

THE RELATIONSHIP BETWEEN LISTENING PRACTICE AND SPEAKING SKILL AMONG SECOND-GRADE STUDENTS OF ITTC

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ABSTRACT

This research aims to reveal the relationship between listening practice with speaking skills in second-graders of ITTC (Islamic Teacher Training College). Being aware that speaking and listening skills are basic components in two-way communication, this study emphasizes the importance of listening practice routinely. This research used the quantitative method with a correlational approach. The data are collected through observation with a questionnaire that contains 30 questions, of which 23 are valid, reliable, and have been further analyzed. The number of samples is 30, which were chosen by the cluster sampling technique. Data analysis consists of descriptive statistics, validation and reliability test, normality and linearity test, and hypothesis test using Spearman correlation due to the non-normal distribution of the data. The result of the research shows the existence of a positive relation with P value = 0,004, which is statistically significant, between listening practice and speaking skill. It means the better and more often listening practice is done, the higher the students' capability in speaking is. This finding is in accordance with the theories and previous research, which emphasize that listening is an important input in language development. Practically, this study recommends the integration of the active listening practice with reflections to maximize the results. However, there are several limitations, such as the small size of the sample and the limited data field; therefore, it is recommended to conduct the following research with a larger number of samples and mixed approaches to obtain further understanding.

Keywords: Listening practice, Speaking skill, Spearman correlation.

PREFACE

Speaking and listening are the essential skills for conducting two-way communication. Speaking refers to delivering a message orally (Harianto, 2020). By mastering speaking skills, we've fulfilled the requirement to communicate with the people around us. On the other hand, Listening is the most basic skill in human life. It is one of the most often activities to do in daily life. (Saputri et al., 2021)

Furthermore, listening is the process of interpreting auditory signals that are being transmitted through the ear and brain (Brown, 2004). The product of the listening activity is a good response, either written or oral, that shows the result of the good listening process. (Brown, 2004)

Either speaking or listening skill could be improved by practice. There are several methods to develop speaking abilities, such as storytelling (Sari, 2019) and practicing simple conversation. The more often someone practices speaking, the more developed their speaking ability is, and so is their listening ability (Putri, 2016). Practicing listening helps the students to understand the way to pronounce some words correctly. Some words in English have several different pronunciations, either

in vowels or consonants. For example, the pronunciation of the letter C in the words "Cup" and "City" has different sounds. This difference could be known by listening to how native speakers say that.

According to the researcher's observation, the process of practicing listening in Darussalam Gontor is far enough. Listening practice might only be carried out once in a semester. Despite the student being obligated to use English as their daily language, they frequently mispronounced some words. This may cause students' misunderstanding in pronouncing words, either structurally or word by word (Vuković-Stamatović & Čarapić, 2024).

Students are not really practicing listening comprehension so far, even though they have been listening to people speaking English all day long (Nadri et al., 2019). Therefore, the students have to get listening practice with the source from native speakers as an example of how to pronounce correctly to improve their speaking capability.

According to the explanation above, regarding the lack of listening practice in Darussalam Gontor, and the large number of students who are often doing mistake in their speaking either in structure or pronunciations, and in order to reveal the relation between listening practice and speaking ability, the researcher have a desire to do a research entitled " The Relationship Between Listening Practice With Speaking Skill In Second-Graders Of ITTC"

RESEARCH METHODS

This research used a correlational quantitative method. This method is used to reveal the relationship between two or more variables in the form of quantitative data (Hasbi et al., 2023). This research aims to determine the level of relation between variables without affecting those variables.

