**CHAPTER I**

**INTRODUCTION**

1. **Background of the Study**

Speaking is considered as the most important language skill since it includes so many language components such as grammar, pronunciation, vocabulary, idea, etc. One of the problem in speaking is responding direct questions from the lecturer. In responding direct questions, students must think quickly, have knowledge, have speaking skill, and have high confidence.

Meanwhile, listening is one of important aspects in classroom activity. Listening is needed by students to understand what the lecturer says and to have conversation with each other. Brown (2010: 157), “conversations involve speaking and listening”. It means that speaking and listening cannot be separated.

However, students usually cannot respond direct question that are caused by lack of listening ability. It needs serious attention in order that they can be active and optimal in learning activity and if this problem is not paid attention, it will have a negative impact both for the students and the asmosphere such as anxiety, frustration of learning activity.

Related to the above problem and based on the obseravation by the researcher, the fact that on English Educational Study Program, Pakuan University Bogor, there is a problem that several students cannot respond direct questions from the lecturer. In observation, there are several reasons by the student who cannot respond direct questions. One of the reason is the student cannot understand the question clearly because of the lack of understanding the question, automaticaly they cannot answer the question. Therefore, researcher is interested in conducting research on the problem by taking the title of "The Correlation between Students' Listening comprehension and Their Ability to Respond Direct Question*"*.

1. **Reason for Choosing the Topic**

The researcher considered that mastering listening comprehension is one of important skills to respond a direct questions from the lecturer. It is very important when the students answer lecturer’s question, because in active class, students get point from responding or answering to lecturer’s question. Listening also makes students to think fast. Because the speed of listening is very quick. But many students are dificult in doing it. That’s why it must be trained regularly such as listening to the news, movies, and music.

On the other hand, understanding in listening also should be trained by direct question. Because it is very important to know how far students’ ablity in listening skills. Besides, listening basicly is only comprehending and passive, therefore, in order that students are active in the class, direct question should be applied to stimulate students in understanding the content of the listening itself. The last, the direct question is the interactive communication between lecturer and the students, so it builds students to develop the communication about what have they have listened.

Therefore, the researcher is interested in finding whether there is a correlation or not. So, the correlation between students’ listening comprehension and their ability to respond direct question will be investigated in this research.

1. **The Aim of the Researcch**

The aims of this research are:

1. to investigate students’ listening comprehansion.
2. to investigate students’ ability in responding direct questions.
3. to investigate whether there is a correlation between students' listening comprehansion and their ability in responding direct questions or not.
4. **Statement of the Problem**

Based on the research title and the problem from the observation by the researcher. The statement of this research is: “is there acorrelation between students' listening comprehansion and their ability in responding direct questions?”

1. **Hypothesis**

Alternative hypothesis (Ha) is chosen in the research. It is assumed there is a Correlation between Students' Listening comprehansion and Their Ability in Responding a Direct Question.

1. **Limitation of the problem**

The problem is limited only the correlation between students’ listening comprehension in TOEFL and their ability to respond spoken direct question by using spesific information question.

1. **Operational definition**
2. Listening comprehension

Listening is receptive skill, which include the prosses of thinking, it is expressed by response. So listening is one of basic skill of language that pacilitate spoken langauge to understand.

1. Question

Question is the important tools of assessment to measure students’ abilty about what they have learned. It is very usefull for the student to learn the next level material. One of kind of question is direct question which is use to encourage student involved in learning activity.

1. **Research significance**

After conducting the research with final result, it is expected that the teacher can applying direct question in learning activity especialy in listening comprehension. So, the teacher can assess the students’ ability directly from their responses.

On the other hand, for the student it is also hoped that the student can be more active, confident, and express their idea suitable with the content to train their critical thinking.

**CHAPTER II**

**THEORETICAL FOUNDATION**

1. **Listening Comprehension**
2. **Definition**

Listening is one of receptive skills that is used to communicate by comprehending what the speaker says. Lucas (2001: 56) states “listening involves paying close attention to, and making sense of what we hear”. It means that listener have to concentrate to catch up a message in order to be a good listener to make a good communication.

