

**The Effect of Listening Cloze Technique on Students' Listening Comprehension in Narrative Text****Rike Meyla Eka Saputri¹, Pradipta Agustina², Elsa Ernawati Nainggolan³**Universitas Maritim Raja Ali Haji
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Abstract

This study aimed to determine the effect of the Listening Cloze Technique on students' listening comprehension in narrative texts among eighth-grade students at SMPN 4 Tanjungpinang. The research employed a quasi-experimental design using a non-equivalent control group pre-test and post-test design. The population of this study consisted of eighth-grade students at SMPN 4 Tanjungpinang in the academic year 2025/2026. The samples were class 8.6 as the experimental class and class 8.8 as the control class, each consisting of 40 students. The experimental class was taught using the Listening Cloze Technique, while the control class received conventional listening instruction. The research instrument was a listening comprehension test consisting of gap-fill, true or false, and multiple-choice questions based on narrative texts. The data were analyzed using normality, homogeneity, and Independent Samples t-test through IBM SPSS Statistics 29.0. The results of the normality test showed that all significance values were higher than 0.05, indicating that the data were normally distributed. The homogeneity test also indicated that the data were homogeneous with a significance value of 0.691 (>0.05). Furthermore, the Independent Samples t-test revealed a significance value (two-tailed) of <0.001 , which was lower than 0.05. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. It can be concluded that the Listening Cloze Technique had a significant effect on students' listening comprehension in narrative texts.

Keywords: Listening Cloze Technique, Listening Comprehension, Narrative Text**Citation:**

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INTRODUCTION

Listening comprehension is an essential skill in English as a Foreign Language (EFL) learning because it enables learners to receive, process, and understand spoken language. According to Zulfizar (2025), listening comprehension involves not only hearing sounds but also cognitive processes that allow learners to interpret ideas, information, and meaning from spoken discourse. As one of the primary sources of language input, listening serves as the foundation for oral communication and supports the development of other language skills, including speaking, reading, and writing. Consequently, successful language acquisition depends largely on learners' ability to comprehend spoken language effectively (Bodie, 2023).

The theoretical foundation of listening comprehension emphasizes that listening is an active and complex cognitive process. Asatryan (2022) explains that listening consists of five stages: hearing, understanding, remembering, evaluating, and responding. These stages require learners to process spoken information in real time while simultaneously connecting auditory input with prior knowledge and contextual understanding. However, many EFL learners experience difficulties during the understanding and remembering stages, particularly when they encounter unfamiliar vocabulary, variations in accent and intonation, and natural speech delivered at a rapid pace. Such challenges often hinder students from fully comprehending spoken messages and reduce the effectiveness of listening activities in the classroom.

To address these difficulties, various listening instructional strategies have been developed. One strategy that has received attention in listening pedagogy is the Listening Cloze Technique. According to Rost (2025) the Listening Cloze Technique is an extension of the traditional cloze procedure in which learners complete missing words or phrases in a text while listening to an audio recording. This technique encourages learners to focus on linguistic features, contextual clues, and auditory information simultaneously. Previous studies have reported positive effects of cloze-based listening activities on learners' listening achievement. Wang & Yu (2021) found that listening cloze tasks improved students' ability to identify main ideas, supporting details, and inferential information because learners were required to integrate bottom-up and top-down processing. Similarly, Dirgantara (2024) reported that students who participated in cloze-based listening activities demonstrated significant improvement in understanding spoken texts. These findings suggest that the Listening Cloze Technique has considerable potential for enhancing listening comprehension through active learner engagement.

Despite the promising findings reported in previous studies, Evenddy (2021) the implementation of the Listening Cloze Technique at the junior high school level in Indonesia remains limited. Most listening instruction continues to rely on conventional teacher-centered approaches, where students passively listen and answer questions after listening activities. Furthermore, previous studies have generally focused on listening comprehension in broad contexts without specifically examining narrative-text listening among eighth-grade students. This study addresses aspects that have not been widely explored, particularly the use of the Listening Cloze Technique to improve students' listening comprehension of narrative texts in Indonesian junior high school settings.

