

USING FLASHCARD IN TEACHING DIALOGUE: AN EXPERIMENTAL STUDY

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Abstract: The purpose of this study is to determine the effectiveness of using flashcard media in teaching dialogue at class X of SMA 2 Solok. A quantitative quasi-experimental type was used in this study. 72 of Ten grade students of SMA 2 Solok where the subject of this study for both experimental and control class. Performance test was given before the treatment to describe their Pre-test score. The treatment was teaching by using Flashcard media which was conducted for Three meetings. At the end of the treatment, students were given the Post-Test. Both tests were analyzed by using dialogue presentation rubrics (Kornelsen, 2011) to include voice volume, fluency, pronunciation, performance and style. The result of the data analyzed, it was found that (2- tailed) significant less than 005. It explains that there is a significant difference in scores for the experimental class with an increase in score was 495 pts with mean 64.16. while the control class decreased to negative 40 pts with mean 44.86. It can be concluded that Flashcard media was effective in teaching dialogue.

Keywords: flaschcard, teaching dialogue

A. INTRODUCTION

Education is one of the manifestations of a dynamic and developing human culture, so that there are changes in the sense of continuous improvement at every level of education for the future. Education is also a planned effort to create a learning atmosphere and learning process for students to actively develop their potential so that they can face any changes that occur due to the development of science and technology.

It is also explained in Indonesian law number 20 of 2003 concerning the National Education System that education is explained that education is a basic and planned effort to create a learning environment and learning process for students to actively develop their spiritual, religious and personality potential. intelligence, strengths, noble character, skills needed, as well as all partnership efforts with students to perfect the physical and spiritual development of adults. (Rosdiana. Bakar. 2020: 12).

In this case teaching is not just conveying subject matter, but a process of changing student behavior in accordance with the expected goals. In the teaching and learning process there are activities to guide students, so that students develop according to their developmental tasks, train skills both intellectual skills and motor skills, so that students can and dare to live in a fast-changing and competitive society, and motivate students so that they can solve various problems.

In the learning process, many factors influence the achievement of learning objectives, one of which is learning media. Learning media is very important to use in the learning process because the existence of learning media will really help students understand the learning process in the classroom and make students more interested because the learning is presented in an interesting way.

Media is an intermediary from information sources to information recipients, for example video, television, computers and so on. These tools are media when used to convey the information to be conveyed. (Wina Sanjaya, 2019: 57). Media plays an important role in conveying information to recipients. because by using the media, the information conveyed is more interesting so that people quickly understand the contents of the information conveyed.

Learning media can be defined as a tool in the form of physical or non-physical which is deliberately used as an intermediary between educators and students in understanding learning material so that it is more effective and efficient. So that learning material is more quickly accepted by students as a whole and attracts students' interest in learning further (Nurfadhilla, 2021: 13-14).

In learning, the media plays an important role in the smooth teaching and learning between teachers and students in the classroom. because the media is a tool in the learning process and with the media, the material presented will be easier for students to understand because it is delivered in an interactive and interesting way.

When learning in the classroom, it is necessary to use media as a teacher's tool in explaining learning material. So, the teacher must be able to choose media that is appropriate for learning at that time, because the presence of media will facilitate interaction between teachers and students.

The flashcard media is media that helps in remembering and reviewing subject matter such as: definitions or terms, symbols, spelling of foreign languages,

formulas, etc. (Maryanto, 2019: 23).

Language subjects that are not handled seriously will result in students' speaking abilities being less than optimal. Language teaching is still dominated by knowledge aspects. Students learn more about language, not learn to speak so that the child's ability to compose a simple sentence is inadequate. The main basis of language is through rich communication experiences. These rich experiences will support other language factors, namely: listening, speaking, reading, and writing.

The speaking aspect is one aspect of the four language skills that needs to be studied, knowing the weaknesses and strengths of each component, so that the teacher is able to meet the right goals to improve students' speaking skills. Techniques used to determine students' speaking ability can be taken by interviews, speeches, discussions, storytelling, role playing and conversation.

