

Information Transfer Technique in Assessing Listening For Daily Conversation for EFL in *Pesantren*-Based University

Aries Fachriza

Universitas Darussalam Gontor
aries.fachriza@unida.gontor.ac.id

Kristi Nuraini

Universitas Muhammadiyah Jember
kristi.nuraini@unmuhjember.ac.id

Muhammad Haikal

Universidad d Cordoba
Z92haham@uco.es

Tsalsa Nakita Aina Parahida

Universitas Darussalam Gontor
skycatch12@gmail.com

Received October 30, 2022/Accepted December 06, 2022

Abstract

The assessment was becoming part of teaching activities to measure the learning target. It requires several assessment aspects to gain the language learning achievements of the learners. This article intended to examine the strength of the Information Transfer Technique (ITT) in assessing listening for a daily conversation subject for the students in the first year of students of English Department, the University of Darussalam Gontor which is considered as a *Pesantren*-based university. The research employed a quasi-experimental with control and experiment groups with a post-test design. Each group consisted of 16 colleagues who were regarded as English Foreign Language learners. Their listening subject was assessed by post-test using the information transfer technique in both control and experimental group. The data were analyzed by an independent sample T-Test. The findings revealed that there was a significant inequality between the mean score of pre and post-test. The mean score of the post-test of learners in the experiment group was significantly higher than that in a pre-test. Furthermore, It is proven that the technique of information transfer is assumed eligible to assess the teaching-learning activities in listening for daily conversation

Keywords: Assessing listening, EFL, Information Transfer Technique, *Pesantren*-Based University

Introduction

Assessment is so closely interrelated with teaching and learning activities. It was because that the assessment will show the learners' achievement on learning activities¹. Moreover, this is a mechanism of feedback from the teaching and learning results that are able to serve learning improvement on next students' performance². Thus, this is necessary for the educator to execute an assessment process in every teaching activity.

In addition, all kinds of assessment devices can reinforce and motivate the learners' performance. It involves the process of defining, analyzing, interpreting, and using the information to enhance a student's learning and development³. This also serves as an essential aspect of the learning objectives to reveal learners' comprehension⁴. Furthermore, at the end of learning activities, the learner could implement everything that they find during the teaching-learning process.

This study concerns the assessment of listening comprehension subject. Especially, for the subject of listening to daily conversations that are given to the students of EFL of *pesantren*- based university. University of Darussalam Gontor. The assessment of listening subject includes on language or English language Teaching assessment. Listening for daily conversation is a language for real-life communication such in oral interactions. This is crucial for test writers to deal with the types of assessment items that appear for relevant topics⁵. Accordingly, it needs more approach so that assessing listening is considered eligible by the learner and educator, especially for EFL learners.

In addition, the implementation of effective language assessment can be considered as the success in assessing listening subjects. The accomplishment in assessing listening for daily conversation is also influenced by the perspective of the English lecturer. Besides, they believed that the assessment of language learning aimed to enhance the quality of learning, the

¹ Biggs, J. Teaching for Quality Learning at University. *Maidenhead*; 2013

² Johnson, P. & Costello, P. Principles for literacy assessment. *Reading Research Quarterly*, 2(40), 2005. P. 256.

³ Erwin, T. D. Assessing student learning and development: A guide to the principles, goals, and methods of determining college outcomes. *Hoboken, NJ: Jossey-Bass*. 1991

⁴ Derry. *Strategies for Assessing Learning Effectiveness*. <http://www.alnresearch.org/HTML/AssessmentTutorial>. 2001

⁵ Brown, D. *Language Assessment principles and Classroom Practices*. Pearson Education.Inc. 2004

standard of assessment to measure learner comprehension⁶. It was in line that teaching listening mainly focuses on specific skills such as daily conversation to improve listening comprehension⁷. Those arguments reinforce that explicit proficiency such as attaining the meaning in spoken activity is the main focus of teaching and assessing listening.

