

# **The Effect of Using Movie as Media on Listening Comprehension for the Fifth Semester Students at Teacher Training and Education Faculty Pematangsiantar**

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**Abstract:** *This research is about “The Effect of Using Movie as Media on Listening Comprehension for the Fifth Semester Students at Teacher Training and Education Faculty Pematangsiantar.” The writer uses some relevant theories with the Listening Comprehension, such as: Alexander (1967), Harmer (2007), Tomatis (2007), Rost (1990), and Lorimor (1991). The instrument used by the writer is a test. The data shows that the effect of using movie as media to increase students’ listening ability at Teacher Training and Education Faculty Pematangsiantar is getting high, where the validity of experimental group is 0,47. The mean of experimental group is 16.83, while the mean of control group is 10.83. The standard deviation of experimental group is 9.88. The reliability of experimental group is 0,64. After adapting the data into T-Test formula, it’s obtained that T-Observed is 3.98 and T-table is 1.99, so T-Observed is higher than T-Table. The conclusion is the students who use media such as movie are more significant than the students that only use audio as media on listening comprehension on the fifth semester students at Teacher Training and Education Faculty Pematangsiantar*

**Keywords:** *Listening, Comprehension, Media, Animation, Movie*

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## **I. INTRODUCTION**

The learning of listening encounters some fundamental problems. Lots of students learn English as foreign language probably deal with problems in listening comprehension. Shi (2004) in his study says that 43.2% of students think that the most bothering and most difficult is listening comprehension, and some of them even have difficulties in understanding their teacher who gives lessons in English. This implies that students still have difficulties in listening comprehension and consider it as one of the obstacles in learning English.

Harmer (2001:199) states that listening is an active and purposeful processing of making sense of what we hear. It is the way in which people extract meanings from the discourse that they hear. Listening is a skill in a sense that it's a related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds. This correlation is like that between seeing and reading. Seeing is a very ordinary and passive state while reading is a focused process requiring reader's instrumental approach. Listening has a "volitional component".

Tomatis (2007) adds that while listening; the desire to listen, as well as the capability to listen (comprehension) must be present with the listener for the successful recognition and analysis of the sound. Movies, also known as films, are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn about new ideas) (Wikipedia). People in every part of the world watch movies as a type of entertainment, a way to have fun. Fun for some people can mean laughing, while for others it can mean crying, or feeling afraid. Most movies are made so that they can be shown on big screens at cinemas or movie theatres. After movies are shown on cinema screens for a period of time (ranging from a few

weeks to several months), movies are shown on pay television or cable television, and sold or rented on DVD disks or videocassette tapes, so that people can watch the movies at home.

So, the writer can conclude that teaching listening by using animation movie is one of the effective ways to make the students be able to understand the lesson and can increase students' knowledge about English.

To get the accurate result that's why the writer chooses this topic, and the writer is going to observe the process of teaching and learning in the classroom of the effectiveness of English animation movies in improving students' listening comprehension, the writer has chosen the title "*The Effect of Using Movie as Media on Listening Comprehension for the Fifth Semester Students at Teacher Training and Education Faculty Pematangsiantar.*"

## **II. THEORETICAL REVIEW**

### **2.1 Definition of Listening**

Harmer (2001:199) states that listening is an active and purposeful processing of making sense of what we hear. It is the way in which people extract meanings from the discourse that they hear. Listening is a skill in a sense that it's a related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds. This correlation is like that between seeing and reading. Seeing is a very ordinary and passive state while reading is a focused process requiring reader's instrumental approach. Listening has a "volitional component".

Tomatis (2007) adds that while listening; the desire to listen, as well as the capability to listen (comprehension) must be present with the listener for the successful recognition and analysis of the sound.

What 'listening' really means is 'listening and understanding what we hear at the same time'. So, two concurrent actions are demanded to take place in this process. In addition, according to Rost (1990), listening comprises some component skills which are:

- a. discriminating between sounds,
- b. recognizing words,
- c. identifying grammatical groupings of words,
- d. identifying expressions and sets of utterances that act to create meaning,
- e. connecting linguistic cues to non-linguistic and paralinguistic cues,
- f. using background knowledge to predict and later to confirm meaning and recalling important words and ideas.