Richards (2008:1) adds, “listening as comprehension is traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous”. It can be said that listening and listening comprehension are similar and same to facilitate understanding of spoken language.

Furthermore. Lines (2006: 25) says, “by listening, children are preparing to replicate the sounds when they speak. In addition, listening comprehension skills can prepare children to develop reading comprehension skills”. It means that listening is the basic skill in learning a language and developing other skills.

The last is the theory that related to the research that listening is related to people responses. Goh (2002: 3) states, “listening comprehension is frequently described in terms outcomes, that is what listener do in order to demonstrate their understanding. Listening outcomes are stated as verbal and nonverbal responses”. It means that listening comprehension is about understanding of what the speaker says in order to show verbal or non-verbal responses.

1. **Types of Listening**

There are some types of listening. Brown (2010: 162) mentioned four basic types of listening, they are:

1. Intensive

A type of listening that gives to the listeners about awareness in components of larger language such a phonemes, words, intonation, and discourse makers.

1. Responsive

A type of listening that gives relatively for short language to make short response such as a greeting, question, command, comprehension check, etc.

1. Selective

A type of listening that comprehends longer monologues by scanning the particular information. The aim of this performance is to be able to understand the information of spoken language, the example of this activity such as classroom directions from a teacher, television, radio news item, or stories.

1. Extensive

A type of listening that understands the message of conversation by listening of the clue or main idea and inferring all parts of listening.

1. **Direct Question**

One of the techniques for lecturer in classroom is questioning. Elliott (2000: 298), “questioning was one of teaching’s most common and effective technique”. It means that the reason questioning is favorite technique for lecturer, because questioning is simple and effective to checking student understanding. It is added by Fisher (2007: 36), questions are a great way for lecturer to determine what their students know, need to know, and misunderstanding.

Whiltshire (2008: 2) defines, “Questions are an essential feature of formative assessment as they enable child and teacher to identify what they know and can guide them in their next steps”. Thus question is the important tools of assessment to measure students’ ability about what they have learned. One of the type of question is direct question which is aimed to motivate students to be involved in learning activity as stated by BCIT (2010: 9) that direct questions to encourage everyone’s involvement .

The lecturer usually uses the direct question to know that the students get the content or not, explore the student knowledge, and be creative. Elliott (2000: 299) assumed that questions that require students to expand, explore, and be creative. From the statement, asking question in directly make students think quickly and deeply. So, using question in classroom activity can make improvement the student thinking skills and speaking skills. As stated by Fisher (2007: 42),” the questions engage students in deeper thinking. Elliott (2000: 298), “using questions is a specific example of how lecturers can help students to improve their thinking skills.

From the explanation above, questioning can help the lecturer and the students to know about the material and the measurement about what the students understand. Questioning gives the lecturer information that the students understand or not to the content. For the students, questioning help the students increasing thinking skills, and speaking skills.

In direct question, the lecturer asks a question to the students. They respond the question in speaking, so they make conversation each other. However, the students have to respond or answer the question and express their opinion orally. Based on Richard and Renandya (2002: 210), “speaking is used for many different purposes, such as to express opinion, to persuade someone about something, to give instruction, to entertain and so on”. It means that speaking is one of the ways when people want to communicate with each other. Another statement by Turk (1985: 9) stated that speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask a question or give an explanation. It can be concluded that speaking use to share people’s mind.

However, speaking is needed in classroom activity. There are some types of speaking activities. According to Brown (2004: 141) the types of speaking as follows:

1. Imitative

At one end of a continuum of types of speaking performance is the ability to imitate a word or phrase or possibly a sentence.

1. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language, such as reading aloud, sentence and dialogue completion.

1. Transactional

Transactional language accomplished for the purpose of conveying or exchanging specific information such in dialogue. It is an extended form of responsive language.

1. Interpersonal

The teacher commits more for the purpose of maintaining social relationship than for the transmission of fact and information. These conversations are a little tricker for learners because they can involve some or all of the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert agenda.

1. Responsive

Interaction and test comprehension at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like.

1. Interactive

The differences between responsive and interactive speaking are in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

1. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentation, and storytelling during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

It is important for student to know when they speak, in what type of speaking when they do a conversation, because speaking is still general term.

