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The Correlation between Students' Habit in Listening to Authentic Materials and their Listening Skill of Eleventh Grade Students at SMKN 2 Pekanbaru

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Abstract

This research was motivated by the fact that many eleventh-grade students at SMKN 2 Pekanbaru have not developed consistent habits of listening to authentic materials. The use of authentic materials is believed to provide exposure to natural language use, including pronunciation, intonation, and real speech patterns. Therefore, this research aimed to investigate the correlation between students' habit of listening to authentic materials and their listening skill. This research employed a quantitative method with a correlational design. The participants were 128 eleventh-grade students selected through random sampling. Data were collected using two instruments: a questionnaire consisting of 20 Likert-scale items to measure students' habit of listening to authentic materials, and a listening test consisting of 20 true–false items to assess students' listening skill. The data were analyzed using Kendall's tau-b correlation. The results showed that there was no significant correlation between students' habit of listening to authentic materials and their listening skill, with a negligible positive correlation ($\tau = 0.022$, $p = 0.731$). This finding indicates that students' habit of listening to authentic materials was not significantly correlated with their listening skill. These findings suggest that improving students' listening skill may require not only the development of listening habits but also the integration of effective learning strategies, structured teacher guidance, and more sustained exposure to authentic materials.

Keywords: habit; authentic materials; listening skills; quantitative correlational design

INTRODUCTION

Listening is a common activity that plays a significant role in the acquisition of information (Nushi & Orouji 2020, in Alzamil 2021). Hsu (2024) stated that listening forms the foundation of effective language learning, while Coskun and Uzunyol-Köprü (2021) revealed that the process of acquiring language proficiency involves listening (45%), speaking (30%), reading (15%), and writing (10%). These findings indicate that listening is a crucial skill that must be developed effectively.

One method to enhance the development of students' listening abilities is by utilizing authentic materials. Authentic materials are audiovisual and printed resources not designed for teaching, aimed at engaging learners in real-life communication (Sadam, 2022). They encompass various types, including video, printed, and audio materials, catering to different language needs and proficiency levels (Sadam, 2022). Authentic materials can enhance students' listening abilities by providing exposure to authentic English usage, which encompasses different accents, intonations, and contextual meanings (Wulandari et al., 2025). By engaging with these materials, students can develop a deeper understanding of how English is used in everyday situations. Despite the authentic materials can significantly enhance listening skills, there are still many challenges to understand them. Nuralisa et al., (2025) stated that students often face challenges such as the lack of familiarity with native speech patterns. Similarly, Tiven & Nikijuluw (2025) found that challenges faced by students using authentic materials included a lack of vocabulary, difficulty in understanding

speakers due to accent and speech rate, and issues with idioms and slang. Therefore, to overcome these challenges, students need to develop listening habits that can support their language learning process.

Habits are defined as psychological orientations towards the repetition of prior behaviors (Neal et al., in Muhammad Fajar Sudrajat et al., 2021). Tsai (2022) explain that habit defined as an acquired disposition that manifests in behavior that is repeated, automatic, and uniform. From the definitions stated above, it can be deduced that habits are acquired patterns of behavior that are repeated, tend to be automatic, and consistent. Previous studies have highlighted the positive role of authentic materials in improving students' listening skills. Research by Nuralisa et al. (2025) shows that students perceive authentic listening materials as beneficial for enhancing listening ability, vocabulary, and comprehension, although challenges such as complexity and unfamiliar accents remain. Similarly, Putri (2020) found a significant effect of using authentic materials on students' listening comprehension through an experimental design. In addition, Qodrat (2024) and Sudrajat et al. (2020) revealed significant correlations between students' listening habits such as listening to English music and watching Western movies and their listening skills. However, most of these studies either focus on students' perceptions, the effectiveness of authentic materials through experimental approaches, or general listening habits using specific media. There is still limited research that specifically investigates the correlation between students' habits in listening to authentic materials and their listening skills, particularly in the context of vocational high school students.

Observation at SMK Negeri 2 Pekanbau revealed that many students have not developed listening habits in using authentic materials which makes them unaccustomed to listening to such materials. Students tend to understand English pronunciation better when it is delivered by their teachers rather than through authentic materials, which results in difficulties in recognizing natural speech features such as speed, accent, and vocabulary. This gap underlines the need to explore whether students' habits of listening to authentic materials influence their listening skills. Consequently, the aim of this research is to determine whether there exists a significant correlation between students' habits of listening to authentic materials and the listening skills of eleventh grade students at SMKN 2 Pekanbaru or not.

