

The Effectiveness of Teaching Listening Skills through English Movies

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Abstract

Teaching English skills requires effective techniques of teaching and teaching media. One of them is movies. This study explores and describes the effectiveness of teaching listening skills through English movies. The objectives of this study are to (1) analyze the description of listening skills through English movies as the media of learning; (2) analyze the description of listening skills without English movies as the media of learning; (3) analyze the effectiveness of the listening skills learning through English movies and without English movies as the media. The study was designed in experimental research employing experimental and control groups of students as the subjects of the study. Each group was treated using different techniques. The treatment began with the pre-test and ended with the post-test as the data collection technique. The instruments used written and oral test items. The data collected were analyzed quantitatively. Based on the data, it was concluded that (1) the average N-gain score for the experimental group is 61% indicating that teaching listening skills using English films is included in the category effective enough; (2) the average N-gain score for the control group is 38%, the N-gain score is at least 0.00% and a maximum of 64.29% indicating that teaching listening skills without using films in English is included as the ineffective category; (3) there is a difference between average learning outcomes in teaching listening skills using English films and teaching listening skills without using English films (conventional).

Keywords: Teaching; listening skills; movies; films; experimental group; control group

Introduction

In managing the English teaching and learning process, an English teacher must be able to apply all language teaching procedures in the classroom. One of the procedures is mastering some teaching strategies that have been mastered every time of teaching. Dealing with the English

teaching and learning process, there are several teaching methods and techniques which have to be mastered and applied by every English teacher, whether old methods and techniques or new ones. They are oral approach and situational language teaching, direct method, total physical response method, audiolingual method, etc. In addition, there are also current teaching methods and strategies identified as innovative and effective ones. They are teaching listening skills through English movies, story-telling strategy, jigsaw strategy, integrated strategy, etc.

Every teaching strategy has its characteristics. Because of the different characteristics, an English teacher has to be able to differentiate them to apply the strategies in the teaching and learning process. However, only one method or strategy will be researched in this study, namely teaching listening skills through English movies. This study is intended to know the effectiveness of the method because it is not used by most of the English teachers in every educational institution in Ternate, especially at the State Islamic Institute of Ternate as the researchers' workplace.

As stated before, the students must have good English performance after being treated in English for about one or two semesters. They have to be good at listening and speaking skills. At least, they have to comprehend talks performed or spoken by other people.

However, the facts indicate that many students are not good at English. This statement is based on the scores obtained by the students from semester to semester. Many students of the State Islamic Institute of Ternate, especially in the Islamic Education Department, have no competence in English subjects. They cannot comprehend English talks spoken by other people. They have low English scores.

Based on these facts, it is important to solve this problem. One of the solutions is innovating old or current English teaching strategies. The teaching strategies meant here are the ones dealing with listening skills. They are expected to improve the English performance of the students in listening skills particularly. This problem is assumed to be solved by implementing effective teaching strategies. One of the strategies is teaching listening skills through English movies. So, it is necessary to know the effectiveness of this strategy to be implemented in the teaching and learning process to improve the English performance of the students. Therefore, investigating this strategy becomes important to be done by doing scientific research. The investigation was conducted through experimental research at the State Islamic Institute of Ternate in the academic year 2021/2022.

The objectives of the study are to (1) analyze the description of listening skills through English movies as the media of learning; (2) analyze the description of listening skills without English movies as the media of learning; (3) analyze the effectiveness of the listening skills learning through English movies and without English movies as the media.

Theoretically, the result of this study is expected to support the theory of English language learning strategies and learning media, especially on listening skills. In terms of listening strategies, the English teachers can apply any kind of listening strategies to be implemented in the English class, whether general English or English for specific purposes (ESP) by learning the theories of learning listening skills from the results of this research. Practically, after conducting the research, the researchers expect to give a practical contribution to the researchers themselves, the English teachers and lecturers, and other non-formal instructors (English courses, etc) to improve their skills and professionalism in teaching English at any level of an educational institution. They can apply this strategy in teaching and learning English to improve their students' English language skills, especially listening skills.

Literature review

Nyak Mutia Ismail conducted research titled movies and language learning: what skills do they conquer? The research dealt with a qualitative study focusing on twelve items of questionnaires to be answered by ten English teachers of SD, SMP, and SMA as the respondents. In her research, she found that using movies is very effective to teach English. It gave a high level of contribution to English teaching and learning. It can contribute a positive effect on students to improve their English proficiency by covering four language skills, namely listening, speaking, reading, and writing. In addition, the use of movies can improve the students' English proficiency in language aspects, namely vocabulary, grammar, and pronunciation as well as cultural aspects.

