

An Analysis of Teachers Technique in Teaching Listening to Students of SMP Negeri 1 Limboto

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Article Info	Abstract
<p>Article history:</p> <p>Received: 6 July 2022 Revised: 25 July 2022 Accepted: 27 July 2022</p> <hr/> <p>Keywords:</p> <p>Teaching Listening Techniques</p>	<p><i>This research aimed to know what are the techniques that use by teachers in teaching listening to students of SMP Negeri 1 Limboto. According to (Harmer: 2007) there are many techniques that teacher uses in teaching listening, every teacher has a technique in teaching listening. There were seven techniques that can use in teaching listening, those were fill in the gap, guessing pictures, finding mistakes, rearranging sentences or paragraph, matching, English song and dictation. Based on this theory, the researcher had formulated the questionnaire and the interview. It is a qualitative research where in analyzing the data the researcher used interview and gave them questionnaire which the procedure explained that the process of analysis involve preparing, the data for analysis, identify the data, deeper understanding the data representing the data the last making interpretation the data. The result of the research found that the teacher at the SMPN 1 Limboto did implement some teaching techniques in teaching listening. Those techniques were fill in the gap, guessing pictures, finding mistakes, rearranging words or paragraph, matching, English song and dictation and the most frequently used technique was fill in the gap. Fill in the gap had found most frequently since it can be used to test a variety of areas such as vocabulary, grammar and were very effective at testing listening for specific words. Moreover, the researcher found that teacher A applied the fill in the gap, 2 finding mistakes, rearranging sentences or paragraph, matching, English song and dictation. Teacher C as in other hand also applied the fill in the gap, finding mistakes, rearranging sentences or paragraph, English song and dictation but did not apply the matching technique. While for the teacher B only applied fill in the gap technique and English song technique. Therefore all the techniques stated by Harmer was used by the teachers in teaching listening.</i></p> <p>Abstrak</p> <p>Penelitian ini bertujuan untuk mengetahui teknik apa saja yang digunakan guru dalam mengajar kemampuan listening siswa SMP Negeri 1 Limboto. Menurut (Harmer: 2007) ada banyak teknik yang digunakan guru dalam mengajar kemampuan listening; setiap guru memiliki teknik dalam mengajar kemampuan listening. Ada tujuh teknik yang dapat digunakan dalam pengajaran kemampuan listening, yaitu mengisi kalimat rumpang, menebak gambar, menemukan kesalahan, menyusun ulang kalimat atau paragraf, mencocokkan, lagu bahasa Inggris dan dikte. Berdasarkan teori ini, peneliti telah merumuskan kuesioner dan wawancara. Penelitian kualitatif ini dalam menganalisis data peneliti menggunakan wawancara dan</p>

memberi mereka kuesioner yang prosedurnya menjelaskan proses analisis melibatkan persiapan, data untuk dianalisis, mengidentifikasi data, memahami lebih dalam data yang mewakili data, terakhir membuat interpretasi data. Hasil penelitian menemukan bahwa guru di SMPN 1 Limboto menerapkan beberapa teknik mengajar dalam pembelajaran kemampuan listening. Teknik-teknik tersebut adalah mengisi kalimat rumpang, menebak gambar, menemukan kesalahan, menyusun kata atau paragraf, mencocokkan, lagu dan dikte bahasa Inggris dan teknik yang paling sering digunakan adalah mengisi celah. Mengisi kalimat rumpang yang paling sering ditemukan karena dapat digunakan untuk menguji berbagai bidang seperti kosa kata, tata bahasa dan sangat efektif untuk menguji mendengarkan kata-kata tertentu. Selain itu, peneliti menemukan bahwa guru A menerapkan mengisi kalimat rumpang, 2 menemukan kesalahan, mengatur ulang kalimat atau paragraf, mencocokkan, lagu bahasa Inggris dan dikte. Guru C di sisi lain juga menerapkan mengisi kalimat rumpang, menemukan kesalahan, mengatur ulang kalimat atau paragraf, lagu dan dikte bahasa Inggris tetapi tidak menerapkan teknik pencocokan. Sedangkan untuk guru B hanya menerapkan teknik mengisi kalimat rumpang dan teknik lagu bahasa Inggris. Oleh karena itu, semua teknik yang dikemukakan oleh Harmer digunakan oleh para guru dalam mengajar kemampuan listening.

