



The Use of Mindful Experiential Learning to Improve Students' Listening Skill

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Article Info

Article History:
Accepted 30 March
2023
Approved 8 June 2023
Published 15
September 2023

Keywords:
Listening
Comprehension,
Mindful, Experiential
Learning

Abstract

Listening is a complex and active mental process that involves perception, attention, cognition, and memory. The objective of this research are to find out whether the implementation of mindful experiential learning to improves the student's listening comprehension and to find out the student's experience toward the implementation of mindful experiential learning in teaching intensive listening. This research was quantitative research namely experimental design, through quasi-experimental. The researchers used worksheet and interview to collect data. The data obtained from the students' worksheets were analyzed to measure the students' listening comprehension level; the researchers used Google Form to carry out interviews. The data showed that the students' listening effectiveness before and after the treatment is significantly different. It was found in post-test students was higher than the pre-test, it proved that the use of Mindful Experiential Learning in teaching extensive listening can improve the students' listening comprehension. While the results of the test shown that the significance is 0.096 this value is higher than the level of significance for one tailed-test (0.048). The significance of Using Mindful Experiential Learning for the teacher will apply it as an alternative method especially in teaching English and for the students can be more motivated to practice listening or their motivational function to improve their listening comprehension

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INTRODUCTION

Language is an activity of four kinds: speaking, listening, reading, and writing. Haliday in Purwanto et al (2022) Language function is the purpose to achieve when you say or write something according to Harmer (2009). By performing what so called function; someone performs an act of communication. According to Richard and Rogers (2001), language is purposeful.

Hughes in Khotimah et al (2022) pointed out that proficiency tests are used to measure people's ability in a language although they have been trained in that language. In general, these skills are divided into two kinds, namely productive skills and receptive skills. According to Sreena and Iankumaran (2018), writing and speaking skills are productive skills because both skills are carried out to produce language to convey meaning or purpose; meanwhile, speaking and listening skills are receptive skills. This is because the second skill is carried out to receive or capture meaning to understand the delivery of language, both written and spoken. One of the most important activities among the four skills is listening skills. According to Wulanjani (2012), listening is an active process that needs an effort to hear something. Listeners are actively paying attention and working on understanding and interpreting what they have heard. According to Hamouda (2013), listening is a complex and active mental process that involves perception, attention, cognition, and memory. The purpose of listening comprehension is to understand genuine conversation at a normal level in spontaneous situations because without understanding the listening skill, the students never learn to speak or communicate effectively in the classroom. The importance of listening skill has been stated by Brown (2001) that in classroom, students always do more listening than speaking.

Despite the importance of listening, many students find listening to be one of the most difficult skills in English. Long (2009) stated that of the four skills, listening is perhaps the most difficult for learners. Over the years researchers

have attempted to define the nature of L2 learners' listening problems. Among the studies that have looked at L2 listening difficulties, few attempts have been made to probe into these difficulties from learners' perspectives (Graham, 2006). Results of these studies have shown that language learners are capable of evaluating their listening performance and articulating the difficulties they face when listening in an L2. They are aware of the factors that influence their listening performance, even though they may not be able to act upon this knowledge. Berne (2004) suggested that by providing opportunities for learners to express their beliefs, teachers can gain better understanding of their learners' needs to assist them in ways of dealing with some of their listening difficulties Graham (2006).

Based on the explanation above about listening is one of the difficulties skills in English. The researchers also found some problems during the intensive listening learning process. They are: the students cannot control the speed of delivery, it means how quickly the speaker speaks, the students have a limited vocabulary, and the students may lack contextual knowledge and it can be difficult for the students to concentrate in a foreign language. Concentration is easier when students find the topic of listening passage interesting; however, students sometimes feel listening is very tiring even if they are interested because it requires enormous amount of efforts to follow the meaning.