### **2.2 Listening Process**

Two types of processes for listening have been in practice. They are defined so according to the ways of processing the text while listening (Duzer, 1997; Nunan, 1997; Norris, 1994):

- a. In Bottom up processing, like reading, learners utilize their linguistic knowledge to identify linguistic elements in an order from the smallest linguistic unit like phonemes (bottom) to the largest one like complete texts (top). They link the smaller units of the language together to form the larger parts and it's a linear process where meaning is derived automatically at the last stage. It is absolutely "text based" process where learners rely on the sounds, words and grammar in the message in order to create meaning.

- b. Top-down interpretation, on the other hand, requires learners to go to the listening with their prior knowledge of topic, context, and type of text as well as knowledge of language to reconstruct the meaning using the sounds as clues. "This back ground knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next."

It is assumed that bottom up process is applied while practicing minimal pairs, taking pronunciation tests, listening for specific details, recognizing cognates and word-order pattern but top-down interpretation is used in the activities like listening for the main idea, predicting, drawing inferences, and summarizing where learners relate what they know and what they hear through listening comprehension.

According to the types of situation where the understanding takes place, listening is divided into:

- a. Reciprocal or interactive Listening where the listener is required to take part in the interaction and alternately listens and speaks. Interactive listening situations include face-to-face conversations and telephone calls in which listener has a chance to ask for clarification, repetition, or slower speech from conversation partner.
- b. Non-reciprocal or non-interactive Listening where the listener is engaged in listening passively to a monologue or speech or even conversation. Some non-interactive listening situations are listening to the radio, CDs, TV, films, lectures etc. and here listener usually doesn't have the opportunity to ask for clarification, slower speech or repetition.

### **2.3 Listening Activities**

Knowledge about the factors and the processes of listening comprehension elaborated above may serve as a guide when lecturers would like to incorporate listening skills into their EFL classes. Broadly speaking, listening instruction comprises three kinds of activities, namely: *pre-listening*, *while-listening*, and *post-listening* activities (Duzer, 1997).

First of all, the lecturer should engage the learners in a pre-listening activity. It aims at establishing the purposes of listening activity and activating the schemata by encouraging the learners to think about and discuss what they already know about the content of the text or the dialogue. It also provides the background needed for them to understand the text or the dialogue and focuses the learners' attention on what to listen for.

The next step that the lecturer should do is while-listening activity, in which he gives listening tasks to the learners. There are a variety of activities that can be done in this stage to develop listening skills.

The activities listed below are adapted from Lorimor (1991).

1. Doing is the listener responds physically such as in Total Physical Response (TPR)
2. Choosing is the listener selects from alternatives such as pictures, objects, texts, or actions
3. Transferring is the listener transforms the message such as drawing a route on map, or filling in a chart
4. Answering is the listener answers questions about the text;
5. Condensing is the listener takes notes or makes an outline;
6. Extending is the listener goes beyond the text by continuing the story or solving a problem;
7. Duplicating is the listener simply repeats or translates the message;

8. Modeling is the listener performs a similar task, e.g. gives instructions to a coworker after listening to a model;
9. Conversing is the listener is an active participant in a face-to-face conversation.

The tasks can be designed in such a way that they combine several types of the above activities to avoid boredom as a result of monotonous exercises. Also, they have to include activities that require the learners to perform both top-down and bottom-up processing.

After completing the while-listening activity, the lecturer closes the lesson with post-listening activity by helping the learners evaluate success in carrying out the tasks. He discusses the answer to the exercises with them so that they get feedback about the tasks they have performed. Lastly, he has to try integrating listening with the other language skills.

### **III. RESEARCH METHOD**

In this research, the writer uses quantitative design framework. Quantitative design refers to the systematic empirical investigation of social phenomena via statistical, mathematical, or numerical data or computational techniques. Quantitative research is usually used to gain a general sense of phenomena and to form theories that can be tested using further quantitative research.

The subject of the study is the students of fifth semester where the location of the faculty is on Jl. Sangnualuh No. 4 Pematangsiantar. The research object is the process of using English animation movie in Listening Comprehension that is the animation movie is “Up” (2009).

In analyzing the data, the writer uses three phase techniques. In this part the writer uses three stages in teaching listening. They are pre listening, while listening and post listening.

For data analysis, the writer uses statistic process. For this step the writer starts to prepare instrument, testing the validity of the instrument and giving the value (data). After obtaining the data through the test, the data will be tabulated by performing Quantitative method. The Effect of Using Movie as Media on Listening Comprehension for the Fifth Semester Students at Teacher Training and Education Faculty Pematangsiantar will be serving in quantitative data. To find the level of validity of the test, the writer uses test suggested by Arikunto (2006:183).