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1. INTRODUCTION

Cahyaningrum (2020) says that listening can be taught as component skills. Since listening involves an integration of several component skills such as recognizing words, identifying stressed words and grouping of words, intonation, stress, gesture, and relevant objects in the situation in order to construct meaning, using background knowledge, teacher can design specific learning activities and find a suitable technique to teach listening to the students.

The most important aspect in teaching English is listening. Many students has the same problem for learning English listening such as lack of vocabulary, understanding the grammatical, unsuitable media that used by teacher. This problem should be solved by teacher, teachers have to find the suitable and effective technique to make students understand and interest in learning English listening.

Therefore, the capability and experiences in teaching listening from teacher is one of the most important things to teach students. Teacher's experience in teaching might give effect to how teacher teaches student, because through this experience teacher knows how to teach listening to students, how to choose the technique which were suitable to teach listening to them, and what media should be used to teach listening.

In addition, SMP Negeri 1 Limboto had many achievements in English competitions, this school had become a participant in English competition in every year, these achievements had been interest the researcher to observe and study about the technique that used by teacher in teaching listening to students of SMP Negeri 1 Limboto. The researcher chose this school because SMP Negeri 1 Limboto is a favorite school in Limboto district. This school had a good quality in the educational side, moreover the students of this school have a high score in the national examination.

The students from SMP Negeri 1 Limboto have high listening ability, it can be known from the way they communicate to each other during the class. The researcher had done pre-interview one of the teachers in SMP Negeri 1 Limboto she said the students have a good ability in listening it is supported by the regulation in the school that all students have to communicate in English language for the English day. Communicate in English language make them familiar with English, in speaking and listening. Teachers teaches the lesson in two language there were Bahasa Indonesia and English language, this way made students have to listen and learn how to listen what their teachers said. This situation made the researcher interest to know and to explain the teachers' technique in teaching listening. Therefore, based on this consideration the researcher had conducted the research entitled "An Analysis of teachers Techniques in Teaching Listening to Students of SMP Negeri 1 Limboto" This research aimed to know what are the techniques that most frequently used by teachers in teaching listening to students of SMP Negeri 1 Limboto.

The students are difficult to do or understand something without teaching. There must be a teacher who teaches them to make them understand. Brown (2001) states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Listening has also been considered from a further perspective in recent years when it is examined in relation not only to comprehension, but also to language learning. Teaching listening requires a bit more on the part of the teacher than that of the learners. This means that good listening lessons go beyond the main listening task itself with related activities before and after the listening. It means that the teaching of listening should beyond the understanding, then the action. The importance of listening in language learning and teaching demand the language teachers to help their students become effective listeners.

In teaching listening skill, there are certain principles which is needed by the teachers to help them creating their own techniques, activities, and philosophy towards teaching listening skills. According to Brown (2001), there are some principles of teaching listening skill that should be known by the teacher.

1. Include a focus on listening in an integrated-skills course. Even if your curriculum is not dedicated to the integration of all four English skills, remember that it is important to create effective listening techniques which requires the attention of the student to focus on spoken language.
2. Use techniques that are intrinsically motivating. Teachers should try appealing to the listeners' personal interests and goals.
3. Utilize authentic language and contexts. Having authentic language and real-world tasks enables students to see the relevance of classroom activity to their long-term communicative goals.
4. Carefully consider the form of listeners' responses. We can only infer what has been comprehended through students' overt (verbal or nonverbal) responses to speech.
5. Encourage the development of listening strategies. Many students listen to words but don't know what it means to actively listen and are therefore in need of listening skills which extend beyond the classroom.
6. Include both bottom-up and top-down listening techniques. Bottom-up processing proceeds from sounds to words to grammatical relationships to lexical meanings, etc., to a final "message." Top-down processing is evoked from "a bank of prior knowledge and global expectations" and other background information that the listener brings to the text

