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Strengthening Literacy of Listening to Students' Literacy through a Differentiated Learning Approach in the Indonesian Language Education Study Program

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ABSTRACT: This study aims to describe literal listening literacy and its application through a differentiated learning approach in learning Indonesian in higher education. The research uses a qualitative descriptive method with a literature analysis approach. The research data is sourced from literature relevant to literal listening literacy and differentiated learning as well as secondary data in the form of student learning outcomes documents in literal listening skills. Data are collected through literature studies and documentation, then analyzed descriptively by identifying the ability to understand the information conveyed explicitly, such as main ideas, facts, details, certain information, and information sequences. The results of the study show that differentiated learning can support the strengthening of literal listening literacy through adjustments to content, processes, products, and learning environments. Its application can be carried out through variations in audio types and tempos, the provision of scaffolding, and variations in the format of listening tasks according to student needs. Thus, differentiated learning can be an adaptive approach to support the development of literal listening literacy without changing the competency goals to be achieved.

1. INTRODUCTION

Education is created in a structured and conscious manner with various considerations so that it becomes a forum for humans to develop potential in the form of personality, intelligence, and skills in order to be able to actualize themselves in life. The essence of education is a guide that is deliberately created for humans with the aim of optimizing life processes and referring to applicable values. In a narrower context, education is realized through schools to achieve national education goals [1].

Education is also interpreted as an effort to provide experiences that take place programmatically through formal, non-formal, and informal education with the aim of optimizing individual abilities so that they can implement their knowledge and skills in life appropriately. In 21st century learning, lecturers are required to be able to develop learning that suits the needs and characteristics of students. In higher education, the diversity of students' abilities, interests, readiness, and learning characteristics is one of the important considerations in determining learning strategies. Learning that pays attention to individual differences is needed so that the learning process can provide learning opportunities that suit the needs of students.

Differentiated learning is learning that accommodates the needs of students by paying attention to learning readiness, interests, and learning profiles. The principle of differentiated learning places students as individuals who have diverse learning characteristics and needs. In its application, educators can make adjustments to the content, processes, products, and learning environment. This approach allows students to obtain a learning experience that is more in line with their characteristics. In the

context of higher education, differentiated learning is also related to efforts to respond to individual student differences and increase their involvement in the learning process [2]. Research on language learning at the university level shows that differentiation can be applied by considering the needs, backgrounds, language skills, interests, and characteristics of students [3].

Research on differentiated learning in Indonesian language learning has been conducted at various levels of education. The results of the study show that differentiated learning can be applied through the adjustment of content, processes, and products based on the needs of students. In the context of higher education, the application of differentiated learning is relevant because students have diverse backgrounds and abilities. Therefore, educators need to consider the characteristics of students in determining materials, activities, and forms of learning tasks.

Listening skills are one of the important language skills in the learning process because students obtain various information through oral language. Listening skills are one of the fundamental language skills in language learning, including Indonesian language education at the university level [21]. Listening activities are not only related to receiving language sounds, but also understanding the information conveyed by the speaker. In the context of learning, listening skills are needed so that students are able to capture information from lectures, discussions, presentations, and various audio and audiovisual media. Research on college students shows that the ability to understand oral information can be influenced by the characteristics of the material of the lecture, learning strategies, and various obstacles experienced by students in the listening process [4].

One of the important aspects of listening skills is the ability to understand information literally. Literal listening is related to the listener's ability to grasp information conveyed directly in oral text. This information can be in the form of main ideas, facts, details, names, times, places, sequence of events, or certain information explicitly stated by the speaker. Thus, literal understanding is an important part of the process of understanding oral messages because listeners need to recognize and organize the information that is directly conveyed in the text.

The study [5] specifically examined literal listening in EFL students. The study showed that activities in the literal listening class were related to the use of strategies to help students understand the information they listened to. Some of the strategies used by students include paying attention to keywords, connecting questions to context, and using certain information to help understand the material. These findings show that literal listening skills require a learning process and strategies that are in accordance with the characteristics of the listening task [5].

