

Improving Student's Listening Skill through Watching English Movies

Sirul Bari¹⁾, Muhammad Tazul²⁾

^{1,2,3)} English Department, Social Humanity Science Faculty , University of Ibrahimy

Email Correspondence : Sirulbari1992@gmail.com, tazulmuhammad828@gmail.com

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ABSTRACT

The purpose of this research was to analyze and describe the improvement of students's listening skills through watching English movies at MA Salafiyah Syafi'iyah. This objective aims to assess whether the use of English movies as a teaching tool has a positive impact on students' listening proficiency.

Research using action was the classification chosen for this research. There were two meetings every cycle, and it was run in two cycles. The main subjects of the research were twenty-five eleventh graders at MA Salafiyah Syafi'iyah. Data were collected in both qualitative and quantitative forms. The qualitative information was gathered through student and English teacher interviews as well as observations. Meanwhile, both before and after implementation, the listening assessments conducted in Cycle I and Cycle II provided the quantitative data.

The research's test findings demonstrated an improvement between the pre- and post-tests. This was evident from the increase. Data were collected in both qualitative and quantitative forms. The qualitative information was gathered through student and English teacher interviews as well as observations. Meanwhile, both before and after implementation, the listening assessments conducted in Cycle I and Cycle II provided the quantitative data in the mean scores of the students. The pre-test average was 65.92, whereas the initial post-test average for the first cycle was 77.6. The second post-test resulted in an average score of 88.96.

1. Introduction

In the senior high school English teaching and learning process, students are instructed in four interconnected macroskills: speaking, listening, writing, and reading (Dutta, 2019). These skills must be deeply and appropriately learned by the learners (Burns, 2011). It is important to recognize that these four skills cannot be

separated as they are inherently integrated. To ensure the successful teaching of English, it is crucial to integrate reading, listening, speaking, and writing in an efficient manner. These skills should be approached in a manner that assists students in meeting the standards set for them and enables the gradual development of their communicative competence(Widyantoro, 2017).

Acquiring the skill of listening is crucial for students when learning a language, such as English(Iwankovitsch, 2001)t is largely recognized as the most commonly used language skill in the classroom. Listening allows learners to gain knowledge of the connectivity of the language systems at multiple levels, laying a firm basis for more fluent expression and productive skills(Christine C M, Goh, 2000). Possessing strong listening comprehension abilities is essential for extracting information from oral materials. It is one of the four skills that need to be developed in English language learning.

However, there are several differences between ESL and Indonesian as a mother tongue, especially for students. They perceive that English vocabulary and grammar differ from the Indonesian language, and there are additional discrepancies in pronunciation, grammar, dialects, and more. Through the teaching and learning process, both teachers and students often encounter challenges in comprehending English sounds(Christine C M, Goh, 2000). he researcher acknowledges the importance of listening as a skill that involves actively paying attention and comprehending the spoken or written words of others.

Listening is defined as the ability to perceive and understand what others are saying, including factors like accent, pronunciation, grammar, vocabulary, and overall meaning (Rost, 2013).(Rost, 2013), The ability to perceive and comprehend what others are saying, taking into account elements like accent, pronunciation, syntax, vocabulary, and overall meaning, is known as listening(Hasan, 2000), Listening is an active activity in which the listeners themselves must participate (Yang, 2009), listening is an active process that requires participation from the listeners themselves(Vandergrift, 2003), and these definitions collectively highlight the dynamic nature of listening, requiring active engagement and the integration of various linguistic and contextual cues to comprehend and interpret spoken messages effectively(Yang, 2009).

Students tend to remember less than half of a message immediately after hearing it. This underscores the need for teachers to employ effective strategies to help students retain the information they hear during the learning process. This can be achieved by implementing specific teaching and listening strategies. Unfortunately, many teachers assume that listening is a skill that students acquire automatically without significant learning or practice. Consequently, students' listening skills remain subpar, and many struggle with this aspect of language learning, often overlooking the importance of listening altogether.