Jing Liu, one of the staff of the School of Foreign Language, Qingdao University of Science and Technology, presented a research result dealing with an experimental study on the teaching of English by employing multimedia in College Language Teaching. The study was concerned with the effectiveness of multimedia to teach English in College Language Teaching. The research aims at exploring the effectiveness of multimedia in teaching English. It employed a qualitative empirical research method. The research employed language test items as the instruments to measure the students' mastery of English indicating the effectiveness of multimedia in teaching English at College Language Teaching. Based on the results of the research, it was stated that multimedia had a positive impact on the students' English proficiency in the teaching of English. In other words, the multimedia had proved its effectiveness in teaching English through the success of the students indicated by the improvement of their scores. Therefore, it can be concluded that multimedia can easily accelerate the improvement of the students' success. It can help the teachers to improve the student's English proficiency.

Listening skills and listening comprehension

Listening is an activity of employing human ears and cognitive devices to get or know information from outside (humans and non-humans' voices) into responses both in the forms of verbal and non-verbal ways especially in the process of communication.

Nunan (1999) points out that listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, learning cannot begin.

About the term "listening", Underwood (1993b) states his ideas by defining them. He stated that listening is the activity of paying attention to and trying to get meaning from something we hear. Physiologically, hearing is a process in which sound waves enter the outer ear and are transmitted to the ear-drum, converted into mechanical vibrations in the middle ear into nerve impulses that travel to the brain. While the psychological process of listening begins with someone's awareness of and attention to sounds or speech patterns, proceeds through identification and recognition of specific auditory signals, and ends in comprehension (Underwood, 1993b in Zaenuri, 2008).

The definitions of listening above remind us that the activity of communication requires the ability to listen. Communication activity cannot run well and effectively without listening ability because one of the communicators has no information or understanding to respond to the other communicator's speaking. A listener's inability in listening skills can affect the process of communication, both in employing top-down and bottom-up processes.

In this case, Richards (1999) suggests that the listener's inability of using the top-down process will make the utterance incomprehensible. On the contrary, the bottom-up process alone often causes minimum comprehension ability. He also states that when learn firstly deal with a foreign language, they will usually depend mainly on top-down processing, that is the working of background knowledge especially in comprehending the meaning of each utterance they receive.

As a result, they can develop their linguistic competence by analyzing utterances from the bottom-up process in the listening activity.

Listening skill is a kind of practical competence owned and performed by someone in processing information through oral communication. Oral communication here means verbal communication spoken by a speaker. This kind of skill deals with auditory processing and involves cognition ability. So, the relationship between the auditory ability and cognition ability are very close and they cannot be divorced from each other. They have to be synchronized in the process of getting verbal input through listening activity.

All academicians and scholars have known and recognized that listening is one of the language skills. All skills must be implemented in practical ways. People cannot be good at a particular skill without practicing it repeatedly. As a skill, listening is not enough to be learned as a theory but it has to be implemented in the form of oral practices. In other words, listening skills must be practiced repeatedly.

Listening comprehension is the activity of comprehending or understanding and recognizing oral texts, talks, and utterances by employing listening devices to respond through verbal or non-verbal communication. Listening comprehension requires the ability to analyze the incoming information as the input to be processed as the schemata. Someone's ability to analyze can determine and form his/her quality of listening comprehension. Therefore, repeated practice is needed by everyone who wants to improve his/her listening comprehension in the process of oral communication because it is a skill.

The roles of listening comprehension in communication

As a receptive skill, listening plays important role in the process of communication. It can affect the effectiveness of communication. Without listening comprehension performed by someone, misunderstanding and misinterpretation will occur in the process of communication. When one of the communicators has low competence in listening skills he/she cannot perform oral communication effectively. If a communicator misunderstands the messages he/she will give responses incorrectly, then the communication is categorized as bad communication.

Nunan proposes three other important reasons for emphasizing listening, and they demonstrate the importance of listening to the development of spoken language proficiency. First, spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding, access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning. Second, authentic spoken language presents a challenge for the learner to attempt to understand language as native speakers use it. Third, listening exercises provide teachers with the means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language (Nunan, 1999 in Zaenuri, 2008).