The form:

$$r_{xy} = \left( \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}} \right)$$

Where:

- $r_{xy}$  = Coefficient between variable x and y
- N = Total of data
- $\sum xy$  = The sum of multiplication x and y
- $x^2$  = Quadrate from x
- $y^2$  = Quadrate from y

The writer uses Arikunto’s theory to get the reliability of the test in measuring the instruments or it can be said that reliability refers to the consistency of the measurement. To obtain the reliability of the test, the formula is as follows:

Arikunto (2010:232):

$$r_{11} = \frac{2r_{1/2 1/2}}{(1+1/2 1/2)}$$

Note:

$r_{11}$  = coefficient reliability

$r_{1/2 1/2}$  = scores correlation

The opinion of Arikunto about the Reliability of the test is considered as following:

$r_{11}$	Reliability
0.00 – 0.20	Low
0.21 – 0.40	Sufficient
0.41 – 0.70	High
0.71 – above	Very High

#### IV. DATA ANALYSIS AND FINDINGS

##### 4.1 Data Analysis

The analyzed data was taken from a computation result of the test. It is aimed at finding out the effect of using media on listening comprehension for the fifth semester students at Teacher Training and Education Faculty Pematangsiantar.

##### 4.1.1 The Level of Students' Ability in Pre-Test in Experimental Group

$$N = 30$$

$$\sum X_1 = 1740$$

$$\sum (X_1)^2 = 103850$$

$$\text{Mean} = 58.0$$

##### Standard Deviation (SD)

$$S = \frac{1}{N} \sqrt{\{(N \sum X_1^2) - (\sum X_1)^2\}}$$

$$S = \frac{1}{30} \sqrt{(30 \times 103850) - (1740)^2}$$

$$S = \frac{1}{30} \sqrt{3115500 - 3027600}$$

$$S = \frac{1}{30} \sqrt{87900}$$

$$S = \frac{1}{30} (296.48)$$

$$S = 9.88$$

So, the standard deviation of Pre-Test in Experimental Group is 9.88

#### **4.1.2 The Level of Students' Ability in Post-Test in Experimental Group**

$$N = 30$$

$$\sum X_2 = 2245$$

$$\sum (X_2)^2 = 169850$$

$$\text{Mean} = 74.83$$

##### **Standard Deviation (SD)**

$$S = \frac{1}{N} \sqrt{\{(N \sum X_2^2) - (\sum X_2)^2\}}$$

$$S = \frac{1}{30} \sqrt{(30 \times 169850) - (2245)^2}$$

$$S = \frac{1}{30} \sqrt{5095500 - 5040025}$$

$$S = \frac{1}{30} \sqrt{55475}$$

$$S = \frac{1}{30} (235.53)$$

$$S = 7,85$$

So, the standard deviation of Post-Test in Experimental Group is 7,85.

#### **4.1.3 The Level of Students' Ability in Pre-Test in Control Group**

$$N = 30$$

$$\sum Y_1 = 1280$$

$$\sum (Y_1)^2 = 58150$$

$$\text{Mean} = 42.67$$

##### **Standard Deviation (SD)**

$$S = \frac{1}{N} \sqrt{\{(N \sum Y_1^2) - (\sum Y_1)^2\}}$$

$$S = \frac{1}{30} \sqrt{(30 \times 58150) - (1280)^2}$$

$$S = \frac{1}{30} \sqrt{1744500 - 1638400}$$

$$S = \frac{1}{30} \sqrt{106100}$$

$$S = \frac{1}{30} (325.72)$$

$$S = 10.86$$

So, the standard deviation of Pre-Test in Control Group is 10.86

#### 4.1.4 The Level of Students' Ability in Post-Test in Control Group

$$N = 30$$

$$\sum Y_2 = 1605$$

$$\sum (Y_2)^2 = 90425$$

$$\text{Mean} = 53.50$$

#### Standard Deviation (SD)

$$S = \frac{1}{N} \sqrt{\{(N \sum Y_2^2) - (\sum Y_2)^2\}}$$

$$S = \frac{1}{30} \sqrt{(30 \times 90425) - (1605)^2}$$

$$S = \frac{1}{30} \sqrt{4438280 - 4426816}$$

$$S = \frac{1}{30} \sqrt{11464}$$

$$S = \frac{1}{30} (107.07)$$

$$S = 3.57$$

So, the standard deviation of Post-Test in Control Group is 3.57.