Theoretical Review

Listening

Listening is the process of focusing attention on spoken language in order to comprehend and interpret its meaning (Underwood, in Afriyuninda & Oktaviani, 2021). Listening is not just hearing, but also involves the act of grasping the message conveyed by the speaker. The process of listening includes more than just hearing; it encompasses receiving and understanding (Rajagukguk & Sirait, 2019). Consequently, listening is regarded as an active and intricate process of meaning construction, which is essential in the acquisition of second and foreign languages.

Listening skill is key to receiving messages effectively (Tyagi, 2013). It enables students to interpret meaning accurately and respond appropriately in communication. Listening is fundamentally related to other language competencies, including speaking, reading, and writing (Slimani & Moubtassim, 2023). Developing strong listening ability provides students with essential input that supports the growth of these competencies, emphasizing its crucial role in successful

language learning. In conclusion, listening is a fundamental skill that not only facilitates accurate comprehension and effective communication but also serves as the foundation for the development of other language abilities.

Listening is identified as a receptive skill, crucial in language learning (Erdonova & Abduvahobova, 2023). Through listening, students are exposed to authentic language input that helps them acquire pronunciation, vocabulary, and grammatical structures naturally. In the context of language teaching, listening is regarded as a distinctive and complex process in which students comprehend spoken language by making use of pacing, units of encoding, and factual pauses (Nunan & Carter, 2001). In short, listening requires the listener to process what is heard in order to gain the information conveyed by the speaker. In conclusion, listening is a complex receptive skill that enables students to process spoken input effectively, making it essential for acquiring linguistic knowledge and achieving success in language learning. From the definitions stated above, it can be deduced that listening is an active and complex receptive skill because it involves not only hearing but also understanding and constructing meaning from the speaker's message. It is a fundamental skill that offers authentic language input and fosters the development of other language skills. Therefore, listening plays a crucial role in successful communication and achieving language learning goals.

Habit

A habit is a pattern of behavior that is performed consistently and often takes place without conscious awareness (Chen et al., 2020). Similarly, Neal et al., in Muhammad Fajar Sudrajat et al., (2021) stated that habits are defined as psychological orientations towards the repetition of prior behaviors. Meanwhile, Tsai (2022) explain that habit defined as an acquired disposition that manifests in behavior that is repeated, automatic, and uniform. Similarly, Orbell & Verplanken (2018) stated that habit is a behavior elicited by cues, occurring independently of goals or current motivation. From the definitions stated above, it can be deduced that habits are acquired patterns of behavior that are repeated, tend to be automatic, and consistent. Habits emerge as psychological dispositions that encourage a person to repeat past actions, often triggered by specific stimuli, and can occur independently of current goals or motivations. In other words, habits reflect internalized, stable, and relatively spontaneous behaviors in everyday life. Therefore, habits play a crucial role in forming learning habits.

Components of Habit

According to Duhigg (2012), a habit consists of three main components that work together to form behavioral patterns: cue, routine, and reward. A cue is a signal that prompts the brain to shift into automatic mode and initiate a particular habit, often in the form of a contextual stimulus that triggers behavior based on past experience (Duhigg, 2012; Mazar & Wood, 2018) Once the cue appears, it leads to the routine, which refers to the actual behavior or action performed repeatedly and automatically. Routines are patterns of repeated activities that may also be shaped by social and cultural practices (Ehn & Löfgren, 2020; Turner & Cacciatori, 2016) Finally, reward plays an essential role in reinforcing the habit, as it involves the positive feelings or satisfaction gained from performing the behavior. These rewards, whether physical or emotional, help the brain evaluate

the behavior and encourage its repetition in the future (Duhigg, 2012; McCloskey & Johnson, 2019).

Authentic Materials

Authentic materials are audiovisual and printed resources not designed for teaching, aimed at engaging learners in real-life communication (Sadam, 2022). They encompass various types, including video, printed, and audio materials, catering to different language needs and proficiency levels (Sadam, 2022). Meanwhile, authentic materials are those not developed for teaching purposes, it reflect real-life communication among native speakers (Aswini & Srinivasan, 2016). They include transcriptions and recordings from various disciplines, offering learners the opportunity to engage with natural language in various contexts, thereby enriching their language acquisition experience (Aswini & Srinivasan, 2016).

