

Implementation of Read Aloud Feature from Microsoft Edge to Increase Pronunciation Ability Student's

Aldio Muhammad Farhan ^{1*}, Muhammad Sofian Hadi ²

^{1,2} Universitas Muhammadiyah Jakarta, Indonesia

* alდიომუჰფარჰან@gmail.com

Abstract

The aim of this research is to measure the effectiveness of learning media for students' pronunciation skills, which currently has a lot of misunderstanding regarding information about English pronunciation for students who are not native speakers of English. With this feature, it is certainly hoped that it will help in solving problems, and the Read Aloud feature from Microsoft Edge can be an alternative learning method. This research is specifically designed to improve students' abilities in English pronunciation, which makes the Read Aloud feature a learning medium. This research uses a qualitative method with a pre-experimental design. This research was conducted at SMPN 9 Tangerang Selatan involving 38 students from grade 7. The data used was taken from the pre-test and post-test. The data used is taken from the pre-test and post-test, based on the results taken from the t-test, Sig, 2 tail shows a result of 0.00, which is <0.05 , therefore, there is a significant change from pre-test to post-test that affects student scores, therefore, the H_0 hypothesis is rejected and H_1 can be accepted. The results can be seen from the pre-test and post-test scores that show significant differences after being given treatment with the read feature aloud. The research results showed that the pre-test and post-test scores were (-19.21053) and the standard deviation was (6.52711). The mean standard error is 1,05884. The 95% confidence interval shows that the lower difference is (- 21.35593), while the upper difference is (-17.06512). The T-test result is (- 18.143) with df 37, and the two-sided test significance is $0.000 < 0.05$.

Keywords: *Read Aloud Feature; Microsoft Edge; Pronunciation Ability Student's*

Introduction

Some studies compare the pronunciation accuracy of people living in Native Speaker and non-native countries, experts argue that people who come from non-native speaker countries face pronunciation problems and from these opinions give the value that pronunciation is a bad thing for them because it is considered unfamiliar (Allen et al, 2012; Aoun, 2017, Tyagi, 2013). In addition, problems originating from pronunciation greatly affect listening skills including problems with accents, lack of confidence so that when speaking will be faster because people want to finish immediately and in listening skills it will be difficult to distinguish how to spell and pronunciation which is still a big problem (Ugurlu, 2014; Baghban et al, 2011; Bano, 2017). The problems that students have, no matter how much knowledge student have about language, student will find it difficult to speak (Hosseini, 2013; Benson et al, 2013). Learners must look for the source of the English pronunciation of the Native speaker, and of course, it will make them accustomed to saying vocabulary properly (Abbas, 2018; Bronk, 2012; Buzzard et al, 2011).

Students have a very limited vocabulary, and their negative psychological reactions make them feel anxious and afraid, including fear of making mistakes and the cause of these worries

student think about the fear of misunderstanding, so student prefer to avoid opportunities to speak English (Sharma et al, 2023; Yeager et al, 2014). With the times, researchers want to examine a feature in an application called Microsoft Edge in which there is a Read Aloud feature that converts text into a voice with text to speech encryption (Chilkiewicz, 2015; Mutrofin et al, 2017). The main system manage the text into a sound, the sound is produced from the sound of synthesis made through artificial intelligence, which is able to read a text and can be described as artificial production of human speech (Patel, 2013). Artificial intelligence has been adapted to several accents in the world so that users can distinguish by repeatedly inferring differences from each accent provided so that misunderstandings can be reduced (Ertmer et al, 2012).

Considering other studies, discussing the same problem with various methods either using technology or using an object to continue to develop existing knowledge, including using a song to improve pronunciation makes the class more interesting and at the same time students can get a new understanding of improving pronunciation and feel comfortable in a relaxed atmosphere during the teaching and learning process (Daniel, 2013; Dey, 2014). This helps them lower their affective filters and become more receptive to learning (Duckworth et al, 2014; Emerick, 2019). The world a few years ago to reduce the distance between humans and each other and support the breaking of the chain of spread carried out in the world of education (Lopes et al, 2013; Gadre et al, 2020; Ghaderpanahi, 2012). The three-year pandemic has taken a lot of extra steps to decide and then proceed, especially when deciding to independent curriculum that integrates technology and projects into a semester's worth of learning to provide a real-world view of problem-based learning (Gibson et al, 2014; Moore, 2013). This learning not only changes the technique but also changes the essence and purpose because it has not been said to be successful and tested for effectiveness (Graham, 2017; Hamouda, 2013; Hichem, 2013).