### 4.2 The Quality of the Test

#### 4.2.1 Testing the Validity of the Test

To ensure that the test administered in this research, content validity is used. The test was valid of the purpose of the test has sufficient evidence that correlate with ability to be tested.

$$r_{xy} = \left( \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}} \right)$$

$$r_{xy} = \left( \frac{30 (131500) - (1740)(2245)}{\sqrt{\{30(103850) - (1740)^2\} \{30(170575) - (2245)^2\}}} \right)$$

$$r_{xy} = \left( \frac{3945000 - 3906300}{\sqrt{\{30(103850) - (1740)^2\} \{30(170575) - (2245)^2\}}} \right)$$

$$r_{xy} = \left( \frac{38700}{\sqrt{\{3115500 - 3027600\} \{5117250 - 5040025\}}} \right)$$

$$r_{xy} = \left( \frac{38700}{\sqrt{\{87900\} \{77225\}}} \right)$$

$$r_{xy} = \left( \frac{38700}{\sqrt{\{6788077500\}}} \right)$$

$$r_{xy} = \frac{38700}{82389.79}$$

$$r_{xy} = \mathbf{0.47}$$

From the calculation it can be seen that there is a correlation of two variables in the test. “ $r_{\text{value}}$  or  $r_{xy} = 0.47$ ), it showed that the index correlation is high. The validity of the test is high; it means that the test is valid.

#### 4.2.2 Testing Reliability of the Test

The computation of reliability shows that the test is reliable when it is between 0.00 – 1.00. The following is the range of reliability based on Arikunto’s statement.

- 0.00 – 0.20 reliability is low
- 0.21 – 0.40 reliability is sufficient
- 0.41 – 0.70 reliability is high
- 0.71 – 1.00 reliability is very high

$$r_{xy} = \left( \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}} \right)$$

$$r_{xy} = \left( \frac{30 (131500) - (1740)(2245)}{\sqrt{\{30(103850) - (1740)^2\} \{30(170575) - (2245)^2\}}} \right)$$

$$r_{xy} = \left( \frac{3945000 - 3906300}{\sqrt{\{30(103850) - (1740)^2\} \{30(170575) - (2245)^2\}}} \right)$$

$$r_{xy} = \left( \frac{38700}{\sqrt{\{3115500 - 3027600\} \{5117250 - 5040025\}}} \right)$$

$$r_{xy} = \left( \frac{38700}{\sqrt{\{87900\} \{77225\}}} \right)$$

$$r_{xy} = \left( \frac{38700}{\sqrt{\{6788077500\}}} \right)$$

$$r_{xy} = \frac{38700}{82389.79}$$

$$r_{xy} = \mathbf{0.47}$$

So, reliability of the test was calculated by using Sperman-Brown formula:

$$r_{11} = \frac{2r_{z/2z/2}}{(1+r_{z/2z/2})}$$

$$r_{11} = \frac{2 \cdot (0.47)}{(1 + 0.47)}$$

$$r_{11} = \frac{0.94}{(1.47)}$$

$$r_{11} = 0.64$$

By the calculation, it showed that the reliability of the test was 0.64 and it means that the test was reliable and the reliability of the test is also high.



### 4.3 Testing the T-Test Formula

To find out whether the cooperative learning method had effect/improve the student's ability in reading comprehension, the data had been calculated by using T-Test formula.

$$M_x : 16.83$$

$$M_y : 10.83$$

$$N_x : 30$$

$$N_y : 30$$

$$dX^2 : 2924.167$$

$$dY^2 : 804.167$$

$$\begin{aligned} df &= (N_x + N_y) - 2 \\ &= (30 + 30) - 2 \\ &= 58 \end{aligned}$$

$$T_{(obs)} = \frac{M_x - M_y}{\sqrt{\left[ \frac{dX^2 + dY^2}{(N_x + N_y) - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

$$T_{(obs)} = \frac{16.83 - 10.83}{\sqrt{\left[ \frac{2924.167 + 804.167}{(30 + 30) - 2} \right] \left[ \frac{1}{30} + \frac{1}{30} \right]}}$$