Narrative texts occupy an important position in the Merdeka Curriculum because they not only develop language skills but also promote character education through stories containing moral values (Schmitz & Dannecker, 2023). Narrative text is one of the text types commonly taught in English language learning, particularly to develop students' language comprehension and storytelling skills. According to Fauziah (2021), narrative text presents a sequence of events in a structured manner to entertain readers, convey moral values, or describe particular experiences. It typically consists of characters, setting, conflict, and resolution, which are organized into a coherent plot. Similarly, Boyd (2020) explains that narratives follow a universal structure consisting of three main stages: the introduction, the development of the plot or conflict, and the cognitive tension stage, where the characters' thoughts and emotions are revealed. However, preliminary observations and interviews with the English teacher at SMP Negeri 4 Tanjungpinang revealed that many eighth-grade students experienced difficulties understanding narrative texts presented orally. Students often struggled to follow the sequence of events, identify main ideas, and comprehend supporting details due to limited vocabulary and insufficient listening strategies. In addition, most students were unfamiliar with interactive listening techniques such as the Listening Cloze Technique, causing them to view listening activities merely as evaluative tasks rather than opportunities to actively construct meaning.

Considering these challenges, the Listening Cloze Technique was considered a relevant alternative for improving students' listening comprehension. By requiring students to fill in missing information while listening, the technique encourages active participation, concentration, contextual prediction, and vocabulary recognition. These processes are expected to help students better understand narrative texts, including characters, settings, plot development, and moral values conveyed in the stories. (Hadijah & Selle, 2020)

Based on the issues identified above, this study aimed to investigate the effect of the Listening Cloze Technique on students' listening comprehension in narrative texts among eighth-grade students at SMP Negeri 4 Tanjungpinang. The study sought to determine whether students taught through the Listening Cloze Technique would demonstrate significantly better listening comprehension than students who received conventional listening instruction. Therefore, the research hypothesis proposed that the Listening Cloze Technique has a significant positive effect on students' listening comprehension in narrative texts.

RESEARCH METHOD

Research Design

This study employed a quasi-experimental design using a non-equivalent control group pre-test and post-test design. This design was chosen because the participants could not be randomly assigned to groups, as the classes had already been established by the school. According to Creswell (2018), quasi-experimental designs are appropriate for examining cause-and-effect relationships when random assignment is not possible. The study involved an experimental group that received the Listening Cloze Technique and a control group that received conventional listening instruction. Both groups completed a pre-test before the treatment and a post-test after the treatment to measure the effect of the Listening Cloze Technique on students' listening comprehension in narrative texts.

Population and Sample or Research Subjects

According to Creswell (2018), population in question includes all groups of individuals, objects, or units that became the focus of the researcher and for which the researcher wished to generalize the results of the study. The population of this research are eighth-grade students of SMP Negeri 4 Tanjungpinang in the academic year 2025/2026.

According to Creswell (2018), a sample was a part of a population that was systematically selected to represent the entire population. This study used two classes from nine classes in the eighth grade at SMPN 4 Tanjungpinang. The researchers used two classes (8.6 as the experimental class and 8.8 as the control class) to determine the effect of the Listening Cloze Technique in overcoming students' difficulties.

Table 1. Sample

Grade	Student
8.6 (Experiment Class)	40
8.8 (Control Class)	40

This study used Purposive sampling. According to Creswell (2018), purposive sampling refers to a sampling technique where researchers intentionally choose specific individuals, groups, or locations that are considered most capable of providing rich and relevant information to answer research questions.

