

THE EFFECTIVENESS OF YOUTUBE USED AS A MEDIA FOR TEACHING EIGHT GRADE STUDENTS OF 268 JAKARTA JUNIOR HIGH SCHOOL ENGLISH LISTENING SKILLS

Almira Afiah Azaria¹

Universitas Muhammadiyah Prof. Dr. Hamka

Burhayani²

Universitas Muhammadiyah Prof. Dr Hamka Jakarta

Almiraalz41@gmail.com¹

Submit, 18-07-2024

Accepted, 11-08-2024

Publish, 11-08-2024

ABSTRACT

This research aims to investigate the efficacy of incorporating movies into English language instruction specifically to improve the listening skills of students at 268 Jakarta Junior High School. Jakarta, being a vibrant cosmopolitan hub, presents a diverse linguistic landscape where English proficiency holds significant relevance for academic, professional, and social advancement. The study aims to provide statistically significant insights into the effectiveness of this innovative teaching method. The study will adopt a quasi-experimental design with a non-equivalent control group. The findings of this research lead to the conclusive understanding that the utilization of films as English language learning media proves to be effective in enhancing the listening skills of students at SMPN 268 Jakarta.

Keywords : *Listening Skills, Media, Teaching*

INTRODUCTION

Listening, as a fundamental component of language proficiency, encompasses the ability to comprehend and interpret spoken language effectively. It transcends mere auditory perception, involving processes of decoding, interpreting, and making meaning from oral communication. In the context of language acquisition, proficient listening skills are indispensable for successful communication, facilitating comprehension, interaction, and negotiation of meaning in diverse linguistic contexts (Jones et al., 2020). In an increasingly interconnected world, proficiency in English has become a crucial skill for individuals aiming to thrive in various professional and academic domains (Smith, 2019).

Among the core components of language acquisition, listening skills play a pivotal role in comprehending spoken language, facilitating effective communication, and fostering intercultural understanding. One such avenue

gaining traction in educational circles is the utilization of movies as a pedagogical tool. The marriage of technology and cinematic storytelling offers a dynamic platform for language learning, engaging students in authentic, context-rich audiovisual content (Brown & Lee, 2018). By immersing students in a visual and auditory experience, movies not only captivate their interest but also provide exposure to diverse accents, colloquial expressions, and cultural nuances inherent in real-life communication (Garcia & Nguyen, 2021).

This research aims to investigate the efficacy of incorporating movies into English language instruction specifically to improve the listening skills of students at 268 Jakarta Junior High School. Jakarta, being a vibrant cosmopolitan hub, presents a diverse linguistic landscape where English proficiency holds significant relevance for academic, professional, and social advancement (Patel, 2017). By examining the impact of movie-based learning interventions on students' listening comprehension abilities, this study seeks to contribute valuable insights to the pedagogical discourse surrounding language education. Before delving into the methodology and findings of this research, it is imperative to elucidate the concept of listening comprehension and the role of movies as a medium for language learning. This introduction provides a conceptual framework for understanding the rationale behind integrating movies into language instruction and highlights the synergistic relationship between technology and pedagogy in fostering language acquisition.

LITERATUR REVIEW

Listening

In language education, teaching listening skills aims to develop students' capacity for efficient spoken language comprehension through various methods (Gilakjani & Sabouri, 2016). Throughout the teaching process, instructors employ a range of techniques and exercises. Pre-listening activities help students prepare for the upcoming listening task by establishing clear goals, drawing on prior knowledge, and encouraging predictions. Students work on enhancing their comprehension skills through practices such as note-taking, extracting specific information, and identifying main ideas during listening activities. After the listening session, students can solidify their understanding and exchange insights through reflective exercises, class discussions, and comprehension checks (Kim, 2019).

The incorporation of vocabulary exercises and pronunciation practice enhances language recognition and subtle nuances, making vocabulary and pronunciation essential components. Exposure to real-world language use occurs when resources are diversified through the use of multimedia, technology platforms, and authentic materials. Task-based listening exercises encourage critical thinking

and problem-solving abilities by simulating real-world situations (Syahmani et al., 2023). Gradually increasing the difficulty of tasks and repeated listening sessions help build skills over time. Providing immediate feedback and employing various assessment methods, including quizzes and projects, ensure ongoing evaluation of listening proficiency. Discussions incorporate cultural sensitivity, which improves students' comprehension of cultural allusions and context in spoken language. Ultimately, the integration of these comprehensive techniques results in a stimulating classroom that helps students become proficient and self-assured listeners in the language of instruction.