Using Read Aloud feature from Microsoft Edge as a media integrated with technology, students are expected to learn independently and can access it anytime and anywhere, and students will be stimulated to think more critically because learning English with integrated in three aspects of critical thinking where technology is integrated into three main aspects of learning, such as learning methods, learning media, and learning platforms (Ihwanah, 2020; Islam et al, 2015; Kurita, 2012). The integration of technology as a learning method has a positive impact on students' critical thinking where technology is integrated and adapted into online learning, digital. It can also provide feedback for students and teachers. Learning media has an important role in supporting the learning process where teachers are required to provide useful learning media to show optimal teaching (Lim, 2014; Loren 2017).

This study was carried out at the junior high school level, where English is a significant part of the curriculum that is now being used (Marchessault et al, 2013; Helterbran et al, 2013). The purpose of this study is to help students improve their pronunciation of English words (Nowruzzi et al, 2013). In addition, students will be able to learn independently and, with the right use of technology, acquire knowledge and skills that student would not otherwise be able to in the classroom (Rost, 2013; Nugraha, 2022). Based on the explanation above and the problem that writer found, the writer will conduct a study with the title "The Implementation of Read- Aloud Feature From Microsoft Edge as an Alternative Media for Student Listening Skill." Thewriter chose this topic because writer wanted to bring an innovation from limitations about many facilities and infrastructure complained by many schools that are left behind due to several factors (Hargie, 2021).

Writer identify problems that occur, such as a lack of attention to listening skills for teachers so that students sometimes do not receive material in accordance with their pedagogy, so that the learning received by students does not match them, and a lack of suggestions and infrastructure that exists so as to hamper the course of learning and a lack of innovation from the teacher for Turning these obstacles into an effective solution (Preeti, 2014; Renandya, 2011). Based on the identification of the problem above, the writer will focus on learning listening skills through text-to-speech methods through the Read Aloud feature provided by Microsoft Edge for 7th grade students from SMPN 9 Tangerang Selatan.

Method

The research was conducted at SMPN 9 South Tangerang, which is located at Jalan Lontar Martil, Benda Baru, Kec. Pamulang, Tangerang Selatan, Banten 15414. This research took place from May 15-31, 2023. involved students in the learning process to measure how effective this feature is for students in listening to English text in PDF form that will be read automatically with the Read Aloud feature from Microsoft Edge (Khan et al, 2016). The subject of this study is that the Writer will examine, in the seventh grade, students of SMPN 9 Tangerang Selatan, who will be divided into several groups in one class consisting of 38 students, and the Writers will use one class from the seventh grade.

The method in this study will use quantitative research methods. Quantitative method is a study that requires final data that can be tested for its truth through several stages, namely the processes of collecting, analyzing, interpreting, and writing research results (Siegel, 2014). Specific methods exist in experimental research and research related to Identify samples and populations, determine the type of design, collect, and analyze data, present results, make interpretations, and write research in a way that is consistent with an experimental survey or study. In this study, there are two variables, which are independent variables (Variabel X) and dependent variables (Variable Y). The independent variable (X) is the Read-Aloud Feature, and the dependent variable (Y) is students' listening skills. In this case, the Read Aloud Feature is used by the Writer to teach class studies in grade 7.

Variations with one another are correlated, which can determine how the variable reacts to measure the response in one or more results of the results is a dependent variable that is a variable that has an influence, measuring responses in one or more results sizes are dependent variables. The dependent variable is very opposed to the independent variable. When variables are well defined and numerical data is collected, we can appropriately employ quantitative research, which tests objective theories by studying the relationship between variables. t variable. In Pursuance Variables are data that can be formed and changed in experiments, to determine a success in research that is in accordance with the facts for a truth that can be tested (Maulina et al, 2022).

With this quantitative research, it is necessary to conduct a study by involving participants who will be involved in a study as a source of data needed by providing a stage of the study itself, and then the participants will be asked to work on a questionnaire as a source of data that will later be processed from several variables until it becomes the final assessment that determines success or failure in this study (Stepanoviene, 2012). In Conformity to in quantitative research, writer try to answer the questions about this research based on identifying variables step by step, the research design to be used in the research process to formulate more specific questions, determine the quantitative method, and the participants (Warfield, 2013). In this

quantitative research, the writer recognizes the entire population to formulate a break for accurate measurements, and then the methodology of statistics is used for the activities to be carried out by writer.