In fact, there are not a few students who are not skilled in speaking especially Dialogue. Among them there are still many who have not been able to express their thoughts, ideas or feelings properly according to the correct language procedures. One of the causes is the lack of mastery of words for students and the media used by the teacher in responding to students' lack of speaking skills.

When making observations, it is known that students are still lacking in mastering speaking skills, for example they lack mastery of the vocabulary used by students in speaking and in conveying ideas. Therefore, students are still not proficient in speaking English.

But English teachers teach at SMAN 2 Solok, they rarely use the right media. Teachers still use traditional media, which in the learning process students are only told to record subject matter that has been recorded by the teacher on the blackboard, after that the teacher explains the material that has been recorded, while students only listen to what material is explained by the teacher, and students tend to be passive, bored and sometimes students become sleepy, students are less motivated in following the lesson. Because the use of inappropriate media is more likely to result in boring teaching and learning activities for students, teaching seems stiff, students appear less enthusiastic about learning, boredom and laziness covering students' learning activities. This means that conventional media cannot be used by the teacher as a tool to improve students' speaking skills in the process of teaching and learning activities.

Based on the background above, the author submits a thesis entitled "The Effectiveness of Using Flashcard Media towards Teaching Dialogue at Class X of State Senior High School 2 Solok".

B. RESEARCH METHOD

This research used a Quasi -experimental design, Quasi-experiment is an experiment that has treatment, impact measurements, experimental units but does not use random assignment to create comparisons in order to conclude changes caused by treatment (Cook & Campbell, 1979). In conclusion Quasi-experimental designs involve two classes called the experimental class which is given treatment and the control class which is not given treatment and the final results will be compared. Researcher applied flash card in teaching dialogue so that it can be seen

the effectiveness of flashcard media towards teaching dialogue at grade X of state senior high school 2 Solok.

In order to know the effectiveness of flashcard media towards teaching dialogue at grade X of state senior high school 2 Solok. The reasercher used a dialogue assessment rubric. A dialogue assessment rubric is a tool used to evaluate and provide feedback on an individual's proficiency in engaging in effective dialogue. The rubric typically includes specific criteria and performance levels to assess various aspects of communication skills. Here's a sample dialogue assessment rubric that covers key elements:

	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Volume	Poor Student cannot be heard and makes no attempt to speak up	Fair Volume is not always loud enough. Student can sometimes not be heard.	Good Student usually speaks loud enough to be heard.	Excellent Student speaks loudly enough to be heard easily.
Fluency	Poor Student is unable to speak or read through the dialogue.	Fair Student speaks and reads haltingly with long pauses.	Good Student mostly speaks and reads fluently with few hesitations.	Excellent Student always speaks and reads fluently with few hesitations.
Pronunciation	Poor Student is unintelligible. Nothing can be understood.	Fair Pronunciation is not at all clear and student is difficult to understand.	Good Most words are pronounced clearly and the student can be clearly understood.	Excellent Pronunciation is clear and distinct all of the time and does not interfere with meaning.
Written context	Poor Student is unable to use vocabulary and grammar correctly to construct an appropriate dialogue.	Fair Vocabulary is not used correctly. There are many areas in grammar or sentence structure that interfere with meaning.	Good Student mostly uses correct vocabulary with few, if any, errors in grammar or sentence structure. The dialogue is clear	Excellent Student makes no errors in vocabulary usage, grammar, or sentence structure. The dialogue is well-written and practical.

			and follows a logical sequence.	
Performace and Style	Poor Students do not create interesting stories not delivering dialogue in a style that is appropriate to the situation and conditions in the story	Fair Students create an interesting story but not delivering dialogue in a style that is appropriate to the situation and conditions in the story	Good Students create an interesting By occasionally adding style according to the conditions and situations in the story	Excellent Students create an interesting story and deliver dialogue in a style appropriate to the situation and conditions in the story

Moreover, 72 of Ten grade students of SMA 2 Solok where the subject of this study for both experimental and control class. Performance test was given before the treatment to describe their Pre-test score. The treatment was teaching by using Flashcard media which was conducted for Three meetings. At the end of the treatment, students were given the Post-Test. Both tests were analyzed by using dialogue presentation rubrics (Kornelsen, 2011) to include voice volume, fluency, pronunciation, performance and style.