The study of listening comprehension processes in foreign language learning. In addition, listening comprehension includes linguistic units like phonemes, words, and grammar structures. They also involve the language context, situation, and background knowledge, as also the listener's expectations⁸. In the ofe for daily conversation, this is a great essential competency to communicate with others⁹. Besides, listening for daily conversation defines as the process of understanding the utterance in the first, second or other languages. Moreover, to receive language input, learning this skill is crucial for them¹⁰.

Listening is the ability to understand the information that listeners heard. Listening is a receptive skill that requires a person to receive and understand incoming information (input)¹¹. Furthermore, Listening in the broadest sense, is a process of receiving what the speaker actually says; constructing meaning, comprehending and responding to meaning, and creating meaning through involvement, imagination, and empathy¹². It means that listening is a complex, active process of interpretation in which listener matches what they hear with they already know.

Listening comprehension is also as the process of constructing the meaning of what we hear. In detail, Listening for daily conversation typically address a number of listening comprehension functions, including recognition,

⁶ Weeden, P., Winter, J. & Broadfoot, P. *Assessment: What's in it for schools?* Routledge Falmer.2002

⁷ Wang, Y. To Give Control to Learners or Not? A Comparative Study of Two Ways of Teaching Listening. *English Language Teaching*, 3(2), 162–174. <https://doi.org/10.5539/elt.v3n2p162.2010>

⁸ Al-Nafisah, K. I. . Issues and Strategies in Improving Listening Comprehension in a Classroom. *International Journal of Linguistics*, 11(3), 93. <https://doi.org/10.5296/ijl.v11i3.14614.2019>

⁹ Li, W. & Renandya, W. A. Effective approaches to teaching listening: Chinese EFL teachers' perspectives. *Journal of Asia TEFL*, 9(4). 2012

¹⁰ Gilakjani, A. P., & Sabouri, N. B. . *Learners ' Listening Comprehension Difficulties in English Language Learning: A Literature Review*. 9(6), 123–133. <https://doi.org/10.5539/elt.v9n6p123> (2016)

¹¹ Nunan, D. N). *Practical English Language Teaching (International Edition)o Title*. MC Grew Hill.2001

¹² Naizhoa, G & Robin, W. *An Investigation of Factor Influencing English Listening Comprehension and Possible Measure for Improvement*. 2009

orientation, comprehension of main ideas, understanding and recall of details¹³. Besides, listening for communication is an interactive process in which the listener receives the acoustic input and then the brain engages in a process of understanding in which the sounds given by the speaker are understood¹⁴. Listeners construct meaning by linking information from a listening text with knowledge stores in long-term memory, informed by their overall prior knowledge and life experiences¹⁵. All definition of listening skill has a relation with the level of listening mastery such Listening for daily conversation that can be a special subject in university level.

This research reviews the development of assessment of listening for daily conversation occurring in English Foreign Language learners in English Department, the University of Darussalam Gontor. This is considered a Pesantren -Based University. The assessment technique in assessing listening is having struggle when the lecturer has to measure learners' achievement in comprehending the communication meaning of audio recording in form of listening for daily conversation. It was because the lecturers intended to develop the technique of listening assessment in gaining an understanding of listening activities. In addition, the lecturer also abortive in listening assessment. The target of the exam results of listening for daily conversations was still far the expectation whereas the listening skill is pivotal for the EFL in daily communication for university level. Accordingly, the urgency of appropriate assessment technique to assist the learner in achieving understanding the content of daily communication in listening activities is considered to be essential.

in Addition, it is showed that the lecturer of listening for daily conversation subject have not find the appropriate technique in assessing listening with a specific goal during the teaching listening process. Besides, the EFL learners do not gain improvement in their result of each evaluation. In some cases, the kinds of assessment such, cloze test, multiple choice, retelling meaning etc, have predicted that it can be effective for gaining learners' understanding. In fact, the learner finds the difficulties in comprehending through these types of assessments. The lecturer tends to have many trials to develop well-suited assessment technique which guide the learner to accomplish the target of materials. The argument of the difficulties of listening were about the process of gaining perception, especially regarding speed of delivery in which they usually encounter problems due to mishearing

