

DAFTAR PUSTAKA

- Al-shammari, H. G. (2020). The Impact of Strategy Instruction on Iraqi EFL Learners' Listening Comprehension and Metacognitive Strategy Use 1. *MEXTESOL Journal*, 44(4), 1–12.
- Ally, M. (2008). Foundations of Educational Theory for Online Learning. In T. Anderson (Ed.), *Theory and practice of online learning* (2nd ed.). Edmonton: AU Press. https://doi.org/10.1007/978-1-4020-8299-3_8
- Almusharraf, N. M., Khahro, S. H., & Arabia, S. (2020). Students' Satisfaction with Online Learning Experiences During the COVID-19 Pandemic. *IJET*, 15(21), 246–267.
- Anderson, N. J. (2005). L2 Learning Strategies. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Arikunto, S. (2010). *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara. 2010. *Manajemen Penelitian*.
- Baker, M., Robinson, S., & Kolb, D. (2012). Aligning Kolb's Experiential Learning Theory with a Comprehensive Agricultural Education Model. *Journal of Agricultural Education*, 53(4), 1–16. <https://doi.org/10.5032/jae.2012.04001>
- Bernard, R. M., Borokhovski, E., Schmid, R. F., Tamim, R. M., & Abrami, P. C. (2014). A meta-analysis of blended learning and technology use in higher education: From the general to the applied. *Journal of Computing in Higher Education*. <https://doi.org/10.1007/s12528-013-9077-3>
- Blake, R. J. (2011). Current trends in online language learning. *Annual Review of Applied Linguistics*, 31, 19–35. <https://doi.org/10.1017/S026719051100002X>
- Boyatzis, R. E., & Kolb, D. A. (1995). From learning styles to learning skills: The executive skills profile. *Journal of Managerial Psychology*, 10(5), 3–17. <https://doi.org/10.1108/02683949510085938>
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education, Inc. <https://doi.org/10.1017/CBO9781107415324.004>
- Brown, H. D. (2007). *Teaching by Principles, An Interactive Approach to Language Pedagogy* (3rd ed.). New York: Pearson Education, Inc. Retrieved from <http://en.bookfi.net/book/1392129>
- Buck, G. (2001). *Assessing Listening*. Cambridge: Cambridge University Press.

- Carrier, K. A. (2003). Improving High School English Language Learners' Second Language Listening Through Strategy Instruction. *Bilingual Research Journal*, 27(3), 383–408.
- Chamot, A. U. (2005). Language Learning Strategy Instruction: Current Issues And Research. *Annual Review of Applied Linguistics*, 25, 112–130.
- Chen, A. (2009). Listening strategy instruction: exploring Taiwanese college students' strategy development. *Asian EFL Journal*.
- Chen, Y. (2005). Barriers to Acquiring Listening Strategies for EFL Learners and Their Pedagogical Implications. *Test-Ej*, 8(4).
- Chou, M. H. (2017). A Task-based Language Teaching Approach to Developing Metacognitive Strategies for Listening Comprehension. *International Journal of Listening*. <https://doi.org/10.1080/10904018.2015.1098542>
- Cohen, A. (2003). Strategy Training for Second Language Learners, 1–9.
- Cohen, A. (2011). Second Language Learner Strategies. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* (pp. 1–1017). New York: Routledge.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Boston: Pearson Education, Inc.
- Cross, J. (2011). Metacognitive Instruction for Helping Listeners. *ELT Journal*, 65(4), 408–416. <https://doi.org/10.1097/ID.0b013e31827c8d93>
- Cross, J. (2012). Listening strategy instruction (or extensive listening?): A response to Renandya (2012). *ELTWorldOnline.Com*, 4(June), 1–6.
- Cross, J., & Vandergrift, L. (2015). Guidelines for Designing and Conducting L2 Listening Studies. *ELT Journal*, 69(1), 86–89. <https://doi.org/10.1093/elt/ccu035>
- Ernawati, N. P. E., Saputra, I. N. P. H., & Pramesti, P. D. M. Y. (2014). Penerapan Strategi Numbered Heads Together (NHT) Dengan Berbantuan Media Audio Visual Untuk Meningkatkan Kemampuan Menyimak Pada Siswa Kelas X Bahasa Di SMA Negeri 1 Singaraja Tahun Ajaran 2013/2014. *Jurnal Pendidikan Bahasa Jepang Undhiksa*, 2(1). Retrieved from <https://ejournal.undiksha.ac.id/index.php/JJPBJ/article/view/4213>
- Field, J. (2002). The Changing Face of Listening. In J. C. Richards & W. Renandya (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice* (pp. 242–247). New York: Cambridge University Press.
- Field, J. (2008). *Listening in the Language Classroom*. Cambridge: Cambridge University Press. <https://doi.org/10.1093/elt/ccp090>
- Flowerdew, J., & Miller, L. (2005). *Second Language Listening: Theory and*