C. FINDING

There were two subjects interviewed by the researchers in which from the second semester of extensive listening class. These samples were met in different places to be interviewed. Each of them was met in their house. This research employed an interview as the instrument. This interview aimed to find the students' barriers and strategies in learning listening. There were 20 questions in interview sheets. Pseudonyms of interviewee is used in this research to compile the research findings and discussions.

Santi's story: Listening is difficult

Santi (pseudonym), a student from an extensive class, is originally from Bandar Lampung and now lives in Teluk. Her experience with learning listening started in Junior High School, where she initially struggled, particularly due to exposure to the British accent, which was unfamiliar to her. This created a kind of culture shock, making it harder for her to understand the material. At the Senior High School level, Santi continued to study listening, but less frequently, and it was no longer a primary focus after grade 10. When she entered college, she encountered listening again, finding it more challenging due to complex vocabulary and varied intonation. She believes that listening becomes difficult without a strong understanding of

English vocabulary. She said,

"Regarding listening, the lesson is quite difficult if, for example, we don't know how to read each vocabulary word."

Santi experienced a difference in listening classes between the first and second semesters. In the second semester's extensive listening class, she faced new challenges with a different lecturer who required students to find their own materials based on the syllabus. Santi had to be more independent in sourcing and understanding listening materials. The class was divided into groups tasked with finding videos or podcasts on specific topics, summarizing the content, and presenting it. Occasionally, students searched for materials individually, and though some chose the same content, their summaries were always unique. The summaries were then submitted via Google Sites. She said,

"We were told to look for a video or podcast and then make a summary on google sites. It is divided into groups but sometimes also individually. If in a group, the summary result will be presented in front of the class but if individually, it is likely that the video or podcast you get is the same as my friend, but that is not problem because the summary will definitely be different."

"The listening class is just right, in the second semester it's a bit different, because the lecturers are also different, and the way they teach is also different, so we have to find the material ourselves. So, we're just given the syllabus, look for the theme like that."

The barriers faced by Santi in listening

Lack of Understanding of the Pronunciation of Different Accent

Santi has been accustomed to the American accent since Junior High School, finding it familiar and easy to understand due to the clear pronunciation. However, when listening to recordings with a British accent, she struggled. She found the British accent too fast and some words sounded very different compared to the American accent, making comprehension harder. From the first sentence, Santi felt the British accent was faster, with words seeming to rush by without pause. Despite recognizing the words, the fast pace made it difficult for her brain to process the information, unlike the slower and more deliberate American accent she was used to. She said,

"Apart from that, I don't really hear much about the British accent, so I say it a bit too fast, because if it's in a British accent, it makes it difficult for me to listen."

Difficulty in distinguishing words that sound similar

In listening class, Santi often struggles with words that sound similar. She finds it challenging to understand conversations, especially when unfamiliar with the vocabulary. The difficulty increases with the British accent, which she finds fast and hard to catch. Santi frequently feels confused by words that sound alike but have different meanings, such as "ship" and "sheep." She has to focus intensely on the

context to grasp the correct meaning, but even then, it's sometimes hard for her to differentiate between them. She said,

"Apart from not being able to learn to listen using a British accent, I also sometimes don't know, are there words that have the same vocabulary? It reads the same, it's similar, right? I'm confused whether he used word A or word B."

Difficulty in the Level of Sound Clarity Quality

Santi is used to listening to audio with good sound quality, usually through headphones or clear speakers. However, during mid-term and final exams, she noticed the audio played by the lecturer seemed faster and harder to understand. The muffled and crackling sound made it difficult for her to grasp important information, especially with the British accent, which she already found challenging. For instance, the word "ship" sounded like "sip," making her doubt what she was hearing, even with familiar words. She said,

"In the first semester, during practice it was pretty clear, but during the Mid Test and Final Test it started to be like, hah? Like that, that's how fast."

