

# WACANA

ISSN 2085 - 2053

## Jurnal Bahasa, Seni dan Pengajaran

Volume III, Nomor 5, April 2011

Religiusitas Sastra Dan Sastra Islam Dalam Suatu Pemahaman  
Imam Baehaki

The Effect Of Jigsaw In Teaching Reading On The English Freshmen's Reading Achievement  
At Islamic University Of Kediri-Kediri  
Sismiati

Perbandingan Antara Kemampuan Listening Siswa IPA Dan IPS  
Di SMAN 1 Pare, Kediri  
Andri Pitoyo

The Effectiveness Of Using Pictures In Teaching Vocabulari To The Sixth Grade Students Of  
SDN Singkalanyar 1 Prambon Nganjuk Viewed From Their Motivation (An Experimental  
Study In 2008/2009)  
Dewi Kencanawati

Persepsi Tentang Subjek Dan Objek Kriminal Dalam Wacana Berita Koran  
Moch. Muarifin

Menggunakan "Kartu Telaah" Untuk Meningkatkan Kemampuan Menganalisis Cerpen  
Siswa Kelas X SMA N egeri 1 Gurah.  
Endang Waryanti

Analisis Wacana Interaksi Lisan Siswa Guru MTS N Kediri 2  
Sujarwoko

The Analysis On Prejudice Reflected Trough Elizabeth In Austen's Pride And Prejudice  
Subardi Agan

WACANA	Volume 3	Nomor 5	Hal 1-97	Kediri, April 2011	ISSN 2085-2053
--------	-------------	------------	-------------	-----------------------	-------------------

Penerbit

Program Studi Pendidikan Bahasa dan Sastra Indonesia  
Fakultas Keguruan dan Ilmu Pendidikan (FKIP)  
Universitas Nusantara PGRI Kediri

Sekretariat : Jl. K.H. Ahmad Dahlan 76 Kediri

Telepon/Fax : 0354-771576, email : haris\_rama\_rendra@yahoo.co.id

KATA PENGANTAR ISSN 2085-2053

# WACANA

*Jurnal Bahasa, Seni, dan Pengajaran*

Volume, III, Nomor 5, April 2011

*WACANA* adalah jurnal ilmiah tentang Bahasa, Seni, dan Pengajaran. Jurnal ini terbit 2 kali dalam setahun, yakni bulan April dan Oktober. Jurnal ini sebagai media informasi dan penyerluasan tulisan-tulisan ilmiah, baik hasil penelitian maupun kajian kritis yang berkaitan dengan bahasa, seni, dan pengajaran.

## DEWAN PENYUNTING

### **Pelindung:**

Rektor Universitas Nusantara PGRI Kediri

### **Penanggung Jawab:**

Ketua Program Studi Pendidikan Bahasa dan Sastra Indonesia

### **Ketua Penyunting:**

Drs. Imam Baehaqi, M.Pd

### **Penyunting Pelaksana:**

Drs. Andri Pitoyo, M.Pd., Drs. Moch. Muarifin, M.Pd  
Drs. Subardi Agan, M.Pd. Dra. Endang Waryanti, M.Pd.  
Dra. Sumiyarsi, Suhartono, S.Pd.

### **Penyunting Ahli/Mitra Bestari:**

Prof.Dr.St Slamet, M.Pd. (UNS Surakarta)  
Prof. Dr. Herman J. Waluyo (UNS Surakarta)  
Prof. Dr.Sugiono, MM. (UNP Kediri)  
Dr. Dyah Werdiningsih, M.Pd. (UNISMA Malang)  
Dr. Sulistiyono, M.Si. (UNP Kediri)

### **Penerbit :**

Program Studi Pendidikan Bahasa dan Sastra Indonesia  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Nusantara PGRI Kediri

### **Alamat Redaksi :**

Jl. K.H. Ahmad Dahlan 76 Kediri  
Telepon/Fax 0354-771576, email: [haris\\_rama\\_rendra@yahoo.co.id](mailto:haris_rama_rendra@yahoo.co.id)