Research can be defined as the collection of information from individual samples through their responses to questions (Chen, 2013). In this study can use various ways to involve participants in giving their answers from the questions that have been prepared and utilize from various instrument methods and use quantitative methods with examples using questionnaires with items that can be value in numerical data or qualitative research strategies for example using open questions or both strategies for example mixed methods. In Agreement with a historically researched survey using data from a large population, the main purpose of this type of survey research is to obtain information objects that describe the characteristics of the large samples of individuals that are relatively fast (Ponto, 2015). This survey is often used using a letter and is intended to find a picture of the characteristics of demographic from individuals to get opinions about basic programs or populations for certain groups.

Pengumpulan Data

In this study the writer will hold a class that will later meet for five times by starting observation like interview English teachers to ask how the methods are used to improve listening skills and what materials are usually used (Brown et al, 2012). After that, the writer will introduce this Read-Aloud Feature to teachers and students as an alternative learning media. After that the Writer will give a pretest to assess the extent of students' understanding of the material provided by their teacher about the listening skill then that will be the first step in taking data then the writer will provide treatments to students four meetings which will contain introducing and teaching how to use good and correct read aloud feature after teaching and learning the writer will take data using post -test to measure students' abilities in listening skills into initial data that will be formulated to determine the final assessment of this study that will be carried out using the text method to speak from Read Aloud Features provided by Microsoft Edge to make it easier for students and teachers as an alternative to learning media in classes that need to use technology in it (Tomlinson, 2012). Rubric assessment that will be used as follows:

Table 1 Rubric of Listening Assessment

Level	Score	Criteria
Very Bad	0-49	the student cannot solve the problem and does not understand what has been instructed properly.
Bad	50-59	Students are unable to solve the problem and do not understand the instructions they are listening to.
Average	60-69	students could not answer the questions correctly, and they found it difficult to understand what they were listening to.
Good	70-79	Students cannot answer all questions and experience a little difficulty in understanding what is meant by questions.
Very Good	80-89	Students can answer all questions but not all parts of the question can be understood and there are errors in the questions they answer.
Excellent	90-100	Students can answer all questions and understand the meaning of the sounds they listen to.

Analisis Data

The writer tests a normality value in this study, somewhat more valid and accountable, using a sample of 38 students, this normality test uses Shapiro-Wilk which only requires 3 to 50 samples, if the sample is 50 Shapiro-Wilk will not be accurate and must use Kolmogorov-Smirnov as a reference in this calculation, this Normality Test is used to assess whether the residuals are normally distributed or not by determining the p value must be greater than the critical value that has become a reference, which is equal to ($\alpha = 0.05$) if the result is less than this value, it is stated that the residual value is not normally distributed (Aisha et al, 2011; Mamo, 2013).

Table 2 Test of Normality SPSS

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.182	38	.003	.945	38	.060
Post-Test	.156	38	.020	.943	38	.052

a. Lilliefors Significance Correction

Explanation of the normality test table above we can see that the significant value of the pre-test and post-test which amounted to each pre- test as much as 0.060 and post-test 0.052 which means that the value of each of them $> n = \alpha 0.05$. which means that the value is normal.

The next statistical test is that the writer will try to conduct a Paired Sample T-Test using student score data to determine whether there is a significant change from the pre-test and post-test scores to determine the effect on students' listening skills According The sample t test is a test for two paired samples that are the same subject but experience different treatments such as before and after treatment (Ross et al, 2017).

Table 3 Paired Sample T-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	64.0789	38	7.33883	1.19052
	Post-Test	83.2895	38	6.50118	1.05463

Based on the table above paired-samples statistic, the table shows the mean score in the pre-test was 64.0789 and in the post-test was 83.2895. and the N is the number of all samples used in this study, which is 38 samples. and the standard deviation shows a difference in the kind of difference that occurs between before and after using the read-aloud feature for their listening skills: 7.33883 and 6.50118. The standard error of the mean before and after this study is 1.19052 and 1.05463.