Class 8.6 was selected as the experimental class, while class 8.8 was chosen as the control class because both classes were at the same grade level and had relatively similar English proficiency. The selection was based on preliminary information obtained from the English teacher and school academic records, which indicated that students in both classes had comparable learning backgrounds, curriculum exposure, and English achievement levels. This similarity was considered essential to ensure that any differences in students' listening comprehension outcomes could be attributed to the treatment rather than to pre-existing differences between the groups. Furthermore, class 8.6 was assigned as the experimental class because it received listening instruction using the Listening Cloze Technique, whereas class 8.8 served as the control class and was taught through conventional listening instruction without the implementation of the Listening Cloze Technique. By assigning both classes at the same grade level and controlling instructional variables, this research aimed to examine the effect of the

Listening Cloze Technique on students' listening comprehension in a more objective and accurate manner.

Research Instruments

Listening Comprehension Test

The main instrument in this study was a listening comprehension test that aimed to measure students' understanding narrative texts. This instrument was developed based on Anderson & Anderson (2003) theory, with the following indicators measured:

1. Identifying main ideas
2. Identifying specific information
3. Understanding sequence of events
4. Inferring meaning from context
5. Recognizing key vocabulary

The test consists of two types of questions:

1. Cloze-type items (for experimental group): Students listened to an audio of a narrative text and filled in the missing words in a transcript (Listening Cloze Test).
2. Comprehension questions (for both groups): Students answered comprehension questions such as gap fill, true or false, and multiple choice after listening.

Each test included two narrative texts (The Legend of Putri Pandan Berduri and The Legend of Batu Belah Batu Bertangkup) and was designed to last about 80-100 minutes.

Data Analysis

The data were analyzed quantitatively following the procedures recommended by Creswell (2018), including data preparation, data checking, descriptive statistics, normality and homogeneity testing, inferential statistical analysis using SPSS, and interpretation of the results. These procedures were conducted to test the research hypotheses and determine whether the effect of the Listening Cloze Technique on students' listening comprehension was statistically significant. In this study, the analysis was carried out through the following stages:

Scoring Formula

To convert students' listening comprehension scores, researchers used the following formula:

$$\text{Score} = \frac{\text{Number of Correct Answer}}{\text{Total Items}} \times 100$$

(Anisah, 2021)

This formula was utilized to both pre-test and post-test results for the experimental and control groups. The final score was expressed on a 0–100 scale.

Normality Test

Normality tests were performed to ascertain if the data collected from the experimental and control classes follow a normal distribution. This step ensures that the data satisfies the criteria necessary for using parametric tests such as the t-test. The normality of the data was tested using the Shapiro-Wilk test in SPSS, because each group consisted of fewer than 100 participants ($n = 40$). The decision rules were as follows:

1. If the significance value (Sig.) $> 0.05 \rightarrow$ the data were normally distributed.
2. If the significance value (Sig.) $< 0.05 \rightarrow$ the data were not normally distributed.

Homogeneity Test

The homogeneity test was used to applied if the variances of the both groups were identical. Homogeneity ensured that the variation in scores between the experimental group and the control group prior to compared before conducting a hypothesis test. This test was utilized using Levene's Test of Equality of Variances in SPSS. Decision rules:

1. If the significance value (Sig.) $> 0.05 \rightarrow$ the data were homogeneous.
2. If the significance value (Sig.) $< 0.05 \rightarrow$ the data were not homogeneous.

Hypothesis Test

After the assumption tests (normality and homogeneity) were met, hypothesis test was performed utilizing the t-test in SPSS to determine the effect of the Cloze Listening Technique on students' listening comprehension.

1. Independent Samples *t*-test. This test was used to compare post-test scores between the experimental and control groups.
 Sig. (two-tailed) < 0.05 → there was a significant difference (H_0 rejected).
 Sig. (two-tailed) > 0.05 → there was no significant difference (H_0 accepted).
3. Hypothesis Formulation
 $H_0 (\mu_e \leq \mu_c)$: There was no significant effect of using Listening Cloze Technique on students' listening comprehension in narrative text.
 $H_1 (\mu_e \geq \mu_c)$: There was a significant effect of using Listening Cloze Technique on students' listening comprehension in narrative text.