$$T_{(obs)} = \frac{16.11 - 6.57}{\sqrt{\left[ \frac{2924.167 + 804.167}{(30 + 30) - 2} \right] \left[ \frac{1}{30} + \frac{1}{30} \right]}}$$

$$T_{(obs)} = \frac{6.0}{\sqrt{\left[ \frac{2120.0}{62} \right] [0.0666]}}$$

$$T_{(obs)} = \frac{6.0}{\sqrt{(34.19)(0.0666)}}$$

$$T_{(obs)} = \frac{6.0}{\sqrt{2.277}}$$

$$T_{(obs)} = \frac{6.0}{1.51}$$

$$T_{(obs)} = 3.98$$

The calculation showed the statistic data of both experimental and control group in pre-test and post test. The result of calculation showed that the T observed is 3.98

### 4.4 Testing Hypothesis

To test the hypothesis, the data were adapted to the T-test formula chosen. It should be done to know whether the hypothesis is accepted or rejected. The basis hypothesis is as follow:

$$T_{\text{observed}} > T_{\text{table}} \quad (p=0,05) \text{ with } df=58$$

$$3.98 > 1.99 \quad (p=0,05) \text{ with } df=58$$

It can be said that  $H_0$  has been rejected and  $H_a$  has been successfully accepted. The mark of the students that are taught by using movie as media on listening comprehension is higher than taught by using only audio. So, the affect of using movie as media on the students' achievement in listening comprehension is really accepted in this research.

### 4.5 Findings

Based on analyzed the data, some findings can be formulated as follow:

1. The fifth semester students at Teacher Training and Education Faculty Pematangsiantar mostly comprehend listening comprehension by using movie as media.
2. The sample uses two classes, they are experimental and control group.
3. The students of experimental group used movie as listening media and the students of control group used only audio as media on listening comprehension.
4. The mean of experimental group is 16.83 and the mean of control group is 10.83.
5. The validity of experimental group is 0.47
6. The reliability of experimental group is 0.64
7. From the analysis of the data, T-observed is higher than T-table ( $3.98 > 1.99$ ) at the level of significant is 0.05 with  $df = 58 (N_x + N_y - 2)$ . It means that the test is significant, so there is an effect of using movie as media on the students' achievement in listening comprehension at the fifth semester students of Teacher Training and Education Faculty Pematangsiantar.

The used of movie as media significantly affects the students' achievement in listening comprehension at the fifth semester students of Teacher Training and Education Faculty Pematangsiantar

## V. CONCLUSIONS AND SUGGESTIONS

### 5.1 Conclusion

The conclusion is drawn from data analysis finding, interpretation, and discussion. The result is basically a comparison between the theories and the finding in the field. Based on the data analysis, finding, interpretation and discussion, which has been stated in Chapter IV, there are some conclusions that the writer gets such as:

1. Teaching listening by using video is divided into three main processes;
  - 1.1. Pre-Listening: the lecturer greets the students, gives motivation and introduces the topic that they are going to learn. Here, the lecturer also explains a short synopsis of the movie that they will watch.
  - 1.2. While-Listening: the students focus their minds to the movie and write some important points about the movie in their notebooks.
  - 1.3. Post-Listening: the lecturer evaluates the students whether they have understood the movie or not by asking them some questions.
2. In a matter of media, animation movie such as **UP** is as effective as other kinds of media. This can be seen from the interest and enthusiasm of the watch the movie.
3. Movies increase the students' comprehension and let them focus and they know the sequence of the story wholly, it's also very effective to be used in the students' activity.
4. By using movie, the students are easier to understand the material that the teacher gives.

### 5.2 Suggestions

Suggestion is the psychological process by which one person guides the thoughts, feelings, or behavior of another. Learning listening is very important in students' activity since almost in all examinations it is always tested.

The writer puts some suggestions, such as:

1. The lecturers are suggesting to use the media especially movie to teach students in listening.
2. The lecturers would choose the movies based on the curriculum and students' learning. The lecturers should choose animation movie material because that has a good story, interesting pictures, has moral values, cultural values, spiritual values, away from pornography, and far from idolizing figure.
3. The lecturers should pay attention to the duration of the selected movie for how long is the movie selected because students would get boring to watch the movie for too long duration.

The students should not see the movie only as pure entertainment but as a new way of learning to listen through animated characters and unusual voices. They should also be able to catch phrases, facts, plot, and values from the movie

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