

**A Correlational Study between Habit in Listening to English Songs,
Grammatical Mastery, and Listening Skills: A Study of Seventh Semester
Students at Sebelas Maret University**

Fila Arista, Ngadiso, Ellisa Indriyani Putri Handayani

English Education Department
Teacher Training and Education Faculty
Sebelas Maret University of Surakarta
e-mail: filarista223@student.uns.ac.id

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Abstract

The purpose of the study is to find the correlation between (1) the habit in listening to English songs and listening skill; (2) grammatical mastery and listening skill; (3) habit in listening to English songs, grammatical mastery simultaneously, and listening skill. The method used in this study was correlation study. The total population was 80 and the sample was 20 students taken with the cluster random sampling technique to select one class to participate in the tryout and one class to participate in the study. The instruments in collecting the data are a questionnaire and a test. The questionnaire was used to collect the data of habit in listening to English songs while the objective test is used to collect the data of grammatical mastery and listening skill. The technique used to analyze the data were *Pearson Product Moment and Multiple Linear Regression and Correlations*. The results of the data analysis indicate a significant correlation between the habit in listening to English songs and listening skill; grammatical mastery and listening skill; and between the habit in listening to English songs, grammatical mastery simultaneously, and listening skill of the seventh semester students of Sebelas Maret University. From the research findings, it can be concluded that both the habit in listening to English songs and grammatical mastery positively correlated to listening skill.

Keywords: Correlation, Habit, Songs, Grammar, Listening Skill

INTRODUCTION

Along with speaking, reading, and writing, listening is one of the four primary language skills and is essential for both daily life and education Vandergrift (2012). Rost (2002) defined listening as a complicated interpretive process whereby listeners compare what they hear to what they already know. According to Rost (2009), we can understand the world around us better through listening, and it is a crucial thing for effective communication. As communicative language instruction evolves, instructors have begun to understand the significance of listening in language acquisition more and more.

In addition, Kul (2010) stated that listening should be the first ability learned when learning a new language because it is a precondition for speaking, reading, and writing. Supporting Kul, Yavuz & Celik (2017) stated that there is a significant amount of input influenced by listening habit, which is also a key factor in obtaining input during the learning process. Input greatly influences the output, listening skills are crucial for successful language learning. Given this, it is reasonable to conclude that listening abilities are fundamental to the learning output, as they provide the necessary groundwork for effective communication.

Conaway (1982) in Qutub (2012) said that because listening is utilized more frequently in conversation than any other language skill, it can be said that listening is more significant than reading or "intellectual aptitude." These serve as examples of the value of listening in language learning. The necessity to master listening skills is needed and it's relevant. Moreover, Kul (2010) explained that compared to speaking or reading, there appear to be far fewer educational resources for listening. This is because comprehension processes are still poorly understood, and teachers frequently believe that after speaking is introduced to pupils, listening abilities will somehow improve.

Since listening has no rules like grammar does, listening skill is similarly challenging. Due to the current circumstances, students should learn more than just listening in the classroom. To improve their score and listening skill, they have been suggested to learn from additional sources. Developing a habit in listening to English songs can be both enjoyable and beneficial in numerous ways. Music has the power to break through language boundaries, making it a fantastic tool for developing one's language abilities and cultural sensitivity. Regularly listening to English songs can significantly enhance your listening skill because this skill is crucial for understanding native speakers in real-life situations, whether in conversations, movies, or other media.

Listening establishes the framework for comprehending and acquiring a language, and grammar offers the structure needed to properly and effectively express what is heard and understood. Grammar is surely important in language learning, the tool to express something with the right grammatical rules in a sentence to communicate in English. Harmer (2001) defined grammar as the description of how words can alter their forms and be joined into sentences in a language. Lado

(1961) stated, “Grammar is a study of guidelines that attempt to instruct learners on appropriate and inappropriate language use in order to talk in the language of the socially educated class”. So, it can be said that grammar plays a vital role in communicating in English, as Andrew (2021) explained if we see a language as a highway, the words are the vehicles and the grammar is the road signs and markings that guide people to drive on it, where to go and how to drive. Lado (1977) stated that grammar is the regulations that are supposed to differentiate what to say and what not to say in a sentence form in order to communicate in a language. Meanwhile, Harmer (2001) stated that grammar is an explanation of the various ways that words can take on different forms and order to build sentences in a language. From the explanation above, the writer is interested in studying the correlation between the habit of listening to English songs, grammatical mastery, and listening skill.