So, based on the students' problems in listening above, the researchers would like to solve the problem above by give the solution to improve the students' listening skill by using mindful experiential learning in teaching intensive listening. According to Cambridge Dictionary (2021), the definition of mindful is deliberately aware of your body, mind, and feelings in the present moment, in order to create a feeling of calm. Jon (2017) state that Mindfulness is awareness that arises through paying attention, on purpose, in the present moment, non-judgementally. According to Kolb (1984), Mindful experiential learning is an approach to learning that combines the

principles of mindfulness with experiential learning. According to experts, this approach involves being fully present and aware during a learning experience, which allows for a deeper level of engagement and understanding.

The objective of this research are to find out whether the implementation of mindful experiential learning to improves the student's listening comprehension and to find out the student's experience toward the implementation of mindful experiential learning in teaching intensive listening.

The significance of this research is for the teacher will apply mindful experiential as an alternative method especially in teaching English. For students can be more motivated to practice listening or their motivational function to improve their listening comprehension.

The previous study, some researchers have conducted some researches dealing with the way in improving students listening comprehension in teaching English as follows: According to Piscayanti (2021) on her thesis "Cultivating Mindful Learning in EFL Poetry Class: a Way to Make Creative and Productive Writer" she stated that the data show that the students' listening effectiveness before and after the treatments are significantly difference. It was found in students post-test was higher than the pre-test, which proved that the used of mindful learning in poetry class contributed to the students' more effective in English class. On the other research conducted by Millatina et al. (2020) on their thesis "Implementing Experiential Learning Method to Enhance Student's Speaking Skill" concluded that learning speaking skill by using experiential learning method brings a good response from students. Based on the questionnaire result, 95.23% of the students (33.33% of students chose strongly agree and 61.90% agree) acknowledged that experiential learning method motivates them in learning speaking skill. They also agreed that experiential learning is an appropriate method to be applied in learning speaking skill.

As the conclusion of this part, those researchers used mindful learning and experiential learning to improve student's ability

in language learning, these days the implement of mindful experiential learning for increase student's listening comprehension is a new alternative way. In line that statement, the research results that have been recorded by ERIC (educational resource information center) explain the lack of research that combines both learning styles between mindfulness and experiential learning to improve students' listening comprehension skills. Therefore, through this research proposal, researchers offer a research plan that has novelty and is very interesting to develop, with great hopes that the results of this study can make a major contribution on learning listening comprehension for teachers, students, readers, as well as future researchers would like to develop similar research in the future.

Brown and Yule (1983) State that listening comprehension involves not only linguistic knowledge but also knowledge of the world, inference-making, and the ability to make use of contextual and other clues. They emphasize that listening comprehension is a complex process that requires the listener to engage actively with the spoken language and to use various strategies to extract meaning from it.

Rost (2011) gave three definitions of listening comprehension which can reflect in these situations. Firstly, listening comprehension is a complex, interactive process which has a dynamic construction of meaning. It is explained as the process when the listeners understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress, and intonation, as well as other use linguistic, paralinguistic, or even non-linguistic clues in the contextual utterance. Secondly, listening comprehension is an inferential process. It involves a linguistic knowledge and world knowledge which interact to create a mental representation of what they hear. Bottom-up and top-down processes are applied to get to this mental representation and achieve comprehension. Thirdly, listening as a process of receiving what the speaker says, constructing and representing meaning, negotiating meaning with the speaker and

responding, and creating meaning through involvement, imagination, and empathy.

In addition, according to Vandergrift and Goh (2014), listening comprehension involves the integration of top-down and bottom-up processing, which includes the use of linguistic and contextual cues to extract meaning from spoken language.

Overall, listening comprehension is a crucial skill that is essential for effective communication, learning, and academic success. It involves the ability to comprehend spoken language, decode linguistic and contextual cues, and interpret the intended message of the speaker.

METHODS

This research was quantitative research namely experimental design, through quasi-experimental. According to Creswell (2002), it is “an experimental design is to test the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome.” On the other hand, quasi-experimental, as reported by Tuckman and Harper (2012), is a research design that involves two sample groups, namely the experimental sample group that is given treatment and one other sample group as the control group. The design using nonequivalent control group design.