## DAFTAR ISI

- Religiusitas Sastra Dan Sastra Islam Dalam Suatu Pemahaman Imam Baehaki 1-7**
- The Effect Of Jigsaw In Teaching Reading On The English Freshmen's Reading Achievement At Islamic University Of Kediri-Kediri Sismiati 8-15**
- Perbandingan Antara Kemampuan Listening Siswa IPA Dan IPS Di SMAN 1 Pare, Kediri Andri Pitoyo 16-23**
- The Effectiveness Of Using Pictures In Teaching Vocabulari To The Sixth Grade Students Of SDN Singkalanyar 1 Prambon Nganjuk Viewed From Their Motivation (An Experimental Study In 2008/2009) Dewi Kencanawati 24-35**
- Persepsi Tentang Subjek Dan Objek Kriminal Dalam Wacana Berita Koran Moch. Muarifin 36-51**
- Menggunakan "Kartu Telaah" Untuk Meningkatkan Kemampuan Menganalisis Cerpen Siswa Kelas X SMA N egeri 1 Gurah. Endang Waryanti 52-69**
- Analisis Wacana Interaksi Lisan Siswa Guru MTS N Kediri 2 Sujarwoko 70-69**
- The Analysis On Prejudice Reflected Trough Elizabeth In Austen's Pride And Prejudice Subardi Agan 87-97**

ANDRI PITOYO  
UNIVERSITAS NUSANTARA PGRI KEDIRI

**Abstract:**

Listening is an important language skill that should be acquired by the students of Senior high in Indonesia because it is one of four skills included into the National Examination (UN). This research was about the comparison between listening skill of IPA and IPS students' of SMA. This research was to find out whether there was the significant difference between the skill of listening of IPA and IPS students. The population were 96 students of IPA from 3 classes and 128 students of IPS from 4 classes. Each class consisted of 32 students. The samples were 1 class of IPA consisting 32 students and 1 class of IPS consisting 32 students at SMAN 1 Pare taken random. The design used was quantitative. The instrument to obtain the data was listening test which was taken from UN 2009 because this type of test was the standard test in senior high school in Indonesia. To analyse the data was used the t-test with the formula  $t_0 = \frac{M_1 - M_2}{\sqrt{SE_{M_1 - M_2}}}$ . Based on the data analysis, it was found that the highest score of IPA students was 87 and the lowest was 33, while the highest score of IPS was 80 and the lowest is 33. The mean of the score of IPA was 73,28 and the mean of score of IPS was 51,75. The difference between those mean was almost 21,53. The students listening of IPA students was higher than that of IPS students. Based on the result of 't test' was ( $t_0 = 3,04$ ). It was higher than  $t_{table}$  (both at the level of significance 5% and 1%)  $2,00 < 3,04 > 2,65$ . It was concluded that there was significant difference between students listening skill of IPA and IPS students'.

**Key words:** Listening skill, IPA and IPS students.

**Abstrak:**

Listening merupakan sebuah kemampuan penting yang seharusnya dimiliki oleh siswa SMA di Indonesia karena Listening merupakan salah satu dari 4 kemampuan bahasa yang masuk dalam Ujian Nasional (UN). Penelitian ini adalah tentang perbandingan antara kemampuan Listening siswa IPA dan IPS. Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan yang berarti antara kemampuan listening siswa IPS dan IPA. Populasi dalam penelitian ini siswa SMAN 1 Pare kelas 2 yang terdiri dari 96 siswa IPA dari 3 kelas dan 128 siswa IPS dari 4 kelas. Masing-masing kelas berisi 32 siswa. Adapun sampelnya 1 kelas IPA dan 1 kelas IPS yang masing masing terdiri dari 32 siswa yang diambil secara acak. Rancangan penelitian ini adalah kuantitatif. Instrumen penelitian ini adalah tes listening yang diambil dari Ujian Nasional tahun 2009 dengan alasan bahwa tipe tes ini standar untuk siswa SMA di Indonesia. Untuk menganalisa digunakan 't' tes dengan rumus  $t_0 = \frac{M_1 - M_2}{\sqrt{SE_{M_1 - M_2}}}$ . Berdasarkan hasil analisis data diketahui bahwa nilai tertinggi untuk siswa IPA adalah 87, sedangkan nilai terendah adalah 33. Sedangkan nilai tertinggi untuk siswa IPS adalah 80 dan terendah 33. Rata-rata nilai siswa IPA adalah 73,28 sedangkan untuk siswa IPS adalah 51,75. Perbedaan rata-rata nilai siswa IPA dan IPS adalah 21,53. Kemampuan listening siswa IPA lebih baik daripada kemampuan siswa IPS. Sedangkan berdasarkan hasil t-tes didapatkan nilai ( $t_0 = 3,04$ ). Nilai ini lebih tinggi daripada t-tabel (baik pada tingkat signifikan 1% maupun 5%) yaitu  $2,00 < 3,04 > 2,65$ . Dapat

disimpulkan bahwa ada perbedaan yang signifikan antara kemampuan listening siswa IPA dan IPS di SMAN I Pare.