Student speaking performances in classroom make the lecturer easy to assess the student comprehension. Richard (2008:21) stated thattalk as interaction; talk as transaction; talk as performance. It means that speaking for communication, transaction, and the important thing for performance. Beside for assessing student performance, speaking activity make the classroom more interactive.

1. **Response**
2. **Definition**

In general, response can be interpreted as a feedback or reaction of human and shown to other human. It is stated by Jeanne (2009: 269), ”response is the specific behavior that shown by human”. Richard (1982: 124) explains that feedback as a set of response to a message, situation, or event. It means that response a part of feedback that show message, condition, or activity.

According to Watson (1958) in Dalyono (2009: 32), “*Manusia dilahirkan dengan beberapa reflex dan reaksi-reaksi emosional berupa takut, cinta, dan marah”.* It means that humans born with some reflexively and emotional reaction such as fear, love and angry. So, humans has reflexively and they have feeling of fear, love, and angry which is include in emotional reaction. He also adds, “*Belajar merupakan proses terjadinya reflex-refleks atau respon-respon*”. It means learning is the process that reflex or response happened. Therefore response and reflex is involved in learning process.

Gage and Berliner (1984: 254) stated “one basic variety of learning is called respondent learning”. In order to see that the student understand what they have learn. Based on the statement, learning activity is usually followed by a responding activity. It is to prove that student understand about what they have learnt. Huck et al (1987: 47) add that the response refers to something said or done that reveals reader’s or listener’s thought and feeling. From the statement, response is defined as something that shows about thought and feeling of reader or listener.

Human in this world is created with different characteristic one to other. They have different in thoughts, emotions, feelings, opinions or experiences and that influence to the way they respond to something is stated by Richard (1982: 126), “feedback should be descriptive feeling and thought”. Besides, Huck et al (1987: 54) explain, “Response is personal and private”. It means that human reaction is not the same to others. It is unique because, human absolutely cannot guess someone’s reaction or response to a sound that he or she heard, to text, or something that is seen although living in the same place. So, it is based on own individual personality.

In responding something, there are no absolute answers. Human read or listen to a work through, keeping mind and spirit open, and then write down what the human thought and felt as the human read or listen to it. To support that Preston (2003: 11) says, “the goal of response activities is encouraging the students to use their imagination and explore their own feeling, impressions, and interpretations in crafting their personal responses”. Thus, response is use to encourage students’ imagination and discover they feeling impression and interpretation of individual response.

According to Ahmad Subandi (1982: 50) response is the same with feedback who has a role or influence to determining that a good or not the communication. So, in communication and in society or in the class between the lecturer and the students, there is a feedback with response, then created a good communication one to others.

In conclusion, response is feedback that is used to see what the student have learnt that is shown by feeling, impression, and emotional reaction. The aims of the response is used to motivate student to use their imagination and action.

1. **Kinds of Response**

Giving a response to something that human have knew or not happened naturally. Human response can just in our mind or expressed by saying or doing an activity. There are several ways human express their response, they are:

1. Jeanne (2009: 427), there are two categories of responses:
2. Unconditioned response (UCR) is the response caused by the stimulus without learning before.
3. Conditioned response (CR) is the response caused by the stimulus that known before (classical conditioning).
4. Skinner in Dalyono (2009: 32), there are two kinds of response, they are:
5. Respondents are the response that happened because of the specific stimulus.
6. Operants are the response happened because of random situation.
7. Stanford (1996: 4) an initial responses might include any of the following materials:
8. A question (about the meaning of word or sentence, the choice of word, the reason why a particular character appears in the work; the reason why the author chose the begin or end as he or she did)
9. A comment on what the student thinks the work is about and why they are interested or not interested in that idea.
10. An observation about a particular description, or line, or sentence to which the student had a strong reaction (they like it; dislike it; it makes them angry, happy, sad, puzzled, uncomfortable)
11. A connection between this work and something else that the student has read, experienced, or observed in his/her life.
12. Brumfit (1991:35) adds that there are four categories of responses:
13. Affective concerned with engagement of the effect of the work on the reader.
14. Objective concerned with perception, picturing, and retelling the work.
15. Interpretive considers the meaning of significance of the work.
16. Evaluative assesses the work’s merit by particular criteria.