The populations in this research were 53 students of English education department at STKIP Kie Raha Ternate. The samples in this research were the first semester students of English education department at STKIP Kie Raha Ternate. They were 18 students. The researchers were chosen this semester because in the first semester of English education there was an intensive listening course.

In this study, the researchers used worksheet and interview to collect data. Worksheet that has been adapted by the researchers from Tim English Buffet Indonesia (2020) by answer the worksheet before (pretest) and after (posttest) implementing intensive listening learning by applying mindful

experiential learning. Each worksheet was arranged into 25 items of multiple choices taken from Top Strategy TOEFL by Tim English Buffet Indonesia. The worksheet was given to the both control and experimental group. The total amount of worksheet used in this research are four namely worksheet A, B, C and D.

The kind of Interview used in this research is unstructured interview. The interview is about the students experience while The Mindful Experiential Learning used in the intensive listening course and their opinion do they think that mindful professional learning needs to be continuously applied in the intensive listening learning process in the future or not and accompanied by their reasons so that there are not right or wrong answers. Moreover, the data are for research purpose and their opinion will be respected and kept confidential.

The data obtained from the students' worksheets were analyzed to measure the students' listening comprehension level. It was also accomplished to compare the results of the pretest before the treatment was carried out in the intensive listening learning process and the post-test after the treatment was implemented in this study. The worksheet will be evaluated based on the answer key provided Tim Buffet English Indonesia.

Furthermore the results of the worksheets that have been worked on and have been scored based on student's answers adjusted to the answer key will be compared separately between the results of the first cycle test with the test results in the second cycle using statistical assessment.

Data from the results of interviews were used by researchers to find out how students' experiences during Mindful Experiential learning were implemented in intensive listening classes. The type of interview that was carried out was an open interview. The researchers uses Google Form to carry out interviews, at the end the interview script will be attached to the list of appendix.

RESULTS AND DISCUSSION

The results of student worksheets that wishes to be explained. Each worksheet contains test score data which is displayed as a benchmark for the level of success in implementing Mindful Experiential Learning to improve students' listening comprehension. The data is displayed clearly as follows:

Table 1. Experimental group's pre-test score

No	Name	Score
1	SR	68
2	FASK	36
3	FSK	20
4	ZCL	36
5	CCN	24
6	NE	20
7	RHT	24
8	AU	16
9	HSK	32
10	RKK	16
11	MS	36
Total		328
average		29.8

Table 2. Control group's pre-test score

No	Name	score
1	RT	16
2	IM	24
3	RW	16
4	JT	16
5	RM	20
6	NS	28
7	RM	16
Total		136
average		12.2

The table 1 and 2 has shown that from 18 students, there were 68 as the highest score and 16 as the lower, as we can see from the data it clearly shown that most of the students got poor score in their listening score. for additional information, the questions on the worksheet have a multiple choice format with the number of questions on each worksheet being 25

numbers, the maximum score if all the questions are answered correctly is 100 points, the maximum score for each question answered correctly is 4 points per question. It was means that the students of English education department at STKIP Kie Raha Ternate have serious problem in their listening skill before get treatment.

The next following table is the students' posttest score:

Table 3 Experimental group's posttest score

No	Name	Score
1	SR	80
2	FASK	44
3	FSK	36
4	ZCL	52
5	CCN	32
6	NE	24
7	RHT	20
8	AU	28
9	HSK	28
10	RKK	24
11	MS	44
Total		412
average		37.4

Table 4. Control group's posttest score

No	Name	score
1	RT	20
2	IM	24
3	RW	16
4	JT	20
5	RM	24
6	NS	24
7	RM	28
Total		156
average		22.2