¹³ Richard, J.C & Schmidt, R. *No Title Longman Dictionary of Language Teaching and Applied Linguistic*. Pearson Education Limited. 2002

¹⁴ Buck, G. *Assessing Listening*. Cambridge University Press. 2001

¹⁵ Vandergrift, L., & Goh, C. C. M. *Teaching and Learning Second Language Listening*. Routledge. 2012

or missing supposedly vital words. According to the results of the previous study, students also commented on challenges in recognizing words in the speakers' accent due to inadequate exposure to authentic listening input¹⁶. Accordingly, Information Transfer Technique (ITT) was assumed as applicable technique to route the learner in achieving the target of learning language.

Information Transfer Technique (ITT) was believed to accord a variety of language assessing and teaching including four language skills, listening, speaking, reading, and writing. it reproduces either from a full linguistic into diagrammatic or semi diagrammatic form or vice versa during understanding the source¹⁷. ITT is an excellent strategy for English language teaching to develop students' language skills and to understand the meaning of the form-oriented procedure in assessment of language teaching¹⁸. Information Transfer Technique is a process to inform visual representation such as identifying an element in a picture, completing a form, and showing description on a map¹⁹. ITT aids the learner to convey description from the audio text into descriptive objects This activity is to reproduce or retelling one form into another form. The technique of describing the physical appearance of an object assists learners to enrich their listening skill combine with writing ability where they represent the information they found in new terms²⁰.

For these apprehensions, the objective of the research is aimed to reveal the persuasiveness of ITT in assessing the material of listening for daily conversation on the male campus, University of Darussalam Gontor Ponorogo. The treatment of assessments will be implemented into two groups. Each were consisting of 14 students. This classroom was a standard for the EFL learner especially on listening class in university level. This condition is appropriate with the regulation for the post-secondary teaching English for Foreign Language which recommends no more than 20 students²¹. The EFL

¹⁶ Graham, S. Listening Comprehension: The students' Perspectives. *An International Journal of Educational Technology and Applied Linguistics*, 34, 165–182. 2006

¹⁷ Syam, U. K., & Sangkala, I. Information Transfer Technique in Teaching Writing. *Exposure: Jurnal Pendidikan Bahasa Dan Sastra Inggris*, 3(1), 97. <https://doi.org/10.26618/ejpbj.v3i1.800>. 2014

¹⁸ Husain, D. (1994). Information Transfer. *Jurnal Pendidikan Dan Keguruan IKIP Makassar, Volume 2 N.* 1994

¹⁹ Brown, D. *Language Assessment principles and Classroom Practices*. Pearson Education.Inc. 2004

²⁰ Yonantha, F. *The Effects of Using Information Transfer Technique Toward Students' Listening Comprehension*. 1(2), 89–98. 2020

²¹ Philips, Cassandra; Ahrenhoester, G. Class Size and First-Year Writing Exploring the Effects on Pedagogy and Student Perception of Writing Process. *Teaching English in the two year college*. 2018. Pg (46)

Learner in University of Darussalam Gontor have several characteristics. They are used to implement autonomous learning in every subject they enroll in. They were assumed to have a lot of prior knowledge to aid their learning activities. In addition, it was believed that *Pesantren* is a kind of educational institution that has organized an effective learning environment dealing with language proficiency. The *pesantren* environment was believed to support students' language capability. It significantly arouses the interest of the students to gain English more enthusiastically. The students enrolled in English more intensively since they stay in the dormitories. In addition, can use English as their compulsory language in daily communication²². However, The material of EFL in *pesantren* should be selectively built and developed according to *pesantren*'s perspectives. Accordingly, the research also analyses the factors that influence the effectiveness of implementation of information transfer technique in assessing listening for daily conversation. Then, the result of analysis is conceived to contribute new development for the educator to assess listening subject. In detail, the main purpose of this study is highlighted in one question. *Does the assessment of listening for daily conversation have better eligible by implementing the information transfer technique?*