LITERATURE REVIEW

The Nature of Listening

Listening is not the same as hearing. Listening, on the other hand, is the series of an intensive process of receiving, processing, and understanding the information or content of what one hears Buck (2001). Meanwhile, hearing is the passive process of hearing something, possibly unintentionally on which the hearer does not mean to understand the content of the sound or what he heard. Celik & Yavuz (2015) defined listening as a “cognitive process” contrary to hearing, which is a “psychological process” that does not require intense focus, listening is a “process” in which people give intense attention to what they hear. We listen to the talk, the music, the play, or the movie, but we also hear the bumping sound, the explosion, and the argument (as we do not mean to).

Richard (1983) described listening and listening skill as the same terms of a process to interpret the meaning of oral communication. Meanwhile, Gilakjani (2011: 978) defined listening skill as the interactive process in which someone is receiving, selecting the input, processing the meaning, and interpreting what is heard toward the “existing knowledge” of his/hers. It has to be orderly as the series of processes needed, also full attention in order to get the meaning carried by the sources.

The Nature of Habit

According to Neal (2015) habit is a trained reflex-like response that is unconsciously brought on by familiar surrounding cues (physical setting, other actions in sequence, time of day). Confirmed by Charles (2012) that habit is an automatic behavior that is performed on a regular basis and usually happens unconsciously. Wood & Neal (2007) added “Habit is a learning propensity to reproduce previous responses. They are set off by context elements that have frequently been associated with past performances, such as performance places, earlier steps in a sequence, and specific individuals”.

Danner (2008) stated that a key indicator of strong habits is the combination of frequent responses and consistent cues in performance. Habits develop through learning connections between actions and the features of the situations in which they occur. While habit strength is sometimes measured solely by how often a behavior has been performed, this approach only accurately reflects habit strength for actions consistently done in the same context, like wearing seatbelts. For behaviors that can take place in various settings, such as snacking, exercising, or drinking milk, past frequency does not reliably predict future actions unless those behaviors have been performed in stable environments.

The Nature of Grammar

An important part of learning English is understanding grammar. When students find grammar challenging, they struggle to form sentences correctly. Here are some definitions of grammar from experts in the field. Hirai (2010) describes grammar as a method for organizing sentences and creating effective language. Gerot and Wignel (1994) define it as the theory that explains how a language is constructed. Additionally, Thornbury (1999) states that grammar involves analyzing sentence structures that convey meaning. Essentially, grammar is about how words combine to create meaning and it outlines the components of a language.

Grammar is concerned with sentence structure, according to House & Harman (1998) in their book *Descriptive English Grammar*, which includes part of speech, subject and predicates, voices, phrases, and clauses. Furthermore, Swan (2005) stated that grammar is the rules of how words are changed, arranged, and combined to form the meaning of a sentence. Freeman (2000) stated that grammar is formed of verbs, nouns, adjectives for comparison, adverbs for comparison, pronouns, modality, prepositions, article conjunctions, and tenses. Additionally, Savignon (1997) claimed that knowledge of sentence structure, sentence components, and their relationships constitutes grammatical competence.

RESEARCH METHOD

This study used two different types of variables both independent and dependent variable. The two independent variables in this study are the habit in listening to English Songs (X_1) and grammatical mastery (X_2). Listening skill is the dependent variable (Y). These variables are related, as shown in the diagram.