Table 4 Paired Sample Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	38	.561	.000

The table of paired sample correlations above shows the correlation. between samples, the numbers of both correlations were 0.561 and The numerical significance was 0.000; it can be seen from the significance score $0.000 < 0.05$, and it can be concluded that there is a significant correlation between using the read-aloud feature and not using the read-aloud feature on listening skills.

Table 5 Paired Sample T-Test

		Mean	Std. Deviation	Paired Differences		t	df	Sig. (2-tailed)
				Std. Error Mean	95% Confidence Interval of the Difference			
Pair 1	Pre-Test - Post-Test	-19.21053	6.52711	1.05884	Lower -21.35593 Upper -17.06512	-18.143	37	.000

Above are the results of the analysis using paired sample t-test. The mean value of the pre-test and post-test is (-19.21053), and the standard deviation is (6.52711). The mean standard error is (1.05884). The 95% confidence interval shows that the lower difference is (-21.35593), while the upper difference is (-17.06512). The t-test result is (-18.143) with df 37, and the two-sided test significance is 0.000.

Results and Discussion

This study aims to determine whether the read aloud feature can be used as an alternative learning media and can improve students' listening skills. This research was conducted at SMPN 9 Tangerang Selatan in the 2022/2023 academic year. this research was conducted directly with the Writer entering the class, which uses English class time every week. This study uses quantitative research methods, its application uses pre-experimental data collection using pre-test and post-test research. From the results obtained above we must use a sample of 40 using an error rate of 7% to perfect the results of this study. and then we will use to analyze whether the Read Aloud feature can be an alternative learning media for listening skills, the writer uses Vanasta's rubric as a reference for scoring the listening test.

This result shows a parameter that assesses students' listening skills. and will be divided into groups with existing values according to the table 4.2 section.

Table 6 Experimental Class Pre-test Listening Skill.

Listening skill Level	Total of Student	Percentase %
Very Bad	0	0
Bad	14	36.8%
Average	20	52.6%
Good	4	10.6%
Very Good	0	0
Excellent	0	0

From the data above we can see that the results of this pre-test are at the bad level of the entire majority and the second order is at the average level and there is a small portion at the good level, this shows that they lack attention to listening skills lessons.

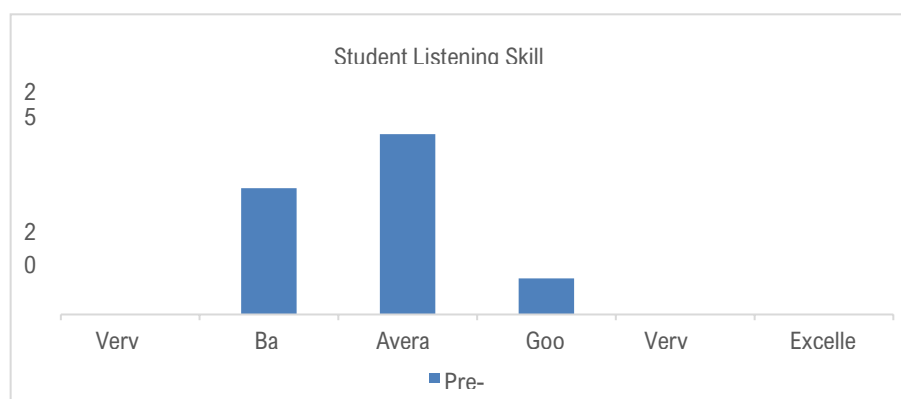


Figure 1 Pre-Test Diagram

It can be seen in the diagram of Figure 4.1 that there are still a lot of students who get the Bad category before the treatment in this study, and the most important problem is that students do not have much understanding of vocabulary so they cannot understand sentence by sentence in the sounding voice. The results of this post-test after testing the Read aloud feature as an alternative learning media for student listening skills, such as the pre-test below will be divided into several categories as follows:

Table 6 Experimental Class Pre-test Listening Skill.

Listening skill Level	Total of Student	Percentase %
Very Bad	0	0
Bad	0	0
Average	2	5.2%
Good	13	34.4%
Very Good	20	52.6%
Excellent	3	7.8%

The table above shows that SMPN 9 Tangerang Selatan students are at the Very Good level with 52.6%, while in second place at the Good level with 34.4% and third position at the excellent level with 7.8% and there is an average level with 5.2%.