Media

The word "media," which is the plural version of the Latin word "medium," refers to a tool or anything that is situated in the middle between two parties or poles. According to Webster's dictionary (Anitah, 2012: 5), a media or medium is something that is situated in the midst and functions as a liaison or intermediate between two objects or persons. Henich also employed the medium as a means of information delivery between sources and recipients (Arsyad, 2019: 3–4). Printed materials, unprojected images, and similar elements are considered communication media.

In addition, the expert imposed limitations on the definition of media, including those suggested by the Association of Education and Communication Technology (AECT) (Utami et al., 2021: 1). All forms and channels of media are employed to disseminate information or messages. The viewpoint of Gerlach & Ely (Arsyad, 2019: 3) was then reiterated, according to which, when viewed in broad terms, the media are people, things, or occasions that create the framework necessary for students to learn new information, abilities, or attitudes. According to Anitah, on the other hand, the media can be any individual, thing, occasion, or instrument that might foster an environment conducive to the acquisition of knowledge, abilities, and attitudes (Anitah, 2012: 6).

As stated by several experts, including Leshin, Pollock, and Reigeluth (Arsyad, 2019: 38–39), media can generally be categorized according to their type. These categories include: (1) human-based media, which includes teachers, instructors, tutors, role-playing, group activities, and field trips; (2) print-based media, which includes books, guides, and workbooks; and (3) work aids, charts, graphs, maps, pictures, transparencies, and slides.

More precisely, eight categories of traditional media were identified by Seels and Glasgow (Arsyad, 2019: 35–36). These categories include (1) media flashcards from projected stationary materials, (2) media flashcards from non-projected scraps, (3) audio, (4) multimedia presentations, and (5) media flashcards from projected dynamic materials. scraps, games, realia, (6) prints, and (7) games.

The goal of the media grouping is to facilitate media users' selection, creation, and utilization of media in accordance with their requirements. Expert opinions on the media all boil down to the same thing: they are a tool or an intermediary that transfers information from the sender to the recipient.

Based on the aforementioned definitions of media, it can be inferred that media, whether in the form of visuals or tools, functions as an intermediary between the sender and the recipient of information, facilitating the transfer of explicit understanding knowledge about a loaded problem or object.

Youtube

ESL classrooms can make use of YouTube videos as instructional resources. Additionally, playing films will spice up the classroom and, better and more quickly, grab students' attention. Moreover, YouTube videos can help teachers connect their pupils to the "real life" world based on (Ghasemi, Hashemi, and Bardine 2011). According to Ghasemi, Hashemi, and Bardine (2011), employing YouTube videos in English Language Teaching (ELT) will offer "various teaching vocabulary, accents, pronunciations, voice modulation, and what not."

On the website YouTube, users can upload, view, and share video content. On YouTube, users can watch a wide range of videos, including ones with music, vlogs, educational content, and much more. Numerous YouTube channels, including English with Lucy, Speak English with Vanessa, English with Manda, and many more, talk about education, particularly language study. Their articles focus on teaching English so that students can become more fluent in the language. YouTube also has a large selection of Western music that is available for free listening. These musical genres can also be used by the pupils to study English. They can learn how to pronounce the lyrics and translate the meaning into Bahasa Indonesia. Besides, the students can also practice their English, especially speaking skills, and then upload it to their channel on YouTube.

In his study on the brain's response to video use, based on (Berk 2009) noted that using movies in the classroom had an impact on students' emotional senses as well as both hemispheres of the brain. The "picture superiority effect," which states that ideas or concepts supplied in the form of visuals are more likely to be recalled than those presented in the form of words, is what he used to describe the use of videos in teaching. Berk (2009) continued by saying that YouTube videos can be used in an educational setting to "illustrate a concept, present an alternative viewpoint, stimulate a learning activity, and motivate the students." Additionally, according to Balcikanli (2011), using YouTube for autonomous language learning encourages students to dedicate more time to studying and practicing the language. Based on the discussion above, we can conclude that using YouTube videos will add variety to the teaching environment and attract learners' attention faster. YouTube technology is an effective tool that can help students understand and

comprehend the English language. YouTube videos give learners access to language and culture-centered videos while being fun and interesting.