Lack of English Vocabulary

When Santi encounters unfamiliar vocabulary during listening activities, she faces various challenges. Her main issue is a limited vocabulary. While she starts off focused and ready to understand, unfamiliar words break her concentration. She said,

"I feel quite comfortable if I understand the meaning of each vocabulary when listening to the audio. But when suddenly words appear that I do not recognize, I cannot fully understand the information in the conversation."

The strategies used by Santi

Watching Film

Santi also uses several strategies to overcome her difficulties in listening. One of them is watching western films in English. Even though she does not like films which use British accent, she still tries to watch Western versions of cartoons to improve her ability to understand these accents. She said,

"As for the British accent in listening, usually I sometimes like watching films, I prefer films rather than listening. As for films, they are also Western films, but there are a lot of British accents, but I don't like that genre, so I prefer to watch Western versions of cardboard like that."

Guess the Meaning of Unfamilliar Vocabulary

Apart from that, Santi also often guesses the meaning of vocabulary based on the context of sentence. Although this guess is not always correct, but with frequent practice, she feels that her ability to guess the meaning of words based on context is increasing. Usually guess meaning of the unfamiliar vocabulary according to the

context of the topic being discussed. She said,

"It's just like guessing, but well, if you guess right, that's great, thank goodness."

Find the Main Idea

When she did not understand what the native speaker saying, Santi also tried to find the main idea of the conversation. She focuses on the main topic being discussed and catches key words that are often repeated to understand the essence of the conversation. She said,

"Yes, if for example I miss the native's discussion, sometimes I look for the main idea, for example he was talking about airports, if that means I catch him, oh he's talking about airports, which means that if for example it's a question, usually just fill in something related to airports."

"By Listening to what the native is doing, talk to him a lot about things like that, if I like it, then I'll write it down"

Write Unfamiliar Vocabulary

In addition, Santi noted important points and new vocabularies that she do not know while listening to the audio. She felt that by taking notes, she could more easily remember and understand the material she had studied. She said,

"Yes, sometimes, but it's more like vocabulary in my opinion, new words, I just wrote them down. But if, for example, someone isn't caught, they won't be caught."

Make Themselves to Feel Comfortable

Even though she felt nervous when she first started learning listening, Santi found that by being in class with her friends, she felt less nervous. She feels more comfortable and focused when studying with her friends than studying alone. Santi also often listens to English songs as a way to practice her listening skills. She feels that listening to English songs can help her to improve understanding of English vocabularies. She said,

"For me, sometimes, for example, to overcome my nervousness, I want to be in the same class with my friends, right? So, if I have friends, it reduces my nervousness."

Ask to the Lecturer to Repeat the Listening Material

Santi also often asks the lecturer to repeat the audio played in class if she finds it difficult to understand. Lecturers usually allow audio repetition and this really helps Santi to catch information that she might have missed on the first viewing. She said,

"Yes, what's that? Sometimes I ask the lecturer to repeat it."

Discuss with Friends

Santi tends to discuss with her friends after listening class. She felt that

discussing the topic in audio before with friends could help her understand the material being presented. However, when asked if she had ever evaluated deficiencies in her listening skills, Santi admitted that she had never done so. She finds it difficult to know her strengths and weakness in listening. She said,

"Yes, I like discussions like that, like discussing what this is about. That's what natives were talking about."

"As for evaluating, I have never evaluated my shortcomings in listening."

"I want to, but I also don't know what my strengths are in listening, what my weaknesses are in listening"

Rani's story: Listening is important

Rani (pseudonym) is a second semester English education student. She lives in Bandar Lampung. She has been learning listening since she entered college in the first semester in Islamic State University. She had learned listening twice when she started college. When she first learned listening, she found it quite difficult. But after that, she started to be confident when learning listening. She believes that listening is important because it can help to understand everyday conversations and also improve communication skills. She said,

"In my opinion, listening is very important because it can help us understand everyday conversations and improve our ability to communicate."