Based from definition above, authentic materials are genuine language resources originally created for real communication among native speakers rather than for instructional purposes. They include various forms such as audiovisual, printed, and audio texts that present natural language use in diverse real-life contexts. By providing learners with exposure to authentic linguistic input, these materials foster a deeper understanding of language use, improve listening comprehension, and enhance overall communicative competence. Authentic materials are resources created for native speakers, designed to engage learners in real-life communication outside the classroom. These materials, which include audiovisual and printed content, provide contextualized language exposure that traditional educational resources often lack. The nature of authentic materials is multifaceted, encompassing various types and applications that enhance language learning experiences.

METHOD

This research implemented a quantitative correlational design. Correlation is a technique in statistical analysis that helps to establish the relationship between two or more quantitative variables (Putri et al., 2025). In this research, the researcher investigated the possible relationship between the independent variable (X) "Students' habit in listening to authentic materials" and the dependent variable (Y) "Listening skill".

Participants

The population includes all 856 eleventh-grade students at SMKN 2 Pekanbaru. Since the total population in this research exceeds 500 students, the sample was determined by taking 5-15% of the total population, as suggested by (Abubakar, 2021), who stated that When the population is larger than 500, the sample can be selected from 5% to 15% of the total population. Following this guideline, the researchers established the sample size by taking 15% of the population, leading to a total of 128 students being part of the sample in this research.

Instruments

Data collection employed two instruments: (1) a 20 Likert-scale questionnaire items to measure students' habits in listening to authentic materials made by the researchers based from Duhigg (2012) theory including three habit aspects consist of ; cue, routine and rewards, and a listening

test consisting of 20 true-or-false questions adopted from British Council (2016) to assess students' listening skills. .

Data collection procedures

The data collection process in this research was carried out through several clear steps. Before starting the research, the researcher first made the necessary preparations, such as arranging a research permit and asking for permission from the teacher and the school principal. After that, the researcher collected data from non-sample students to test the validity and reliability of the instruments. Once the instruments were confirmed to be valid and reliable, the researcher moved on to the main data collection with the actual sample, which included students from class XI GEO, XI TITL, XI TEI 2, and XI APL 1. During this stage, the researcher distributed a questionnaire to find out students' habits in listening to authentic materials. In addition, a listening test consisting of 20 questions was given, where the researcher played an audio recording and the students answered the questions based on what they heard.

Data analysis

The data analysis in this research involved both descriptive and inferential statistics conducted using IBM SPSS Statistics version 23. Descriptive analysis was applied by calculating the mean and percentage to describe students' habits in listening to authentic materials and their listening skill levels. Before testing the hypothesis, assumption tests were carried out, including the normality test using the Kolmogorov-Smirnov test and the linearity test to examine whether the relationship between variables was linear. If the data met parametric assumptions, the hypothesis was tested using Pearson Product-Moment correlation to determine the strength and direction of the relationship between variables. However, if the data were not normally distributed, Kendall's tau-b correlation was used as a non-parametric alternative. The results of the correlation analysis were then interpreted based on the correlation coefficient criteria, and the hypothesis was accepted or rejected according to the significance value at the 0.05 level.

FINDINGS AND DISCUSSION

Findings

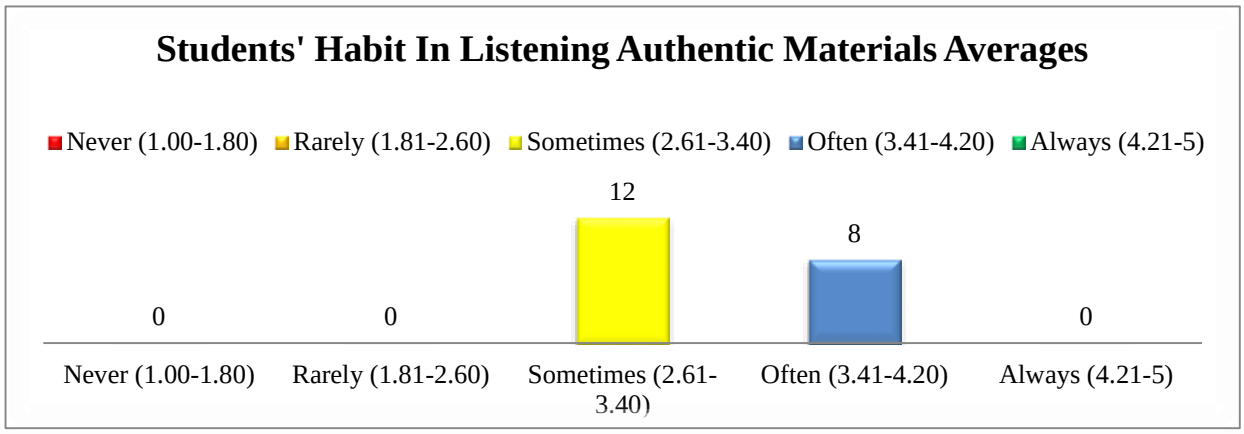
This section presented the description of the research data including two variables, namely students' habit in listening to authentic materials and their listening skill. This research was conducted to find out whether there was a correlation between students' habit in listening to authentic materials and listening skill at eleventh grade of SMKN 2 Pekanbaru with the total number of samples were 128 students. The researcher used two kinds of instruments of the questionnaire desgined by the researcher to measure students' habit in listening authentic materials. Then the researcher measured their listening skill by the listening test which adopted from British Council (2016). The research was conducted on 1th December – 8th December 2025 the schedule of English examination by four classes including XI GEO, XI TITL, XI EI 2 and XI APL 1. The research results for the two variables are as follows.