1.1. Technique in Teaching Listening

Technique must be appropriate with the approach that used. Brown (2001:13) stated that techniques are the specific activities manifested in the classroom that are consistent with a method and therefore were in harmony with an approach as well. This statement explained that the form of activity that's used as the basic teaching learning process that applied in the lesson is called as technique. According to (Harmer, 2007) there are many techniques that teacher uses in teaching listening, every teacher has a technique in teaching listening. There are seven techniques that can use in teaching listening, there are:

1.1.1. Filling gap

This technique is a common used in teaching listening; students fill some words in a blank paragraph or dialog. The teacher can conduct this technique to listen the oral texts from the teacher or the recorder and fill in the blanks with a correct word. In this technique, students fill the gap to complete the sentence. A hint may sometimes be included such as a root verb that needs to be changed, or the first letter of the word. Gap- fills can be used to test a variety of areas such as vocabulary, grammar and are very effective at testing listening for specific words.

1.1.2. Guessing a picture

This technique can be used for the young learner; students guess the picture based on the teacher's clue of the text or from the recorder. There are various step to do this technique, mostly teacher uses a picture card but there are uses a picture from the internet. Teacher will read the text which is related to the pictures and after that students have to answer which picture is match with the text.

Games in learning have the advantage that guessing games can be applied to all abilities, ages, and also to other materials such as guessing the names of people, objects, animals, places, types of professions, and others. Moreover, guessing game is one of interesting and motivating thing that builds students spirit to be active to study and raise their focus to study so they can get what the topic talking about and the guessing game lead the students not to feel bore for teaching and learning process (Daulay & Asrul, 2021).

1.1.3. Finding mistakes

Teacher asks students to listen the oral text or from the recorder and mark the unsuitable word according to the clue from the text in the listening session. This technique mostly uses for the academic test. Kryeziu (2015) stated similarly, in learning new language, learners make mistakes, thus it is important to accept them, learn from them, discover the reason why they make them, improve and move on

1.1.4. Rearranging sentences or paragraph

Teachers can do this technique by giving a sentences or a blank paragraph to the students, then students listen to the spoken text and arrange the sentences into a correct paragraph. In this technique, a group of sentences arranged in an illogical order where the teacher gives some sentences to the students and they rearrange the sentences into good order. Then, they make a paragraph based on the sentences (Hafiziannor, et al., 2020)

1.1.5. Matching

This technique can do with break the sentences into two section. The first section consist of a part of sentences, the second section consist of another sentences which match to

the first part. Students listen to the conversation and match the first paragraph to the second paragraph based on the conversation. In this technique the students must link items from the first column to items in the second. This could be individual words, words and definitions, parts of sentences, pictures to words and etc. As stated by Fitriana (2018) Make a Match Technique is one interesting technique because the students will be active and motivated in English learning.

1.1.6. English song

According to Sharpe (2001), songs provide an occasion for the real language use in a fun and enjoyable situation. Most primary school teachers generally use songs as a teaching technique, as stated by Cameron (2001) that the use of songs and rhymes is also important for learners in foreign language classrooms. We often find this technique used for teaching listening. This technique students have to fill a missing lyrics from the script that given by the teacher. Students listen to the song and they have to find a correct word to answer the missing lyrics. Kirsch (2008) states that listening activities should be based on meaningful, appropriate, and authentic texts for the example a song, a story, or a poem that assist listening and remembering and that match the language and grade level of pupils.

