang Anda terapkan saat menjawab jenis-jenis pertanyaan di IELTS?
Penutup	<p>Apakah ada informasi lain yang ingin anda sampaikan?</p>

	<p>Terimakasih banyak sudah meluangkan waktunya untuk melaksanakan wawancara dengan Saya. Saya akan menganalisis data informasi yang telah Anda berikan, kemudian Saya akan kembalikan kepada Anda untuk di koreksi.</p>
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Appendix 2. Selective Coding

Problem Faced By Student In Attempting The Listening Of The IELTS Test			
Point	Translated Statement	Theme	classification
Anxiety Problem	(P.1.1). I felt anxious because it was the first time (P.1.2). I felt worry with speakers who use British accent because I common with American accent	P.1.1. I felt anxious because it was the first time P.1.2. felt worry to British accent	Affected by Listener's factor
	(P.4.1) I felt anxiety because it was the first time. So, felt more nervous and afraid.	P.4.1. Anxiety and afraid	
	(P.5.1). I feel anxious because it is the first time where I join the test.	P.5.1. Anxious	
Speaker's accent problem	(P.I.8). I felt confused with British accent because its pronunciation is different from American accent (P.1.22) the most difficult is British accent because I am not familiar with it. It is difficult to guess what the speaker talking about because the pronunciation different with America.	P.I.8. British Accent P.1.22 British Accent	Affected by Speaker's factor
	(P.2.9). Accent little bit disturbed me but it was not really difficult. It was not really difficult when we had been familiar with English in general.	P.2.9. Accent	
	(P.4.26). British Accent was one of some problems. It was difficult to understand	P.4.26. British Accent	

	because I had not familiar yet.		
	(P.5.18). Accent in IELTS test is difficult as TOEFL test.	P.5.18. Accent	
	(P.6.1) (P.6.1) I felt difficult with IELTS test because it is uses British accent. American accent is popular and uses frequently.	P.6.1. British Accent	
Length of spoken text problem	(P.I.9.) commonly, explaining of speaker was long that why I felt difficult to get important information (P.I.10.) If I missed answering one question, it will be difficult for me to answer the next question.	P.I.9. Length explanation P.I.10. cannot answer the next question if missed answering the previous question.	Affected by contents' factor
	(P.4.23) I easily forget when the spoken text is long	P.4.23. speakers speak long time	
	(P.6.29) speaker talks some time really long,	P.6.2. speakers speak long time	
Rate of Delivery problem	(P.2.15) I think it was difficult because sometime it was fast and its rhythm always changing. Once in a while, they Spoke unclear, so it was difficult to hear important information.	P.2.15. Fast	Affected by speaker's factor
	(P.4.29) The speaker spoke so fast and I get difficult to understand what they are speaking for.	(P.4.29) so fast	
	(P.5.14) the speed of speakers is fast when they talk in conversation. So, sometime I do not get information from that.	P.5.14. fast	

	(P.6. 22) Well, there are two persons having conversation. We just listen and answer the question. I often lost one or two words because they talk too fast.	P.6.22. too fast	
Vocabulary problem	There are many theme discuss, so those make rich of vocabularies used in the task. (P.5.24) if we do not know meaning of vocabularies in the task it means that we lack in vocabularies.	P.5.24. lack of vocabularies	Affected by contents' factor
	(P.6.8) In language content, I have problem with vocabulary and grammar. I lack in vocabulary	P.6.8. lack of grammar and vocabulary	
Reduced forms problems	(P.I.29). I got difficulties with reduced forms sometime. It made me to listen and think something where it was different thing from what speakers thought.	P.I.29.listen different thing from what speakers mean	Affected by contents' factor
	(P.5.26). I cannot recognize that construction, so it makes me confused. Sometime, I do not understand what they are talking at. It also makes sound of speakers heard so fast.	P.5.26. sound of speakers heard so fast	
Multi –tasking problems	(P.1.18). It was difficult because I should focus on listening to the speaker, reading the map	R.I.18. lack concentration	Affected by listeners' factor
	(P.2.20).I should really focus to listen what speaker said while I should write answer.	P.2.20. Participant feels difficult because he should	