RESULTS AND DISCUSSION

Results

This study was carried out at SMPN 4 Tanjungpinang, involving eighth-grade students as the research sample. Two classes, namely class 8.6 and class 8.8, were selected for the study. Class 8.6 was designated as the experimental class and received instruction using the Listening Cloze Technique, while class 8.8 served as the control class and was taught through conventional listening instruction without the Listening Cloze Technique. The main instrument used in this study was a listening comprehension test consisting of gap-fill, true/false, and multiple-choice questions administered as both the pre-test and post-test.

Before the treatment, both classes completed the pre-test to measure their initial listening comprehension of narrative texts. The experimental class then received instruction using the Listening Cloze Technique for two meetings, whereas the control class continued learning through conventional teaching methods. After the treatment, both classes took the post-test to measure their final listening comprehension achievement. The pre-test and post-test scores were analyzed using an Independent Samples *t*-test to determine whether there was a statistically significant difference between the experimental and control classes.

Experimental Class

The experimental class consisted of 40 students. The outcomes of the students' pre-test and post-test for the student are displayed following table:

Table 2. Student Score in The Experimental Class

No	Name Students	Pre-test	Post-test
1	B.H	50	70
2	N.R	55	75
3	Z.T	60	75
4	O.F	65	85
5	D.P	45	70
6	C.P	50	75
7	S.P	75	85
8	K.I	65	80
9	R.A	70	85
10	F.A	75	80
11	S.An	60	85
12	Sy.A	80	90
13	N.S	65	85
14	A.S	60	70
15	A.R	75	85
16	M.R	60	80
17	D.A	55	75
18	M.Z	60	80
19	J.A	75	85
20	R.K	70	75
21	E.A	55	75
22	M.A	70	90

No	Name Students	Pre-test	Post-test
23	R.R	65	75
24	R.A.S	50	60
25	F.A.D	65	85
26	A.A	70	95
27	L.K	80	90
28	A.J	60	75
29	G.S	60	80
30	B.Y	85	95
31	A.T	85	90
32	N.F	85	90
33	R.N	70	90
34	H.AL	65	85
35	M.N	70	85
36	DR	75	95
37	R.AA	80	95
38	A.P	80	95
39	AS.A	85	100
40	A.K.K	85	100
Total Score		2.710	3.340
Mean		67,75	83,5
High Score		85	100

Table 2 above shows that the highest pre-test score for the experimental class was 85, while the lowest was 45. In addition, the highest post-test score for the experimental class was 100 (a perfect score) and the lowest was 60. The mean pre-test score recorded by the students was 67,75. After a pre-test is given, the treatment with listening cloze technique was given for two meetings. Then in the post-test there was an increase in the average score was implemented, the average score increased to 83,5.

Control Class

The control class consisted of 40 students. The results of the students' pre-test and post-test for the student are displayed the following table:

Table 3. Students Score in The Control Class

No	Name Students	Pre-test	Post-test
1	R.R	45	60
2	J.A	50	55
3	A.A	50	65
4	M.A	55	70
5	A.A.S	60	65
6	R.D	60	70
7	M.I	65	75
8	R.A	45	60
9	I.S	60	75
10	F.A	55	70
11	Z.R	60	75
12	A.E	45	75
13	A.V	65	70
14	S.S	40	55
15	S.K	55	65
16	A.A	50	70
17	N.F	50	65
18	NA	50	75