1.1.7. Dictation

Dictation is a useful activity for young learner as well. Dictation has listening input and written output. Repetition can give listening input and spoken output. So, it can increase a package of English skill of the learners besides their listening ability. He also states that dictation has been thoroughly examined as a language proficiency. As a teaching technique it helps language learning by making learners focus on phrase and clause-level construction (Wahyuni, 2014)

Dictation is a technique used in both language teaching and language testing in which a passage is read aloud to students or test-takers, with pauses during which they have to write down what they heard as accurately as possible. The main purpose of dictation is to evaluate the students' proficiency about the language being learned through their listening ability. It means that when students do dictation, they do not only pay attention to the sound of the words that read by the teacher but also understand about the meaning and be able to understand the content. They are forced to pay a comprehensive attention to the passage dictated and write down what they perceived. Once they fail to concentrate on their listening, they will not able to make quick guess what they actually have to write. The students must concentration when they do listening test. It can be concluded that technique have to be suitable to teach the material, and it has to be appropriate with the approach that used.

2. METHODOLOGY

This research is a qualitative research that employs a descriptive method. Due to the descriptive qualitative method, the data was collected and analyzed based on their context and natural setting. Qualitative research had a purpose to understand something that was common from the social reality of perspective participants. That understanding could not be fixed in the previous, but could be fixed after did analysis to social reality that to be the focus of research.

2.1. Site

This research had been conducted at SMP Negeri 1 Limboto, the researcher took this site because this site was really appropriate with this research and this research was aimed to find out teachers technique to teaching listening.

2.2. Participant

The participants of this research were teachers the teaching English in SMP Negeri 1 Limboto. To selection the participants the researcher used purposive sampling. According to Sugiyono (2016, p.219) purposive sampling could be a sample taken previously sampling could be a sample taken previously supported sure thought created by the researcher work itself, based on the features or population characteristic. On the other hand, there were only three teachers in SMP Negeri 1 Limboto.

2.3. Technique of Collecting Data

In the research to collecting the data, the researcher had used questioners and interview.

2.3.1. Questionnaire

Malhotra (2004) a question was formalized set of questions for obtaining information from respondents. The overriding objective was to translate the researcher's information needs into a set of specific question that respondents are willing and able to answer. The researcher provided guidelines for development, none of the optimal questionnaire design fits every research need, and the process began by specifying the information needed. The next step was to decide on the content of individual question.

2.3.2. Interview

This interview had used semi-structured interview. It meant that the researcher prepare the topic or question and then the question had been developed and depended on the participants' answer. This interview was conducted to get respond from the participants. The functions of interview in this research to get the data and to make sure that the data from the questionnaire were really valid.

According to Creswell (2003), there are three kinds of interview, there is face to face, by telephone, and group interview. And this research the researcher use by phone of interview the data collected obtained by online interview in case of Covid-19 pandemic. It was believed that with kind of interview the result was accurate because the participants answer all interview questions in video call based on experience of the teacher teaching in the classroom.

2.4. Technique of Analysis Data

In analyzing the data the researcher used interview and gave them questionnaire which the procedure explained that the process of analysis involve preparing, the data for analysis, identify the data, deeper understanding the data representing the data the last making interpretation the data. Overall the researcher had to do all those processes from preparing the data for analysis obtained from questionnaire and interview until interpreting the data, and it meant that the data were successfully conducted. The analyzing teachers strategy in teaching listening, the researcher did some process, for instance, preparing, identifying and deeper understanding of data and the last was interpreting. All of the process above based on explanations' theory according to Creswell (2009) said that the process of data analysis involved making sense out of the text and image data and making an interpretation. In analyzing the data, the researcher gave them questionnaire and after that interviewed them in which the procedures of data analysis were follows:

First, organized and prepared the data for analysis. This involved the part of table in questionnaire in each indicator and transcribed the field notes of the interview. In this step,

the researcher organized all the data which the researcher got from the result of interviewing and questionnaire.

Second, identify the data. In this step, the researcher read carefully and identified the data from questionnaire and interview based on questionnaire and interview result, and after that the researcher choose which data were suitable for this researcher. Third, interpretation, in this section the researcher interpreted the meaning in every sentence that had been classified. The research had firstly presented the data of the questionnaire in the form of table so it was easy for the readers to identify the sub indicator of questionnaire. Moreover for the interview was presented based on each question and its transcript where based on the questionnaire before. The teachers that admitted in the questionnaire that they did not adapt the techniques, hence their statement was not presented in the finding of interview in each indicator.