The table 3 and 4 has shown that from 18 students, there are 80 as the highest score and 16 still lower score. To describe the achievement of each student, the researchers does not use percentages but gains scores, where the data will be displayed in tabular form. Gained (improvement) from pretest to posttest can be calculated for each participant by subtracting

each students' pretest score from their posttest score, as reported by (Becker, 2009) that the gain score represents the measurement difference between a student's pre-test score and their score at the end of a certain time period, for example on the pre-test. Gain score analysis is a statistical approach used to test pretest and posttest scores. The gain score is also referred as the change score or the difference score and serves to assess how the score changes from the pretest to the posttest stage. Utilizing gain scores is justifiable and meaningful in long-term research, as it provides a viable method for thinking about causal effect. The gain score of experimental group this study is shown as follows:

Table 5. The Gained Score of Experimental Group

No	Name	Gain Score
1	SR	12
2	FASK	8
3	FSK	16
4	ZCL	16
5	CCN	8
6	NE	4
7	RHT	-4
8	AU	12
9	HSK	-4
10	RKK	8
11	MS	8
Total		84
Average		7.6

Table 6. The Gained Score of Control Group

No	Name	Gained score
1	RT	4
2	IM	0
3	RW	0
4	JT	4
5	RM	4
6	NS	-4
7	RM	12

Total	20
Average	2.8

From the data above we can see that the lowest score of experimental class on pretest is **16** and **20** at the posttest, the median score both pretest is **29.8** and posttest is **37.4**. Whereas the highest score on pretest is **68** and **80** on the posttest. In the end as described by researchers the comparison of the two test results mentioned above in percentage format is **21%**. Furthermore the explanation regarding the increase and decrease regarding student test results will be more clearly explained in the discussion section, and then it will be linked back between the test results and the results of the questionnaire that has been carried out by researchers towards students who participated as respondents in the experimental group.

Interview results, The data was collected from 11 students who participated as members of the experimental group; they are SR, FASK, FSK, ZCL, CCN, NE, RHT, AU, HSK, RKK, and MS. The interview data was collected using the media Google form.

This data was collected with the aim of capturing students' responses about how their experiences during Mindful Experiential Learning were implemented in intensive listening classes. As additional information the students also added related benefits they felt. The interview results are displayed as follows:

When the researchers conduct the interview, **SR** responded to the question about what he thought about the applied of Mindful Experiential Learning in the Intensive Listening learning process, he responded by answering "The use of Mindful Experiential Learning can help students achieve better understanding and hone their listening skills". Furthermore, the second question "does he think Mindful Experiential Learning needs to continue to be applied in the Intensive Listening learning process in the future" he responded that "Mindful Experiential Learning needs to continue to be applied in the Intensive Listening learning process in the future, one of the reasons is that it can increase in-depth understanding,

Mindful Experiential Learning allows students to be actively involved in the learning process and understand the material more deeply. By combining direct experience, reflection, and mindfulness, students can relate the information they hear to previous knowledge and experiences. This helps improve the transfer of learning and strengthens their understanding". The next respondent is **FASK**, her respond about what she thought about the applied of Mindful Experiential Learning in the Intensive Listening learning process, and she said that it is very good, because before learning begins they are invited to stay focused on what they are going to learn so that they can catch the lesson that is being taught. According to him, Mindful Experiential Learning really needs to continue to be applied in intensive listening classes in the future.

FSK responded to the interview question that the experiential learning method itself is an effective learning method, because the experiential learning method allows students to learn by fulfilling all important aspects of the learning process, namely cognitive, affective and emotional. Fulfillment of all important aspects in the learning process can then create a deeper understanding for students who do it. then according to him, learning that applies Mindful Experiential Learning needs to be applied in the future, because this learning is very good and makes us quickly understand the questions given by the lecturer.

ZCL responded to the interview question that the Mindful Experiential Learning method is very good because it prepares us as students to deal with learning material in class. Then she stated that she agreed if Mindful Experiential Learning continued to be applied, because she felt more comfortable while studying, according to her, students needed to feel comfortable and focused before learning.