No	Name Students	Pre-test	Post-test
19	H.A	70	80
20	R.Y	50	60
21	M.R	80	85
22	N.A	60	75
23	A.N	55	65
24	G.S	60	75
25	B.P	55	65
26	D.AL	55	70
27	R.N	75	85
28	G.H	75	90
29	M.J	65	75
30	C.M	80	85
31	D.Y	45	75
32	E.A	70	85
33	J.A.P	70	80
34	A.R.U	75	80
35	A.R	85	90
36	K.A	70	80
37	M.F	75	85
38	M.S	75	80
39	Y.F	80	85
40	D.A	75	85
Total Score		2.465	2.950
Mean		61,625	73,75
High Score		85	90

Table 3 indicates that the highest score obtained by students on the pre-test in the control class was 85, while the lowest score was 40. On the post-test, the highest score obtained by students was 90, while the lowest score was 55. The average pre-test score for students in the control class was 61.625, which increased slightly on the post-test to 73.75.

The control class was not utilize the listening cloze technique but only studied using conventional methods. Based on the post-test results, the increase in the average score was not significant. This indicates that absence of the listening cloze technique, the students' listening comprehension did not show a significant improvement compared to the experimental class. Thus, the greater increase in the experimental class can be attributed to the influence of the listening cloze technique in the learning process.

Normality Test

To assess the normal distribution of the pre-test and post-test data, a normality test was conducted. The Shapiro-Wilk test assessed if the data in this study are normally distributed. The results of the normality test are presented in the following table:

Table 4. Results of Pre-Test and Post-Test Normality Test of Experimental Class and Control Class

		Test of Normality					
		Kolmogorov-Smirnov			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result	Pre-Test(Control class)	0.134	40	0.066	0.952	40	0.089
	Post-Test(Control class)	0.128	40	0.097	0.955	40	0.113
	Pre-Test(Experiment class)	0.108	40	0.200	0.956	40	0.118
	Post-Test(Experimental class)	0.142	40	0.042	0.957	40	0.128

Based on the results of the Shapiro-Wilk normality test conducted on the pre-test and post-test data from the experimental and control classes, the significance values (Sig.) were 0.089, 0.113, 0.118,

and 0.128, respectively. All of these significance values were above the significance level of 0.05. Therefore, the pre-test and post-test data from the both classes meet the assumption of normality or are normally distributed

Homogeneity Test

The homogeneity test is used to determine whether the data from the two samples have equal variances. The homogeneity test was calculated using Levene's statistic from IBM SPSS Statistics 29.0

Table 4. Homogeneity of Pre-Test Results between Experimental Class and Control Class

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	0.608	1	78	0.438
	Based on Median	0.398	1	78	0.530
	Based on Median and with adjusted df	0.398	1	77.476	0.530
	Based on trimmed mean	0.595	1	78	0.443

Table 4 shows that the significance value (Sig.) for the pre-test in both classes is 0.438 (based on the mean). This means that the two classes have equal variances or are homogeneous, since $0.438 > 0.05$.

Table 5. Homogeneity of Post-Test Results between Experimental Class and Control Class

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Post-Test	Based on Mean	0.159	1	78	0.691
	Based on Median	0.157	1	78	0.693
	Based on Median and with adjusted df	0.157	1	77.999	0.693
	Based on trimmed mean	0.155	1	78	0.695

Table 5 shows that the significance value (Sig.) for the post-test in both classes is 0.691 (based on the mean). This means that the two classes have equal variances or are homogeneous, since $0.691 > 0.05$.

Hypothesis Test

The next step in the data analysis for this study was to test the hypothesis using a t-test. The analysis was conducted based on the post-test results from the experimental and control classes after the treatment process was completed. All data were analyzed using IBM SPSS Statistics version 29.0.

