

Designing Supplementary Listening Activities for Tenth-Grade Students of Senior High School

 <https://doi.org/10.31004/jele.v11i4.2617>

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A B S T R A C T

Listening is essential in the EFL classroom; however, the textbook lacked listening activities. This study aims to design Task-Based Language Teaching (TBLT) supplementary listening activities for tenth-grade students at SMAN 10 Pontianak. This study uses the Analysis, Design, Development model as the research and development framework. Data were collected through interviews and a questionnaire involving two English teachers, 93 tenth-grade students, and a curriculum developer. The analysis phase revealed that students and teachers require supplementary material to develop listening skills. In the design phase, the researcher developed an e-book containing nine TBLT-based listening activities, each structured into pre-task, main task, and post-task phases, supported by twelve audio files accessible via QR codes. In the development phase, an internal evaluation was conducted, and the product achieved a high score and was categorized as very feasible across quality criteria, including curriculum alignment, TBLT implementation, and usability.

Keywords: *Listening Activities, Supplementary Material, Task-Based Language Teaching, ADD Model.*

Article History:

Received 21st May 2026

Accepted 22nd June 2026

Published 02nd July 2026



INTRODUCTION

Listening is the first language skill to be developed in the classroom and is considered foundational for language learning. In English as a Foreign Language (EFL) setting, listening is arguably the most frequently used skill, as it supports the development of pronunciation, vocabulary, and overall comprehension (Renukadevi, 2014). Recent scholarship has challenged this view, recognizing that listening is a highly active and complex process that requires learners to discriminate sounds, interpret grammatical structures, and construct meaning from context.

A pre-observation at SMAN 10 Pontianak revealed that English teachers experienced difficulties in implementing listening activities, particularly those involving audio-based texts such as descriptive, recount, and procedural texts. Students struggled to comprehend spoken language at natural speed, and observations suggested that the current textbook, "English for Tenth Grade" (Hermawan et al., 2022). These findings are consistent with broader concerns in the EFL literature that many commercial textbooks fail to provide enough meaningful listening practice (Karki, 2018). Therefore, to overcome the problems above, this study sought to design supplementary listening materials using Task-Based Language Teaching (TBLT) as the instructional framework. TBLT organizes learning around purposeful, meaning-focused tasks that reflect real-world language use (Willis & Willis, 2008). Its three-phase structure – pre-task, main task, and post-task – provides a pedagogically coherent scaffold for listening instruction.

Several studies have explored the development of supplementary listening materials. Hariadi et al. (2023) designed gamification-based supplementary listening materials to improve higher-order thinking skills and found that gamification enhanced students' motivation and mastery of language tenses. Zaim et al. (2020) developed mobile-based authentic listening materials aligned with the curriculum, demonstrating that students were

highly motivated by multimedia-rich learning content. Wulandari et al. (2022) developed listening comprehension materials using Microsoft PowerPoint and the ADDIE model to supplement the English textbook. However, none of these studies specifically integrated a specific approach in developing the listening supplementary material. Therefore, the researcher conducted this study by designing listening as supplementary material using Task-Based Language teaching as the theoretical and pedagogical framework for material design.

The Nature of Listening

Listening is the most crucial aspect of communication and the most frequently used language skill because it is critical in helping learners acquire pronunciation, word stress, vocabulary, and comprehension of messages conveyed through tone, pitch, and accent (Renukadevi, 2014). Listening involves several active processes that the listener controls. The listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain all of this information, and interpret it within the utterance's immediate and larger sociocultural context (Yaniafari et al., 2020). Listening is different from usual hearing. When listening to words or sentences, we try to understand their meaning; listening aims to grasp what people are saying (Syaprizal et al., 2021). According to Hanifah (2020), the complex nature of listening is not the only obstacle learners face in understanding language input. Numerous factors, including the listening content, vocabulary restrictions, learners' language proficiency, and more, may affect how well they listen. However, as L2 learners, they would have lower language proficiency than L1 learners. In Indonesia, the senior high school curriculum is the Curriculum Merdeka. The Ministry of Education, Culture, Research, and Technology launched the Curriculum Merdeka in 2021 to enhance Indonesia's educational system. This curriculum is used in the "Bahasa Inggris for Tenth Grade" textbook (Hermawan et al., 2022). This book contains six chapters covering listening, speaking, reading, and writing, along with various practice tasks.