	Also, I should write in quickly to follow speaker speed. I should focus into two parts, writing and listening to spoken text. It was difficult.	divide his focus into two parts, listening and writing.	
	(P.3.5). Difficult to divide my focus on to take note and listening.	P.3.5. Participant feels difficult with multi-tasking	
	(P.5.7). Map question task is more difficult because I should concentrate on more than one thing. Example, while I looking the location in the task, I also should listen what speaker said. Then when we answer with wrong answer, it will be influence for next question.	P.5.7. Multi-tasking	
	(P.6.3) I was difficult to manage my focus. I should share my focus among listening, reading and writing.	P.6.3. Multi-tasking	
Problems Pertaining to noise	(P.2.12) I should concentrate in listening section of IELTS test. It is better to sit in front. But, sometime I did not hear clearly because in outside my class was crowded. But the most important should be familiar with English.	P.2.12. Do not hear clearly because the outside class is crowded	Affected by Environment' factor
	(P.5.19). Emm... that is the first time I take the test. Then, the voice tape recorded	P.5.19. classroom was crowded	

	was unclear because my classroom was really crowded.		
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Strategies used By Students in Attempting the Listening Section of IELTS Test

Point	Translated Statements	Theme	Theme classification
Multiple Choices Question Strategy	(P.1.15) It was easier because I can eliminate any answer which is illogical.	P.1.15. Eliminate illogical answer	Deductive reasoning strategy of TWS strategy
	(P.2.7). Multiple choice was easier than filled the blank. When I lost some points I can predict the answer using my logic.	P.2.7. predict the answer using logic.	Guessing strategy of TWS strategy
	(P.2.8). I used logical like common sense. I saw meaning in the context when I found unfamiliar word.	P.2.8. using context to interpret unfamiliar words	Contextualization of cognitive strategy
	The answer of multiple choice can be two or one. And all the choices are close to the right answer. In TOEFL, the differences is clear but it is not in IELTS. So, (P.3.16).listen it well (P.3.17) and eliminate any answer which is illogical are best way of the strategies.	P.3.16.concentration P.3.17. Eliminate any answer which is irrelevant.	Direct attention of Metacognitive strategy Deductive reasoning strategy of TWS strategy
	(P.4.4) I read the instruction carefully (P.4.6) so, we should focus on what the speaker said	P.4.4 Read the instruction carefully P.4.6. Focus on speaker's pronunciation	Error-avoidance strategy Segmentation of cognitive Bottom-up strategies

	<p>(P.5.5).In multiple choice question I highlight the vocabulary that I hear from speaker. Then, I guess which one is the right answer from the question.</p> <p>(P.5.6). I eliminate the answer which is not relevant by looking key word in the task.</p>	<p>P.5.5. focus on speaker's pronunciation</p> <p>P.5.6.eliminate the answer which is illogical</p>	<p>Segmentation of cognitive Bottom-up strategies</p> <p>Deductive reasoning strategy of TWS strategy</p>
	<p>(P.6. 13) I can guess the topic that the speaker will talk in conversation by looking the answer and I see the answer which one is similar and different.</p>	<p>P.6. 13. Guess the answer by identify similarity and difference</p>	<p>Cue-using strategy of TWS strategy</p>
Sentence /Gap fill Question	<p>(P.1.16) I looked sentence in the task. Then I predict the missing a word in the sentence. Example, there is no a verb in the sentence. So, possible answer is a verb.</p>	<p>P.1.16.Predict part of speech missing in sentence</p>	<p>Cue-using strategy of TWS</p>
	<p>(P.2.17) I did not get panic if I lost one information to fill in the task. I just focused on next task. Then, if I remembered something or information in previously, just wrote down the answer.</p>	<p>P.2.17. do not panic and refocusing on next task</p>	<p>Refocusing of metacognitive strategy</p>
	<p>(P.3.13). I try to be careful because the task is really tricky. Sometime speakers pronounce the words which have similar pronunciation with answer needed. Example, we should fill our answer with the day. Then speaker mentioned</p>	<p>P.3.14. Use the context to find related information</p>	<p>Contextualization of cognitive strategy</p>