The data were collected using an observation technique with an instrument in the form of a questionnaire. The observation technique is carried out directly on the phenomenon that occurs in the natural environment (Romdona et al., 2025). The questionnaire consists of 15 questions about listening practice and 15 others related to speaking ability. The following is the questionnaire review

Table 1. Questionnaire Review

Variable	Indicator	NO ITEM
Listening Practice (X)	Listen	1,2,3,4,5
	Interpret	6,7,8,9,10
	Understand meaning	11,12,13,14,15
Speaking Skill (Y)	The ability to imitate the words	16,17,18,19,20
	The ability to produce language	21,22,23,24,25
	The ability to conduct a conversation	26,27,28,29,30

The number of the whole population is 277 students, which is divided into 12 classes. The researcher chose 30 students in the same class as the sample using cluster sampling. Cluster sampling involves a population division process into several clusters, and then the researcher chooses one of those clusters randomly. All members of the chosen cluster will be the final sample in the research(Alsyia Salwa Fadhillah et al., 2024)

This research uses both descriptive and inferential statistical analysis. Before conducting a hypothesis test, a normality and linearity test are carried out beforehand to determine the method of hypothesis test. The normality test is carried out using the Shapiro-Wilk method, while the linearity test is conducted with the simple regression analysis.

RESULT

Validity and linearity test

The first step in quantitative research is testing validity and reliability. The validity test is conducted to determine the extent to which the instrument used can perform its function as a measuring tool, meaning that the instrument truly measures what it is intended to measure. Meanwhile, the reliability test is conducted to determine the extent to which a measuring instrument can be trusted by examining the consistency of the measurement results when repeated on the same phenomenon using the same instrument. (Sugiono et al., 2020).

The results of the validity test of the instrument used by the researcher, in the form of a questionnaire, are as follows:

		Correlations																																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
1	Person's Constancy	1																																	
2	Person's Constancy	0.84	1																																
3	Person's Constancy	0.84	0.84	1																															
4	Person's Constancy	0.84	0.84	0.84	1																														
5	Person's Constancy	0.84	0.84	0.84	0.84	1																													
6	Person's Constancy	0.84	0.84	0.84	0.84	0.84	1																												
7	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	1																											
8	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1																										
9	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1																									
10	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1																								
11	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1																							
12	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1																						
13	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1																					
14	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1																				
15	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1																			
16	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1																		
17	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1																	
18	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1																
19	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1															
20	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1														
21	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1													
22	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1												
23	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1											
24	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1										
25	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1									
26	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1								
27	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1							
28	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1						
29	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1					
30	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1				
31	Person's Constancy	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	1			

* Correlation is significant at the 0.05 level (2-tailed).

Based on the results of the validity test above, it can be seen that the significance values for items number 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, and 25 are lower (<) than 0.05. This indicates that these items are valid and can be used as measurement

instruments in the research. Meanwhile, items number 2, 21, 26, 27, 28, 29, and 30 have significance values greater than 0.05, and therefore are considered invalid. Subsequently, the validated data were subjected to a reliability test. The results of the reliability analysis carried out by the researcher are presented as follows:

Table 2. Reliability test	
Cronbach's Alpha	N of Items
.900	23

Based on the results of the reliability test above, it can be seen that the Cronbach’s Alpha value is 0.900 with the number of items (N) being 23. An instrument is considered reliable if the Cronbach’s Alpha value is above 0.60. Therefore, it can be concluded that the 23 valid items (1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25) are also reliable.

Before conducting the hypothesis test, a normality test and a linearity test were first carried out to determine the appropriate analysis model for hypothesis testing. The results of these tests are as follows:

Normality test

The normality test was conducted to determine whether the data were normally distributed or not. The selection of the normality test method must be adjusted to the characteristics of the data and the sample size in order to make the testing effective and efficient. In this test, the researcher used the Shapiro-Wilk method. This method is suitable for small samples, so the results of the normality test can be used for further analysis. (Sianturi, 2025)

The results of the normality test in this research are as follows:

Table 3. Normality Test						
skill	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Listening Practice	.136	30	.162	.908	30	.013
Speaking Ability	.150	30	.085	.909	30	.014

a. Lilliefors Significance Correction

From the output table above, it can be seen that the value of df (degrees of freedom) or the amount of data for each group is less than fifty. Therefore, the decision on normality testing was made based on the Shapiro-Wilk technique.

Based on the Shapiro-Wilk table, the listening practice variable has a significance value of $0.013 < 0.05$ (not normal), and the speaking ability variable has a significance value of $0.014 < 0.05$ (not normal). Thus, it can be concluded that both the data on the listening practice variable and the data on the speaking ability variable are not normally distributed.