The Nature of Supplementary Material

Supplementary material is usually focused on developing reading, writing, listening, and speaking skills rather than on learning language items, but it also includes dictionaries, grammar books, and workbooks. Supplementary material is additional material added to the textbook (Tomlinson, 2012). Supplementary materials are considered to be one of the most important and beneficial tools for teaching English as a second language because they can add variety to the classroom, replace unnecessary material in the textbook, fill gaps in the textbook, give learners additional language or skill practice, provide appropriate material for learners' special needs and interests, etc. (Dodd et al., 2015). Using a supplementary book, learners could learn to speak on their own, anywhere and at any time they wanted (Salma et al., 2023). Supplementary material must not only align with the textbook but also be used in real-life contexts, not just in formal academic or school settings. Students tend to learn better in environments and through activities when they can relate what they are learning to a real-world context they are familiar with (Laheba & Chandra, 2024).

The Nature of Task-Based Language Teaching

Task-based language teaching is a learner-centered approach to language instruction that aims to improve ESP learners' communicative competence (Wu et al., 2016). According to Barnard et al. (2002), task-based language teaching is an approach that addresses the inadequacies of communicative language teaching (CLT) and can be considered "a logical development of it." On the one hand, TBLT builds on CLT by emphasizing the language's formal features in a methodical and principled manner; on the other hand, it returns to the conceptual underpinnings of CLT by combining content, methodology, and experience (Moore, 2018; Samuda & Bygate, 2008). During the development stage, it was found that students learned effectively when addressing real-world problems rather than focusing on the language itself; thus, TBLT views communication and language learning not just as problems of grammar and vocabulary, but as a problem-solving skill for communication (Willis & Willis,

2008). Gan (2021) states that task-based learning involves guiding students through real-world tasks and having them present them to the class. According to Nunan (2004), the design of communicative tasks in Task-Based Language Teaching (TBLT) is guided by several principles that ensure learning is meaningful and learner-centered. The principles are scaffolding, task dependency, recycling, active learning, integration, and reflection.

Pre-Task

This phase is designed to prepare learners, both cognitively and verbally, for the forthcoming parts of the course, hence improving acquisition. Another consideration in this stage is “organizing the performance phase” (Branden, 2006). In the pre-task stage, the teacher introduces the topic and prepares students for the main task. This stage aims to activate learners' prior knowledge and provide relevant background information. In the context of listening, this stage is particularly important, as it helps learners anticipate the audio content and reduces comprehension difficulties. For example, students may be asked to predict the topic, discuss related vocabulary, or respond to guiding questions before listening to the audio material.

Main Task

In this stage, students are allowed to use all the language they already have. During this phase, the teacher continues to monitor the students and provides guidance and support. The teacher can utilize two major procedural options. These “task performance options” suggest that teachers plan them before the class. In the main task stage, students are engaged in meaningful activities that require them to use the target language to achieve specific goals. In listening-based instruction, students are exposed to audio materials and are required to complete tasks such as identifying the main ideas, extracting specific information, or interpreting the speaker's intention. These tasks encourage learners to focus on meaning rather than form, which is a key principle of TBLT.

Post Task

Post-task is the third phase, in which learners reflect on their activities to date. At this stage, evaluation is conducted by both teachers and learners, who review their accomplishments. At this stage, several activities can be implemented. In post-task, such language items can be brought to the attention for further study. It simply provides learners with useful language from the already studied text (Motlagh et al., 2014). In listening activities, this step may include discussing answers, comparing responses with others, or repeating the listening assignment to ensure comprehension. Teachers may also provide feedback on students' performance and highlight key linguistic features in the audio. This stage is critical for reinforcing learning objectives and helping students develop more effective listening strategies.

METHOD

In this research, the researcher used a Research and Development (R&D) design based on the ADDIE model (Branch, 2010), specifically the Analyze, Design, and Development phases, to design the supplementary listening activities.