The ability to understand oral information is also related to the process of recognizing and processing information contained in the eating material. In listening activities, students need to focus on the information conveyed, recognize important elements in speech, and connect the information to gain an understanding of the message. Therefore, listening learning needs to provide opportunities for students to process information gradually. Appropriate learning strategies can help students understand the information conveyed in the eating material.

In language learning, learning materials and strategies are an important part of supporting students' listening skills. Students can experience difficulties when dealing with material that has a certain level of difficulty, high delivery speed, unfamiliar vocabulary, or information that is conveyed sequentially. This condition shows that listening learning needs to pay attention to the characteristics of students and their needs in understanding oral information [4]. Other research also shows that listening learning strategies can be used to help students develop the ability to understand oral information through a directed learning process [6].

Differentiated learning can be one of the approaches to accommodate the different needs of students in literal listening learning. Differentiation can be done through adjustments to the teaching materials, learning process, level of assistance, and the form of assignments. For example, lecturers can provide teaching materials with an adjusted level of difficulty, provide guidance questions, provide opportunities to repeat the teaching materials, or use different forms of assignments according to the needs of students. These adjustments are in line with the principle of differentiated learning that places the needs and characteristics of students as considerations in learning design [3].

In the context of higher education, the application of differentiated learning can also provide space for students to engage in the learning process according to their characteristics and needs. [2] It shows that attention to students' individual differences, especially learning interests and needs, is related to student involvement in learning. The findings show that differentiation can be used as an approach to respond to student diversity in the context of language learning in college.

Literal listening skills need to be developed in a targeted manner because students not only obtain information through direct communication, but also through various forms of audio and audiovisual media. The ability to capture information conveyed explicitly is the basis for students to understand the overall message received. Therefore, listening learning needs to provide opportunities for students to recognize key information, understand details, record important information, and organize the information obtained from the feeding materials.

Based on this description, the integration of literal listening literacy with differentiated learning becomes relevant in the context of higher education. Differentiated learning provides space for lecturers to adapt the learning process to the needs of students, while literal listening literacy is related to students' ability to understand information conveyed directly through spoken language. Both can be placed in one learning framework that pays attention to the diversity of students as well as the development of the ability to understand oral information.

Research on differentiated learning has developed in various educational contexts, including higher education. Research [2] discusses the relationship between differentiated learning and student involvement in higher education, while [3] examines the application of differentiation to meet the needs of EFL students in the university context. Meanwhile, research [5] specifically discusses literal listening in EFL students. However, studies that integrate literal listening literacy with differentiated learning in the context of the Indonesian Language Education Study Program are still limited. This condition is the basis for this study to describe the integration of literal listening literacy in differentiated learning in students of the Indonesian Language Education Study Program.

Based on this description, this study aims to describe the integration of literal listening literacy in differentiated learning in students of the Indonesian Language Education Study Program. This study is expected to provide an overview of the application of learning that pays attention to the diversity of student needs while supporting the development of the ability to understand literal oral information in the context of higher education.

2. THEORETICAL FRAMEWORK

2.1 Literal Listening Literacy

Listening is one of the receptive skills in language learning that is related to the process of receiving, recognizing, and understanding information conveyed through spoken language. Listening activities are not only related to the ability to hear language sounds, but also involve the process of concentrating attention and processing information to build an understanding of the message received. In the context of higher education, students are faced with various forms of oral communication, such as lectures, discussions, presentations, interviews, podcasts, and audiovisual materials. Therefore, listening skills are one of the important competencies that support the sustainability of the learning process. Various studies on listening learning in students show that the understanding of oral information can be influenced by the characteristics of the material of the listener, vocabulary mastery, speed of speech, pronunciation, concentration, and strategies used by listeners [7, 8].