- Practice*. (J. C. Richards, Ed.). New York: Cambridge University Press.
- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational Research: Competencies for Analysis and Applications* (10th ed.). Boston: Pearson Education, Inc.
- Goh, C. C. M. (2002). Exploring listening comprehension tactics and their interaction patterns. *System*, 30(2), 185–206.
- Goh, C. C. M. (2008). Metacognitive Instruction for Second Language Listening Development. *RELC Journal*, 39(2), 188–213. <https://doi.org/10.1177/0033688208092184>
- 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>
- Graham, S., & Macaro, E. (2008). Strategy Instruction in Listening for Lower-Intermediate Learners of French. *Language Learning*, 58(4), 747–783. <https://doi.org/10.1111/j.1467-9922.2008.00478.x>
- Graham, S., & Santos, D. (2015). *Strategies for Second Language Listening: Current Scenarios and Improved Pedagogy*. London: Palgrave Macmillan.
- Griffiths, C. (2004). *Language Learning Strategies: Theory and Research*. Auckland.
- Guan, Y. (2014). The effects of explicit listening strategy instruction on the listening comprehension of English as second language (ESL) community college students. *ProQuest Dissertations and Theses*.
- Harmer, J. (2011). *The Practice of English Language Teaching*. Pearson Education Limited.
- Hassan, X., Macaro, E., Mason, D., Nye, G., Smith, P., & Vanderplank, R. (2005). Strategy training in language learning: A systematic review of available research. *Research Evidence in Education Library*, (July), 96. Retrieved from <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=296>
- Hinkel, E. (2006). Current Perspectives on Teaching the Four Skills. *TESOL Quarterly*, 40(1), 109–131. <https://doi.org/10.2307/40264513>
- Ichikawa, A., Aya, S., & Matsumoto, T. (2010). *Gokaku Dekiru JLPT N4 & N5*. Tokyo: ALC.
- Irgin, P., & Erten, I. H. (2020). Exploring the role of strategy instruction: Young learners' listening performance and strategy use, 6(3), 415–441. <https://doi.org/10.32601/ejal.834676>
- JF Standard for Japanese-Language Education 2010*. (2010). Retrieved from https://jfstandard.jp/pdf/jfs2010_all_en.pdf

Khuziakhmetov, A. N., & Porchesku, G. V. (2016). Teaching Listening Comprehension: Bottom-Up Approach. *International Journal of Environmental & Science Education*, 11(8), 1989–2001. <https://doi.org/10.12973/ijese.2016.572a>

Lampiran Permendikbud No 24 Tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar pada Kurikulum 2013 pada Pendidikan Dasar dan Menengah. (2016). (No. 24).

LAN, L. (2015). *The Effects of Computer-assisted Listening Instruction on Vietnamese Teachers and Students of English.* *Researchspace.Auckland.Ac.Nz.* Retrieved from <https://researchspace.auckland.ac.nz/bitstream/handle/2292/25379/whole.pdf?sequence=2>

Lotfi, G., Maftoon, P., & Birjandi, P. (2012). Learning to Listen: does Intervention Make a Difference? *The Language Learning Journal*, 1(17). <https://doi.org/10.1080/09571736.2012.734320>

Miller, L. (2003, April). Developing Listening Skills with Authentic Materials. *ESL Magazine*.