Related to the explanation above, there are similar explanations from the experts. It can be concluded that response happened because of the stimulus.

1. **Related Research**

In 2016, there was researchers, Al-barqah from Pakuan University who observed about the correlation between students’ ability in listening story and their ability in retelling story. The data analysis found that the coefficient correlation between students’ ability in listening story and their ability in retelling story was 0.675 at the significant level of 0.05. The correlation of the students’ ability in listening story and their ability in retelling story is considered significant since the coefficient correlation is higher than the critical value of *r*table (0.675 > 0.361) with p is less than 0.05. It means that there is a correlation between students’ ability in listening story and their ability in retelling story.

Another related research is correlation between students’ listening comprehension and speaking ability by Azizah from UIN Syarif Hidayatullah (2014). The data analysis found that the coefficient correlation between srudents’ listening comprehension and speaking ability was 0.46 at the significant level of 0.05. The correlation between students’ listening comprehension and speaking ability is considered significant since the coefficient correlation is higher than the critical value of *r*table (0.46 > 0.361) with p is less than 0.05. On the other words, the students who are good in listening, they may be good also in speaking and responding direct question.

Now, the writer will observe about the correlation between students’ listening comprehension and their ability in responding direct questions. The writer choose alternative hypotesis that the result of the obesevation will be significant, it means there is a correlation between students’ students’ listening comprehension and their ability in responding direct questions.

**CHAPTER III**

**RESEARCH METHODOLOGY**

1. **Research Method and Design**

Quantitative approach and correlation method are used in this research to investigate the correlation between students’ listening comprehension and their ability in responding direct questions. There are two variable in this research, the first variable is students’ listening comprehension as the independent variable X and the second variable is students’ ability in responding direct question Y. Ex-post facto design is used in this research. The design is as follows:

Tx Ty

Notes:

Tx : Students’ listening comprehension

Ty : Students’ ability in responding a direct question

There are several steps in conducting the research:

1. Giving a listening test to measure the students’ listening comprehension
2. Giving an interview to measure the students’ respond a direct question
3. Analyzing the data
4. **Population and Sample**

The research is conducted at Pakuan University, Bogor. The population of the research is the sixth semester students’ of English Education Study Program who learn teaching english as a foreign language (TEFL). There are four classes. The total number of population is 94 students. Therefore the writer takes 76 students as sample by quota sampling technique. It is counted by Slovin Formula as following:

n = \_\_ N \_\_

1+NE2

= \_\_ 94 \_\_

1+94 (0.05)²

= \_\_ 94 \_\_

1.235

= 76.11

1. **Research Instrument**

In conducting the research, two kinds of tests are given to the students as an instrument to assess students’ listening comprehension and students’ respond direct questions. To asses students’ listening comprehension, the students’ are going to be given 30 multiple choice questions. The test is given to know the students’ comprehension in listening English conversation. The students are asked to hear short conversation and answer all the questions by the native speaker in tape recording.

**Table 3.1**

**Listening Rubric**

|  |  |
| --- | --- |
| Definition | Score |
| The score of each correct answer | 1 point |
| The score for incorrect answer | 0 point |

Therefore, the maximum is 30 for listening score. Then, the final score is calculated by using this following:

Number of Correct Answer

X 100

Maximum Score

Meanwhile, to asses students’ ability in responding direct questions, the students are given direct questions about some information from short conversation in the audio. However, in this research is only investigated the students’ ability to respond direct question by applying specific information question. The description is shown in the following table:

**Table 3.2**

**Direct question Rubric**

|  |  |
| --- | --- |
| Definition | Score |
| The score for correct answer | 1 point |
| The score for incorrect answer | 0 point |

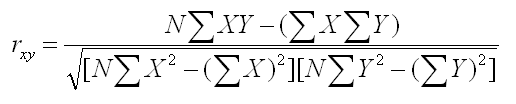
Number of Correct Answer

X 100

Maximum Score

1. **Data Analysis**

To find out the correlation between students’ students’ listening comprehension and their ability in responding direct questions, the data should be collected and analyzed. Person Product Moment formula is used to find out the correlation value. ( Arikunto, 2013)



rxy= Coefficient correlation between X and Y variable

N = Sample

X = Students‟ understanding of simple present tense

Y = Students‟ ability to write descriptive text

X = The sum of X score

Y = The sum of Y score

This formula is used to find out whether there is a correlation between students’ understanding of present tense and their writing ability. The Arikunto (2010:276) interpretation table is used to interpert the correlation coefficient:

**Table 3.3**

**The Interpretation of Correlation Coeficient (r):**

|  |  |
| --- | --- |
| Value of R Product Moments | Interpretation |
| 0.800-1.000  0.600-0.800  0.400-0.600  0.200-0.400  0.00-0.200 | Very high correlation  Quite high correaltion  Average correlation  Low correlation  Very low/ no correlation |

**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

1. **Research Finding**
2. **Data Analysis**

Variable X is the data of students’ listening comprehension and Y is the students’ ability to respond direct questions. Then, the data of students’ listening comprehension and their ability to respond direct questions test score is found in this research. After obtaining the data, the researcher puts them on a table. It is analyzed and described as follows:

**Table 4.1**

**Normality Test/Chi-Square Table of Listening Comprehension Score (X)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Interval Class** | **fₒ** | **fh** | **fₒ** - **fh** | **(fₒ** - **fh)²** | **(fₒ** - **fh)²**  **fh** |
| 1 | 7 – 17 | 9 | 2.052 **≈** 2 | 7 | 49 | 24.5 |
| 2 | 18 – 28 | 8 | 10.2828 **≈** 10 | -2 | 4 | 0.4 |
| 3 | 29 – 39 | 16 | 25.9388 **≈** 26 | -10 | 100 | 3.84 |
| 4 | 40 – 50 | 24 | 25.9388 **≈** 26 | -2 | 4 | 0.15 |
| 5 | 51 – 61 | 10 | 10.2828 **≈** 10 | 0 | 100 | 10 |
| 6 | 62 – 72 | 9 | 2.052 **≈** 2 | 7 | 49 | 24.5 |
|  | Jumlah | 76 | 76 | 0 |  | 63.39 |

Based on the table 4.1, it is shows that the result of normality test (X) is 63.39. The result is less than the r-table of chi-square (96.22). It means that the data of variable X is normal.

**Table 4.2**

**Normality Test/Chi-Square Table of Direct Question Score (Y)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Interval Class** | **fₒ** | **fh** | **fₒ** - **fh** | **(fₒ** - **fh)²** | **(fₒ** - **fh)²**  **fh** |
| 1 | 10 – 22 | 10 | 2.052 **≈** 2 | 8 | 64 | 32 |
| 2 | 23 – 35 | 8 | 10.2828 **≈** 10 | -2 | 4 | 0.4 |
| 3 | 36 – 48 | 8 | 25.9388 **≈** 26 | -18 | 324 | 12.46 |
| 4 | 49 – 61 | 34 | 25.9388 **≈** 26 | 8 | 64 | 2.46 |
| 5 | 62 – 74 | 7 | 10.2828 **≈** 10 | -3 | 9 | 0,9 |
| 6 | 75 – 90 | 9 | 2.052 **≈** 2 | 7 | 49 | 24.5 |
|  | Jumlah | 76 | 76 | 0 |  | 72.72 |

Based on the calculation above, the result of normality test (Y) is 72.72. The result is less than the r-table of chi-square (96.22). It means that the data of variable Y is normal. It can be concluded that the data from variable X and variable Y are normal.

1. **Calculating the Mean**

The mean of variable X and Y is calculated as follows:

 = ȳ =

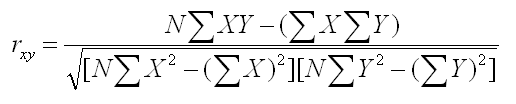
 = ȳ =

 = 40.65 ȳ = 50.39

The mean of listening comprehension test () is 40.65 while the mean of direct question test score (*ȳ*) is 50.39. The score from x and y is not too far.