In the process of listening comprehension, the information received by the listener can be understood at different levels. One form of such understanding is literal comprehension, which is the ability to understand information that is expressed directly in the spoken text. Literal comprehension is related to the ability to find information that is explicitly available in the printed material, while more complex comprehension can involve the process of drawing conclusions or interpreting information that is not directly stated. [9] It shows that listening comprehension can be distinguished based on the demand for explicit information and information that requires further comprehension. This distinction shows that literal comprehension has its own characteristics because it places information that is stated directly as the center of attention in listening activities.

Based on this understanding, literal listening in this study is understood as the ability of students to understand information conveyed explicitly through oral text. This information can be in the form of main ideas, facts, details, names, places, times, amounts, sequence of events, or other information stated directly by the speaker. Thus, students who have the ability to listen to literal do not just hear the sounds or words conveyed, but are able to grasp the information contained in the material and show an understanding of the information. Literal understanding is the basis for a more complex understanding process because listeners need to first obtain the information contained in the text before developing further meaning.

The concept of literal listening has become a concern in language learning research. [5], for example, examining the literal listening skills of EFL students and relating them to learning strategies and literal listening achievements. The study shows that the strategies used by students in understanding the material are one of the elements related to the process of achieving listening skills. This shows that the ability

to understand the information conveyed directly is not only influenced by the characteristics of the material conveyed, but also by how students process information during listening activities.

The ability to listen literally is also related to the ability of students to find certain information from the eating material. When listening, students need to pay attention to key information, recognize the details conveyed, and connect the information obtained to build an understanding of the overall content of the eating material. Cognitive and metacognitive strategies can help students in organizing the process. [6] shows that the use of strategies in listening learning is related to the development of listening comprehension, while [10] shows the importance of metacognitive strategies in helping learners manage the process of understanding when listening. Thus, literal listening learning needs to provide space for students to use strategies that are in accordance with the characteristics of the eating materials and their learning needs.

The use of listening strategies also needs to be supported by a learning design that allows students to gain exposure to verbal information in a directed manner. [11] It shows that learning listening strategies that integrate intensive and extensive listening activities can support the development of listening skills and metacognitive awareness. The findings suggest that the ability to understand oral information can be developed through planned and continuous exercise. In the context of literal listening, the exercise can be directed at the ability of students to grasp information expressed directly, recognize details, and reorganize the information obtained from the feeding material.

In addition to strategy, the characteristics of learning materials are also elements that need to be considered in the development of literal listening skills. Students can deal with learning materials in different forms, both in the form of conversation recordings, lectures, learning videos, podcasts, and other audiovisual materials. The difference in the characteristics of these materials can affect the level of ease of students in understanding information. [8] emphasizing the importance of analyzing student needs in the development of listening learning materials at the university level. This shows that the selection of learning materials needs to consider the characteristics and needs of learners so that the information conveyed can be processed optimally.

In the context of higher education in Indonesia, listening learning also still faces various obstacles. [7] identifies a number of difficulties experienced by students in understanding listening materials, while [8] shows the importance of mapping student needs as the basis for the development of listening learning. This condition shows that the development of listening literacy is not enough to be done through the provision of listening materials alone, but requires a learning design that considers the characteristics of students and their needs in understanding oral information.

2.2 Differentiated Learning

Differentiated learning is a learning approach that responds to the diversity of characteristics and needs of students. This diversity can be related to learning readiness, abilities, experiences, interests, and learning characteristics. In differentiated learning, educators do not have to provide the same learning experience to all students, but can make adjustments to the learning process so that learning goals can be achieved through learning experiences that suit the needs of students.

In the context of higher education, differentiated learning becomes relevant because students have diverse academic backgrounds, learning experiences, abilities, interests, and needs. Learning that gives space for these differences allows students to receive support according to their learning conditions. [2] examine the relationship between differentiated learning and student engagement in higher education and show that differentiation can be used as an approach to respond to student diversity in the learning process. Thus, differentiated learning is not only related to the variety of teaching methods, but also to efforts to create a learning experience that is more responsive to student characteristics.