**Kata kunci: Listening, siswa IPA dan siswa IPS**

### Introduction

Listening skill is one of the skills that demanded to be acquired by the students of senior high school besides those three others; speaking skill, writing skill and reading skill. Listening is kind of the active skill as well as speaking skill. Listening skill demands active involvement from the hearer. In order to reconstruct the message that the speaker intends, the hearer must actively contribute knowledge from both linguistics and non-linguistics sources. Listening is an active process in which the receiver assumes a responsibility. It also calls for a response on the part of the listener. Such response may be a reply, an action, a facial expression and applause, something indicating that the message has been assimilated. Listening skill is very important in learning English. Everyone who wants to learn English well should be able to master listening as one of the English skills. By studying listening skill, people can improve their English better than before. Listening has also a role in speaking, because people will be able to give response after they listen to speaker.

But in fact, there are some problems faced by the students in learning the skill. The students have many problems in this class such as limited vocabulary which has been the common problem for the students. The words that they listened to perhaps the new words that are unfamiliar. The other problems are the speed of the text and accent of native speaker as stated by Rivers and Temperly, (1978: 63) that listening is a complex operation integrating the

distinct components of perception and linguistics knowledge in ways, which are at present poorly understood. Another importance of listening is that from it the students can understand more about the pronunciation and the nature of the language, such as tone, intonation, accents, rhythm, as Jeremy Harmer (1998: 98) in his book; *How to Teach English*, stated that listening helps the students to acquire language subconsciously even if the teachers do not draw attention to its special features.

The school in Indonesia, especially for English subject, puts listening skill into one of four skills that should be mastered and it is shown from the curriculum they have or from the UN (National examination) that puts listening section is as big part in English examination. School in Indonesia itself has three major that can be taken by the students at the eleven grader, those are; IPA or Natural Science, IPS or Social Science, and Language. The majors are chosen by the students according to their interest and ability, even some because of the teachers' advice according to their final score at the tenth grader.

But so far, there is a perception among the society that students at IPA class are better quality than those are at IPS class and language class, as shown in the internet especially on some websites and blogs such as kaskus. There are some discussions and debates about the differences of IPA and IPS where IPS is seen as lazy and naughty class and IPA is considered as the best choice for the future. This perception often makes some social conflict, not only among the students but also the parents or the worst among the teachers. In fact there are still many teachers complain about the difference between the quality and the ability of the students in both major, they complain about why the students of IPS cannot be better than those in IPA. Based on the explanation above

theresearcher wanted to know about the comparison between IPA students' listening skill and IPS students' listening skill at SMAN 1 Pare Kediri.

**The purpose of this study were** 1). to describe the listening skill of IPA students, 2) to describe the listening skill of IPS students', 3) to find out the difference between listening skill of IPA and IPS students'.

**The significance of the Study were** theoretically the result of this study can give a valuable contribution to the development of English education at school, especially at listening teaching and English learning process as general. Practically, it is expected that the result of this study are valuable some contributions for the English teachers of SMAN 1 Pare especially the teacher of class XI. The English teachers of SMAN 1 Pare can use this research finding as feedback to know the success and failure of teaching listening so that the teacher can improve the quality of teaching English both in IPA class as well as in IPS class. The finding can also be useful for the researcher himself to enrich his knowledge about the comparison between IPA and IPS students' listening skill.

**To do this reseach some of related literature were used as references.** The word 'listening' derives from the word listen which means make conscious effort to hear, it is even similar to the word pay attention. In this study, listening refers to one of four skills that should be acquired by the students. Listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of facts and ideas. But listening takes attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of one's thoughts upon one particular problem. A person who incorporates listening with concentration is actively listening. Active

listening is a method of responding to another that encourages communication.