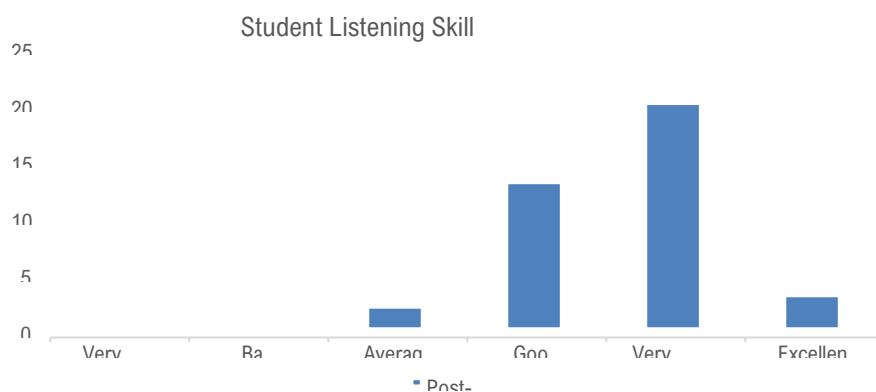


Figure 2 Post-Test Diagram

From the result above, it can be concluded that the pre-test and the post-test results were different. The lowest score that was gained from the pre-test was 50, and the highest was 80 where the lowest score from the post-test was 70 and the highest was 95. The average or The mean score of the pre-test was 64,07 and 83,29 for the post-test. The overall gained points was 720 and the mean of the gained point score was 18.947.

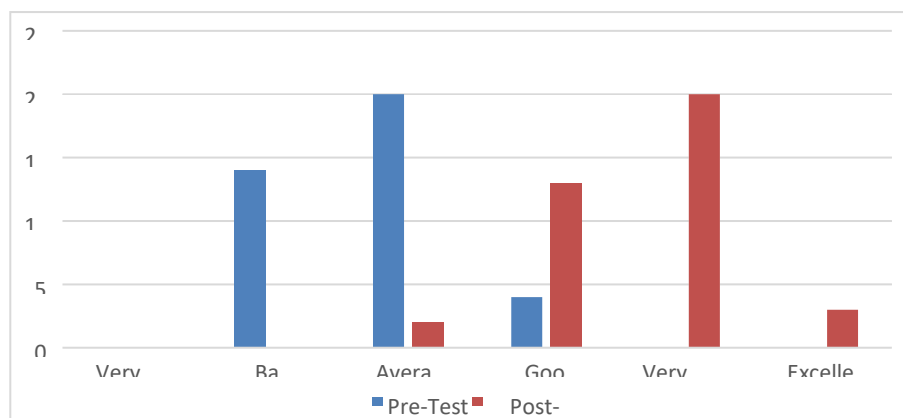


Figure 4.3 above shows the comparison between both the pretest and the post-test in chart form. The pre-test is shown in the blue box. and the post-test is in red. The total score of the pre-test was 2435 and the post-test was 3165. The total points gained were 720, which means that there was an achievement within the tests. Based on data from existing scores, we can see a significant difference between the pre-test and post-test in this study. It appears that the lowest score that was gained from the pre-test was 50, and the highest was 80, where the lowest score from the post-test was 70, and the highest was 95. The average score of the pre-test was 64.07 and 83.29 for the post-test. The overall gain in points was 720, and the mean of the gain in points was 18,947. In this study the writer collects data by pre-test and post-test then processes the data using n tests and t tests to calculate normality and whether there are significant changes from the student score data after the pre-test and post-test, during the data processing the writer uses SPSS 25.00. The normality test shows the result the normality test table above we can see that the significant value of the pre-test and post-test which amounted to each pre-test as much as 0.060 and post-test 0.052 which means that the value of each of them $> n = \alpha 0.05$. which means that the value is normal.

The writer Gave the data interpretation to the significant value. The significant value of this research was 0,000 and the significant level was 0.05. in table 4.8 to 4.11 explains all forms of statistics that have been tested. The mean pre-test and post-test values are (-19.21053), and the standard deviation is (6,52711). The average standard error is (1,05884. The 95% confidence interval shows that the lower difference is (-21.35593), while the higher difference is (-17.06512). Two sides are 0,000. Based on the explanation above, the t-test results 0.00 indicate that there is a change in the student score of the pre-test and post-test that is increasing, meaning that there is a correlation, because basically, to determine the results, if the value is > 0.05 , that means that there is no significant difference in learning outcomes between the pre-test and post-test data, but if the value is < 0.05 then there is a significant change in the pre-test and post-test data, so with this research, it was decided that H_0 was rejected and H_1 was accepted. With the changes in students' scores from pre-test and post-test and the increased results, the Read Aloud feature is able to improve students' listening skills at SMPN 9 Tangerang Selatan.