The utilization of technology or instructional media in teaching listening is a practice that is rarely implemented in listening classes. Despite the availability of various technological tools and resources, many teachers still rely on conventional teaching techniques when it comes to developing listening skills. Unfortunately, this approach

often fails to capture students' interest, enthusiasm, and motivation in the lessons. By neglecting the integration of engaging teaching media, teachers miss out on the opportunity to create a dynamic and interactive learning environment. Incorporating technology, such as audiovisual materials, online resources, or language learning apps, can significantly enhance students' engagement and make the learning process more enjoyable. These multimedia tools not only provide authentic listening materials but also offer interactive activities, immediate feedback, and personalized learning experiences. By embracing technology and instructional media in teaching listening, teachers can foster a more immersive and effective learning environment, ultimately benefiting students' language acquisition and overall learning outcomes (Kurniawati, 2018).

The fact that English is only taught once a week causes confusion among students who do study the subject in school. The research discovered that comparable circumstances applied to students at MA Salafiyah Syafi'iyah. Where the researcher was monitoring the educational institution, Even with adequate but underutilized infrastructure and resources in schools, listening instruction in English classrooms continues to fail to inspire pupils to actively engage in their language learning, according to the study's findings. This is because the traditional method of teaching listening education involves having students read books aloud to them without the use of instructional technology. Students get bored easily since the media isn't used imaginatively when teaching English in this way.

The movies are not just moving images; they hold cultural significance, provide artistic expression, and serve as a means of communication that captivates audiences through the seamless integration of various creative elements (Fussalam et al., 2019). These challenges highlight the importance of thoughtful movie selection and effective classroom management strategies (Donaghy, 2014). These elements collectively contribute to the narrative structure of a movie, shaping the way the story is presented and experienced by the audience (Barsam & Monahan, 2015). Teachers need to strike a balance between the entertainment value of the movie and the educational objectives, ensuring that students are actively engaged in the learning process while maintaining a clear understanding of the intended learning outcomes.

Recognizing the crucial role of listening skills in English language teaching, the researcher opted to utilize movies as a means to enhance students' listening proficiency. Hence, this thesis revolves around a research study conducted by the researcher, with a focus on improving students' listening skills through the integration of movies.

2. Methods

Classroom Action Research (CAR) was the research approach used in this study. . CAR is a systematic approach used by educators to collect and analyse data in order to bring about positive changes in their teaching practices (Kunlasomboon et al., 2015). action research involves practitioners conducting research to improve their professional practice and gain a better understanding of it (Mertler, 2009).

The research design for this study involved two cycles (Stringer, 2008). The initial plans to address the identified problems were put into action, followed by observation

and reflection (evaluation)(Manfra, 2019). The implementation process was guided by the predetermined indicators, allowing for an assessment of the results(McNiff, 2013). If the initial plans were deemed ineffective in improving students' listening skills, they were revised and implemented again.

3. Result

3.1 Result of Pre-Test Percentage of Students' Listening Skills Score

The initial meeting occurred on June 7th, 2023. During this meeting, the writer introduced himself to the students. Then he explained the purpose of his presence to them. Following that, he distributed pre-test sheets and provided clear instructions. While the students looked at the sheets, the writer presented a movie about asking for and providing advice. The writer gave the students some examples and instructed them on what they should do based on the movie. Afterward, he allowed them to carefully listen to the movie, aiming to capture the words and guess the movie's meaning, which they had to fill in on the blank sheet. They were instructed to focus solely on the words in the movie. Then he asked the students to answer what they had heard. Some students were able to answer correctly, while others still struggled to provide perfect sentences on the sheets.

Once the pre-test was completed, the writer proceeded to provide instructions on asking and giving opinions, using the movie as a teaching tool. As the students watched the movie, they were simultaneously tasked with completing an assignment given by the writer. During these activities, their objective was to identify and comprehend the words used in the movie, utilizing their existing knowledge while also focusing on asking and giving opinions. The student's score is displayed in the table as follows:

Table.1

The Resulted Pre-Test Percentage of Students' Listening Skills Score

| | |
|------------|-------|
| Total | 1648 |
| Average | 65,92 |
| High score | 80 |
| Low score | 48 |

Source: The Resulted the Pre-test

Table.2

The Pre-Test Percentage of Students' Listening Skills Score

| No | Score | Frequency | Percentage | Category |
|-------|-------|-----------|------------|-------------|
| 1 | >70 | 11 | 44% | Complete |
| 2 | <70 | 14 | 56% | Uncompleted |
| Total | | 25 | 100% | |