The aspects of listening comprehension

It has been stated and recognized that listening is a receptive skill that plays important role in the process of communication. Therefore, a communicator is required to have high competence in listening comprehension in the form of effective communication. To be able to perform effective communication, a communicator is required to know and recognize the aspects of listening comprehension and implement them in the process of communication.

Listening comprehension has some aspects that can be taken into consideration. The following part discusses the aspects. They are the nature of the listening process, micro-skills of

listening, listening situations, types of listening skills, techniques for teaching listening comprehension, and types of listening comprehension activities.

Comprehending spoken English as a foreign language employs two distinct processes involved, bottom-up processing and top-down processing. Bottom-up processing indicates a process of decoding or receiving a message that the listener hears through the sounds, words, and grammar analysis. Inversely, top-down processing deals with employing schemata or background knowledge to comprehend a message. In bottom-up processing, successful comprehension focuses on the recognition of sound, words, and grammar while successful top-down processing focuses on having the kind of background knowledge needed to comprehend the meaning of the messages sent by the speaker (Gebhard, 2000).

In short, it can be stated that listening includes both pedagogical and psychological processes and goes through bottom-up and top-down processing. Thus listening competence needs active efforts of improvement through listening practices for various types of tasks, activities, and situations so that students will be more competent in using linguistic and background knowledge for comprehending various types of oral texts. Listening purpose is an important variable. Listening to a news broadcast to get a general idea of the news of the day involves different processes and strategies from listening to the same broadcast for specific information, such as the results of an important sporting event. Listening to a sequence of instructions for operating a new piece of computer software requires different listening skills and strategies from listening to a poem or a short story. In designing listening tasks, it is important to teach learners to adopt a flexible range of listening strategies. It can be done by holding the listening text constant (working, say, with radio news broadcast reporting a series of international events) and getting learners to listen to the text several times, however, following different instructions each time (Zaenuri, 2008).

Research method

In this research, the researchers employed a quasi-experimental design. The data were analyzed quantitatively. The subjects in this research were students of the Islamic Education Department at the State Islamic Institute of Ternate, the academic year 2021/2022. The study plan was chosen based on the researchers' observations in the preliminary study. To know the basic knowledge of the students, the researchers gave a pre-test as before treating them, and then treated the students as the subjects of the study. After treating them for 12 (twelve) meetings, the researchers gave a post-test to the students, then analyzed the data (students' test results), then compare them with the pre-test results. Finally, the researchers judge the effectiveness of teaching listening skills by using English movies.

Because this research was designed in the form of experimental research with a quasi-experimental scenario, the researchers divided the research subjects into 2 (two) groups, namely the experimental group and the control group. An experimental group is a group of students (research subjects) who are investigated and treated using the method/technique/ media being researched the control group is a group of students (research subjects) who are investigated and treated using other methods/techniques/media without using English movies as the media.

There were 37 (thirty-seven) students in the experimental class/group (experimental group), and the control class (control group) consisted of 34 (thirty-four) students. All students in the experimental group and control group received treatment with the same material, but with different methods and media as described above.

The data was collected by starting by treating the classes with the following procedures: (1) the researchers entered the classroom and give a brief description of the study. The researchers

give the students pre-test in the form of questions as the instrument of the study. (2) the researchers gave a pre-test to the students based on the ideas of the movies seen before. The test items were in the form of both written and oral questions. The post-test was given at the end of each meeting; (3) the students were treated or taught English (listening skills) by employing English movies. The treatment was conducted in 12 (twelve) meetings. (4) the researchers gave post-test (written and oral questions) to the students based on the ideas of the movies seen before; (5) after being post-test in the last meeting (in the 12th meeting), the students' test scores were accumulated and divide to get the average scores of all meetings as the whole data of the research; (6) the data were analyzed and discussed after describing the findings of the research. Finally the results of data analysis and discussion were concluded in the last section of this article.

To collect the data from the respondents, the researchers employ test items as the research instruments. They are in the form of test pre-test and post-test items. To support the instruments and to implement the research, the researchers used a laptop, LCD projector, and active speaker as well as a camera to document the process of research both during and after the treatment.