Method/Material

A quantitative research design is utilized in this study as its purpose is to explain real phenomenon through the collection of quantitative data which were analyzed using mathematically based method. Statistical data analyses were employed to analyze the findings of the research. In method employed in the study was experimental one. The basis of the experimental method was the experiment, which may be defined as "A test under controlled conditions that is made to demonstrate unknown truth or examine the validity of a hypothesis"²³. This research employed quasi-experimental designs. it was the kind of experimental design which test a hypothesis. It stated that it had known how well it achieves its objectives, as measured by a prespecified set of indicator²⁴. It will be explained on table .1

²² Umam, C. Maintaining Islamic Values in English Language Teaching in Indonesian Pesantrens. *Didaktika Religia*, 2(1), 227–242. <https://doi.org/10.30762/didaktika.v2i1.139>. 2014

²³ Muijs, D. *Doing Quantitative Research in Education with SPSS*. SAGE Publications Ltd. 2004

²⁴ White, H., & Sabarwal, S. *Quasi-Experimental Design and Methods (Vol 8)*. United Nations Children's Fund (UNICEF).2014

Table. 1
Non-Equivalent Group Research Design

Group	Treatment	Pot-test
ED. A	X	O2
ED. B		O2

Explanations:

ED A : Experiment Group

ED. B : Control Group

X : Treatment

O2 : Post test

It was a kind of quasi experimental design that one used group already organized into classes or other pre-existing intact groups. It means that this research examined two groups of students as a group of treatment and conventional teaching assessment as a control group in listening for daily conversation activities in classroom.

This study employs an Alternative Hypothesis as a research result. The alternative hypothesis (Ha) in this research states that the participants perform well when they apply the Information Transfer Technique (ITT) as the technique to assess students performance in listening activities. Accordingly, the implementation of ITT contributes some beneficial inputs for the students of the English Education Department in assessing listening for daily conversation.

To gain information and data, this research utilized test and worksheet. Those instruments were to measure the effectivity some kinds of test types that appropriate to analyze students' comprehension in listening subject. The aim of doing this is to assure the objectivity of the research data. Accordingly, the main instrument of this research is in the form of a test.

Moreover, post- test were implemented to compare groups and/or to measure changes resulting from the treatments than to compare to one or more control groups who did not receive the treatment²⁵ At the beginning of the teaching activities, worksheet was given to the students to gather the data of the students' scores before being given any treatment. Whereas after the

²⁵ Dimitrov, D., & Rumrill, P. Pretest-posttest designs and measurement of change. *Speaking of Research*, 4(5). 2003

treatment, a post-test was conducted. The results of the tests were then calculated, analyzed, and compared.

The data was measured using a statistical calculation to find out the differences between the pre-test and post-test results between control and experiment groups. The data was measured to know the differences of score between the pre-test and post-test by the statistical calculation. In this study, the analysis of data was conducted using a normality test in the first analysis through Kolmogorov-Smirnov. If the data was normal, the t-test can be analyzed by independent sample T test. However, if the data was not normal, the data could be analyzed by the Wilcoxon Signed Rank test. The steps of the analysis are explained below:

Determining hypothesis:

Ha: There was a difference between students result on post-test between control and experiment groups. in assessing listening for daily conversation through Information Transfer Technique.

Ho: There was no difference between students result on post-test between control and experiment groups. in assessing listening for daily conversation through Information Transfer Technique Determining significance number

This analysis used two-tailed significance. The researcher took a significant number of 5 %. It means that the researcher took the risk to reject the true hypothesis for 5% (0,05).