Rivers and Temporally (1978: 63) in *A Practical Guide to the Teaching of English as a Second or Foreign Language* defines that listening is not a passive process, but an active process of constructing a message from a stream of sound. Rost, Michael (1990) in *Listening in language Learning* indicates that as a goaloriented activity, listening involves bottom-up processing (in which listeners attend to data in the incoming speech signals) and Top-down processing (in which listeners utilize prior knowledge and expectations to create meaning). Both bottom-up and Top-down processing are assumed to take place at various levels of cognitive organization: phonological, grammar material, lexical and propositional. This complex process is often described as a parallel processing model of language understanding: representations at these various levels create activation of other level. Carter and Nunan (2001: 11) in *The Cambridge Guide to Teaching English to Speakers of Other Languages* explain that the teaching listening involves the selection of input sources (which may be live or be recorded on audio or video). The chunking of input into segments for presentation and an activity cycle for learners to engage in Effective teaching involves: a). Careful selection of input sources (appropriate authentic, interestingly, varied and challenging), b). Creative design of task (well-structured) with opportunities for learners to activate their own knowledge and experience and to monitor what they are doing, c). Assistance to help learners enact effective listening strategies (meta cognitive, cognitive and social) and d). Integration of listening with other learning with other purposes (with appropriate links to speaking, reading and writing)

There are various types listening comprehension as stated by Penny (1996:112) in his book, *Course in Language Teaching* lists this type of listening activities, they are 1. No Overt Response (Stories, Songs, Entertainment), 2. Short Responses (Obeying instruction, Ticking off interns, True/False, Detecting mistakes, Cloze, Guessing definitions), 3. Longer Responses (Answering questions, Note taking, Paraphrasing and translating, Summarizing, Long gap filling), 4. Extended Responses (Problem-solving, Interpretation)

The main objective of teaching listening comprehension is to help the students to cope with listening in real life, but there is a large variety of different types of listening in real life. Underwood (1993 b: 5) in *Teaching Listening Skills* and Rixon (1993:2) in *Developing Listening Skills* list different listening situations as the following: a) Listening to live conversations in which one takes no part such as listening to announcement (at airports, railway stations, or public places), b) Listening to the radio (news, weather forecast, song, etc), c) Participating in a conversation face to face, d) Watching a film in cinema, TV or a life play, e) Participating in a meeting, seminar, or discussion, f) Taking part in a lesson (in school Where English is one of the languages of instruction), g) Listening to a talk or lecture (where English is as medium of instruction), h) Eavesdropping on other people's conversations, i) Participating in a telephone conversation.

### Testing Listening

Testing listening involves a variety of skills. At the lowest level, it involves discrimination among sounds, discrimination among intonation and stress patterns, and comprehension of short and

long listening texts. While the first two are part of listening, they are, of course, not sufficient. Here are what S. Kathleen and Kenji Kitao explained about those types of listening testing at The Internet TESL Journal, Vol. II, No. 7, July 1996: they are testing phone discrimination, discriminating stress and intonation, understanding sentences and dialogues, tasks using visual materials, tasks involving talks and lecture tasks involving talks and lectures. The detail explanation is as follows: 1) **Testing Phoneme Discrimination,**

Sounds are sometimes difficult to discriminate in a language other than one's native language, especially if the sounds are not distinguished in the native language. There are several ways to test phoneme discrimination, that is, ability to tell the difference between different sounds. One way to test phoneme discrimination is to have the testees look at a picture and listen to four words and decide which word is the object in the picture. The words chosen as alternatives should be close to the correct word 2) **Discriminating Stress and Intonation.** The ability to recognize stress can be tested by having testees listen to a sentence that they also have in front of them. Testees are instructed to indicate the word that carries the main stress of the sentence. While recognizing stress patterns is useful in English, the problem with this type of test is that it lacks a context. Testees need to show that they can recognize the difference between "John is going today" and "John is going today," but they do not need to show that they understand that there is a difference in the meaning of the two sentence or what the

difference is. Ability to understand the meaning of difference in intonation can be tested by having the testees listen to a statement and choose from three interpretations of the statement,

**3) Understanding Sentences and Dialogues.** A teacher can also test the students' understanding of individual sentences and dialogues. In the simplest form, this type of item consists of a single sentence which testees listen to and four written statements from which they choose the one closest in meaning to the original spoken sentence.