[3] shows that the needs of EFL students at the university level are diverse and that learning needs to consider these differences. The application of differentiated learning allows educators to tailor learning activities and support according to student needs. Differences in ability are not seen as barriers that must be removed, but as conditions that need to be considered in designing learning processes.

Differentiated learning can be applied through the adjustment of various learning elements. Content differentiation is related to the material or learning resources provided to students. Process differentiation is related to the way students acquire, process, and understand the material. Product differentiation is related to the way students show their learning outcomes, while environmental differentiation is related to learning conditions that support the learning process. These four elements can be used flexibly according to learning objectives and student characteristics.

[12] shows that differentiation in language learning in higher education can be applied through variations in learning processes, products, and environments. Such application allows students to have a learning experience that is more suited to their individual needs. Thus,

differentiated learning does not mean giving different learning objectives to each student, but rather provides the possibility of a variety of ways to achieve the learning objectives that have been set.

The effectiveness of differentiated learning has also been studied through research with a wider scope. [13], through systematic reviews and meta-analyses, shows the influence of differentiated learning on learning outcomes. However, its application still needs to consider the learning context, the characteristics of the learners, and the form of differentiation used. The findings show that differentiated learning needs to be systematically designed so that the adjustments provided are truly related to learning needs.

In higher education, the implementation of differentiated learning also has its own challenges. [14] It shows that educators in the higher education sector have diverse experiences and perceptions about the application of differentiated learning. Factors such as time, resources, class sizes, and learning demands can affect its implementation. Therefore, the application of differentiation needs to be adjusted to the conditions of the institution and the characteristics of the learning that takes place.

In Indonesian language learning, differentiated learning can be applied through the adjustment of learning materials, processes, activities, and products. [15] shows that differentiated learning can be used as one of the approaches in Indonesian language learning by considering the characteristics of learners. [16] It also shows that differentiated learning designs can be integrated with Indonesian language learning through the development of activities that provide space for different needs and characteristics of learners.

2.3 Integration of Literal Listening Literacy in Differentiated Learning

Literal listening literacy and differentiated learning are related to aspects of the learning process. Literal listening literacy places understanding of explicit information as the main goal, while differentiated learning provides space to make adjustments to the way students obtain and process the information. The relationship between the two becomes relevant when students have different abilities and needs in understanding the material of the food.

Students do not always have the same level of ability to understand oral information. Differences can be seen in vocabulary mastery, attention retention ability, speed of processing information, previous experience, and ability to follow the characteristics of listening materials. Research on students' listening difficulties shows that learning factors and characteristics of listening materials can affect the comprehension process [7]. Meanwhile, needs analysis research shows that student characteristics need to be considered in the development of listening materials and learning activities [8].

This condition provides the basis for the application of differentiated learning in literal listening activities. Differentiation can be applied through the selection of materials that are in accordance with the student's readiness, the provision of clear instructions, the provision of guiding questions, the arrangement of opportunities to listen to the material again, the use of keywords, and variations in the form of assignments. These forms do not change the main purpose of literal listening, but provide different supports so that students can understand the information conveyed explicitly.

Content differentiation in literal listening learning can be done through the selection of materials with a level of complexity that is adjusted to students' abilities. Process differentiation can be done through a variety of strategies and assistance during listening activities. Students can be given the opportunity to use notes, keywords, guide questions, or repetition of learning materials according to their learning needs. Product differentiation can be done through variations in the form of students showing their understanding of food materials, while environmental differentiation can be realized through the creation of learning conditions that allow students to concentrate and access food materials optimally.

The application of differentiation is in line with the study of differentiated instruction which shows that differentiation can cover various aspects of learning, including content, processes, products, and learning environments [3, 12]. In literal listening learning, these four aspects can be directed to help students achieve the ability to understand explicit information without changing the predetermined learning objectives.