Linearity Test

The linearity test was conducted to determine whether there is a significant linear relationship between the two variables being tested. The linearity test is carried out as a prerequisite for conducting regression or correlation analysis.(Setiawan & Yosepha, 2020).

The criteria for decision-making in the linearity test are as follows:

- 1. If the probability value (sig) > 0.05, then the relationship between variable X and variable Y is linear.
- 2. If the probability value (sig) < 0.05, then the relationship between variable X and variable Y is not linear.

The results of the linearity test show that the significance value of Deviation from Linearity is 0.001. Since this value is lower than 0.05, and based on the decision-making criteria in the linearity test described above, it can be concluded that there is no significant linear relationship between listening practice and speaking ability. The test results can be reviewed from the following table:

Table 4: Linearity test

			Sum of Squares	df	Mean Square	F	Sig.
Speaking ability * Listening practice	Between Groups	(Combined)	665.000	16	41.563	11.832	.000
		Linearity	345.625	1	345.625	98.390	.000
		Deviation from Linearity	319.375	15	21.292	6.061	.001
	Within Groups		45.667	13	3.513		
	Total		710.667	29			

Hypothesis Test Result

The analytical technique that is often used to analyze the relationship between two variables is the Pearson correlation technique. The Pearson correlation produces a coefficient that serves to measure the linear relationship between two variables. If the relationship between the two variables is not linear, then the Pearson correlation coefficient does not accurately represent the relationship between the variables under study, even though the resulting value may indicate a strong relationship (Yanti & Akhri, 2022).

Based on the results of the normality and linearity tests, which show that the data in this study are not normally distributed and do not have a linear relationship, the researcher used the Spearman correlation analysis technique to analyze the relationship between the two variables. The Spearman correlation coefficient is a non-parametric statistic used for data that are not normally distributed. The test results can be reviewed in the following table.

Table 5: Correlation Test				
			Listening Practice	Speaking Ability
Spearman's rho	Listening Practice	Correlation Coefficient	1.000	.511**
		Sig. (2-tailed)	.	.004
		N	30	30
	Speaking Ability	Correlation Coefficient	.511**	1.000
		Sig. (2-tailed)	.004	.
		N	30	30

In determining the strength of the relationship between variables, we can refer to the correlation coefficient values with the following criteria:

- 1. Coefficient value 0.00 – 0.25 = Very weak relationship
- 2. Coefficient value 0.26 – 0.50 = Moderate relationship
- 3. Coefficient value 0.51 – 0.75 = Strong relationship (Mustofani & Hariyani, 2023)

From the output table above, the correlation coefficient is 0.511. This means that the level of correlation between the listening practice variable and the speaking ability variable is 0.511, which indicates a strong relationship. The double asterisks () indicate that the correlation is significant at the 0.01 significance level.

The correlation coefficient obtained above is positive, namely 0.511, which shows that the relationship between the two variables is unidirectional (a positive relationship). This means that the more listening practice students do, the greater their speaking ability becomes.

Based on the output above, the significance value or sig. (2-tailed) is 0.004, which is less than 0.05 or 0.01. Therefore, it can be concluded that there is a significant relationship between listening practice and speaking ability among second-year KMI students at Pondok Modern Darussalam Gontor

DISCUSSION

The results of the study indicate that there is a significant relationship between the listening practice process and the speaking ability of second-year KMI students at Pondok Modern Darussalam Gontor Ponorogo, with a Spearman coefficient value of 0.511 and a significance value of 0.004 <

0.05. This means that the higher the intensity and quality of students' listening practice in terms of media, materials, and facilities, the greater their speaking ability will be.