Table 1. Stages of ADD

Stage	Activities	Purpose
Analysis	Textbook analysis	To identify the limitations of existing listening materials in the current textbook
	Interview with teachers	To explore teachers' experience, challenges, and needs regarding listening instruction.
	Questionnaire for students	To gather data on students' listening difficulties.

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Design	Development of the e-book	To produce supplementary listening activities in digital format comprising three units and nine TBLT-based activities.
	Application of the TBLT framework	To structure each activity into pre-task, main task, and post-task phases for systematic and meaningful listening practice.
Development	Internal evaluation	To assess the quality of the product across instructional criteria by a curriculum developer, a teacher, and English teachers.

The participants in this research are the English teachers of SMAN 10 Pontianak, who served as interview respondents, and the tenth-grade students, who served as questionnaire respondents. The tools of data collection include observations, interviews, and questionnaires. In analysing and interpreting the data, the researcher used qualitative and quantitative methods. A qualitative approach was used to analyse the data from the interview and the document. Meanwhile, in analysing the questionnaire results, the researcher used a quantitative approach, including Likert scales, validity testing, and reliability testing.

Respondents

The researcher must have a participant to conduct comprehensive research. Participants in this research were students and English teachers at SMAN 10 Pontianak. SMAN 10 Pontianak is located on Gg. Karya Tani, Parit Tokaya, Kecamatan. Pontianak Sel., Pontianak City. The participants were tenth-grade students in three classes who were learning listening skills in the classroom during the odd semester of the 2025/2026 academic year. A total of 93 students were asked to fill out a questionnaire provided by the researcher. Then, the researchers conducted interviews with two English teachers to gather their input on listening activities.

Instruments

To gather data from tenth-grade students, this study employs three instruments: an observation, an interview, and a questionnaire. The first is an observation. Observation is the process by which researchers make field notes on individual behaviour and activities at the research site (Creswell, 2014). In this study, observations were conducted during the pre-research phase at SMAN 10 Pontianak to understand how listening instruction was carried out and to identify existing challenges. The observation focused on three main aspects: teaching practices, instructional materials, and student engagement during listening activities. The second is an interview, an assessment tool used to gather the data researchers need through discussion and question-and-answer sessions with respondents. The primary goal is to gather vital information about the English teacher's needs, preferences, and specific requirements for the product under development. To ensure data completeness, interviews were conducted in the mother tongue (Indonesian), and audio recordings were transcribed verbatim for analysis. To provide general direction, McNamara (2009) provides a checklist to use as a reminder during semi-structured interviews. The third is a questionnaire, a tool for collecting and recording data by giving respondents a set of questions. The questionnaire was given to students to identify their needs and preferences when learning listening skills. To avoid any confusion caused by students limited linguistic competence when interpreting items written in English, the questionnaire was also translated into their mother tongue, Indonesian. The questionnaire, distributed via Google Forms, contained 20 items adapted from Hamouda (2013). It is a closed-ended question about students' difficulties with English listening skills.

Data Analysis

To analyze the data, the researcher uses narrative analysis, thematic analysis, Likert scales, and internal evaluation.

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Narrative Analysis

Narrative analysis is a qualitative approach used to interpret how meaning is constructed through a text's content and structure. This approach aims to provide the rigor needed to advance narrative analysis, guiding researchers in analysing the structural features of a text (Riessman, 2008). In analysing the 'English for Tenth Grade' textbook, the researcher systematically reviewed all listening-related sections in the odd semester. For example, the unit structure, activity types, and language features. The researcher was also highlighting the strengths and weaknesses of the textbook. After that, the researcher interpreted and summarized the analysis. Then, the researcher draws a conclusion based on the analysis.

Thematic Analysis

To analyze the interview results, the researcher used thematic analysis. Thematic analysis is the process of identifying patterns or themes within qualitative data (Maguire & Delahunt, 2017). The analysis followed several systematic stages. To fully understand the participants' responses, the researcher became familiar with the data by reading the interview transcripts several times. During this stage, initial notes and impressions were recorded to capture key ideas emerging from the data. Second, initial codes were generated. The researcher organizes data into smaller units of meaning and labels them with codes or categories that reflect patterns and themes. Third, the researcher searched for themes by examining relationships among the codes. To create more comprehensive themes that reflected important trends in the data, codes with similar traits were grouped.