The barriers faced by Rani in listening

Lack of Understanding of the Pronunciation of Different Accent

During the listening learning process, Rani often faced quite significant difficulties. The main difficulty that she faced was British accent which used by the native speaker. The British accent has a different pronunciation and intonation compared to American accent which is more common to hear and learn. She said,

"The accent is difficult too"

"For example, I've never heard those words, right? Like, for example, watcher becomes "watcha" like that, it's confusing. But after a while I found out. It's still very foreign to me."

Lack of English Vocabulary

Lack of English vocabularies also becomes a difficulty for Rani during learning listening. When listenining to the audio in the class, she often finds out words that she has never heard before. These new vocabularies often make her confused, especially the context is unclear or the words are rarely used in everyday conversation. She said,

"New vocabularies can sometimes be confusing, especially if the context is unclear and rarely used."

Difficulty in the level of Sound Clarity Quality

Aparts from difficulties with vocabulary and accent, poor audio quality also becomes another difficulty in listening according to Rani. When she listen to the

audio with low sound quality, for example with a lot of background noise or unclear sound, the challenge in understanding the conversation becomes even greater. Sound interference like that makes it increasingly difficult for her to catch the words being spoken by the native speaker. She said,

"Yes, it's hard to hear, right? So, sometimes I just guess, keep asking friends. Find out what that means."

Lack of Understanding of Speed Pronunciation

The last difficulty faced by Rani is the speed of the pronunciation of native speaker in the audio. When she listen to conversations or audio material which delivered by the native speaker, she often feel that they are speaking too fast. This makes it difficult for her to catch every word spoken. She said,

"Usually it's difficult to pronounce it, what's it called? The speed is like everyone's speed, just a few words that I never knew."

The strategies used by Rani

Watching Films

To enrich her vocabulary and get used to various accents, Rani also watches films and listens to English songs. This activity is not only fun but also very helpful in improving her listening skill. Watching films makes her familiar with the variations in intonation while listening to songs helps in recognizing and understanding the sung lyrics quickly. She said,

"Watching English films really helps to practice listening and understanding new vocabulary, so I often watch English films too."

Take Notes While Listening

Apart from using the strategy of slowing down the audio, Rani also notes down important points and unknown vocabularies. She makes small notes that can help to remember and learn new vocabulary. She said,

"Yes, I highlight important points that I don't understand so that I remember."

Guess the Meaning of Unfamiliar Vocabulary

Rani also guessed the meaning of the vocabulary if she do not know what the meaning is. When she finds out words she do not know the meaning, she tries to guess the meaning by looking at the surrounding words and understanding the overall context of the conversation. She said,

"Once. Once, when I was guessing, I usually tried to relate it to the context of the sentence being discussed."

Find the Main Idea

Rani also tries to find out the main idea of the conversation by paying attention to keywords or phrases that are often repeated. In many cases, this helps her to understand the essence of the conversation which she is listening to. She said:

"Usually, I always look for the main idea of the conversation so that it can still

be meaningful from what is being discussed.”
“Because usually the main idea is always repeated in conversation, so I usually hear keywords or phrases that are repeated like that.”

Make Themselves to Feel Comfortable

However, the difficulties faced by Rani did not stop there. She also often feels tense and afraid when she has to listen to conversations in English. To overcome this feeling, she tried to find a comfortable sitting position and moved closer to the audio to make it easier to listen. She said,

“Looking for a comfortable position, usually it's like looking for a comfortable seat, a comfortable sitting position.”
“By looking for a comfortable sitting position, don't be too far from the speaker so you can hear what is being discussed.”

Ask to the Lecturer

When taking listening class, Rani often faces difficulty when the speaker speaks too fast. This makes it difficult to follow and understand the material presented. When audio is played in the class, it is usually only played once or twice so Rani does not have much of chance to review it and fully understand it. She said,

“Yes, it's hard to understand what is being said. Because sometimes it can be repeated. And it can't be repeated, right?”