The explanation in this chapter shows the positive results of the use of the Read Aloud features for students' listening skills; they can improve listening skills with the reading material they like, which will later be read by the Read Aloud feature to become a sound. The reason is that many of them have difficulty wanting to practice listening, and of course this is also felt by the teacher. When the writer observing and asking an existing English teacher, they argue that it is very difficult to find materials for listening skills. In addition, students can also increase their pronunciation related to English with this feature, namely the Read Aloud feature, to improve listening skills.

Conclusion

This research was conducted in class 7.11 at SMPN 9 Tangerang Selatan in the academic year 2022-2023. Using samples of as many as 38 students from one class, it can be concluded that reading aloud with this feature can be an alternative to student learning media for listening skills. The results can be seen from the pre-test and post-test scores that show significant differences after being given treatment with the read feature aloud. The research results showed that the pre-test and post-test scores were (-19.21053) and the standard deviation was (6.52711). The mean standard error is 1,05884. The 95% confidence interval shows that the

lower difference is (- 21.35593), while the upper difference is (-17.06512). The T-test result is (- 18.143) with df 37, and the two-sided test significance is $0.000 < 0.05$. Which 70 of these values determines a significant change in the pre-test and post-test values of students during this study and becomes a reference for rejection of H_0 and acceptance of H_1 .

When conducting researches the writer found what was delivered by an English teacher who served in the class: that the writer would be careful and that the material for listening skills was difficult to obtain, especially in textbooks and the internet. That was what made listening learning less effective, and with the increasing features This is known by many people, and the writers hope to be an alternative learning media that is useful for listening activities and can be used independently by students because, in addition to being a learning media for listening, this can also be a media to improve students' skills in pronunciation of the vocabulary.

Acknowledgment

-

References

- Abbas, Z. I. (2018). Blended learning and student satisfaction: An investigation into an EAP writing course. *Advances in Language and Literary Studies*, 9(1), 102-105.
<https://doi.org/10.7575/aialc.all.v.9n.1p.102>
- Aishah Ahad, N., Sin Yin, T., Rahman Othman, A., & Rohani Yaacob, C. (2011). Sensitivity of Normality Tests to Non-normal Data (Kepekaan Ujian Kenormalan Terhadap Data Tidak Normal). In *Sains Malaysiana* (Vol. 40, Issue 6).
- Allen Moore, W., & Russell Smith, A. (2012). Effects of video podcasting on psychomotor and cognitive performance, attitudes and study behaviour of student physical therapists. *Innovations in education and teaching international*, 49(4), 401-414.
<https://doi.org/10.1080/14703297.2012.728876>
- Aoun, J. E. (2017). Robot-Proof: Higher Education in the Age of Artificial Intelligence. *Journal of Education for Teaching*. <http://doi.org/10.7551/mitpress/11456.001.0001>.
- Baghban, Z. Z. V., & Ambigapathy, P. (2011). A review on the effectiveness of using authentic materials in ESP courses. *English for Specific Purposes World*, 10(31), 1-14.
- Bano, F. (2017). Towards Understanding Listening Comprehension in EFL Classroom: The Case of the Saudi Learners. *English Language Teaching*, 10(6), 21-27.
- Benson, A., & Odera, F. (2013). Selection and use of media in teaching Kiswahili language in secondary schools in Kenya. *International Journal of Information and Communication Technology Research*, 3(1).
- Bronk, K. C. (2012). A grounded theory of the development of noble youth purpose. *Journal of Adolescent Research*, 27(1), 78-109. <http://doi.org/10.1177/0743558411412958>.
- Brown, S., & Brown, S. R. (2011). *Listening myths: Applying second language research to classroom teaching*. University of Michigan Press.
- Buzzard, C., Crittenden, V. L., Crittenden, W. F., & McCarty, P. (2011). The use of digital technologies in the classroom: A teaching and learning perspective. *Journal of Marketing Education*, 33(2), 131-139. <https://doi.org/10.1177/0273475311410845>
- Chen, A. (2013). EFL listeners' strategy development and listening problems: A process-based study. *The Journal of Asia TEFL*, 10(3), 81-101.