Habit of Listening to English Songs (X_1)

X_1Y

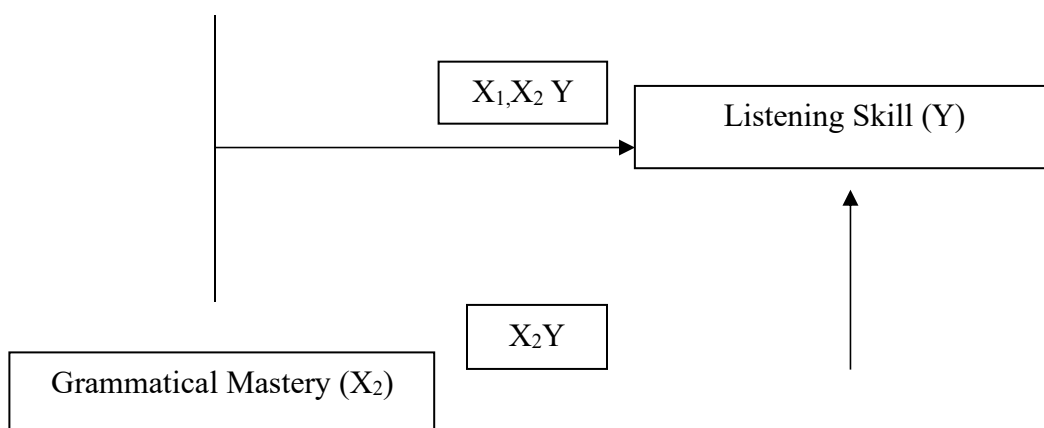


Figure 1. Diagram of the Relationship between Habit of Listening to English Songs (X_1), Grammatical Mastery (X_2), and Listening Skill (Y)

This research was carried out at Sebelas Maret University in Surakarta, conducted specifically on the seventh-semester students of the English Education Department. The sample of the study is 20 students, taken by the cluster random sampling technique. The data were collected by using questionnaire and test. The questionnaire was used to gather the data of habit in listening to English songs, meanwhile, the tests were used to collect the data of the student's grammatical mastery and listening skill. The validity of the instruments was tested using the *Pearson Product Moment* formula for the questionnaire and the *Bi-serial Point Correlation* formula for the tests. The reliability of the non-test instrument was assessed using the *Alpha Cronbach's Coefficient* formula. Meanwhile, the test was measured with the *Kuder Richardson-20* or *KR-20* formula.

The technique used to analyze the data was a component of quantitative research, so the outcomes are described in terms of numbers. The correlation method based on Kothari (1985) is a technique for calculating the degree of correlation between two or more variables. A prerequisite test was used as a pre-requirement before testing the hypotheses. It examines the data's normality, linearity, and significance of a regression. The outcome of the prerequisite test is intended to evaluate whether hypothesis testing can be continued or not. In other words, before passing the prerequisite test, it is impossible to test hypotheses.

The research hypotheses were tested using *Pearson Product Moment* and *Multiple Linear Regression and Correlation* formulas. *Pearson Product Moment* formula was used to measure the relationship between the habit in listening to English songs (X_1) and listening skill (Y), and the correlation between grammatical mastery (X_2) and listening skill (Y). Meanwhile, *Multiple Linear Regression and Correlation* were used to describe the correlation between the

habit in listening to English songs (X_1), grammatical mastery (X_2) simultaneously, and listening skill (Y).

FINDINGS

Pre-requisite Test

The results of the data normality can be described as follows:

Table 1. The Normality Test on the Habit in Listening to English Songs, Grammatical Mastery, and Listening Skill

	X_1	X_2	Y
N	20	20	20
Mean	54.00	73.03	75.00
Standard Deviation	7.29	11.03	14.04
The highest value of L_o	0.142	0.124	0.139
L_t	0.190	0.190	0.190
Status	normal	normal	normal

The normality test on 20 sample ($N=20$) with a significance level (α) of 5% (0.05) and an L-table of 0.190 indicates that all the data have an L-obtained (L_o) lower than the L-table (L_t). The value of L_o on the habit in listening to English songs is 0.142 and on grammatical mastery is 0.124. The value of L_o on the listening skill is 0.139. It can be said that all the data is a normal distribution because L_o (0.142; 0.124; 0.139) is lower than the L_t (0.190). It can be said that the data of the habit in listening to English songs (X_1), grammatical mastery (X_2), and listening skill (Y) is normal.