Likert Scale

The researcher used a Likert Scale to analyze the questionnaire results. The response questionnaire provides quantitative data that can be processed as percentages using a Likert scale. According to South et al. (2022), Likert scales enable researchers to collect subjective data from respondents, providing important insights into users' perceptions and experiences with the visualizations.

Table 2. Interpretation of Likert Scale

Scale	Interpretation
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

A validity test was conducted using the Pearson Product-Moment Correlation to assess whether the questionnaire items accurately measured their intended constructs. The validity test examined the correlation between each item's score and the total questionnaire score. The analysis showed that all 20 items met the required validity criteria, indicating that each item was valid and effectively measured the variable. To assess the questionnaire's internal consistency, a reliability test is required. In this study, the researcher used Cronbach's Alpha (α) technique. This technique is frequently used to assess the internal consistency of items in questionnaires measuring the same construct. The reliability analysis showed that the questionnaire had a Cronbach's Alpha value of 0.858, indicating good internal consistency.

Internal Evaluation

To ensure product accuracy and quality, an internal evaluation was conducted using a structured checklist. It involved a curriculum development teacher and two English teachers at SMAN 10 Pontianak in assessing the product's quality. Each validator received the completed e-book along with a checklist comprising ten items covering six key aspects: organization and clarity, audio quality, task variety, and TBLT implementation. The validator reviewed the activities using a yes/no response format and provided additional comments for feedback. If any evaluation criterion received a "No," the researcher revised the product in

response to the validator's feedback. The internal validation included 10 items and was adapted from Wulandari et al. (2022).

FINDINGS AND DISCUSSION

Analyzing Stage

The textbook analysis revealed that the "English for Tenth Grade" textbook Hermawan et al. (2022) included only a limited number of listening activities—typically one to two exercises per chapter. The existing exercises lacked variety in tasks and did not consistently follow a structured pedagogical approach. Listening activities were predominantly form-focused, with limited opportunities for meaningful, task-based interaction. Interview findings revealed contrasting contexts between the two teacher participants. One teacher reported that their textbook contained no listening activities, necessitating the development of supplementary resources. The other teacher used a textbook with progressively structured listening activities but still relied on external resources such as podcasts and songs to supplement the materials. Both teachers agreed that short, structured listening activities—particularly fill-in-the-blank exercises and brief conversations—were most appropriate for tenth-grade students.

Table 3. Interview Findings about The Difficulties of Listening

Theme	Indicator
Textbook Material Adequacy	Inconsistent availability of listening materials across different textbooks.
Teacher Listening Strategy	Teachers use a variety of authentic materials, including conversations, songs, and podcasts.
Students Engagement and Performance	Students show varying levels of interest depending on activity type, but have difficulty with speed and vocabulary.
Effective Task Design	Authentic materials, such as songs and podcasts, increase student motivation. Shorter listening texts improve comprehension and engagement.

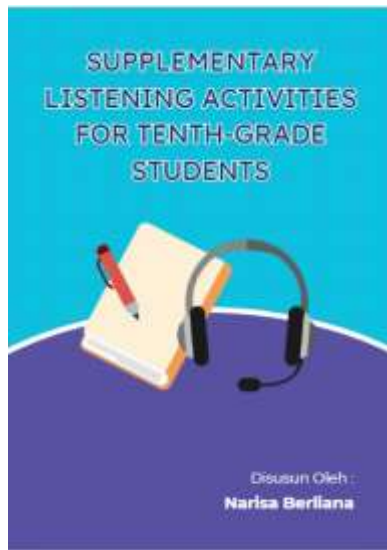
Questionnaire results from 93 students identified several prominent listening difficulties. The highest mean scores were reported for challenges related to fast speech rate ($M = 3.15$), unfamiliar vocabulary ($M = 3.08$), reduced forms ($M = 2.98$), and long audio texts ($M = 2.87$). Students also tended to pause listening when encountering unknown words ($M = 2.46$). On the positive side, 31.18% of students reported frequently using background knowledge to support their listening comprehension (scale 4), suggesting that pre-task activation strategies could be effective for this group of learners.