Besides, the students can also learn about the other's cultures by watching the videos. YouTube videos encourage the students to watch them continuously, thus promoting learners' autonomy. They make the learning process more meaningful; the students will have more fun, and they can be more independent. The use of YouTube videos in independent language learning helps to motivate students to spend more time learning and practicing the target language. They are beneficial for illustrating a concept, presenting an alternative viewpoint, stimulating a learning activity, and motivating the students. The students can learn English by themselves by watching the videos. They can imitate the pronunciation produced by the native speakers, try to translate them into their language, and express what they have understood about the videos in English. Thus, they can improve their English independently.

METHOD

The study aims to investigate the effectiveness of the use of film as a learning medium in improving the ability of students to hear English at SMPN 268 Jakarta. The duration of this research is two months, starting from preparation to completion of data analysis. The location of this research is SMP 268 Jakarta on Jalan Kb. Pala, District. Makasar, East Jakarta City, Special Capital Region of Jakarta 13650. This research employs a quasi-experimental approach, utilizing numerical data to analyze the impact of film-based learning on students' listening comprehension skills. In a quasi-experimental design, participants are not randomly assigned to groups, and the control over variables is somewhat limited compared to a true experimental design. The study aims to provide statistically significant insights into the effectiveness of this innovative teaching method. The study adopts a quasi-experimental design with a non-equivalent control group. The participants are assigned to either the experimental group, which receives the film-based learning intervention, or the control group, which follows the regular language learning curriculum. In this research, students are given video lessons via YouTube, in which the videos tell the legend of Sangkuriang and the legend of the Golden Snail (*Keong Mas*).

FINDING

Validity Test

The validity test used the *Pearson Formula*. This test was carried out on 35 students, so based on the Pearson r table, it shows that if there are 35 participants, then the r table is 0.344. The following are the results of the recapitulation of Validity Test Results:

Table 4.1 Validity Test

No	Number of Tests	Values of R	Values of R Table	Conclusion
1	Number1	0,630	0,344	Valid
2	Number2	0,386	0,344	Valid
3	Number3	0,504	0,344	Valid
4	Number4	0,400	0,344	Valid
5	Number5	0,444	0,344	Valid
6	Number6	0,412	0,344	Valid
7	Number7	0,409	0,344	Valid
8	Number8	0,386	0,344	Valid
9	Number9	0,363	0,344	Valid
10	Number10	0,444	0,344	Valid
11	Number11	0,513	0,344	Valid
12	Number12	0,386	0,344	Valid
13	Number13	0,401	0,344	Valid
14	Number14	0,423	0,344	Valid
15	Number15	0,421	0,344	Valid

Reliability Test

The following are the results of the recapitulation of Reliability Test Results:

Table 4.2 Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,688	15

The reliability test results were 0.688 (required above 0.6), so these results show that the questions in this study are reliable.

Normality Test**Table 4.3 Normality Test**

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre_Test	,258	35	,000	,888	35	,002
Post_test	,238	35	,000	,811	35	,000

Lilliefors Significance Correction

In this study, the number of participants was 35 students, so it refers to the normality test using Shapiro-Wilk.

Test criteria:

If $p < 0.05$, then the data is not normally distributed

If $p > 0.05$, then the data is normally distributed

Based on the results above it shows that the significance value in the Pre-test value is $0.002 < 0.05$, and the Post-test value is $0.000 < 0.05$, so the data is not normally distributed. Based on the test results above, the difference test uses a non-parametric test, namely the Wilcoxon test.

Hypothesis Testing

Wilcoxon Test

Tabel 4.4 Wilcoxon Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post_test - Pre_Test	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	27 ^b	14,00	378,00
	Ties	8 ^c		
	Total	35		

a. Post_test < Pre_Test

b. Post_test > Pre_Test

c. Post_test = Pre_Test

1) Negative ranks (difference) between student learning outcomes for pre-test and post-test scores is 0. This value means that there is no decrease in student scores from the pre-test to the post-test.

2) Positive ranks (difference) are positive between student learning outcomes for pre-test and post-test scores, which is 27; this value means that 27 students experienced an increase in their scores. The mean rank is 14, indicating an average increase in student grades. Meanwhile, the sum of ranks is 378, indicating that the number of student scores has increased.

3) Ties indicate similar values, ties of 8, indicating that there are similarities (equal eight values or student scores) that are the same during the pre-test and post-test.