The linearity test on the habit in listening to English songs, grammatical mastery, and listening skill is displayed in the table below:

Table 2. The Linearity Test on the Habit of Listening to English Songs, Grammatical Mastery, and Listening Skill

	$X_1 - Y$	$X_2 - Y$
Degree of Freedom (df)	14:4	10:8
Value of F_o	0.370	0.771
Value of F_t	5.87	3.35
Status	linear	linear

The linearity of simple regression on 20 samples ($N=20$) with a significance level (α) of 5% (0.05) indicated that the data have an F-obtained (F_o) lower than the F-table (F_t). The value of F_o on the habit in listening to English songs (X_1) and listening skill (Y) is 0.370 and on grammatical mastery (X_2) and listening skill (Y) is 0.771. Otherwise, the value of F_t on the habit in listening to

English songs (X_1) and listening skill (Y) for the degree of freedom (df) of 14:4 is 5.87 and on the grammatical mastery (X_2) and listening skill (Y) for the degree of freedom (df) of 10:8 is 3.35. It can be concluded that the regression of all the data is linear because F_o (0.370; 0.771) is lower than the F_t (5.87; 3.35).

The calculation shows the coefficient value of the data and the regression line of the data. The value of the coefficient on the habit in listening to English song (X_1) and listening skill (Y) is $a = 3.261$ and $b = 0.217$ with the regression line is $Y = a + bX_1$, then $Y = 3.261 + 0.217X_1$. The value of the coefficient on the grammatical mastery (X_2) and listening skill (Y) is $a = 3.402$ dan $b = 0.418$ with regression line is $Y = a + bX_2$, then $Y = 3.402 + 0.418X_2$. Meanwhile, the value of the coefficient on the habit of listening to English songs (X_1), grammatical skill (X_2), and listening skill (Y) is $a_0 = -3.117$, $a_1 = 0.162$ $a_2 = 0.339$ with regression line $Y = a_0 + a_1X_1 + a_2X_2$, so $Y = -3.117 + 0.162X_1 + 0.339X_2$. So, it can be concluded that the data of the habit in listening to English songs (X_1), grammatical mastery (X_2), and listening skill (Y) is linear.

The significance of regression test on the habit in listening to English songs, grammatical mastery, and listening skill can be seen in Table 3.

Table 3. The Significance Test on The Habit in Listening to English Songs,

	$X_1 - Y$	$X_2 - Y$	$X_1X_2 - Y$
Degree of Freedom (df)	1:19	1:19	2:18
Value of F_o	8.42	11.785	10.705
Value of F_t	4.38	4.38	3.55
Status	significant	significant	significant

Grammatical Mastery, and Listening Skill

The significance of simple regression test on 20 samples ($N=20$) with a significance level (α) of 5% (0.05) and F-table (F_t) of 4.38 indicates that all the data have an F-obtained (F_o) higher that F-table (F_t). The value of F_o on the habit of listening to English songs (X_1) and listening skill (Y) is 8.42 and on grammatical mastery (X_2) and listening skill (Y) is 11.785. Meanwhile, the significance of multiple linear regression test with the value of F_o for the habit in listening to English songs (X_1), grammatical mastery (X_2), and listening skill (Y) is 10.705. It is concluded that the regression of all the data is significant because F_o (8.42; 11.785; 10.705) are higher than F_t (4.38; 4.38; 3.55). So, it can be concluded that the data of the habit in listening to English songs (X_1), grammatical mastery (X_2), and listening skill (Y) is significant.

Hypotheses

The first hypothesis revealed that the value of the coefficient of correlation (r) between X_1 and Y is 0.565. After getting the value of r_{x_1y} , a t-test was used to determine the significance of the correlation. For 20 samples ($N = 20$) with a significance level (α) is 5% (0.05) and a t-table (t_t) of 2.109, it shows that t obtained (t_o) is greater than t table (t_t). It can be concluded that the null hypothesis (H_o) is rejected and there is a significant correlation between X_1 and Y .