Source: The Resulted the Pre-Test

First, the researcher computed the average score observed. below:

$$\bar{X} = \frac{\sum xi}{n}$$

$$\bar{X} = \frac{1648}{25}$$

$$\bar{X} = 65,92$$

Subsequently, to determine the class percentage that met the Criterion of Minimum Accuracy (KM), the following criteria were used.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{11}{25} \times 100\%$$

$$P = 44\%$$

According to the pre-test results, the average score was 65.92. Only 11 students, or 44% of the class, achieved scores above the minimum completeness criterion (KKM). Conversely, the scores of 14 other students fell short of the minimum required. The lowest score achieved was 48. As concluded from the analysis, a large percentage of students in the eleventh grade of MA Salafiyah Syafi'iyah faced difficulties with their listening skills. Out of the pre-test results, 14 students did not meet the KKM requirement. Therefore, it was necessary to identify solutions to address this issue. The writer decided to utilize movies as a teaching tool to enhance students' listening skills. The action research was carried out in two cycles, each of which included the planning, implementation, observing, and reflecting steps that are typical of action research.

3.2 Findings of the First Cycle

The first stage of the initial classroom action research is planning. This planning process is based on the indicated listening skills issue that students are experiencing which was determined through interviews with the English teacher. During the planning phase, the researcher carefully prepared the teaching materials and designed the teaching procedures to be implemented in the classroom. Additionally, the researcher acquired a variety of educational materials, including films and slides, to support the students' listening exercises.

The first cycle of action, which marked the introduction of Classroom Action Research, was conducted between June 14 and 21, 2023. Two meetings included this cycle. The researcher followed the lesson plan created for this purpose and continued with the material that was previously taught by the regular English teacher, which focused on expressing opinions. However, the researcher of the teaching materials changed the format of a textbook by including English-language films relating to the lesson's theme. During this phase, the writer assumed the role of the English teacher and conducted the teaching sessions in the classroom, while the regular English teacher observed and monitored the researcher's method of instruction.

The researcher used movies to demonstrate to the group on asking and giving opinions during the first meeting. The writer began by explaining the definition and social function of expressing opinions. Next, the writer discussed the structure of asking and giving opinions, providing examples along with a short explanatory movie on the topic. To engage the students and capture their attention, The author employed a screen and a textbook where tools for teaching. After that, the students were told to watch a movie. They were urged to make notes about the film as they watched it. To make sure the kids had enough time to understand the film's substance, it was presented twice.

After the second showing, students were told to submit their own opinions about the movie

In the second meeting that followed, there were no interruptions, and the students were highly engaged in continuing the movie. Once the entire movie had concluded, the writer distributed a worksheet to the students. The writer then proceeded to explain how to answer the questions on the worksheet. The students actively participated and successfully completed all of the questions on the worksheet.

During the third stage of the action research in the classroom, the researcher observed how the students performed throughout the teaching and learning process, paying particular attention to their listening abilities. In this cycle, the researcher was questioned by the students regarding translating from English to Bahasa.

During this cycle, the students displayed a positive level of enthusiasm for the learning process. The researcher ensured a conducive classroom environment and student conditions by beginning with a prayer before commencing the lesson. The students actively participated in class activities.

Additionally, the researcher employed post-test 1 at this point to keep an eye on the teaching and learning process. The class scored an average of 77.6 on the first post-test, and 21 out of the students met the 70-point Minimum Mastery Criterion (KKM) satisfactorily. These are the first cycle's thorough test findings.