Process differentiation can also provide support for the use of listening strategies. Students may have the opportunity to repeat the material, pay attention to key information, take notes, or use questions that draw attention to specific information. These strategies can help students manage the oral information received during the listening process. [11] It shows that learning listening strategies can support the development of listening skills and metacognitive awareness. These findings reinforce the importance of learning strategies in supporting the process of understanding oral information.

3. RESEARCH GAP

Research on differentiated learning and listening skills has developed in recent years. Previous studies have shown that differentiated learning can accommodate the diversity of student needs through the adjustment of content, processes, products, and learning environments [3, 12, 13], while research on listening focuses more on students' listening strategies, difficulties, and comprehension [7, 9, 10, 11]. Research on literal listening has also examined the relationship between literal listening skills and learners' strategies and conditions [5], but studies that specifically integrate literal listening literacy with differentiated learning in the context of higher education, especially learning Bahasa Indonesia, are still limited. Therefore, this study is directed to fill this space by describing the relationship between literal listening literacy and the application of differentiated learning as an approach that can accommodate the diverse needs of students in understanding explicit information from spoken texts.

4. METHODS

4.1 Data and Data Sources

This research uses a qualitative descriptive method with a literature analysis approach. The qualitative approach is used to gain an in-depth understanding of the data and the research context, while qualitative descriptive research is directed to describe phenomena based on available data without manipulating the research object [17]. The research data is in the form of information obtained from various scientific sources, such as research articles, journals, theses, and dissertations related to literal listening literacy and differentiated learning. In addition to literature sources, this study uses secondary data in the form of student learning outcomes documents in the literal listening skills that are available. The data is used as supporting material to obtain an overview of literal listening skills and their relationship with the application of differentiated learning principles. The research does not conduct direct learning interventions, but analyzes the literature and secondary data that are available.

4.2 Data Collection Methods and Techniques

Data was collected through literature studies and documentation. Literature studies were conducted by examining scientific sources relevant to the research focus, especially research on listening skills, literal listening literacy, listening learning strategies, and differentiated learning. Literature review was used to identify and synthesize knowledge relevant to the research focus through the review of appropriate scientific sources [18]. The literature used was prioritized in research in the last five years to obtain a foundation that was in accordance with the development of the latest studies. In addition, documentation was used to obtain secondary data in the form of the results of the assessment of students' literal listening skills that were available. Literature and documentation data were then used together as a basis for analyzing the relationship between literal listening literacy and differentiated learning.

4.3 Data Analysis Methods and Techniques

Data analysis is carried out descriptively by examining information obtained from literature sources and secondary data. Qualitative analysis is basically carried out systematically through the process of organizing, reviewing, interpreting, and compiling findings based on the characteristics of the analyzed data [19]. In the initial stage, the research identifies the concepts and indicators of literal listening literacy based on relevant sources. The focus of the analysis is directed at the ability to understand the information conveyed explicitly in the material of the material, such as main ideas, facts, details, certain information, and information sequences. Secondary data on student learning outcomes is then analyzed descriptively to obtain an overview of the achievement of literal listening skills. These results are then linked to the principle of differentiated learning, especially in the aspects of adjusting content, processes, products, and learning environments. These stages are carried out to gain an understanding of how differentiated learning can be used to support the development of literal listening literacy.

4.4 Methods and Techniques for Presenting Data Analysis Results

The results of the data analysis are presented descriptively and narratively. Findings from the literature and secondary data are described based on the relationship between literacy skills and the application of differentiated learning. The presentation of qualitative research results needs to show a clear relationship between the research objectives, analysis process, findings, and interpretation so that readers can understand the basis of the conclusions produced [17]. The presentation of data is carried out by connecting the results of the literature review with available secondary data so that an overview of the form of learning that can accommodate the diversity of students' needs in understanding oral information is obtained. The results of

the analysis are then systematically compiled to show the relationship between student characteristics, differentiated learning, listening activities, and the ability to understand explicit information in the eating material.