Furthermore, the calculation shows that the coefficient of determination or R Square is 0.319 or 31.9%. This shows that 31.9% of the listening skill variance is determined by the habit in listening to English songs, then the remaining 68.1% is determined by other factors outside the variables observed by the researcher. The significance of regression between variable X_1 and Y is $\mathbf{Y} = 3.261 + 0.217X_1$ has been proven, which is significant so that it can be used to predict listening skill (Y) based on the habit in listening to songs (X_1). This means that Y will increase by 0.217 points if X_1 is increased by 1 point with a constant score of 3.261.

Kul (2010) stated that listening should be the first ability learned when learning a new language because it is a precondition for speaking, reading, and writing. Compared to speaking or reading, there appear to be far fewer educational resources for listening. This is because comprehension processes are still poorly understood, and teachers frequently believe that after speaking is introduced to pupils, listening abilities will somehow improve. Supporting Kul, Yavuz & Celik (2017) stated that there is a significant amount of input influenced by listening habit, which are also a key factor in obtaining input during the learning process. Meutia (2013) found that there is a positive correlation between vocabulary mastery and listening skill, with a relative contribution of 72.78% and an effective contribution of 46.06% in their study. This result indicates that the habit in listening to English songs has a significant impact on the listening skill of SMAN 3 Surakarta students in the tenth grade during the academic year of 2012–2013.

The second hypothesis revealed that the value of the coefficient of correlation (r) between X_2 and Y is 0.629. After getting the value of r_{x_2y} , a t-test was used to determine the significance of the correlation. For 20 samples ($N = 20$) with a significance level (α) is 5% (0.05) and a t-table (t_t) of 3.027, it shows that t obtained (t_o) is greater than t table (t_t). The calculated value shows that $3.027 > 2.109$. It can be concluded that the null hypothesis (H_o) is rejected and there is a significant correlation between X_2 and Y .

Furthermore, the calculation shows that the coefficient of determination or r Square (r^2) is 0.396 or 39.6%. This shows that 39.6% of the listening skill variance is determined by grammatical mastery, then the remaining 60.4% is determined by the other factors outside the variables observed by the researcher. The regression line between variable X_1 and Y is $\mathbf{Y} = 3,402 + 0.418X_2$, so that it

can be used to predict listening skill (Y) based on the grammatical mastery (X_2). This means that Y will increase by 0.418 points if X_2 is increased by 1 point with a constant score of 3.402.

Lado (1977) stated that grammar is the regulations that are supposed to differentiate what to say and what not to say in a sentence form in order to communicate in a language. By mastering grammar, students can be more familiar with the sentence form to recognize what the speaker is saying in a listening test. Some studies found a positive correlation between grammar mastery and enhanced listening comprehension skills. For instance, research conducted by Fatikhah (2018) demonstrated that students with stronger grammar skills exhibited better performance in both writing and listening comprehension tasks. Similarly, another study by Gilakjani & Sabouri (2016) highlighted the challenges faced by EFL learners in improving their listening skills, emphasizing the need for robust grammatical foundations. These findings collectively indicate that mastering grammar significantly enhances listening skill.

The third hypothesis is tested with *Multiple Linear Regression and Correlation* to find the value of the coefficient of the correlation (R) between X_1 , X_2 , and Y . The result of the calculation revealed that the value of correlation (R) between X_1 , X_2 , and Y is 0.747. After getting the value of $R_{X_1X_2Y}$, an F-test is conducted to find out the significance of the correlation. For 20 samples ($N=20$) with the level of significance (α) is 5% (0.05) and F-table (F_t) is 3.55. The value of F-obtained (F_o) for $R_{X_1, X_2, \text{ and } Y}$ is 10.705 and it can be concluded that the correlation between X_1 , X_2 and Y is significant because F_o (10.705) is higher than F_t (3.55). Therefore, the null hypothesis (H_o) is rejected and there is a significant correlation between X_1 , X_2 , and Y .