Table.3
The Resulted of Listening Skill Post-Test I

| | |
|------------|------|
| Total | 1940 |
| Average | 77,6 |
| High score | 96 |
| Low score | 64 |

Source: The Result of Post-test I

Table. 4
The Pre-test 1 Listening Skill Percentage of Students' Scores

| No | Score | Frequency | Percentage | Category |
|-------|-------|-----------|------------|--------------|
| 1 | >70 | 21 | 84% | Successful |
| 2 | <70 | 4 | 16% | Unsuccessful |
| Total | | 25 | 100% | |

Source: The Resulted Post-test I

In order to evaluate the pupils' listening comprehension abilities, the author can use the mean score from their first post-test to compute the following formula:

$$\bar{X} = \frac{\sum xi}{n}$$

$$\bar{X} = \frac{1940}{25}$$

$$\bar{X} = 77,6$$

To calculate the percentage improvement based on the mean score of Post-test 1, the writer can use the following formula:

$$P = \frac{y^1 - y}{y} \times 100\%$$

$$P = \frac{77,6 - 65,92}{65,92} \times 100\%$$

$$P = 18\%$$

Using the first cycle post-test 1, the author may attempt to ascertain the percentage of students in the class that met the Basic Mastery Criterion (KKM) the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{21}{25} \times 100\%$$

$$P = 84\%$$

The researcher uses the formula to get the students' initial post-test mean score, =, resulting in a mean score of 77.6. The percentage improvement is calculated using the formula $P = 100\%$. It shows an improvement of 18%. The class percentage of students who passed the first cycle post-test with the KMM (Minimum Mastery Criterion) is calculated using the following formula: $P =$, resulting in a percentage of 84%. The improvement was high enough. As a result, the author carried on to the following cycle. The author made the decision to move on to the following cycle of action because of the notable improvement that was noticed.

The results demonstrated an important difference in Cycle 1's teaching and learning of listening through the use of movies. The increase in the mean score between the pre- and post-tests served as evidence for this. The percentage of students in the class who met the Minimum Mastery Criteria (KKM) also showed positive growth. These findings confirmed the effectiveness of using movies as a teaching tool to enhance listening skills.

Based on the successful outcomes observed, the writer decided to continue with the next cycle of action, indicating the intention to further improve students' listening skills. All things considered, this conversation emphasizes the value of action research in addressing particular learning challenges and the efficiency of utilizing cutting-edge teaching strategies to promote student growth.

3.3 Findings of the Second Cycle

In this stage, the researcher went on to create an action plan in light of the difficulties the students had in the first cycle. Drawing insights from the previous meeting, the researcher actively worked towards resolving the identified problems. By thoroughly analyzing the issues and their underlying causes, the researcher developed a comprehensive plan designed to address and overcome these obstacles. The plan was carefully tailored to meet the specific needs of the students, ensuring a targeted approach to problem-solving. By taking proactive measures and devising an effective action plan, the researcher demonstrated a commitment to enhancing the learning experience and promoting positive outcomes for the students.

The dates of the second cycle of action were July 5, 2023, and June 28, 2023, focusing on the teaching of listening skills. The writer showed the students' movie before the therapy, highlighting the topic of asking for suggestions and making offers. Following the movie, the writer provided the students with teaching materials specifically focused on this topic. During the learning activities, the students were given the opportunity to ask

questions related to the day's topic and seek clarification on any areas they found challenging.

An assessment was given to each student by the author to gauge their progress at the second meeting. Additionally, the writer introduced a movie to the students. The task associated with the movie involved multiple-choice questions that tested their comprehension. Furthermore, the students were tasked with identifying difficult words and attempting to infer their meanings without the aid of a dictionary.

Through these activities, the writer aimed to enhance the students' listening skills and provide an engaging learning experience. The inclusion of the movie and interactive tasks aimed to reinforce the students' understanding and application of asking for suggestions and making offers.

Cycle two's sole significant issue was a power supply cut-out. However, apart from this problem, there were no other major obstacles. The students showed a great deal of interest and were actively engaged in the lessons that incorporated movies. They approached the lessons with calmness and minimal disruption, diligently completing their tasks and tests within the allocated time. Due to their preparedness with personal dictionaries, there was a reduced need for translation assistance. The students primarily sought clarification regarding the accuracy of their own sentence constructions.