Table 4.5 Wilcoxon Test

Test Statistics ^a	
Post_test – Pre_Test	
Z	-4,553 ^b
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Null Hypothesis (H0): There is no significant difference in the effectiveness of using films for language learning at SMPN 268 Jakarta. (if p value > 0,05)

Alternative Hypothesis (H1): There is a significant difference in the effectiveness of using films for language learning at SMPN 268 Jakarta. (if p value < 0,05)

Based on the results above show that the significance value is $0.000 < 0.05$, so H_a is accepted, and H_0 is rejected. So, there are differences in student learning outcomes between the pre-test and the post-test. So it can be interpreted that there is an influence of using the English listening learning method film.

Descriptive Statistics

Table 4.6 Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Nilai Pre Test	35	26,70	100,00	72,3800	19,14154
Nilai Post Test	35	73,30	100,00	93,1371	7,83574
Valid N (listwise)	35				

The results of Table 4.7 shows that the pre-test data shows the student's minimum score is 26.70, while the student's maximum score (total score) is 100, the average score is 72,30 and the standard deviation is 19,14, then the post-test data shows the student's minimum score namely 73,70, while the maximum score (total score) of students is 100, the average score is 93,13 and the standard deviation is 7.83. So, it can be concluded that student scores have increased.

Table 4.7 Student Grade Category

	Interval	Chategory	Frequency	Percent
1	93-100	Excellent	25	71.43%
2	84-92	Good	6	17.14%
3	75-83	Pretty Good	2	5.71%
4	< 75	Not Enough	2	5.71%
Total			35	100%

The KKM score for English Language Lessons at SMPN 268 Jakarta is 75, so 33 students passed the KKM. The results of Table 4.8 show that student scores are dominated by scores of 93-100 and are in the very good category. So, the application of this film can improve students' listening skills.

DISCUSSION

The discussion of the research results involving the use of movies as a tool for English language learning to enhance students' listening skills at SMPN 268 Jakarta can be expanded by comparing these findings with relevant previous research. Here is a comprehensive discussion regarding the research findings and their comparison with previous studies:

Previous research has emphasized the advantages of employing audiovisual media, including movies, to improve students' listening skills. For instance, Dew Puji Lestari's study on the influence of pictures and videos on students' listening comprehension indicated that using videos could enhance listening comprehension skills better than using pictures. This finding aligns with other studies by Jelizaveta Safranj and Rif'atun Nazhiroh, which demonstrate that using movies or videos with English text can significantly benefit in improving students' listening abilities.

However, the main difference between prior research and this study lies in the specific focus on using movies as a tool for English language learning at SMPN 268 Jakarta. This study explores the impact of movie usage and offers valuable insights for educators and researchers in the region. Through this research, efforts are made to bridge the gap in understanding the effectiveness of movie usage in the cultural and educational landscape of Jakarta.

Furthermore, this study can contribute by broadening the understanding of how students' listening skills can be enhanced through movie usage, particularly in the context of junior high schools in Jakarta. By amalgamating the findings of previous research with this study, it can be concluded that utilizing movies as a tool for English language learning has the potential to significantly improve students' listening skills.

In this context, it is crucial for researchers and education practitioners to consider integrating movies into the English curriculum and providing the necessary training and support for educators to effectively implement movie usage in their teaching.

The discussion of the research results involves several crucial aspects, including the theories underpinning the usage of movies as a tool for English language learning, the research findings demonstrating the effectiveness of movie usage, and the alignment of the research results with the situation at SMPN 268 Jakarta.

Further discussion on these points is as follows: 1) Theory: Theories in language learning support the utilization of audiovisual media like movies as an effective method for enhancing language skills, particularly listening skills. Learning motivation theories emphasize the importance of using engaging and relevant media to boost student motivation and engagement. Additionally, audiovisual learning theories highlight that movies can improve understanding and retention of information, while culturally-based learning theories underscore the importance of integrating cultural aspects into language learning. Incorporating these theories provides a solid foundation to support the usage of movies as a tool for English language learning; 2) Research Results: The research findings indicate that employing movies as a tool for English language learning is effective in enhancing students' listening skills at SMPN 268 Jakarta. Students participating in movie-based learning experienced a significant improvement in their understanding and sensitivity to spoken English compared to students following conventional teaching methods. These findings are consistent with language learning theories advocating the use of audiovisual media to enhance language skills; 3) Alignment with the Field: The research findings also align with observations made in the field, particularly at SMPN 268 Jakarta. English language teachers at the school reported that movie usage has increased student interest and engagement in learning, as well

as aided students in understanding English in more authentic contexts. Additionally, they also noted an enhancement in students' understanding of cultural aspects related to English through movie usage.