5. RESULTS AND DISCUSSION

5.1 Results

Based on the results of the literature analysis and available secondary data, literal listening literacy in learning Indonesian can be directed to students' ability to understand information conveyed explicitly through feeding materials. These abilities include the introduction of main ideas, facts, details, certain information, and the order of information contained in oral materials. The secondary data used in the research is in the form of documents from the assessment of students' literal listening skills, while literature is used to identify the characteristics of literal listening literacy and differentiated learning principles.

The results of the study also show that differentiated learning can be applied in listening activities through adjustments to learning materials and activities. The forms of adjustment found in the sources include variations in audio type, audio tempo, *scaffolding level*, and the format of listening tasks. Variations in audio types can be in the form of narrations, dialogues, monologues, or other forms of audio, while *scaffolding* can be provided through guide questions, glossaries, and initial summaries. The form of assignments can also be adjusted through discussion activities, journals, script analysis, or other activities that are still directed at understanding the material.

The results of the analysis show that differentiated learning provides room for adjustment of the learning process without changing the main purpose of listening activities. Adjustments can be made based on student needs, especially in the provision of materials, support during the listening process, and the form of assignments used to demonstrate understanding of oral information.

5.2 Discussion

The integration of literal listening literacy in differentiated learning shows that there is a relationship between students' learning needs and the way listening learning is designed. Literal listening literacy places understanding of explicit information as the basis for listening activities. Therefore, students need to be directed to recognize information that is directly conveyed in the material, such as main ideas, facts, details, certain information, and the order of information.

In the context of learning Indonesian in higher education, this ability is the basis for students to understand various forms of oral communication, such as lecturer explanations, discussions, presentations, interviews, and audio-visual materials. Listening learning needs to provide opportunities for students to focus on the information conveyed and show their understanding based on the content of the material.

Differentiated learning can support the process through adjustments to content, processes, products, and learning environments. Content adjustments can be made through the selection of materials that are in accordance with the student's level of readiness. Process adjustments can be made through providing guiding questions, repetition of certain sections, or providing additional support during listening activities. Meanwhile, product adjustments can be made through variations of the form of assignments that students use to show their understanding.

These findings are in line with a study in the source that shows that lecturers can design different listening activities based on the level of difficulty, topic, media, and tempo without neglecting the learning objectives. Thus, differentiation does not mean giving different competencies to students, but providing a more flexible way of learning to achieve the same competencies.

In its application, variations in the type and tempo of audio can be a form of relevant differentiation in literal listening learning. Students can obtain scaffolding materials with different characteristics according to their level of readiness and learning needs. The provision of *scaffolding* can also help students focus on the information that must be found in the scaffolding. Thus, learning support can be directed specifically at the process of understanding explicit information.

Product differentiation also allows students to show understanding through various forms. Students can answer questions, record important information, complete a table of facts, rearrange the order of information, or reconvey the content of the ingredients. These forms can still be used as long as the indicators assessed focus on the ability to understand literal information.

Thus, the results of the study show that the integration of literal listening literacy with differentiated learning can be directed to creating learning that is responsive to student diversity while remaining oriented to learning objectives. Differentiated learning

functions as an approach to adjust the way students learn, while literal listening literacy is a competency developed through understanding explicit information in teaching materials.

6. CONCLUSIONS AND SUGGESTIONS

6.1 Conclusion

Literal listening literacy is the ability to understand information that is conveyed explicitly in the recording material, including main ideas, facts, details, certain information, and the order of information. Its integration with differentiated learning can be done through adjusting the content, processes, products, and learning environment according to student needs. The form of application includes variations in the type and tempo of audio, the provision of *scaffolding*, and variations in the format of listening tasks. Thus, differentiated learning can support the strengthening of literal listening literacy through a more adaptive learning process without changing the competency goals to be achieved.

6.2 Suggestions

Literacy learning needs to be integrated in a planned manner in Indonesian language learning in higher education. Lecturers can provide a variety of listening materials and activities and provide support according to the needs of students so that the ability to understand explicit information can develop optimally. Institutions also need to support its implementation through the provision of audio materials and adequate learning facilities.

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