Determining t Number and t Table :

After determining the significance number, it continued by Determining the t Number and t Table. The distribution of t table on $\alpha = 5\% : 2 = 2.5\%$ (2 -Tailed) with degree of freedom (df) $n - 2$. It can be continued by analyzing the criterion of examining.

The criterion of examining and interpretation.:

Ha is accepted if t values are more than t table (t values $>$ t table). In contrast, Ha is rejected if the t value was less than the t table (t values $<$ t table). In the other hand, Ha is accepted if P value was less than P-valuable $<$ 0.05) or Ha is rejected if P value was more than 5 % (P-value $>$ 0.05).

To acquire more complete and reliable data, this study also employed observation to support the result of the findings. This is also essential because the researcher could observe, evaluate, draw conclusions and give comments on interaction and relation during the class²⁶. The result of observation

²⁶ Malgorzata Ciesielska, K. W. B., & Ö. Observation Method. *In Research Gate*.

showed that two factors have contributed to the success of the utilization of the Information Transfer Technique (ITT) in assessing listening for daily conversation for the male class of Darussalam Gontor. The first was that the male students' cognitive has influenced the effectiveness of these teaching and assessing activities. the students have good prior knowledge to support their listening skills. They were able to easily listen the instruction from the audio. Second, the students of the English Language Department were motivated in joining listening classes when the lecture implemented ITT during the assessing and learning activity.

Result and Discussion

After observing the condition of the learners, a normality test was conducted. This test was required to analyze the character of the data by analyzing the students' post-test scores between control and experimental group. It employed one sample Kolmogorov-Smirnov Test. It analyzed the answer to the research problem and the analysis score of the post-test.

The research question was As stated in the background of the study, this study has the research question *“Does the assessment of listening for daily conversation have better eligible by implementing the information transfer technique?”* Then, the research question answered that the male students of the English Language Department have better performance in assessing listening for daily conversation by using Information Transfer Technique. It can be proven by statistical analysis which was shown by Kolmogorov-Smirnov Test.

Table 2

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			16
Normal Parameters ^{a,b}	Mean		,0000000
	Std. Deviation		12,32196297
Most Extreme Differences	Absolute		,157
	Positive		,157
	Negative		-,086
Test Statistic			,157
Asymp. Sig. (2-tailed)			,200 ^{c,d}

Researchgate.2018

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

This table analyzes students' results on listening assessment. The analysis was started by examining the normality of the data through a one-sample Kolmogorov-Smirnov test. According to the table 2, the significance of number shows the data was normal. It was because the significant number (2-tailed) was 0,200. It was more than 0,005. Furthermore, the analysis could be analyzed by independent sample T-test.

According to the result of normality test, the next analysis will be analyzed by statistical results and independent sample T-test. It can be shown on table 3 and table 4.

Table 3. Statistical Results					
	Groups	N	Mean	Std. Deviation	Std. Error Mean
Results	Control Group	16	50,63	13,769	3,442
	Experiment Group	16	69,06	15,834	3,959

Table 4. Independent sample T-Test

Independent Samples Test					
	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	95% Confidence Interval of the Difference

The assessment procedures conducted by the lecturer were applicable for the students in implementing ITT in assessing listening. Firstly, the lecturer prepared material that will be discussed by the students. The second, motivating the students by discussing the goal of the material and the roles during listening activity. Then, the lecturer played the audio recording which consist of the graph and picture to all students. Next, the students transfer the information that they listen, then, they tried to express their understanding into worksheet that given by the lecturer. After this, the lecturer assisted the students to transfer everything that listened from the recording in detail into good written language. The lecturer also motivated the students to utilize the accepted English language format in spoken activity that their understanding. The last, the lecturer evaluated the students' worksheets by discussing the problems that they found during practicing listening for daily conversation. The lecturer observed students' performances after conducting ITT in teaching listening. It is assumed that these steps are effective to enhance students' listening skills. The students feel comfortable and active when the lecturer explains this strategy to assess students' listening activity. The result of this study is in line with the previous study conducted by Zhao Ju-qing. It stated that ITT leads the learner to become an active language user and participant in various kinds of learning activities²⁷. In addition, the learners' motivation is to understand and communicate the meaning of similar objects into different forms. Moreover, ITT in listening material encourages the learner to be directly involved in spoken and written communicative activities and use the target language for a communicative purpose. ITT also helps the students in describing graphs; the pattern feature found in the description of the visual display into their learning process²⁸