The Results of Students' Habit in Listening to Authentic Materials

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https://ejurnal.umri.ac.id/index.php/IJETL

In this case, students' habit in listening to authentic materials was the independent variable (X). As it had been mentioned was the previous chapter, to measure the students' habit in listening to authentic materials, the researcher used a questionnaire designed by researcher based from Duhigg (2012) habit theory. The researcher administered a questionnaire consisting of 20 statements to measure the variable. The results obtained from the questionnaire are presented in the following chart.

Figure 1. Students' Habit in Listening Authentic Materials Chart



Based on Figure 1, the data represent the average scores of each questionnaire statement regarding students' habits in listening to authentic materials among eleventh grade students at SMKN 2 Pekanbaru. The chart includes five average categories; however, only two categories reached the specified levels, namely "Sometimes" (2.61–3.40) and "Often" (3.41–4.20). The "Sometimes" category, shown in yellow, indicates that students engage in listening to authentic materials at an occasional level, with 12 statements (1, 2, 3, 5, 7, 8, 10, 11, 12, 13, 14, and 17) falling into this category. Meanwhile, the "Often" category, shown in blue, reflects a more frequent level of engagement, with 8 statements (4, 6, 9, 15, 16, 18, 19, and 20) classified within it. Overall, the findings show that most statements are categorized as "Sometimes," suggesting that students' engagement in listening to authentic materials tends to be occasional rather than frequent. The detailed questionnaire score could be identified in the descriptive analysis in **Table 1.**

Table 1. The Descriptive Analysis Questionnaire

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Students' Habit In Listening Authentic Materials	128	26.00	94.00	8576.00	67.0000	13.28844	176.583
Valid N (listwise)	128						

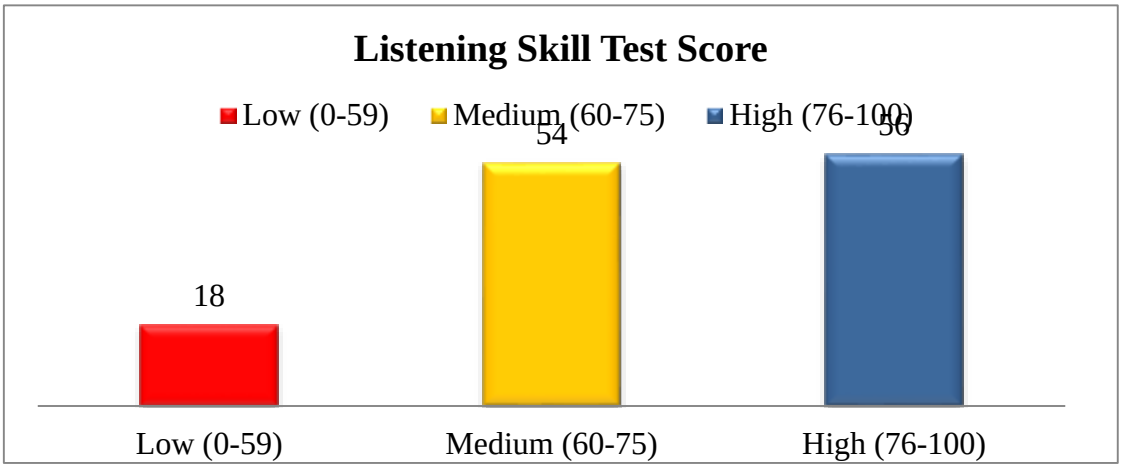
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International Journal of English Teaching and Linguistics
Vol. 1 No. 2 (2026): A collection of scholarly articles and research findings
https://ejurnal.umri.ac.id/index.php/IJETL

Based on the data statistic above of 128 participants (N) in table 4.2 describes that most of their questionnaire score with a mean score of approximately 67 with a standard deviation 13.28844. The highest score is 94 which indicate that individual always make the habit in listening authentic materials habit, while the lowest score is 26 that student does not like make the habit in listening to authentic materials. The total score of 8576 represents the cumulative score of all participants in habit to listen authentic materials.