Designing

Based on the needs analysis, the researcher designed a supplementary listening e-book titled "Supplementary Listening Activities for Tenth-Grade Students." The e-book was produced in Canva and organized into three units: Unit 1 (Descriptive Text), Unit 2 (Recount Text), and Unit 3 (Procedure Text). The total number of activities is nine, each containing three listening activities. The units correspond to the odd-semester themes of the tenth-grade English curriculum under the Kurikulum Merdeka framework. Each activity follows the three-phase TBLT structure. The pre-task phase includes vocabulary introduction and topic familiarization activities to activate prior knowledge. The main task phase centers on audio-based comprehension tasks, with listening audio accessible via QR codes that students scan with their smartphones. Main task activities include fill-in-the-blank, comprehension questions, and information identification tasks. The post-task phase provides reflective activities that allow students to review their language use and assess their own performance. In addition to the e-book, the researcher created a Teacher's Guide to help educators use the additional materials effectively. The Teacher's Guide was designed alongside the main product to ensure alignment with the activities and learning objectives. The Teacher's Guide

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contains five sections: a product description, a user guide, two sample lesson plans, a transcript, and an answer key.



Picture 1. Book Cover Design



Picture 2. Pre-Task



Picture 3. Main Task



Picture 4. Post-Task

Developing

After designing all activities, the researcher compiled the materials into a PDF e-book format for broad device accessibility. The completed e-book was submitted for internal evaluation by a curriculum-development teacher and two English teachers at SMAN 10 Pontianak. The internal evaluation yielded a 100% approval rate across all ten criteria, with all evaluators rating the product as “very appropriate” (sangat layak). Notably, the curriculum developer confirmed that all activities were well-aligned with the tenth-grade English textbook. The evaluators also confirmed that the audio files were of sufficient quality and that the QR-based access system was practical and user-friendly. Based on these results, no revisions were required, and the product was deemed ready for potential classroom use.

Table 4. The Result of Internal Evaluation

No	Criteria	Yes	No	Comments
1	The identity, table of contents, and instructions in the e-book are clearly written, well-organized, and easy for students to follow.	✓		

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2	The listening activities align with the learning objectives and topics presented in the "English for the Tenth Grade" textbook.	✓		
3	The level of difficulty of the content (vocabulary, sentence structure, and task complexity) is appropriate for tenth-grade students.	✓		
4	The audio is clear and natural, resembling authentic spoken English in pronunciation, intonation, and speed.	✓		
5	The language used in the listening materials and tasks is grammatically accurate and contextually appropriate.	✓		
6	The length (1 - 2 minutes) and speed of the audio are appropriate for students' listening proficiency and do not hinder comprehension.	✓		
7	The listening materials are relevant to students' daily lives and learning context, supporting meaningful understanding.	✓		
8	The e-book provides a variety of listening task types that promote active engagement.	✓		
9	The listening activities are systematically designed based on the Task-Based Language Teaching (TBLT) framework, including pre-task, main task, and post-task stages.	✓		
10	The answer keys and transcript are complete, accurate, and helpful in supporting both teaching and independent learning.	✓		

Discussion

The findings revealed significant inconsistencies in learning materials across different textbooks used by tenth-grade teachers. One teacher reported that their textbook contained no listening activities, requiring them to independently develop supplementary materials. This highlights the critical role of supplementary materials when primary resources are insufficient, as Karki (2018) argues they serve as a bridge between the limitations of core textbooks and students' actual learning needs. In contrast, the other teacher gave a positive rating of textbook materials with progressively increasing difficulty, reflecting the scaffolded learning strategy proposed by Nunan (2004). Both teacher participants agreed that short, structured listening activities, particularly fill-in-the-blank exercises and brief conversations, were the most helpful for tenth-grade students.