Furthermore, the calculation shows that the coefficient of determination or R Square (R^2) is 0.557 or 55.7%. This shows that 55.7% of the listening skill variance is determined by the habit in listening to English songs and grammatical mastery, then the remaining 44.3% is determined by other factors outside the variables observed by the researcher. The regression line between variables X_1 , X_2 against Y is $Y = -3.117 + 0.162X_1 + 0.339X_2$, 217 X_1 has been proven, which is significant, so it can be used to predict the habit in listening to English songs (X_1), grammar skills (X_2) against listening (Y). This means that Y will increase by 0.339 points if X_2 is increased by 1 point, then increase by 0.162 points if X_1 is increased by 1 point, with a constant score of -3.117.

A study indicated that students with strong grammatical mastery faced fewer challenges in understanding spoken discourse, as they could more readily identify grammatical cues that signal meaning (Riyanto, 2022). Consequently, grammatical mastery not only aids in decoding language but also enhances the overall listening experience by enabling learners to engage with content more

fully. A strong command of grammar facilitates better comprehension of spoken language, as it allows learners to anticipate and interpret grammatical patterns within conversations (Gilakjani & Sabouri 2016). Therefore, integrating grammar instruction into listening activities is essential for fostering effective communication skills and enhancing overall language proficiency.

Habit in listening to English songs (X_1) helps learners become familiar with the sounds and rhythms of the language, which enhances their overall listening skills (Y). At the same time, strong grammatical mastery (X_2) enables learners to better understand and interpret the structures of spoken language. Together, these two factors significantly improve listening comprehension, allowing learners to engage more effectively with English audio content.

Analysis of the contribution of the habit in listening to English songs, grammar ability, to listening skill can be seen in **Table 4**.

Table 4. The Contribution Analysis on the Habit of Listening to English Songs, Grammatical Mastery, and Listening Skill

<i>Varians</i>	<i>Relative Contribution</i>	<i>Effective Contribution</i>
<i>Habit of listening to English songs toward listening skill ($X_1 - Y$)</i>	42.5 %	23.7 %
<i>Grammatical mastery toward listening skill ($X_2 - Y$)</i>	57.5 %	32 %
Total	100 %	55.7 %

After a significant correlation was found between the habit of listening to English songs, grammatical mastery, and listening skill (X_1Y ; X_2Y ; and X_1X_2Y), the data were analyzed to determine the contribution of each independent variable to the dependent variable. The relative contribution value (**RC**) is found by dividing the value of $a \sum xy$ by the value of SS_{reg} then multiplied by 100%. While the effective contribution value is obtained by multiplying the relative contribution value by the coefficient of determination (r^2). From the calculation results, the relative contribution (**RC**₁) of the habit of listening to English songs (X_1) is 42.5% with an effective contribution (**EC**₁) of 23.7% and the relative contribution (**RC**₂) of grammatical mastery (X_2) is 57.5% with an effective contribution (**EC**₂) of 32%.

CONCLUSION

Based on the findings of this study, the following conclusion can be drawn: (1) There is a positive correlation between student's habit in listening to English songs (X_1) and listening skill (Y) of the seventh-semester students of Sebelas Maret University, (2) There is a positive correlation between grammatical mastery (X_2) and listening skill (Y) of the seventh-semester students of Sebelas Maret University, (3) There is a positive correlation between the habit of listening to English songs (X_1), grammatical mastery (X_2) simultaneously, and listening skill (Y) of the seventh-semester students of Sebelas Maret University.

Considering the results of the study, educators and language learners can incorporate music into their daily routines, promoting listening habits and integrating grammatical mastery into the learning process. Engaging with songs that have clear lyrics and relatable themes can make the learning process enjoyable and effective. Furthermore, teachers can encourage learners to listen more frequently and use exercises in conjunction with clear grammar instructions to help students become more proficient in grammar.

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