When interviewed, **CCN** stated that as long as mindful experiential learning was implemented in the intensive listening class, she felt calmer, more focused and not distracted by other things such as the sound of a cellphone. Furthermore, she hopes that Mindful

Experiential Learning needs to continue to be applied in future lessons. She stated that it needs to continue to be applied, especially for students who have difficulty focusing in class. I feel this is useful because it can be applied in everyday life.

NE when interviewed stated that this learning style is good, but sometimes she has difficulty focusing in class. Furthermore she hopes that Mindful Experiential Learning should continue to be applied in future lessons.

RHT, when interviewed, stated that this learning style felt to have an effect like what had happened to people who had applied Mindful Experiential Learning in each of their activities and it helped and greatly influenced their daily lives; so she thought it was a good thing to use. At the end she stated that Mindful Experiential Learning needs to be continuously applied because it really helps students focus on learning

When interviewed, **AU** stated that he felt calmer if Mindful Experiential Learning was applied before studying. She can focus more on answering even though his English ability is still lacking. Then again he stated that Mindful Experiential Learning needs to continue to be applied, because personally she feels more ready to learn.

According to **HSK**, Mindful Experiential Learning is an interesting way of learning because he has never learned in this way before. According to him, Mindful Experiential Learning needs to continue to be implemented because he personally is more comfortable studying if he focuses first, he feels more calm answering the questions.

RKK recognizes that Mindful experiential learning is very useful in the intensive listening learning process. She feels Mindful Experiential Learning is very useful in the intensive listening learning process which can improve problem solving and decision making.

According to **MS** when he was interviewed, she thought that Mindful Experiential Learning is very important, because we need to encourage them to create something that they think is creative and guide them in finding solutions if there are errors or other

things, and she feels it is helpful to find an experience in that learning.

From the overall interview results, it can be concluded that the average respondent believes that Mindful Experiential Learning is effective, students feel more focused when applied when class starts, although there are some who admit that their English language skills can still be said to be minimal, thus affecting their ability to answering the questions given, furthermore they all stated that Mindful Experiential Learning needs to continue to be applied in future classes. This shows a positive influence on the application of Mindful Experiential Learning which is carried out in intensive listening classes at the English education department of STKIP Kie Raha Ternate.

The previous study had identified that using mindful experiential learning according to Piscayanti (2021) on her thesis; she explained that Mindful learning has a big impact on the students' creativity and productivity in writing poetry that they become creative and productive writers. While according to Millatina et al. (2020) the Experiential Learning Method provides a positive contribution for the development of the students' speaking performance.

Based on the the result of the previous research above, the researchers concluded that mindful learning and experiential learning can improve students' ability in teaching learning activity. So, the researchers agreed that the implementation of Mindful experiential learning can improve the students' listening skilland it is a new alternative way at the students of English Department of STKIP Kie Raha Ternate.

In line that statement, the researchers took the teory about Mindful experiential learning according to Jon (2017) state that Mindfulness is awareness that arises through paying attention, on purpose, in the present moment, non-judgementally. And according to Kolb (1984), Mindful experiential learning is an approach to learning that combines the principles of mindfulness with experiential learning.

Based on the previous research and the teory have explain above, so the researchers offer a research plan that has novelty and is very interesting to develop, with great hopes that the results of this study can make a major contribution on learning listening comprehension for teachers, students, readers, as well as future researchers would like to develop similar research in the future.

In this research, the result of the students' pre-test showed that they were poor in listening skills. In the pre-test, from 18 students which consisted of 11 students in the experimental group and 7 students in the control group, only one student got the good score he was SR who got 68. None of them got the excellent, good and fair score. In the post-test, the students' score was significantly increased. It was proven by the fact that there were 9 students got increased even though there was a decrease of -4 in the other 2 students; as additional information, a decrease of -4 means that the student answered one question incorrectly compared to the number of correct answers in his pretest score. The researchers display the following diagram so that we can see that the percentage rate of the post-test is higher than the pre-test. It means that the students' listening ability was significantly increased.