After collecting data from the respondents, the researcher sorted and analyze them quantitatively using the t-test as the statistical formula. This study employed a quasi-experimental design, specifically the independent sample t-test. The independent sample t-test aims to compare the averages of the two unpaired and independent groups. In other words, there are two groups (different subjects) that are treated with different teaching techniques. The analysis of the results in this study was conducted using the program SPSS version 20. The following are the procedures implemented by researchers in analysing data quantitatively: students' pre-test scores were taken from their performance in listening skills before treatment. The scores are listed in the left column of the table; (2) after the class treatment using English films, students were given a post-test to get their final score. The scores are listed in the right column of the table; (3) the students' post-test scores were then compared with their pre-test scores; (4) comparison of students' scores on the pre-test and post-test was analysed using the statistical formula above. The statistical hypotheses used in this study were:

Ho: means that there is no difference between learning listening skills using English film media and without using English film media.

Ha: means that there is no difference between learning listening skills using English film media and without using English film media.

$$H_o : \mu_0 = \mu_a$$

$$H_a : \mu_0 \neq \mu_a$$

Ho is rejected if sig. < 0.05, and vice versa Ho accepted if sig. > 0.05.

Results

This quantitative descriptive research was conducted in the first semester of the Islamic Education Department (Program Studi Pendidikan Agama Islam—PAI) for the 2020/2021 academic year to see the effectiveness of teaching listening skills using English film media. Data collection was carried out on two groups of students who were divided into the treatment group and the control group using test and non-test techniques. The test technique is carried out in two stages, namely pre-test and post-test. Pre test and post-test instruments are given to students at the beginning and end of learning to see students' abilities before and after treatment, both in the treatment class and in the control class. While the non-test technique using a questionnaire

technique is intended to see the effectiveness of teaching from the aspect of readiness and implementation of teaching.

Research data that has been obtained is then processed and analyzed to be used as a basis for decision making. Decision-making about the effectiveness of teaching listening skills through English films can be made based on the results of the calculation of the *N-gain* value (normalized gain). The equation used was as follows:

$$N - gain (g) = \frac{\text{posttest score} - \text{pretest score}}{\text{ideal score} - \text{pretest score}}$$

The categorisation of the results of the *N-gain score* can be determined based on the scores of *N-gain* and from the scores of *N-gain* in the form of a percentage (%). The category of the scores of *N-gain* can be seen in table 1 dan table 2 below.

Table 1. The Category of *N-Gain* Level

N-gain	Category
$g < 0,3$	Low
$0,3 \leq g \leq 0,7$	Mid
$g > 0,7$	High

Source: Sari & Apriani (2014:138)

Table 2. The category of effectivity interpretation of *N-Gain*

Percentage (%)	Interpretation
< 40	Ineffective
40 – 55	Less Effective
56 – 75	Effective Enough
>76	Effective

Source: Hake R, R (1999)

The data analysis of the research used was the SPSS verso 20 application. Based on this application, the results were gained as follows:

Table 3. Data case processing summary

Case Processing Summary							
Class/ Group		Valid		Cases Missing		Total	
		N	Percent	N	Percent	N	Percent
NGain_Percent	Experimental	37	100.0%	0	0.0%	37	100.0%
	Control	34	100.0%	0	0.0%	34	100.0%

Table 4. Data Description

Class/Group			Statistic	Std. Error
NGain_Percent	Experimental	Mean	60.9949	2.17794
		95% Confidence Interval for Mean	Lower Bound	56.5779
			Upper Bound	65.4120
		5% Trimmed Mean		60.9044
		Median		62.1212
		Variance		175.507

Control	Std. Deviation		13.24791	
	Minimum		36.36	
	Maximum		87.50	
	Range		51.14	
	Interquartile Range		21.43	
	Skewness		-.056	.388
	Kurtosis		-1.003	.759
	Mean		37.6777	2.80145
	95% Confidence	Lower Bound	31.9781	
	Interval for Mean	Upper Bound	43.3773	
	5% Trimmed Mean		38.3075	
	Median		37.9808	
	Variance		266.837	
	Std. Deviation		16.33514	
	Minimum		.00	
	Maximum		64.29	
	Range		64.29	
	Interquartile Range		22.73	
	Skewness		-.527	.403
	Kurtosis		.094	.788

Based on the N-gain scores in the form of a percentage (%) and output descriptive table as in table 3 and table 4 above, the results of N-gain score calculation were gained as in table 5 below:

Table 5. The calculation results of the n-gain score test

No	Experimental Group/Class		No	Control Group/Class	
	N-Gain	N-Gain Score (%)		N-Gain	N-Gain Score (%)
1	0.62	62.12	1	0.4	40
2	0.69	69.23	2	0.36	36.36
3	0.71	71.43	3	0.6	60
4	0.5	50	4	0.33	33.33
5	0.71	70.59	5	0.38	38.46
6	0.69	69.23	6	0.33	33.33
7	0.7	70	7	0.55	54.55
8	0.88	87.5	8	0.27	27.27
9	0.59	59.18	9	0.25	25
10	0.44	44.44	10	0.5	50
11	0.5	50	11	0.5	50
12	0.43	42.86	12	0.18	18.18
13	0.77	76.92	13	0.55	54.55
14	0.6	60	14	0.46	46.15
15	0.77	76.92	15	0.38	37.5
16	0.71	71.43	16	0.57	57.14
17	0.71	70.59	17	0.41	41.18
18	0.4	40	18	0.43	42.86
19	0.36	36.36	19	0.42	41.67
20	0.59	58.9	20	0.33	33.33
21	0.74	74.03	21	0.2	20

22	0.83	42.86	22	0.36	36.36
23	0.61	61.04	23	0	0
24	0.75	75	24	0.25	25
25	0.48	47.76	25	0.64	64.29
26	0.5	50	26	0.29	28.57
27	0.67	66.67	27	0.27	27.27
28	0.45	45.45	28	0.64	64.63
29	0.67	66.67	29	0.1	10
30	0.75	75	30	0	0
31	0.56	55.56	31	0.55	55.56
32	0.83	83.33	32	0.33	33.33
33	0.5	50	33	0.46	46.15
34	0.5	50	34	0.5	50
35	0.73	72.73			
36	0.45	45.45			
37	0.63	62.5			
Average		60.9949	Average		37.6777
Minimum		36.36	Minimum		0.00
Maximum		87.50	Maximum		64.29

Based on the results of the calculation of the N-gain score test in table 5 above, it shows that the average value of the N-gain score for the experimental group/class (teaching listening skills using English films) is 60.9949 or 61%, the minimum N-gain score 36.36%, and the maximum of 87.50% are included in the quite effective category. Meanwhile, the average N-gain score for the control class (teaching listening skills without using films in English) is 37.6777 or 38%, the N-gain score of at least 0.00%, and the maximum of 64.29% is included in the ineffective category.

Thus, it can be concluded that teaching listening skills through English films to the first semester students of the Islamic Education Department (PAI) at the State Islamic Institute of Ternate (IAIN Ternate) in 2021 was quite effective in improving student learning outcomes in English subjects. Meanwhile, conventional teaching is not effective in improving the learning outcomes of PAI students in semester 1 of IAIN Ternate in 2021 in English subjects.

Table 6. The output of independence results of samples test

		Group Statistics			
	Group/Class	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	Post Experimental	37	77.30	8.628	1.418
	Pest Control	34	63.62	10.694	1.834

Table 7. The Output of independence results of samples test

		Levene's Test for Equality of Variances							t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	

Learning Outcomes	Equal variances assumed	.005	.946	5.954	69	.000	13.680	2.298	9.096	18.263
	Equal variances not assumed			5.900	63.468	.000	13.680	2.319	9.047	18.312

Based on the data in table 6 and table 7 above, the average post-test results of the experimental group/class and control group/class were 77.30 and 63.62, with a sig (2-tailed) level of $(0.000 < 0.05)$. Therefore, H_0 is rejected and H_a is accepted. So, it can be concluded that there is a difference in the average learning outcomes between learning listening skills using English films and learning listening skills without using English films (conventional).

Conclusion

Based on the data analysis in the research findings and discussion, it can be concluded that (1) the average N-gain score for the experimental group/class is 60.9949 or 61%, the minimum N-gain score is 36.36%, and the maximum is 87.50%. Thus, teaching listening skills using English films are included in the category effective enough; (2) The average N-gain score for the control group/class is 37.6777 or 38%, the N-gain score is at least 0.00% and a maximum of 64.29% indicating that teaching listening skills without using films in English is included as the ineffective category; (3) there is a difference between average learning outcomes in teaching listening skills using English films and teaching listening skills without using English films (conventional).

Declaration of conflicting interest

The authors declare that there is no conflict of interest in this work.

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