	Thursday to Friday to trap us. So, looking the context is a great deal to anticipate		
	(P.4.8). To solve that problem, I really focus on what the instruction given by speaker. To make sure my answer correct I try to focus on the recording.	P.4.8. Read instruction in sentence of the task	Error-avoidance strategy of TWS strategy
	(P.5.15) After listening to the speaker, I took a note and wrote down the information given. (P.5.16) Know the context what they are talking about to fill the blank (P.5.17). I just guessed the answer which one is possible right.	P.5.15. Taking a note P.5.16. use the context to answer question P.5.17. Guess a possible answer	Note taking strategy of cognitive formal practicing strategies Contextualization of cognitive strategy Guessing strategy of TWS
	(P.6. 15) Then, when I do not have an idea about the answer, I just guess the answer by looking the context.	P.6. 15. Using context to guess the answer	Contextualization of cognitive strategy
Completing note/short answer	(P.1.12) I took notes for those specific information to make sure that I did not forget what I heard before. (P.1.13) I looked question instruction before listening to the speaker. (P.1.14) I studied the question first to get information and selected the information that already gotten. So that, I could	P.I.12. Taking a note R.I.3. Read the instruction before listening R.I.14. Highlight key words in the question to get information	Note taking of cognitive formal practicing strategies Error-avoidance strategy of TWS Questioning elaboration of cognitive top-down strategies

	answer the question because I had known what I should find.		
	(P.2.22) I Studied and understood the question and then write the answer. The most important thing is how our skill to understand English conversation.	P.2.22. study the question before listening (Selective listening)	Selective listening of meta cognitive strategy
	(P.3.11) In IELTS test some time the answer is around our environment. Sometime, the street name which is used in the task familiar in movie that we watched. So, just try to predict or guess a possible answer. (P.3.13). I try to be careful because the task is really tricky. Sometime speaker pronounce the words which have similar with real answer in the task. So, looking the context is a great deal to anticipate. (P.3.22) do not be listener only, but try to imagine what speaker describe. It helped me more to understand what speaker talked about.	P.3.11. Try to predict or guess possible answer. R.3.13. Use the context to predict the part the information necessary P.3.22. try to imagine what speaker description	Guessing strategy of TWS strategy Contextualization of cognitive strategy Visualization of cognitive strategy
	(P.4.12). I try to focus on vocabulary that I heard. (P.4.13). Get ready if the answer is name, number or place or else.	P.4.12. Anticipate vocabulary that will be heard P.4.13. anticipate which answer may name, number and	pre-listening strategies of metacognitive strategy Intent consideration of TWS strategy

		else in personal information	
	(P.5.30). I checked the answer for any spelling and grammar	P.5.30. checking grammar and spelling	Self-evaluation of metacognitive strategy/ Error-avoidance strategy
	(P.6. 16) When I lost one point, I try to refocus again and be aware that the answer may quickly from speaker. Example, well, they will speak about name or number.	P.6. 16. Get ready for answer comes quickly.	pre-listening strategies of metacognitive strategy
Table completion	(P.1.17) I read information first in the table. Then I know which parts that I should fill when I heard what speaker said.	P.1.17 study the task first	Self-evaluation of Metacognitive strategy
	(P.2.23) looked and studied in the table and then get the information to understand the kind of answer required. To get those information, I really managed the time carefully. I read through the question in each section in the 30 second given.	P.2.23. Participants looks and gets information in the table to know the answer must take	Selective listening of Metacognitive strategy
	(P.3.14) Just listen it well. All speeches from speaker are not the appropriate answer. So do not only answer the question from what we heard only. It does not work that way. (P.3.15) So, the strategies is should know what speaker talking about and IELTS. We should know what the main idea that discuss by speaker.	P.3.14. Understanding what speaker said P.3.15. listening for main idea	Reconstruction strategy of Cognitive strategy Listening for main idea of cognitive top-down strategies