The detailed results of tests conducted during the second cycle are as follows:

Table.5
The Resulted Post-Test II

| | |
|------------|-------|
| Total | 2224 |
| Average | 88,96 |
| High score | 100 |
| Low score | 64 |

Source: The Result of Post-test II

Table.6
The Percentage of Students' Listening Skill Post-Test II Score

| No | Score | Frequency | Percentage | Category |
|-------|-------|-----------|------------|--------------|
| 1 | >70 | 23 | 92% | Successful |
| 2 | <70 | 2 | 8% | Unsuccessful |
| Total | | 25 | 100% | |

Source: The Resulted Post-test II

The listening post-test 2 mean score for the students was determined to be 88.96. It was derived from:

$$\bar{X} = \frac{\sum xi}{n}$$

$$\bar{X} = \frac{2224}{25}$$

$$\bar{X} = 88,96$$

To calculate the percentage improvement based on the mean score of Post-test 1, the writer can use the following formula:

$$P = \frac{y^2 - y}{y} \times 100\%$$

$$P = \frac{88,94 - 16,48}{16,48} \times 100\%$$

$$P = 35\%$$

According to the results from the second post-test, there was a 35% improvement over the first test. There were twenty-three students who passed the KKM in the second cycle of the post-test 2. If expressed as a percentage, it was 92% through this formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{23}{25} \times 100\%$$

$$P = 92\%$$

According to the test data provided, the average achievement in students' listening skills for this cycle was 88.96. Out of the total students, 23 students successfully met the Minimum Mastery Criteria (KKM), representing 92% of the students. Conversely, there were 4% of students, equal to two students who failed to fulfill the KKM. This cycle's improvement was noteworthy and in line with the standards established for Classroom Action Research (CAR), as it surpassed the minimum requirement of 75% of students passing the KKM. Based on the results obtained in this cycle, the writer decided to conclude the research and not proceed to the next cycle.

Following receipt of the hearing test scores, the researcher and the English teacher reflected and expressed satisfaction. Their attempts to improve the pupils' listening abilities had paid off. The utilization of English-language films as a teaching tool allowed the pupils to engage with and enjoy the English sessions. Their improved results from the pre-test to the post-test 2 provided evidence of this.

After determining that at least 75% of students had passed the Minimum Mastery Criteria (KKM), the researcher decided to call off classroom action research (CAR) because the study had been effective. The intended result had been reached; hence, there was no longer a need to carry out additional investigation.

After evaluating the writer's and collaborator's feedback, it can be concluded that employing movies to improve students' listening skills, as part of the Comprehensive Audio-visual Resources (CAR) approach, is in line with the predetermined plans discussed between the researcher and the teacher. The approach was meticulously crafted to ensure the successful implementation of listening activities. Although a visual diagram depicting the students' mean score, percentage of passed students, and percentage of students' score improvement based on the calculations is in the charts below:

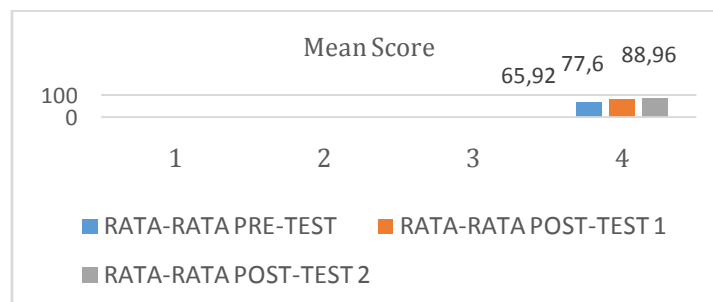


Figure. 1. Mean Score

The average score rose from the pre-test to the post-test (1-2), as seen in the preceding table. An average score of 65.92 was obtained upon completion of the pre-test. Following that, it increased to 77.6 in post-test 1 and 88.96 in post-test 2.

This indicates that the average student scores on the XI IPS MA have improved. Salutations Syafi'iyah