- Chilkiewicz, K. (2015). Direct language learning strategies in the theory by Rebecca Oxford in English vocabulary acquisition at the age group of 11-12 year olds. *World Scientific News*, (1), 179-206.
- Daniel, I. O. A. (2013). Communication as Sociocultural Meaning Exchange. *International journal of applied linguistics and English literature*, 2(5), 173-177.
<https://doi.org/10.7575/aiac.ijalel.v.2n.5p.173>
- Dey, S. C. (2014). Authentic input to motivate learners to develop listening skill: Benefits, drawbacks of using podcast (Doctoral dissertation, BRAC University).
- Duckworth, A., & Gross, J. J. (2014). Self-control and grit: Related but separable determinants of success. *Current directions in psychological science*, 23(5), 319-325.
<http://doi.org/10.1177/0963721414541462>.
- Emerick, M. R. (2019). Explicit teaching and authenticity in L2 listening instruction: University language teachers' beliefs. *System*, 80, 107-119.
- Ertmer, P. A., Ottenbreit-Leftwich, A. T., Sadik, O., Sendurur, E., & Sendurur, P. (2012). Teacher beliefs and technology integration practices: A critical relationship. *Computers & education*, 59(2), 423-435.
<https://doi.org/10.1016/j.compedu.2012.02.001>
- Gadre, M., & Deoskar, A. (2020). Industry 4.0–digital transformation, challenges and benefits. *International Journal of Future Generation Communication and Networking*, 13(2), 139-149.
- Ghaderpanahi, L. (2012). Using Authentic Aural Materials to Develop Listening Comprehension in the EFL Classroom. *English language teaching*, 5(6), 146-153.
- Gibson, P. A., Stringer, K., Cotten, S. R., Simoni, Z., O'neal, L. J., & Howell-Moroney, M. (2014). Changing teachers, changing students? The impact of a teacher-focused intervention on students' computer usage, attitudes, and anxiety. *Computers & Education*, 71, 165-174. <https://doi.org/10.1016/j.compedu.2013.10.002>
- Graham, S. (2017). Research into practice: Listening strategies in an instructed classroom setting. *Language teaching*, 50(1), 107-119.
<https://doi.org/10.1017/S0261444816000306>
- Hamouda, A. (2013). An investigation of listening comprehension problems encountered by Saudi students in the EL listening classroom. *International journal of academic research in progressive education and development*, 2(2), 113-155.
- Hargie, O. (2021). *Skilled interpersonal communication: Research, theory and practice*. Routledge.
- Helterbran, V. R., & Strahler, B. R. (2013). Children as global citizens: A Socratic approach to teaching character. *Childhood Education*, 89(5), 310-314.
<http://doi.org/10.1080/00094056.2013.830902>
- Hichem, M. B. (2013). An Investigation on Listening Challenges facing EFL Learners A Case Study of Second Year English Students at Biskra University (Master's thesis).
- Hosseini, F. (2013). Teach how to listen: The effect of listening strategy instruction on documentary video comprehension. *International Letters of Social and Humanistic Sciences*, (09), 11-21.
- Ibrahim Abbas, Z. (2017). Blended learning and student satisfaction: An investigation into an EAP writing course. *Advances in Language and Literary Studies*, 9(1), 102–105.
- Ihwanah, A. (2020). Problematika pembelajaran daring di sekolah dasar pada era pandemi COVID-19. *JIEES: Journal of Islamic Education at Elementary School*, 1(2), 44-51.
<http://doi.org/10.47400/jiees.v1i1.15>.