1. **Calculating the Correlation Coefficient Value**

After obtaining the data from two variables, the data of students’ listening comprehension test and the data of students’ direct question test is calculated to get the correlation coefficient value between the two variables. For calculating the data, he was used Pearson Product Moment formula to correlate the two variables and determine the level of their relation between the students’ listening comprehension and their ability to respond direct questions.

The formula is:

The process and result from the formula is:

rxy =

rxy=

rxy =

rxy =

rxy =

rxy = 0.3807

The data of the test show that the result of rxy is 0.3807.

1. **Hypothesis Testing**

After the data is being calculated and the result of the calculation is found (rxy), the value of r-calculated with the value of r-table is compared to find out whether or not the hypothesis is accepted. The calculation of degree of freedom using following formula:

Df = N-2

Df = 76-2 = 74

Based on the calculation, it is found that the result of rxy is 0.3807, while the value of rtable with degree of freedom (df) is 74, and the level significant 0.05 is 0.2257. it means that rxy is higher than rtable (0.3807>0.2257). So it can be concluded that the alternative hypothesis (Ha) is accepted.

1. **Discussion**

In this research, there are to tests to collect the data, first test is listening comprehension test and the second test is direct question test, it is found that the mean of variable X is 40.65 and variable Y is 50.39 and it shows that the gap between the mean of two variables is not to far. Then, Pearson Product Moment is used to calculate both score. The result of rxy is 0.3807.

Moreover, he calculated the correlation coefficient by using the Pearson Product Moment formula. The interpretation table by Arikunto (2013:319) is used to interpret the correlation coefficient level which is shown in the following table:

**Table 4.2**

**The Interpretation of Correlation Coeficient (r):**

|  |  |
| --- | --- |
| Value of R Product Moments | Interpretation |
| 0.800-1.000  0.600-0.800  0.400-0.600  0.200-0.400  0.00-0.200 | Very high correlation  Quite high correaltion  Average correlation  Low correlation  Very low/ no correlation |

Based on table 4.2, the correlation between two variables x and y from the calculation is low (0.3807). It is compared to the value of rtable is low correlation (0.200-0.400). In other word, there is a correlation between students’ listening comprehension and their ability to respond direct questions, although it is low correlation.

Meanwhile, there are several problem that affect the result. The writer analyze that there are a correlation between variable x and variable y, although is not too significant, it is caused by several factor in the test. First, both test are done on the same day. Second, the test are done after the students’ class. Those factor make they tired. Third, during the test in class D, there is some noise from event beside the classroom. The last, some students do the test carelessly.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

1. **Conclusion**

This research entitles the correlation between students’ listening comprehension and their ability to respond direct questions. The limitiation of the research is listening comprehension in TOEFL and their ability to respond spoken direct question by using specific information question.. The reseacrh is conducted to the seventh semester students of English Education Study Program at Pakuan University with the total popolation of 94 students and the total sample of 76 students. It is administered two tests during the process of the research to get the data of students’ listening comprehension and the data of students’ ability to respond direct questions. After the data had been collected, Pearson Product Moment is used to calcalute the score or the result of rxy. The score of the rxy is 0.3807, and it’s higher than r-table with the score of coefficient correlation is 0.05 and the mean is 74. It means that the Alternative Hypothesis (HA) is accepted, which is there is a correlation between students’ listening comprehension and their ability to respond direct questions. The research shows low correlation between the two variables, even though it has a positive correlation. It can be concluded that the students who have ability in listening comprehension is not always able to respond direct questions from the lecturer.

1. **Suggestion**

After finding the result, there are some suggestions. For the teachers it is suggested that they can apply direct question in learning activity, especially in listening comprehension. So, the teacher can assess the students’ ability directly from their responses.

Second, the students are suggested to master listening comprehension. It can be used to respond direct questions from the lecturer in classroom activity. However, it can be a good way to get direct score from the lecturer.

The last suggestion is to the next researchers. First, they are suggested to do the speaking tests with some friend or team research, it can make the research more easier and more effective such as divide the students and the team into few group. Therefore, the team can test the students quicker. Second, to do the tests listening in quite class or laboratory, bacause if the students do the test in the noisy class they will be affected by several factors, such as being distracted and being confused. It will affect the final result. The last, to do the first test and second test in different day, it can make the students more easier to do the tests.

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