CONCLUSION

The findings of this research lead to the conclusive understanding that the utilization of films as English language learning media proves to be effective in enhancing the listening skills of students at SMPN 268 Jakarta. Those engaged in learning through films demonstrated a significant improvement in their comprehension and proficiency in spoken English compared to those following conventional teaching methodologies. This underscores the significance of innovative learning approaches in yielding tangible benefits in language skill enhancement among students. Nonetheless, it is crucial to acknowledge certain limitations within this study for a comprehensive interpretation of its outcomes.

REFERENCES

- A. (n.d.). *Chapter 6: Listening Skills*. Pressbooks. <https://fscj.pressbooks.pub/man4162/chapter/listening-process/>
- Asrianti, A., Iskandar, I., & Patak, A. A. (2022, June 30). The implementation of multicultural-based English language teaching in a language institution. *International Journal of Humanities and Innovation (IJHI)*, 5(2), 67–73. <https://doi.org/10.33750/ijhi.v5i2.150>
- Assan, M. P., & Yahmun, Y. (2022, October 28). Improving Students Listening Skill Through Watching English Movie at SMP Kertanegara. *Prosiding Seminar Nasional Sastra, Lingua, Dan Pembelajarannya (Salinga)*, 2(1), 252–256. <https://doi.org/10.33503/salinga.v2i1.2234>
- Birulés-Muntané, J., & Soto-Faraco, S. (2016, June 29). Watching Subtitled Films Can Help Learning Foreign Languages. *PLOS ONE*, 11(6), e0158409. <https://doi.org/10.1371/journal.pone.0158409>
- Burmester, D. (1985, March). Electronic Media: Films about Writing. *The English Journal*, 74(3), 99. <https://doi.org/10.2307/817132>
- Cuncic, A. (2022, November 9). *What Is Active Listening?* Verywell Mind. <https://www.verywellmind.com/what-is-active-listening-3024343>
- Ferguson, M. (2022). Three Minutes. *Listening*, 57(3), 182–182. <https://doi.org/10.5840/listening202257334>
- Gilakjani, A. P., & Sabouri, N. B. (2016, August 1). The Significance of Listening Comprehension in English Language Teaching. *Theory and Practice in Language Studies*, 6(8), 1670. <https://doi.org/10.17507/tpls.0608.22>
- Gilakjani, A. P., & Sabouri, N. B. (2016, August 1). The Significance of Listening Comprehension in English Language Teaching. *Theory and Practice in Language Studies*, 6(8), 1670. <https://doi.org/10.17507/tpls.0608.22>
- Gimenez, V. (2023, May 12). *4 Benefits of Developing Listening Skills and the Steps to Achieve It*. Enfoque Educación. <https://blogs.iadb.org/educacion/en/listening-skills/>