The Results of Students' Listening Skill

In this case, students' listening skill was the dependent variable (Y). As it had been mentioned was the previous chapter. To analyze the listening skill, the researcher used listening test to the students. The results obtained from the test are presented in the following chart.

Figure 2. Chart of Listening Skills



The chart in Figure 4.2 illustrates the frequency distribution of listening test scores among eleventh grade students at SMKN 2 Pekanbaru, categorized into three levels of listening skill. The "Low" category (00–59), shown in red, includes 18 students, accounting for 14.1%, indicating poor listening skills. The "Medium" category (60–75), shown in yellow, consists of 54 students or 42.2%, representing an average level of listening ability. Meanwhile, the "High" category (76–100), shown in blue, includes 56 students or 43.8%, indicating good listening skills. Overall, the chart shows that most students fall into the "Medium" and "High" categories, suggesting that the majority have moderate to good listening skills, while only a small proportion of students are in the "Low" category. The detailed of the test resul tcould be seen in the descriptive analysis table below.

Table 2. The Descriptive Analysis of Listening Test

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Listening Skill	128	40.00	100.00	9535.00	74.4922	13.87287	192.457

Valid N (listwise)	128						

Based on the data statistic above of 128 participants (N) in table 4.2 describes that most of their listening test score with a mean score of approximately 74.4922 with a standard deviation 13.87287. The highest score is 100 which indicates that some students have better listening skills, while the lowest score is 40 that some students have poor listening skills. The total score of 9535 represents the cumulative score of all participants in the listening test.

Normality Test

The researcher conducted a normality test using IBM SPSS version 23 to determine whether the data were normally distributed. Based on Arifin (2021), the data are considered to have a normal distribution if the Asymp. Sig. (2-tailed) value is greater than 0.05, while a value less than 0.05 indicates that the data are not normally distributed. The Kolmogorov-Smirnov normality test are presented in the following table.

Table 3. The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Students' Habit In Listening Authentic Materials	Listening Skill
N		128	128
Normal Parameters[a,b]	Mean	67.0000	74.4922
	Std. Deviation	13.28844	13.87287
Most Extreme Differences	Absolute	.051	.108
	Positive	.050	.061
	Negative	-.051	-.108
Test Statistic		.051	.108
Asymp. Sig. (2-tailed)		.200[c,d]	.001[c]

Based on the table above, the Asymp Sig. (2-tailed) for the normality test of the questionnaire was 0.200, it can be concluded that the data was normally distributed significant score was higher than 0.05. However, the normality test for listening skill test was 0.001 which it is lower than 0.05, it can be declared that the listening skill data was abnormally distributed.

Linearity Test

The linearity test is used to determine whether there is a significant linear relationship between two variables. Based on Field (2024), the relationship between variables (X) and (Y) is considered linear if the deviation from linearity value is greater than 0.05, whereas a value less than 0.05 indicates that the relationship is not linear. The results of the linearity test between both variables are presented in the following table.

IJETL
International Journal of English Teaching and Linguistics
Vol. 1 No. 2 (2026): A collection of scholarly articles and research findings
https://ejurnal.umri.ac.id/index.php/IJETL

Table 4. The Results of Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Listening Skill * Students' Habit In Listening Authentic Materials	Between Groups	(Combined)	11936.992	45	265.266	1.739	.015
		Linearity	1.966	1	1.966	.013	.910
		Deviation from Linearity	11935.026	44	271.251	1.779	.012
	Within Groups		12505.000	82	152.500		
	Total		24441.992	127			

Based on the data table above, the linearity relationship between listening skill and students' habit in listening authentic materials is not linear as the deviation from linearity test 0.012 < 0.05. It can be concluded that the relationship between variables (X) and (Y) is not linear.