In addition, students were motivated, collaborative, and engaged during the learning process after the teacher employed ITT than the other type of listening assessment such as cloze test, multiple choice, understanding talks and lecture, understanding statements and dialogues in assessing listening. It was because ITT encouraged them to be strongly positive in their feeling, thinking, and behaving toward the learning material²⁹. Therefore, this is an appropriate listening strategy to improve students' listening performance.

²⁷ Ju-qing, M. Z. *Information Transfer Technique in Classroom Interaction*. 13(5), 357–362. <https://doi.org/10.17265/1539-8080/2015.05.005>. 2015

²⁸ Nation, P. Using Technique Well: Information Transfer. *A Periodical for Classroom Language Teacher*, 10(1), 17–23. 1988

²⁹ Radhiyani, F. Developing The Students' speaking Performance through information Transfer Technique. *Jurnal Pemikiran Ilmiah Dan Pendidikan Administrasi Perkantoran*, 5(2). 2018

Conclusion

Based on the data from the findings, it can be revealed that the implementation of the Information Transfer Technique (ITT) gives advantages for the students in assessing listening for daily conversation. It is evidenced by the result scores of posttest activity. The scores of the posttest both control and experimental group were higher than the pretest score. Two factors have contributed to the success of the utilization of the Information Transfer Technique (ITT) in assessing listening activities for the male class of Darussalam Gontor. The first was that the male students' cognitive has influenced the effectiveness of these teaching activities. the students have good prior knowledge to support their listening skills. They were able to easily listen the audio recording. besides, the availability of picture, diagrams and maps in the test worksheets stimulate the learner critical thinking. Then, it guides them to answer the questions easily. Moreover, the material which has Islamic nuances also assist the students in comprehending and answering the questions that provided during assessment process. It was influenced by their environments that stay in dormitory (Pesantren). Second, the male students of the English Language Department were motivated in joining the listening class when the lecture implemented ITT.

As the findings suggest, this study had found essential information to answer the research question in this experimental study. The assumption that Information Transfer Technique (ITT) will be effective to assess and improve students' skills in listening for daily conversation has been accepted. It means that the null hypothesis is rejected. Accordingly, the male students of the English Language Education Department of the University of Darussalam Gontor perform better in employing listening for daily conversation by using Information Transfer Technique.

References

- Al-Nafisah, K. I. . Issues and Strategies in Improving Listening Comprehension in a Classroom. *International Journal of Linguistics*, 11(3), 93. <https://doi.org/10.5296/ijl.v11i3.14614>. 2019
- Biggs, J. Teaching for Quality Learning at University. *Maidenhead*; 2013
- Brown, D. *Language Assessment principles and Classroom Practices*. Pearson Education.Inc. 2004
- Brown, H. D. *Language Assessment Principles and Classroom Practices*. 2003
- Buck, G. *Assessing Listening*. Cambridge University Press. 2001