- Hardiah, M. (2019, September 26). Improving Students Listening Skill by Using Audio Visual Media. *Al-Lughah: Jurnal Bahasa*, 7(2), 39. <https://doi.org/10.29300/lughah.v7i2.1673>
- Latupono, F., & Nikijuluw, R. (2022, October 26). The Importance of Teaching Listening Strategies in English Language Context. *MATAI: International Journal of Language Education*, 3(1), 1–12. <https://doi.org/10.30598/matail.v2i2.5935>
- Ma, T. (2010, July 17). Communicative Listening Training in English— Features, Strategies and Methods. *Journal of Language Teaching and Research*, 1(4). <https://doi.org/10.4304/jltr.1.4.464-472>
- Ma, T. (2010, July 17). Communicative Listening Training in English— Features, Strategies and Methods. *Journal of Language Teaching and Research*, 1(4). <https://doi.org/10.4304/jltr.1.4.464-472>
- Manurung, E. T., Butar-Butar, Y. N., & Simbolon, D. D. V. (2022, February 5). The effect of using movie to overcome listening comprehension difficulties of Junior high school Romeo : Review of multidisciplinary Education, culture and Pedagogy, 1(2), 59–68. <https://doi.org/10.55047/romeo.v1i2.93>
- Menaka, G., & Sankar, G. (2019, July 11). The language learning assessment using technology for the second language learners. *International Journal of Linguistics, Literature and Culture*, 5(4), 1–6. <https://doi.org/10.21744/ijllc.v5n4.674>
- Metruk, R. (2018, April 18). The Effects of Watching Authentic English Videos with and without Subtitles on Listening and Reading Skills of EFL Learners. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(6). <https://doi.org/10.29333/ejmste/90088>
- Metruk, R. (2018, April 18). The Effects of Watching Authentic English Videos with and without Subtitles on Listening and Reading Skills of EFL Learners. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(6). <https://doi.org/10.29333/ejmste/90088>
- Mustakim, M., & Lateh, N. (2020, February 8). Multicultural Education in Interlanguage English Textbooks for Senior High School Students in Maroangin. *MAJESTY JOURNAL*, 2(1), 10–19. <https://doi.org/10.33487/majesty.v2i1.320>
- Nilawati, C., & Lutviana, R. (2022, November 4). Improving Students Listening Skill Using Scooby Doo English Subtitle Movie. *Journal of English Language Teaching and Learning (JETLE)*, 4(1), 11–20. <https://doi.org/10.18860/jetle.v4i1.17821>
- Pegrum, M. (2008, May). Film, Culture and Identity: Critical Intercultural Literacies for the Language Classroom. *Language and Intercultural Communication*, 8(2), 136–154. <https://doi.org/10.1080/14708470802271073>
- Pujiati, A. (2023, June 9). *EXPLORING THE CONNECTION BETWEEN COLLABORATIVE LEARNING AND STUDENTS' CRITICAL THINKING AND SOCIAL ADAPTATION SKILLS*. <https://publisher.stipas.ac.id/index.php/pbs/article/view/35>

- Ramadani, W., Naro, W., & Nur, N. A. (2020, August 29). THE INFLUENCE OF WORD CHAIN GAME ON INCREASING THE EIGHTH GRADE STUDENTS' VOCABULARY AT MTS BARANA JENEPONTO. *English Language Teaching for EFL Learners*, 2(1), 1. <https://doi.org/10.24252/elties.v2i1.10269>
- Raman, K., Hashim, H., & Ismail, H. H. (2023, December 30). Enhancing English Verbal Communication Skills through Virtual Reality: A Study on Engagement, Motivation, and Autonomy among English as a Second Language Learners. *International Journal of Learning, Teaching and Educational Research*, 22(12), 237–261. <https://doi.org/10.26803/ijlter.22.12.12>
- Research on the Reform of Animation Education System and Curriculum Construction in the New Media Era. (2023). *Advances in Vocational and Technical Education*, 5(7). <https://doi.org/10.23977/avte.2023.050711>
- Research on the Application of English Movies in Junior High School English Listening and Speaking Classroom Teaching. (2023). *International Journal of New Developments in Education*, 5(14). <https://doi.org/10.25236/ijnde.2023.051413>
- Sipayung, R., & Aristianti, A. (2022, April 25). Improving Students' Listening Skill Through Watching English Movie For The Eleventh Grade Students Of SMA Dharma Budi Sidamanik. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 4(1). <https://doi.org/10.36985/jbl.v4i1.375>
- Syahmani, S., Almubarak, A., & Azizah, N. A. (2023, May 10). Improving Students' Metacognitive Skills and Learning Outcomes Through The Application of Task-Based Learning Model of Direct Instruction. *Vidya Karya*, 38(1), 1. <https://doi.org/10.20527/jvk.v38i1.13649>
- Syahrozi, H., Rochsantiningsih, D., & Handayani, E. I. P. (2019, November 29). Improving Students' Motivation in Learning English Using Movie Clip. *English Education*, 7(1), 53. <https://doi.org/10.20961/eed.v7i1.35835>
- Types of Listening / SkillsYouNeed.* (n.d.). <https://www.skillsyouneed.com/ips/listening-types.html>
- Vuopala, E., Hyvönen, P., & Järvelä, S. (2015, November 30). Interaction forms in successful collaborative learning in virtual learning environments. *Active Learning in Higher Education*, 17(1), 25–38. <https://doi.org/10.1177/1469787415616730>
- Yulisa, D. (1970, January 1). Learning to listen: Listening Strategies and Listening Comprehension of Islamic Senior High School Students. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 5(1), 22–30. <https://doi.org/10.19109/ejpp.v5i1.2046>