Kendall's Tau-b Correlation

The hypothesis in this research was tested using Kendall's Tau-b correlation to determine whether there is a significant relationship between students' habits in listening to authentic materials and their listening skills. Kendall's Tau-b is suitable for non-normal data as it measures rank correlation between variables (Smeeton et al., 2025). The analysis was conducted using IBM SPSS Statistics version 23. Based on Ionas (2022), if the significance value is greater than 0.05, H_0 is accepted and Ha is rejected, whereas if it is less than 0.05, Ha is accepted and H_0 is rejected. The hypotheses state that H_0 indicates no significant correlation, while Ha indicates a significant correlation between the variables.

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International Journal of English Teaching and Linguistics
Vol. 1 No. 2 (2026): A collection of scholarly articles and research findings
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Table 5. The Result of Kendall's tau-b Correlation

Correlations				
			Students' Habit In Listening Authentic Materials	Listening Skill
Kendall's tau_b	Students' Habit In Listening Authentic Materials	Correlation Coefficient	1.000	.022
		Sig. (2-tailed)	.	.731
		N	128	128
	Listening Skill	Correlation Coefficient	.022	1.000
		Sig. (2-tailed)	.731	.
		N	128	128

Based on **Table 5**. the result of Kendall's tau-b correlation for the questionnaire students' habit in listening authentic materials and the listening skill test is "Neglible" positive relationship with a correlation value (r) of 0.022, then the significance value of 0.732 > 0.05, which interpreted that there is no significant correlation between students' habit in listening authentic materials and listening skills. It can be concluded that the students' habit in listening to authentic materials and their listening skill is not significant correlated with a neglible positive correlation.

Discussion

The correlation coefficient results for the students' habits in listening to authentic materials and the listening skills assessment reveal a "Negligible" positive relationship, characterized by a correlation value (r) of 0.022. Additionally, the significance value of 0.732 is greater than 0.05, indicating that there was no significant correlation between the students' habits in listening to authentic materials and their listening skills. The results of this research indicate that there was no significant correlation between students' habits of listening to authentic materials and their listening skills. It can be concluded that students' listening habits toward authentic materials did not significantly influence their listening skills.

The result of this research contrasts with several previous studies. Qodrat (2024) found a significant correlation between students' habit in listening to English music and their listening comprehension, with a significance value of 0.000. Similarly, Sudrajat et al. (2020) reported a very high correlation (r = 0.845) between students' habit of watching Western movies and their listening skill. In addition, Putri (2020) found that the use of authentic materials had a significant effect on students' listening comprehension, while Nuralisa et al. (2025) reported positive student

perceptions regarding the effectiveness of authentic listening materials in improving listening skills.

Theoretically, listening is an active and complex receptive skill that requires learners not only to hear sounds but also to understand, interpret, and construct meaning from spoken input (Underwood, in Afriyuninda & Oktaviani, 2021; Rajagukguk & Sirait, 2019; Tyagi, 2013) Listening also plays a crucial role in language learning by providing learners with authentic linguistic input that supports the development of other language skills (Slimani & Moubtassim, 2023). Based on this theoretical framework, students who frequently and consistently engage in listening activities particularly through authentic materials are expected to demonstrate higher listening proficiency.

However, the results of this research revealed a neglible and non-significant positive correlation between students' habit in listening to authentic materials and their listening skills ($r = 0.022$; $p = 0.732 > 0.05$). This result indicates that students' listening habits toward authentic materials did not significantly influence their listening test performance. Although the correlation was positive, its strength was extremely neglible, suggesting that other factors may have contributed more substantially to students' listening skill.

Furthermore, these results show that students still really need guidance in developing their listening skills. Authentic materials often include different accents, fast speech, and unfamiliar words, which can easily confuse students if they face them alone. In other words, it's not just about how often students listen, but how they are supported in the process. Listening habits can still help, but they are not the main factor. Students' listening skills are more likely to develop when those habits are combined with proper guidance, practice, and support in the classroom.

CONCLUSION

This research finds that there is no significant positive correlation between students' habit in listening to authentic materials and their listening skill in the eleventh grade at SMKN 2 Pekanbaru. This suggests that habit in listening to authentic materials is not sufficient to significantly enhance listening skills**.** To enhance students' listening skills, it can be inferred that it requires not only the formation of listening habits but also the application of effective learning strategies, structured teacher assistance, and increased exposure to real-world materials. Teachers may provide pre-listening activities, vocabulary preparation, and repeated listening opportunities to help students better understand authentic materials. Future research is recommended to extend this research to another approach by qualitative or mixed-method research designs to achieve a deeper comprehension of students' listening habits and the factors influencing the relationship between authentic materials and listening skills.

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