- Diding Fahrudin. "English Language Teaching in Pesantren Institutions in Indonesia: from Colonial to Global Perspectives. *Proceeding of the 4th International Conference on Indonesian Studies: "Unity, Diversity, and Future.*2012
- Dimitrov, D., & Rumrill, P. Pretest-posttest designs and measurement of change. *Speaking of Research*, 4(5). 2003
- Erwin, T. D. Assessing student learning and development: A guide to the principles, goals, and methods of determining college outcomes. *Hoboken, NJ: Jossey-Bass.* 1991
- Gilakjani, A. P., & Sabouri, N. B. . *Learners ' Listening Comprehension Difficulties in English Language Learning : A Literature Review.* 9(6), 123–133. <https://doi.org/10.5539/elt.v9n6p123> (2016)
- Graham, S. Listening Comprehension : The students' Perspectives. *An International Journal of Educational Technology and Applied Linguistics*, 34, 165–182. 2006
- Husain, D. (1994). Information Transfer. *Jurnal Pendidikan Dan Keguruan IKIP Makassar, Volume 2 N.* 1994
- Johnson, P. & Costello, P. Principles for literacy assessment. *Reading Research Quarterly*, 2(40), 256. 2005
- Li, W. & Renandya, W. A. Effective approaches to teaching listening: Chinese EFL teachers' perspectives. *Journal of Asia TEFL*, 9(4). 2012
- Malgorzata Ciesielska, K. W. B., & Ö. Observation Method. *In Research Gate. Researchgate.*2018
- Muijs, D. *Doing Quantitative Research in Education with SPSS.* SAGE Publications Ltd. 2004
- Naizhoa, G & Robin, W. *An Investigation of Factor Influencing English Listening Comprehension and Possible Measure for Improvement.* 2009
- Nation, P. Using Technique Well: Information Transfer. *A Periodical for Classroom Language Teacher*, 10(1), 17–23. 1988
- Nunan, D. N). *Practical English Language Teaching (International Edition)*o Title. MC Grew Hill.2001
- Philips, Cassandra; Ahrenhoester, G. Class Size and First-Year Writing Exploring the Effects on Pedagogy and Student Perception of Writing Process. *Teaching English in the Two Year College*, 46(1). <https://www.proquest.com/docview/2136865289?pq-origsite=gscholar&fromopenview=true> 2018
- Radhiyani, F. Developing The Students' speaking Performance through information Transfer Technique. *Jurnal Pemikiran Ilmiah Dan Pendidikan Administrasi Perkantoran*, 5(2). 2018

- Richard, J.C & Schmidt, R. *Longman Dictionary of Language Teaching and Applied Linguistic*. Pearson Education Limited. 2002
- Derry, *strategies for Assessing Learning Effectiveness*. <http://www.alnresearch.org/HTML/AssessmentTutorial>. 2001
- Syam, U. K., & Sangkala, I. Information Transfer Technique in Teaching Writing. *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris*, 3(1), 97. <https://doi.org/10.26618/ejpbi.v3i1.800>. 2014
- Umam, C. Maintaining Islamic Values in English Language Teaching in Indonesian Pesantrens. *Didaktika Religia*, 2(1), 227–242. <https://doi.org/10.30762/didaktika.v2i1.139>.2014
- Vandergrift, L., & Goh, C. C. M. *Teaching and Learning Second Language Listening*. Routledge.2012
- Wang, Y. To Give Control to Learners or Not? A Comparative Study of Two Ways of Teaching Listening. *English Language Teaching*, 3(2), 162–174. <https://doi.org/10.5539/elt.v3n2p162>.2010
- Weeden, P., Winter, J. & Broadfoot, P. *Assessment: What's in it for schools?* Routledge Falmer.2002
- White, H., & Sabarwal, S. *Quasi-Experimental Design and Methods (Vol 8)*. United Nations Children's Fund (UNICEF).2014
- Yonantha, F. *The Effects of Using Information Transfer Technique Toward Students ' Listening Comprehension*. 1(2), 2020. p. 88-89
- Ju-qing, M. Z. *Information Transfer Technique in Classroom Interaction*. 13(5), 357–362. <https://doi.org/10.17265/1539-8080/2015.05.005>. 2015