- Islam, N., Beer, M., & Slack, F. (2015). E-learning challenges faced by academics in higher education. *Journal of Education and Training Studies*, 3(5), 102-112.
<http://doi.org/10.11114/jets.v3i5.947>.
- Khan, R. A., & Chitode, J. S. (2016). Concatenative speech synthesis: A Review. *International Journal of Computer Applications*, 136(3), 1-6.
- Kurita, T. (2012). Issues in second language listening comprehension and the pedagogical implications. *Accents Asia*, 5(1), 30-44.
- Lim, T. D. (2014). Analyzing Malaysian English classrooms: Reading, writing, speaking & listening teaching strategies (Doctoral dissertation).
- Lopes, J., Oliveira, C., Reed, L., & Gable, R. A. (2013). Character education in Portugal. *Childhood Education*, 89(5), 286-289. <http://doi.org/10.1080/00094056.2013.830880>.
- Loren, F. T. A. (2017). The use of learning media on listening skill in teaching Indonesian to speakers of other language (TISOL). *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 11(1), 1-12. <https://doi.org/10.24036/ld.v11i1.7625>
- Mamo, K. (2013). The Use of Authentic Materials in Teaching Listening Skills to College Students: The Case of Bongacollege of Teacher Education. Addis Ababa: Addis Ababa University.
- Marchessault, J. K., & Larwin, K. H. (2013). Structured read-aloud in middle school: The potential impact on reading achievement. *Contemporary Issues in Education*
- Maulina, M., Ladjagang, R., Nasrullah, R., Esteban Jr, A. M., Hastianah, H., & Herianah, H. (2022). Research Methods in Teaching Listening Skills Utilizing Technology Media. *Journal of Education and Teaching (JET)*, 3(1), 69-83.
<https://doi.org/10.51454/jet.v3i1.140>
- Moore, M. G. (Ed.). (2013). *Handbook of distance education*. Routledge.
- Mutrofin, M., Degeng, I., Ardhana, I. W., & Setyosari, P. (2017). The effect of instructional methods (lecture-discussion versus group discussion) and teaching talent on teacher trainees student learning outcomes.
- Nowruzi, M., & Kamali, J. (2013). The instruction of meta-cognitive listening strategies and its impact on listening performance of high and low-test-anxious intermediate learners. *Journal of Studies in Learning and Teaching English*, 2(1), 15-40.
- Nugraha, T. S. (2022). Kurikulum merdeka untuk pemulihan krisis pembelajaran. *Inovasi Kurikulum*, 19(2), 251-262. <https://doi.org/10.17509/jik.v19i2.45301>
- Patel, C. (2013). Use of multimedia technology in teaching and learning communication skill: An analysis. *International Journal of Advancements in Research & Technology*, 2(7), 116-123.
- Preeti, B. (2014). Education and Role of Media in Education system. *Journal of ScientificEngineering and Research (IJSER)* www.ijser. in ISSN (Online), 2347-3878.
- Renandya, W. A. (2011). Extensive listening in the language classroom. *Innovation and creativity in ELT methodology*, 28-41.
- Ross, A., & Willson, V. L. (2017). Paired samples T-test. In *Basic and advanced statistical tests* (pp. 17-19). Brill. https://doi.org/10.1007/978-94-6351-086-8_4
- Sharma, L. R., Jha, S., Koirala, R., Aryal, U., & Bhattarai, T. (2023). Navigating the Research Landscape: A Guide to the Selection of the Right Research Design. *International Research Journal of MMC (IRJMMC)*, 4(1), 64-78.
<https://doi.org/10.3126/irjmmc.v4i1.51863>
- Siegel, J. (2014). Exploring L2 listening instruction: Examinations of practice. *ELT journal*, 68(1), 22-30. <https://doi.org/10.1093/elt/cct058>

- Stepanovienė, A. (2012). Barriers to academic listening: Research perspectives. *Darnioji daugiakalbystė*, (1), 134-141.
- Tomlinson, B. (Ed.). (2011). *Materials development in language teaching*. Cambridge University Press.
- Tyagi, B. (2013). Listening: An important skill and its various aspects. *The Criterion An International Journal in English*, 12(1), 1-8.
- Ugurlu, B. N. (2014). Important values of American and Turkish students. *Eurasian Journal of Educational Research*, 55, 91-108. <http://dx.doi.org/10.14689/ejer.2014.55.6>.
- Warfield, D. (2013). IS/IT Research: A Research Methodologies Review. *Journal of Theoretical and Applied Information Technology*, 3(1), 29-35.
- Yeager, D. S., Henderson, M. D., Paunesku, D., Walton, G. M., D'Mello, S., Spitzer, B. J., & Duckworth, A. L. (2014). Boring but important: a self-transcendent purpose for learning fosters academic self-regulation. *Journal of personality and social psychology*, 107(4), 559. <https://psycnet.apa.org/doi/10.1037/a0037637>