3. FINDINGS AND DISCUSSION

Technique must be appropriate with the approach that used. Brown (2001:13) stated that techniques are the specific activities manifested in the classroom that are consistent with a method and therefore were in harmony with an approach as well. This statement explained that the form of activity that's used as the basic teaching learning process that applied in the lesson is called as technique.

According to (Harmer, 2007) there are many techniques that teacher uses in teaching listening, every teacher has a technique in teaching listening. There were seven techniques that can use in teaching listening, those were fill in the gap, guessing pictures, finding mistakes, rearranging sentences or paragraph, matching, English song and dictation. Based on this theory, the researcher had formulated the questionnaire and the interview. It was found that teacher A and teacher C almost applied all these techniques where teacher A applied the fill in the gap, finding mistakes, rearranging sentences or paragraph, matching, English song and dictation. Teacher B as in other hand also applied the fill in the gap, finding mistakes, rearranging sentences or paragraph, English song and dictation but did not apply the matching technique. While for the teacher B only applied fill in the gap technique and English song technique. The most frequently techniques used by the teachers could be seen as the following chart:

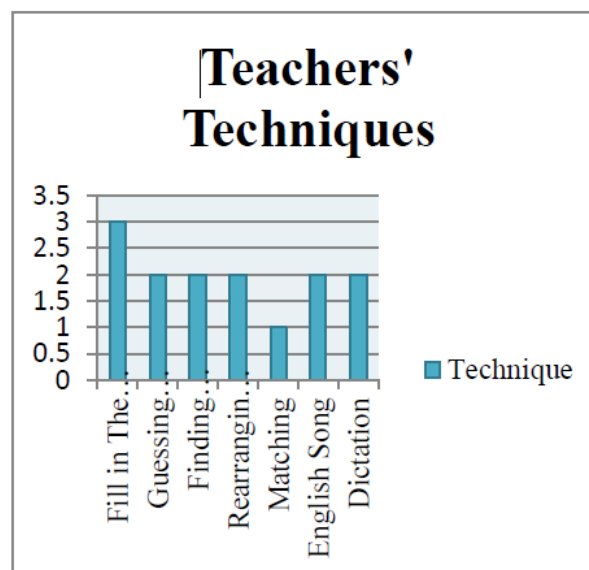


Figure 1. Teachers' technique

Based on the chart above, the technique which most frequently used by the teachers was Fill in The Gap. Hence begins from the first technique which was fill in the gap, here the researcher found that three of the teachers applied this technique where the students were asked to fill the blank space based on the audio which played by the teachers. This fill in the gap technique was done through some ways, the teacher C admitted that teachers A and C use several vocabulary words that must be changed according to the grammatical age or tenses. While teacher B did not do this, teacher B only asked students to fill it with the right words. Meanwhile, teacher C asked students to correct capital letters and word class or vocabulary, while teacher A did not ask students to pay attention to capital letters.

This technique which applied by the teacher A and teacher C was in line with the statement of (Harmer: 1983) A hint may sometimes be included such as a root verb that needs to be changed, or the first letter of the word. Gap- fills can be used to test a variety of areas such as vocabulary, grammar and were very effective at testing listening for specific words.

Another technique which applied by the teacher was the guessing picture. In guessing picture the students were asked to guess which picture is correct based on the audio. Based on the researcher questionnaire it was found that only teacher A and teacher C did apply the guessing picture. Moreover based on the interview it was found that It was found that in using this picture guessing technique, teacher A used a different variation where he arranged the pictures into sequences such as A B C and D and played audio 1 2 3 4 then asked students to match the audio with the picture and guess which picture represents the audio. Whereas for teacher C, he usually arranges pictures into several pictures in one audio so that students will listen to an audio and choose which picture is the right one among the many pictures. As supported by (Harmer: 2007) Teacher had read the text which is related to the pictures and after that students have to answer which picture is match with the text.