The design phase systematically applied the three-stage TBLT framework across nine listening activities in three units, aligning with Willis & Willis (2008), who emphasize the importance of well-planned task sequences to prepare learners both cognitively and linguistically for meaningful language use. This structured approach ensures that each activity is not only purposeful but also progressively challenging, allowing students to build confidence and competence across the three units. The pre-task activities, including word introductions and topic familiarization, prepared students for subsequent phases by activating prior knowledge and reducing anxiety before engaging with the audio, addressing the questionnaire finding that 31% of students strongly agreed that background knowledge supports listening comprehension. As Branden (2006) explains, pre-task activities play a crucial role in setting performance expectations and scaffolding learners' cognitive readiness, which is particularly important in listening tasks where real-time processing demands are high. The main task focused on meaning-oriented activities such as fill-in-the-blank, answering questions, and identifying specific information, reflecting Skehan (1996) view of language as a communicative tool rather than a formal system to be memorized. This meaning-focused orientation encourages students to engage actively with the audio content rather than passively receive it, which has been shown to improve retention and comprehension. Short, structured texts were deliberately selected in response to students expressed preference for

manageable audio length, ensuring that the cognitive demands of each task remained within students' zone of proximal development.

The post-task stage encouraged reflection on language use and consolidation of learning, consistent with Nunan (2004) emphasis on metacognitive awareness as a critical component of effective language learning. By prompting students to revisit the language encountered during the main task, the post-task activities support deeper processing and longer-term retention of listening skills. Answer keys and transcripts were provided exclusively in the Teacher's Guide to support post-task reflection and self-assessment, while simultaneously ensuring that students engage authentically with the listening tasks without prior exposure to the answers.

The internal evaluation conducted with a curriculum developer and two English teachers at SMAN 10 Pontianak yielded positive assessments across all quality criteria, achieving a score of 100%, and was categorized as very feasible. These results align with Branch (2010), who states that effective instructional products must be both visually appealing and pedagogically sound, ensuring that form and function work together to support the learning process. Nevertheless, the study has notable limitations that should be acknowledged. The implementing and evaluating phases of the ADD model were not completed due to time constraints, meaning that the product's effectiveness in real classroom settings has not yet been empirically verified. Identifying appropriate listening materials and audio content suitable for tenth-grade proficiency levels proved challenging, as the researcher needed to balance authenticity with comprehensibility. Additionally, full use of the e-book requires reliable internet access to stream audio via QR codes, which may pose challenges in schools with limited connectivity. The use of digital devices also introduces the risk of distraction, as students using smartphones to access the e-book may be tempted to open other applications during learning activities, potentially reducing engagement and focus.

The developed supplementary listening activities effectively address the identified gap in existing textbook materials by providing authentic, structured, and level-appropriate resources grounded in TBLT principles. The product successfully integrates the three-phase TBLT framework into nine meaningful listening activities, supported by clear audio, curriculum-aligned content, and practical teacher support materials. While implementation challenges remain and further classroom-based research is needed, the positive internal evaluation and strong alignment with established research on TBLT and supplementary materials development suggest that the product has significant potential to enhance listening instruction and support both teachers and students in the EFL classroom.

CONCLUSIONS

This study successfully designed and developed TBLT-based supplementary listening activities for tenth-grade EFL students at SMAN 10 Pontianak. The ADD model provided a systematic framework for identifying needs, designing materials, and evaluating the product. The analysis phase confirmed that both students and teachers required more varied and structured listening materials beyond those offered by the current textbook. The nine TBLT-based listening activities across three units were developed in response to these identified needs, integrating the pre-task, main task, and post-task framework to promote meaningful, scaffolded listening practice. Internal evaluation confirmed that the product met all quality criteria and was rated as very appropriate for classroom use. The result of this study is a structured, curriculum-aligned supplementary material that addresses the listening material gap in tenth-grade EFL classrooms. The product offers teachers ready-to-use materials supported by a teacher's guide, and the TBLT framework scaffolds students' listening process through its three phases. Future researchers are recommended to conduct the Implementation and Evaluation stage of the ADDIE model. Future research might expand the needs analysis to include multiple schools to ensure the identified needs are representative of broader populations.

ACKNOWLEDGEMENTS

I would like to extend my gratitude to my supervisors, my parents, my family, and all participants for their support throughout the completion of this research.

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