Milliner, B., & Dimoski, B. (2019). *The Journal of Asia TEFL*, 16(3).

Molla Gebre, B., & Gezahegn Tadesse, G. (2015). The Role of Listening Strategy Instruction in Advancing Students' Listening Achievement and Strategy Use. *International Journal of Foreign Language Teaching and Research*, 3(11), 13–24.

Nartiningrum, N. (2020). Online Learning amidst Global Pandemic: EFL Students' Challenges, Suggestions, and Needed Materials. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 4(2), 115–140. <https://doi.org/10.29240/ef.v4i2.1494>

Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.

Ngo, N. T. H. (2015). Some insights into listening strategies of learners of English as a foreign language in Vietnam. *Language, Culture and Curriculum*. <https://doi.org/10.1080/07908318.2015.1080721>

Nugroho, A., & Atmojo, A. E. P. (2020). EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia. *Register Journal*, 13(1), 49–76. <https://doi.org/10.18326/rgt.v13i1.49-76>

Nunan, D. (2002). Listening in Language Learning. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice* (pp. 238–241). New York: Cambridge University Press.

O'Malley, J. M., & Chamot, A. U. (1990). *Learning Strategies in Second Language Acquisition. Learning Strategies in Second Language Acquisition.*

<https://doi.org/10.1017/cbo9781139524490>

- O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Russo, R. P., Küpper, L., & Kupper, L. (1985). Learning Strategy Applications with Students of English as a Second Language. *TESOL Quarterly*, 19(3), 557. <https://doi.org/10.2307/3586278>
- Osada, N. (2001). What Strategy do Less Proficient Learners Employ in Listening Comprehension?: A Reappraisal of Bottom-Up and Top-Down. *Pan-Pacific Association of Applied Linguistics*, 5(1), 73–90.
- Owusu-Fordjour, C., Koomson, C. K., & Hanson, D. (2020). European Journal of Education Studies THE IMPACT OF COVID-19 ON LEARNING -. *European Journal of Education Studies*, 7(3), 88–101. <https://doi.org/10.5281/zenodo.3753586>
- Oxford, R., Crookall, D., Cohen, A., Lavine, R., Nyikos, M., & Sutter, W. (1990). Strategy Training for Language Learners: Six Situational Case Studies and a Training Model. *Foreign Language Annals*, 23(3), 197–216. <https://doi.org/10.1111/j.1944-9720.1990.tb00360.x>
- Oxford, R. L. (2002). *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle Publishers.
- Oxford, R. L. (2003). Language learning styles and strategies: Concepts and relationships. *IRAL - International Review of Applied Linguistics in Language Teaching*, 41(4), 1–25. <https://doi.org/10.1515/iral.2003.012>
- Renandya, W. A. (2012). Five reasons why listening strategy instruction might not work with lower proficiency learners. *English Language Teaching World*, 3, 1–8.
- Richards, J. C. (2005). Second Thoughts on Teaching Listening. *RELC Journal*, 36(1), 85–92. <https://doi.org/10.1177/0033688205053484>
- Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Ne: Cambridge University Press. <https://doi.org/10.1017/S0261444802211829>
- Richards, J. C., & Schmidt, R. W. (2013). *Longman Dictionary of Language Teaching and Applied Linguistics*. *Longman Dictionary of Language Teaching and Applied Linguistics*. Routledge. <https://doi.org/10.4324/9781315833835>
- Rost, M. (2011). *Teaching and Researching Listening* (2nd ed.). Harlow: Pearson Education Limited. <https://doi.org/10.1016/j.jeap.2012.10.004>
- Rumelhart, D. E., & McClelland, J. L. (2017). Interactive Processing through Spreading Activation. In A. M. Lesgold & C. A. Perfetti (Eds.), *Interactive Process in Reading* (p. 432). Routledge.
- Seo, K. (2000). *Intervening in tertiary students' strategic listening in Japanese as*

a foreign language. Griffith University.