Then the researchers wants to prove it more clearly from a different side, namely the average score of the two groups, the researchers shows the diagram in the next page

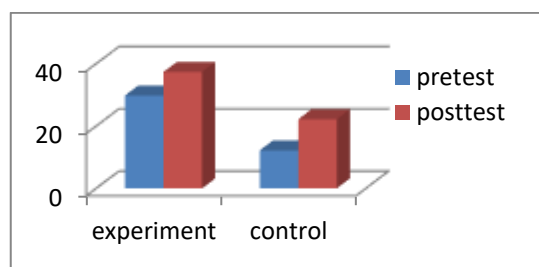


Figure 1. Students' Achievement in Pre-Test and Post-Test

From Figure 1, it can be seen that they were significantly different. The average score of the experimental group's pre-test was 29.8 while

the control's was 12.2 and the post-test of the experimental group was 37.4 while the control group was 22.2. On the other hand the results of the t-test, the researchers found that there was a significant difference between the results of the pretests and posttests. It found that the t-value 0.096 is higher than the t-table 0.048.

It means that there was significant influence based on the students' response on the interview, the researchers concluded that the students of English Education Department at STKIP Kie Raha Ternate had a positive attitude toward the implementation of Mindful Experiential Learning in their intensive listening class. Furthermore, because all respondents hope that Mindful Experiential Learning can continue to be applied to the learning process in the future because they feel this learning style has a positive impact for their self as well.

Hypothesis Test

This section is intended to answer the research question whether Mindful Experiential Learning is effective to improving students' listening comprehension achievement in the English education program at STKIP Kie Raha. The t-test was used to answer the research questions and was conducted the independent T-test by using Microsoft Excel. Furthermore, there are hypotheses of this research as follow:

Ha : The implementation of the Mindful Experiential Learning has a significant different in improving students' listening comprehension.

H0 : The use of the Mindful Experiential Learning is not significant to improve students' listening comprehension.

Here is the t-test result which conducted to see the different significance on both group in posttest score:

t-Test: Two-Sample Assuming Unequal Variances		
	<i>experiment</i>	<i>control</i>
Mean	37.45455	22.28571
Variance	298.4727	15.2381
Observations	11	7

Hypothesized Mean Difference	0
df	12
t Stat	2.80181
P(T<=t) one-tail	0.007995
t Critical one-tail	1.782288
P(T<=t) two-tail	0.01599
t Critical two-tail	2.178813

Furthermore, the criteria for the hypothesis are:

H₀ is accepted if Sig. ≥ α = 0.05

H_a is accepted if Sig. ≤ α = 0.05

The results of the test above shown that the significance is 0.096 this value is higher than the level of significance for one tailed-test (0.048) it can concluded that result shown there is significant Influence in improving students' listening comprehension by using Mindful Experiential Learning so the H0 is accepted. Furthermore the t stat is 2.80181 this score is higher that the critical values of the t df 17 for Two-Tailed Test is 2.110.

CONCLUSION

The data shown that the students' listening effectiveness before and after the treatment is significantly different. It was found in post-test students was higher than the pre-test, it proved that the use of Mindful Experiential Learning in teaching extensive listening can improving the students' listening comprehension. It can be seen through their gained score from pre-test to post-test and also the results of the t-test used independent t-test. The results of the test above shown that the significance is 0.096 this value is higher than the level of significance for one tailed-test (0.048) it can concluded that result shown there is significant Influence in improving students' listening comprehension by using Mindful Experiential Learning so the H0 is accepted. Furthermore the t stat is 2.80181 this score is higher that the critical values of the t df 17 for Two-Tailed Test is 2.110 according to the critical values of the t conducted by Abridged from

Table III of Fisher (2002). The students of English Education Department of STKIP Kie Raha Ternate have a positive attitude through the implementation of Mindful Experiential Learning in their listening class. It was supported by the interview that they had

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