	Here, we not only as listener who just listen what speaker said		
	(P.4.22) I Should focus on what I heard and guess what the topic that they will speak. Get the answer by looking the table.	P.4.22. look into table to know what the answer must take. (selective attention)	Selective listening of Metacognitive strategy
	(P.5.20). We should know what the topic that they are talking about. And try to find the main topic	(P.5.20). Try to find main topic from speaker discussion	cue-using strategy of TWS strategy
	Table question almost has a same problem with sentence completion question. (P.6.24) I read and identify keyword, main idea in the table/task to guess the answer need. (P.6.25) Then, I focus on vocabulary what I hear and needed as answer.	(P.6.24) Identify key word and main Idea to predict the answer P.6.25. focus on vocabulary heard (pronunciation)	key word strategy Segmentation of cognitive-bottom up strategy
Map diagram labelling	(P.1.20). I wrote the answer quickly so I can read for the next questions.	R.I.20. write the answer quickly	Time-using strategy of TWS
	(P.2.18). I loved the map question most because the task was clear. Example, there were a building and road. Then I just need to match them. I could guess the answer by looking information in map task before listened to the speakers.	P.2.18. predict the answer by looking information in the map task.	Selective listening of Metacognitive

	(P.3.21). Indeed, I look at the information on the map. Well, this time is different like what I told before. In this part we should listen and then look at map and again.	P.3.6. Study the map first	Selective listening of Metacognitive
	(P.4.17) Before focus on listen what speaker said, I read and studied about information in the map. (P.4.18) And then looked and heard information. If I turn right I will find cake shop and then school. And I think it really help me more.	P.4.17. Study the diagram P.4.18. Think about the word (vocabulary) associated with description.	Selective listening of Metacognitive Contextualization of cognitive strategy
	(P.5.9).I read map carefully in previously and then listen to speakers. I also translated word by word.	P.5.9. study the task carefully	Selective listening of Metacognitive
	(P.6.18) Casually, I read and study the map or picture before listen to speaker. (P.6.19) I took a note quickly and then matched them with the picture provided. (P.6.20) I focus on specific information such as name of place or location	P.6.18. Read and study a map P.6.19. Taking a note P.6.20. Focus on specific information	Selective listening of Metacognitive Note taking strategy of cognitive formal Practicing strategies Intent consideration strategy Of TWS strategy
Matching question strategy	(P.1.21) We only need to match them with the question in the task. So, I read and studied the answer and question. Then I really focused on what speaker said, vocabulary and pronunciation	P.1.21. reading and studying the task before listen to the speakers (selective attention)	selective attention of metacognitive strategy

	(P.2.26) I should understand and be aware of pronunciation or specific information explained by speaker. Always practice English in my face book group.	P.2.26. be aware of pronunciation or specific information	Segmentation of cognitive Bottom-up strategies and
	(P.3.6). Before I listened to the speaker I studied the answer and question was given. Tried to find key words.	P.3.6. Study the answer and question was given and find key word	selective attention of metacognitive strategy
	(P.4.32) So, we should focus on instruction before answer the question.	P.4.32. Focus and follow the instruction carefully	Error-avoidance strategy of TWS strategy
	(P.5.10). Should know the meaning of word. If I do not know, I just guess which one is logic as the answer.	P.5.10. predict which one is logic answer	Guessing strategy of TWS strategy
	(P.6.19) I take a note quickly and then match them with the picture or answer provided.	P.6.19. Taking a note quickly	Note taking of cognitive formal practicing strategies