**4). Tasks Using Visual Materials include**

a.) *Matching and True/False Task.* Some types of tasks make use of visual materials along with the spoken material to test listening. The simplest form of this task is to present testees with a picture or other visual information (for example, a chart, graph, etc.) along with spoken true/false statements. Testees look at the visual and decide if the statements are true or false.

b.) *Map Tasks.* Another way to use visual materials in testing listening is to use maps. One activity involves having testees listen to directions for how to get somewhere and follow along on the map. They respond by drawing their route or indicating where they would be at the end of the directions. Another possibility is to have testees listen to a conversation referring to various locations on the map and having the testees identify the locations.

c.) *Drawing Task.* Testees can also do drawing tasks according to instructions. For example, they can be given a simple line drawing and be asked to complete it according to certain instructions. The testees can be presented with a diagram of a room with the bed

represented by a rectangle and be asked to add a table, a bookcase, a door, etc., in certain locations in the room. It is important to keep such activities simple so that the drawing task itself does not demand too much of testees. The activity is more interesting if it can be done as part of a simple story rather than as a list of statements, though this may depend on the level of the testees. In addition, the students should have a chance to try out this type of activity before having to do it as part of a test.

**5). Tasks Involving Talks and Lecture.** For students who will be using English in schools where it is the medium of instruction, there will be situations where they need to listen to lectures or talks in English and take notes and/or answer questions on the lecture or talk. Therefore, listening tests can involve listening to formal or informal talks. One way of using talks in listening tests is to have the testees listen to the talk and then fill in the blanks in a written summary of the talk. The words chosen from blanks should be ones that the testees cannot figure out from the context of the summary, without listening to the talk, but they should also be ones that are related to the main idea of the talk, so that filling in the blanks does not require remembering small details of the talk

### Methodology

This study used quantitative research which was research that made nominal method to describe the observation of the object or variable which nominal becoming the part of judgment. The researcher specially used quantitative comparative. This study was designed to find out the comparison between listening skill of IPA



and IPS students' at SMAN 1 Pare exactly at second year.

The populations of this research are the students at IPA and IPS major of SMAN 1 Pare. They are from grade eleven consists of seven classes, those are four classes of IPS and three classes of IPA. The researcher did not take all population but just took samples. The samples are 32 students of IPA and 32 students of IPS. The reason of taking SMAN 1 Pare as the subject of population in this study is because SMAN 1 Pare is one of the very favorite schools in Pare and SMAN 1 is chosen as PSB (Pusat Sumber Belajar), and also the graduation of it, mostly comes to State University.

The instrument of this study was listening test which was used to measure the students' listening skill from IPA and IPS students. This test was to get the data about students' listening skill. The test was taken from UN 2009 because this test was as standard test for students at senior high school. And another consideration using this test was because this test was never given to the subjects mentioned. The test consists of 15 questions which summarized into three parts with 5 questions in each part; the first part consists of short dialogues, the second part consists of longer dialogues, and the last part consists of monologue. The questions was recorded and spoken twice, except the second chapter; those werenot only the questions which were recorded but also the responses.

This content of the test were the first was understanding sentences and dialogues (it was shown in the first part and in the second part), the second was tasks using visual material (for question number 5 in part I and question number 11 in part III, the picture given as the responses toward the dialogues and monologues) and tasks involving talks and lectures (it was shown in the

monologues at the last part of this test). The test was done on October 2010.

In analyzing the result of the test, the researcher consulted the scoring guide made by the researcher himself, a correct answer from every item was scored one while the wrong answer was scored zero. Then the researcher uses the scoring method taken from Nurwagiyanoro, (2001:339);

$$X = \frac{F}{N} \times 100$$

X : the final score

F : the number of correct answer

N : the number of items

From the formula above it can be conclude that the formula will as shown:

$$\text{Score} = \frac{\text{number of correct answer}}{15} \times 100$$

To determine whether the difference of the scores in both variables was significant, the researcher used the "t" test. And because the sample is more than 30 people so it was considered as a big sample. Thus, "t" test used was "t" test for big sample that has no relation between one and another. Butler (1985:88) states that the formula of t-test was like the following:

$$t_0 = \frac{M1 - M2}{SE_{M1-M2}}$$

M1 = the means of group A

M2 = the means of group B

SE<sub>M1-M2</sub> = Standard error of difference

### Results and Discussion

The result of data analysis using "t" test showed that the t-value or "t<sub>0</sub>" was 3,04. It was also shown that the value in the level significant

at 5% and 1% was lower than " $t_0$ " because at the significant 5% showed 2,00 and at the significant 1% showed 2,65 or in the other it can be drawn as follow:  $2,00 < 3,04 > 2,65$ . From the data found, it was clear that between variable 1 which was listening skill of IPA students' and variable 2 which was listening skill of IPS students' had a significant difference. The score data of IPA students' listening test was that the highest score was 87 and the lowest was 33. And score data of IPS students' listening test was the highest is 80 and the lowest was 33.

As what the researcher explained in the theory that the students should have the same basic of English as well as the treatment of teaching and learning process especially in listening. Thus, it should be no difference between listening skill of IPA and IPS. But from the data finding, it showed that there was significant difference between them both. Based on the related theories which said that there are several aspects related to the listening skill comprehension. The first should be taken as consideration that listening begins with someone's awareness of and attention to sounds or speech patterns, proceeds through identification and recognition of specific auditory signals, and ends in comprehension, thus listening competence needs active efforts of improvement through listening practices of various types of tasks, activities and situations so that students will be more competent in using linguistic and background knowledge for comprehending various types of oral texts, not only that the aspects which cause the improvement in listening skill because the theory also stated that teaching listening also give big role in students' listening skill, the teaching should covered some areas, for example; careful selection of input sources, creative design of task, assistance to help learners enact effective listening strategies, and

integration of listening with other learning with other purpose.

From that, the difference between listening skill of IPA and IPS can be caused from the students and also from the teachers. The students of IPA may have practiced more, or even taken several courses about listening to support their skill improvement, or gotten many tasks and activities in listening class. From the survey that researcher ever done, the teachers in IPA gives listening lessons and tasks using the media but at IPS, some the teachers only used their tongue to present the listening lesson or tasks. And from the teacher, they may have lack in giving listening teaching as mentioned before, such as they may not give creative task with opportunities for learners to activate their own knowledge and experience and to monitor what they are doing. So the students listening skill is not developed well, and different from one to another.

### Conclusion

Based on the data analysis, it is found that the highest score of IPA students was 87 and the lowest was 33, while the highest score of IPS students was 80 and the lowest was 33. The mean of the score of IPA students was 73,28 and the mean of score of IPS students was 51,75. So there was difference between those mean, it was 21,53. It showed that the listening skill of IPA students was better than IPS students. Based on the result of 't' test, it was found that the result of " $t_0$ " was 3,04. When it was consulted to " $t_{table}$ " it appeared that " $t_0$ " was higher in both level significant at 5% and 1%. It was  $2,00 < 3,04 > 2,65$ . The conclusion was there was significant difference between listening skill of IPA students and IPS students of SMAN I Pare at the second grade.

## References :

- Anderson, Alan and Lynch, Tony. 1988. *Listening*. Oxford: Oxford University Press.
- Arikunto, uharsimi, 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Renika Cipta
- Buck, G.2001. *Assessing Listening*. New York: Cambridge University Press.
- Carter, Ronald. & Nunan, David. 2001. *The Cambridge Guide to Teaching English to Speakers of other Languages*. United Kingdom: Cambridge University Press.
- Harmer, Jeremy. 2001. *How to Teach English*. England: Longman.
- Herawati, Cecilia. 2005. *Perbedaan Motivasi Berprestasi Siswa Penjurusan IPA dan IPS di SMU Seluruh Jakarta Selatan*. Jakarta: Unika Atma Jaya.
- Morely, J. 1984. *Listening And Language Learning in ESL: Developing Self-Study Activities For Listening Comprehension*. Orlando: Harcourt Brace Jovanovich, Inc.
- Nunan, D & Miller, L. 1995. *New ways in teaching Listening*. Alexandria, VA: TESOL.
- Rost, M.1991. *Listening in Action*. New York: Prentice Hall.
- Rixon.1993. *Developing Lstening Skills*. London:MC Milan
- Underwood, M.1993. *Teaching Listening*. London Longman