These findings are consistent with the theory proposed by Michael Rost. In his book, Rost emphasizes that listening is a crucial component in processing spoken language. He further highlights that spoken language cannot exist without the process of listening. (Rost, 2011). Furthermore, Jack C. Richards points out that listening activities serve as a source of input that can stimulate further development of second language proficiency. In other words, listening skills not only support comprehension but also function as a fundamental basis in the overall process of language acquisition. (Richards, 2008)

In addition, the findings of this study can be related to previous research conducted at SMK Muhammadiyah 2 Cileungsi, Bogor. The study involved a sample of 36 students randomly selected from a total population of 203 students. The results indicated a strong positive relationship between listening skills (variable X) and pronunciation mastery (variable Y). A positive relationship means that as one variable increases, the other variable also tends to increase and vice versa. The increase can come from various things, such as quality, exam results, etc. This was evident by the correlation coefficient of $r_{xy} = 0.818$, which, according to the *r product-moment* table, falls into the category of a **very high correlation**.

Furthermore, the coefficient of determination test showed that $r^2 = (0.818)^2 = 0.656$, meaning that approximately **65.51%** of the variance in students' pronunciation mastery was determined by their listening skills. Thus, this previous study reinforces the notion that listening ability plays a crucial role in enhancing oral language competence, particularly in the aspect of pronunciation. (Saputri et al., 2021)

The listening practice activities examined in this study were measured through several key indicators such as the ability to listen actively, the ability to interpret the information being heard, and the ability to grasp and comprehend the meaning of the spoken message received. These indicators served as benchmarks to assess how well students were able to acquire, process, and internalize information through listening, which in turn contributed to the improvement of their speaking skills. (Budianti & Sabila, 2019). The speaking ability indicators in this study consisted of three main aspects; the ability to imitate words or sentences, which reflects how accurately students can reproduce language models they hear; the ability to produce language independently, which indicates students' skill in constructing words and sentences to express meaning; and the ability to engage in conversation, which demonstrates students' fluency in oral interaction with others. These three indicators serve as essential benchmarks for assessing students' speaking development comprehensively. (Suhaimi, 2021).

The finding that the data were not normally distributed and the relationship between the variables was not linear but still showed a significant correlation indicates that the relationship between the two variables is complex and not only limited to the tested indicators, but also involves other factors such as motivation. (Dörnyei, 2013), *learner autonomy* (Benson, 2013), Environment and class interaction (Lier, 2014), and Learning strategies (Taheri et al., 2020)

Although listening practice is generally assumed to be the main factor in improving speaking, it should be noted that other components also play an important role. Therefore, listening practice should not stand alone but rather be integrated with active speaking practice and reflection.(Rahim & Hermawan, 2024).

Practically, these results provide input for educational institutions to increase the intensity of listening practice in the curriculum and for teachers to develop teaching strategies that balance receptive skills (reading and listening) and productive skills (speaking and writing).

However, this study also has limitations, such as the relatively small sample size and data collection that was limited to a single class. Therefore, generalizing the results to a wider population should be done with caution. Further research is recommended to involve a larger sample and to employ a mixed-methods design in order to explore more deeply the other factors that influence the relationship between listening and speaking skills.

CONCLUSION

Based on the findings of this study on “*The Relationship between Listening Practice and Speaking Skills of Second-Year KMI Students at Pondok Modern Darussalam Gontor*”, it can be concluded that there is a significant and positive relationship between listening practice and speaking ability. This is evidenced by the result of the Spearman correlation analysis, which yielded a coefficient value of 0.511 with a significance level of $0.004 < 0.05$, indicating a strong and statistically significant relationship.

These findings reinforce previous theories and studies suggesting that listening skills, particularly through intensive and structured practice, contribute significantly to the improvement of students’ speaking abilities. In other words, the more frequent and higher-quality listening practice students engage in, the better their ability to imitate pronunciation, produce language, and engage in conversations in English.

Nevertheless, this study also indicates that the relationship between the two variables is not linear and the data are not normally distributed, highlighting the complexity of the interaction between listening practice and speaking skills. Other factors such as motivation, self-study habits, learning environment, and instructional strategies also play a role in influencing students’ learning outcomes.

Therefore, listening practice should not be carried out in isolation but rather integrated with active speaking activities and comprehensive teaching strategies. Furthermore, it is recommended that educational institutions and teachers pay greater attention to developing high-quality listening

practice materials while maintaining a balance between receptive (listening and reading) and productive (speaking and writing) skills in language learning.

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