Table 6. Independent Sample Test of Experimental Class and Control Class

		Independent Samples Test									
		Levene's Test for Equality of Variances				t-test for Equality of Means					
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Side p	Two-Side p			Lower	Upper
Post-test	Equal variances assumed	0.159	0.691	-4.759	78	<,001	<,001	-9.750	2.049	-13.829	-5.671
	Equal variances not assumed			-4.759	77.805	<,001	<,001	-9.750	2.049	-13.829	-5.671

Based on the results of the Independent Samples t-Test presented in Table 6, Levene's test showed a significance value of 0.691 (> 0.05), indicating that the variances of the experimental and control groups were homogeneous; therefore, the *equal variances assumed* row was used for interpretation. The Independent Samples t-Test revealed a two-tailed significance value of < 0.001 (< 0.05), leading to the rejection of the Null Hypothesis (H_0) and the acceptance of the Alternative Hypothesis (H_a). These findings indicate a statistically significant difference between the post-test scores of the two groups. Moreover, the mean difference of -9.750 shows that the experimental class outperformed the control class, confirming that the Listening Cloze Technique had a significant effect on students' listening comprehension achievement.

Discussion

The results of this study indicated a significant difference between students who were taught using the Listening Cloze Technique and those who were taught through conventional instruction. The Independent Samples t-Test showed a significance value of < 0.001 , which was lower than 0.05, leading to the acceptance of the Alternative Hypothesis (H_a). These findings demonstrate that the Listening Cloze Technique had a significant effect on students' listening comprehension achievement. Students in the experimental class achieved higher post-test scores and demonstrated better listening comprehension than those in the control class. This improvement suggests that the Listening Cloze Technique effectively supports students in understanding narrative texts through listening activities.

The improvement in students' listening comprehension can be explained by the characteristics of the Listening Cloze Technique, which requires students to focus on spoken input while completing missing words in a text. This process encourages active listening, vocabulary recognition, identification of key information, and contextual prediction, all of which are essential components of listening comprehension. Moreover, repeated listening during the learning process helped students become more familiar with pronunciation, vocabulary, and the sequence of events in the narrative texts, thereby strengthening their comprehension. These findings indicate that the Listening Cloze Technique functions not only as an assessment activity but also as an effective instructional strategy that actively engages students in processing spoken language and developing their overall listening comprehension skills.

This results were supported by Rost (2025), who stated that effective listening activities must actively engage students in understanding spoken language through focused and meaningful tasks. In this study, the Listening Cloze Technique helped students pay closer attention to keywords, pronunciation, vocabulary, and contextual meaning while listening to the audio. Also Wang & Yu (2021), who explained that the listening cloze technique was a method in which students listened to an oral text and filled in the blanks in the text. These blanks may contain main ideas, important details, inferential information, or synthesized sentences. This meant that the technique not only trains students to recognize words but also helped them understand the overall content of the text they were listening to.

This result were supported by the findings of Trang (2020), who emphasized that successful listening comprehension involves complex cognitive processes, including recognizing spoken words, processing meaning, and integrating contextual information. The Listening Cloze Technique facilitates these processes by encouraging students to focus on spoken input, recognize key vocabulary, identify important information, and construct meaning from the context of the narrative text.

Additionally, the findings were consistent with Yekeler & Ulusoy (2021), who reported that listening comprehension is influenced by several factors, including vocabulary knowledge, attention, and concentration during listening activities. Through repeated listening and gap-filling tasks, the Listening Cloze Technique enhanced students' concentration, vocabulary recognition, and active engagement with spoken texts, thereby contributing to significant improvements in their listening comprehension achievement.

SIMPULAN

Based on the results of a study conducted on eighth-grade students at SMPN 4 Tanjungpinang, it can be concluded that the Listening Cloze Technique has a significant effect on students' listening comprehension achievement. The normality test confirmed that the data followed a normal distribution, while the homogeneity test produced a significance value of 0.691 (> 0.05), indicating that the data

were homogeneous. Moreover, the Independent Samples t-test resulted in a two-tailed significance value of < 0.001 , which is lower than 0.05. As a result, the Null Hypothesis (H_0) is rejected, and the Alternative Hypothesis (H_1) is accepted. These findings demonstrate that students who received instruction through the Listening Cloze Technique attained higher listening understanding result compared to student who where taught with convensional methods.

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