- Shadat, A., Sayem, M., Taylor, B., & Mcclanachan, M. (2017). Effective use of Zoom technology and instructional videos to improve engagement and success of distance students in Engineering. *28th Annual Conference of the Australasian Association for Engineering Education (AAEE 2017)*, (December).
- Siegel, J. (2014). ADVICE IN LISTENING INSTRUCTION: DEGREE OF TRANSFERABILITY. *Int J of Innovation in English Language Teaching and Research*, 3(2).
- Siegel, J. (2018). Teaching Bottom-Up and Top-Down Strategies. *The TESOL Encyclopedia of English Language Teaching*, 1–7. <https://doi.org/10.1002/9781118784235.eelt0597>
- Staehr, L. S. (2008). Vocabulary size and the skills of listening, reading and writing. *The Language Learning Journal*, 38(2), 139–152. <https://doi.org/10.1080/09571730802389975>
- Stæhr, L. S. (2009). *Vocabulary Knowledge and Advanced Listening Comprehension in English as a Foreign Language. Studies in Second Language Acquisition* (Vol. 31). <https://doi.org/10.1017/S0272263109990039>
- The Japanese-Language Proficiency Test, Summary of The Results*. (2018). Retrieved from https://www.jlpt.jp/statistics/pdf/2018_1_9.pdf
- Vandergrift†, L., & Cross, J. (2018). Cognitive Listening Strategies. *The TESOL Encyclopedia of English Language Teaching*, 1–6. <https://doi.org/10.1002/9781118784235.eelt0582>
- Vandergrift, L. (2003). Orchestrating Strategy Use: Towards a Model of the Skilled Second Language Listener. *Language Learning*, 53(1), 461–494.
- Vandergrift, Larry. (2004). Listening To Learn or Learning To Listen? *Annual Review of Applied Linguistics*, 24, 3–25. <https://doi.org/10.1017/S0267190504000017>
- Vandergrift, Larry. (2007). Recent Developments in Second and Foreign Language Listening Comprehension Research. *Language Teaching*, 40(3), 191–210. <https://doi.org/10.1017/S0261444807004338>
- Vandergrift, Larry, & Goh, C. C. M. (2012). *Teaching and Learning Second Language Listening: METacognition in Action*. New York: Routledge.
- Vandergrift, Larry, & Tafaghodtari, M. H. (2010). Teaching L2 Learners How to Listen Does Make a Difference: An Empirical Study. *Language Learning*, 60(2), 470–497. <https://doi.org/10.1111/j.1467-9922.2009.00559.x>
- Wang, Y., & Treffers-Daller, J. (2017). Explaining listening comprehension among L2 learners of English: The contribution of general language

proficiency, vocabulary knowledge and metacognitive awareness. *System*, 65, 139–150. <https://doi.org/10.1016/j.system.2016.12.013>

Yeldham, M. (2015). Second Language Listening Instruction: Comparing a Strategies-Based Approach With an Interactive, Strategies/Bottom-Up Skills Approach. *TESOL Quarterly*, 0(0), 394–420. <https://doi.org/10.1002/tesq.233>

Yeldham, M., & Gruba, P. (2014). Toward an instructional approach to developing interactive second language listening. *Language Teaching Research*, 18(1), 33–53. <https://doi.org/10.1177/1362168813505395>

Yeldham, M., & Gruba, P. (2016). The development of individual learners in an L2 listening strategies course. *Language Teaching Research*, 20(1), 9–34. <https://doi.org/10.1177/1362168814541723>

Yokoyama, N. (2008). *Kikukotowooshieru*. Tokyo: Hitsuji Shobo.

Zufli, A., Kusumaningsih, D., Sukarno, & Astuti, A. P. (2021). Persepsi Siswa terhadap Pembelajaran Teks Anekdot secara Daring. *BAHTERA: Jurnal Pendidikan Bahasa Dan Sastra*, 20(1).