Discuss with Friends

When Rani listen to audio with low sound quality and the native speaker speaks too fast during listening in the class, the challenge in understanding the conversation becomes even greater. Sound interference like this makes it increasingly difficult for her to catch the words being spoken. Sometimes poor quality audio makes her has to focus more and try harder to capture the information conveyed. She said,

“Usually I ask friends around me. Or there are also several friends who ask the lecturer directly. So, I don't know so I know better.”

Find Out the Meaning of Unfamiliar Vocabulary

Lack of English vocabularies also becomes one of Rani's difficulties in listening. Rani has some different strategies to solve the lack of English vocabularies such as try to find out the meaning of unfamiliar vocabulary by using google translate. By using google translate, she can quickly find the meaning of words that are new to her and understand the context of the conversation better. She said,

“Yes, usually I just look for it on Google Translate. “

Evaluate Deficiencies of Listening Skill

Self-evaluation is also an important part of Rani's learning process. After each listening sessions, she will reflect on the difficulties she faced and look for ways to improve herself. Discussions with her friends and repeating listening material at home are part of this effort. In this way, Rani feels more confident in facing the next

listening session. She said,

"Usually after the class, as soon as the class is finished, it's like talking with my friends about the material of listening in the class."

D. DISCUSSION

This research explores students' experiences in learning listening, focusing on the challenges they face and strategies they use. The study involved two second-semester students, Santi and Rani, who both prefer American accents over British ones, finding the latter harder to understand. This aligns with Gilakjani's theory that students comprehend accents they are familiar with more easily, making British accents more challenging. Santi specifically struggled with distinguishing similar-sounding words, especially in British accents, and noted that poor audio quality during exams worsened her listening comprehension. Both students faced issues with fast pronunciation, which made it hard to keep up with conversations.

Vocabulary limitations also posed a significant barrier for Santi, who found that unfamiliar words broke her concentration, leading her to miss key information. Rani shared this difficulty, particularly with new or rarely used vocabulary, and also found poor audio quality disruptive. To address these challenges, both students used different strategies. They watched films to improve their understanding of British accents, with Santi preferring cartoons. This method allowed them to repeatedly hear and grasp the pronunciation of British accents. They also asked friends for help when audio quality was poor, using socio-affective strategies to manage technical obstacles. Overall, the study highlights the importance of socio-affective strategies like reducing anxiety, seeking social support, and maintaining a positive learning environment in overcoming listening challenges.

E. CONCLUSION

Based on the finding of research, the conclusion can be drawn as follows listening is one of the English skills that is more challenging for students. Learners try to understand the information that is given and heard. The barriers faced by the two research subjects during learning listening are similar. Both Santi and Rani faced the four barriers mentioned including lack of understanding of the pronunciation of different accent, lack of vocabularies, difficulty in sound clarity quality, and lack of understanding of speed of pronunciation. The difference is that Santi feels that words with similar sounds are also difficult for listening. Another theme that has been analyzed from the research subjects is strategy which is used to overcome the barriers. In addition, there are two types of strategies commonly used by both subjects to overcome the barriers in learning listening. They both shared that socio-affective strategies and cognitive strategies were effective strategy to overcome the barriers during learning listening.

F. SUGGESTION

Based on the conclusion above, the researchers would like to give some recommendation as follows. Firstly, the findings of this research recommend that students should try various strategies to overcome the barriers in listening. Secondly, the findings of this research imply that teaching strategies and materials should be designed taking these barriers into account. For example, introducing various accents in listening exercises can prepare students to understand a variety of pronunciations. Additionally, addressing issues related to voice clarity and speed pronunciation can help students improve their listening skills more effectively. Second, the result of this study cannot be generalized to all students because the sample consisted of specific individual from the same university. These limitations highlight the need for caution when applying these findings to broader context. However, the researchers recommended to other researchers to explore more diverse sample, perhaps including students from different universities to gain a broader perspective on students' experiences in learning listening.

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