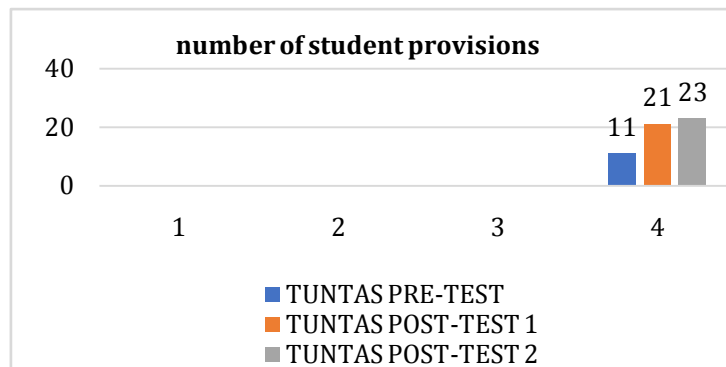
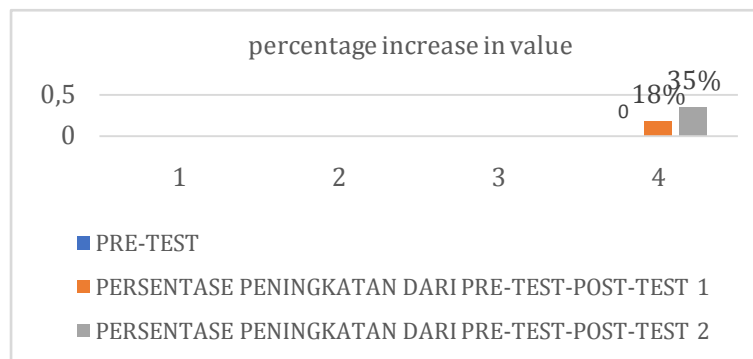


Fig. 2. The Passed Student in Pre-Test – Post-Test 1 – 2

There were eleven students who were able to complete the pre-test and meet the minimum competency level (KKM). The number then rose to 21 students who passed the KKM in post-test 1. In addition, post-test 2 showed a noteworthy rise, with 23 students



Passing the KKM.

Fig. 3. Improvement of Students' Performance from Pre- to Post-Test 1–2

The percentage of improvement from the pre-test to the post-test 1-2 is explained in the above table. Pre-test to post-test 1 and post-test to post-test 2 showed increases of 18% and 35%, respectively. This demonstrates how well the initiatives to help pupils' listening skills have worked.

4. Discussion

The percentage of improvement from the pre-test to the post-test 1-2 is explained in the above table. Pre-test to post-test 1 and post-test to post-test 2 showed increases of 18% and 35%, respectively. This demonstrates how well the initiatives to help pupils'

A study conducted at MA Salafiyah Syafi'iyah aimed to find out if watching English-language movies may improve students' listening skills. The majority of students had trouble listening, according to pre-test results, with only 44% of students fulfilling the

Minimum Competency Standard (KKM). The researcher conducted two cycles of action research, going through the stages of planning, carrying out, observing, and reflecting in order to address this problem.

The researcher added English-language films that related to the lesson themes to the teaching materials in the first cycle. In the classroom, the pupils demonstrated zeal and engagement. The post-test findings show that, as a result, there was a notable improvement in their listening abilities. With an improvement of 18% from the pre-test, the class's average score rose to 77.6. Furthermore, 84% of Students completed the KKM.

During the second cycle, the researcher focused on addressing specific issues identified in the first cycle. For instance, the seating arrangement was adjusted to improve sound quality. However, a power supply problem hindered the delivery of the lesson, and a game was utilized to fill the time gap. Despite these challenges, the students remained engaged and actively participated in the learning process. The post-test 2 results showed further improvement, with the average score reaching 88.96. This indicated a 35% improvement from the pre-test, and 92% of students passed the KKM.

5. Conclusion

Based on the findings presented in Chapter IV, it was observed that the listening skills of eleventh-grade students at MA Salafiyah Syafi'iyah could be enhanced through the use of English movies. This was evident from the increase in the mean scores of the students. The average score of the pre-test was 65.92, whereas the average score of the first post-test in the first cycle was 77.6. The average score of the second post-test was 88.96. These results demonstrate a significant improvement in mean scores from the pre-test to the second post-test, indicating that watching English movies can effectively enhance students' listening skills. This conclusion is further supported by the outcomes of the post-interview, which revealed no negative factors in the second cycle. In summary, watching English movies can significantly enhance the listening skills of students in the eleventh grade of MA Salafiyah Syafi'iyah.

Moreover, each test showed a significant improvement in mean scores, indicating that teaching listening skills through the use of English movies can be effective. This approach allows students to learn English in an enjoyable and entertaining manner. Based on the aforementioned explanation, it can be concluded that the activity of watching English movies can significantly improve the listening skills of students in the eleventh grade of MA Salafiyah Syafi'iyah.

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