Furthermore, the researcher also found that the teacher got the source of this guessing picture from various sources such as textbooks or even Google Scholar, this shows that the teacher uses creativity in the source of looking for the picture. (Harmer, 2007) stated that there are various step to do this technique, mostly teacher uses a picture card but there are uses a picture from the internet.

Moreover (Harmer, 2007) also stated that there is another technique in teaching listening named finding mistake. Teacher asks students to listen the oral text or from the recorder and mark the unsuitable word according to the clue from the text in the listening session. This technique mostly uses for the academic test.

Based on the results of the questionnaire, the researcher found that teacher B did not use the finding mistake technique and only teacher A and teacher C only. As for the finding mistake technique, teacher A and teacher B ask students to find which words were wrong from the underlined words in a text. To determine which words were wrong, students must first listen to the audio. As for listening and determining the wrong word, teacher C usually gives a clue to the students while teacher B did not.

In the technique of rearranging words or paragraphs, the researcher found from the questionnaire that only teacher A and teacher C used this technique while teacher B did not. as for it was found that in this technique the teacher would arrange sentences and words into the wrong order and then ask students to sort them correctly. this is similar to the statement (Harmer, 2007) Teachers can do this technique by giving a sentences or a blank paragraph to the students, then students listen to the spoken text and arrange the sentences into a correct paragraph.

However, the researcher was interested in later asking whether it was just words, how about paragraphs, then the researcher found that the two teachers agreed that it was true to arrange sentences into paragraphs or paragraphs to become part of a complete story, but

filling in the empty paragraphs would be quite difficult because of the students' abilities who was still in junior high school.

The next technique is matching here students had been instructed to match words or sentences, based on the results of the questionnaire only teacher C uses this technique so based on the interview it is also said that he sometimes uses words if they were related to synonyms and antonyms, then for the use of sentences is if they were related by definition where a word has a specific definition and they have to listen to the instructions in the audio playing. As stated, this technique can do with break the sentences into two section. The first section consist of a part of sentences, the second section consist of another sentences which match to the first part (Harmer, 2007).

Then, the technique that was recognized as being the most frequently used by the teacher is English song According to Sharpe (2001) songs provide an occasion for the real language use in a fun and enjoyable situation. This is also similar to the findings of researchers in questionnaires and interviews where teachers often use this technique by presenting snippets of lyrics and students have to fill in the lyrics from the audio that is played. Listening learning becomes fun and students understand more easily.

The last technique used by the teacher is dictation. In this technique the teacher will read or play the audio, and then the students were listening and writing it down as much as possible and according to what they hear. based on the results of the questionnaire it was found that only teacher A and teacher C used this dictation technique where according to them this technique made students able to analyze a listening and their listening became sharper, while students became more concentrated and accurate in listening, of course this is because students who had to hunt with their ears and write them down as accurately as possible.

Dictation is a technique used in both language teaching and language testing in which a passage is read aloud to students or test-takers, with pauses during which they have to write down what they heard as accurately as possible(Harmer: 2007) In this technique, it was also said that the teacher often uses pauses during reading or listening to the audio. This was intended so that students can still catch the conversation and students don't easily lose their concentration.

4. CONCLUSION

Teaching listening was seemed quite challenging to the teacher. It might happen since the aim of the teaching process was not only to make the students could listen the listening session but also to make the students understand the context, get the important information and enjoy the teaching process. Therefore, to achieve this goal, there would be some techniques applied by the teacher in teaching listening reading. Based on the analysis in the previous chapter, the researcher can conclude that the teacher at the SMPN 1 Limboto did implement some teaching techniques in listening which were fill in the gap, guessing pictures, finding mistakes, rearranging words or paragraph, English song and dictation. Moreover, the most frequently used in teaching listening was fill in the gap. However, two of three teachers mostly applied guessing picture, finding mistake, rearranging words or paragraph, English song and dictation while only one teacher applied matching technique.

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