

The Influence of English Learning Through Receptive Skills and Productive Skills on The Listening Material Capability

Meita Maharani Sukma¹, Fatmawati², Laila Rochmawati³, Lusiana Dewi Kusumayati⁴, Lady Silk Moonlight⁵

^{1,4}Study Program of Air Traffic Control at Politeknik Penerbangan Surabaya

^{2,3,5}Study Program of Aeronautical Communication at Politeknik Penerbangan Surabaya

¹mitamsukma@poltekbangsby.ac.id, ²fatmawati@poltekbangsby.ac.id, ³lailarochmawati@poltekbangsby.ac.id,

⁴lusianakusumayati@poltekbangsby.ac.id, ⁵lady@poltekbangsby.ac.id

Article Info

Article history:

Received December 20, 2024

Revised March 25, 2025

Accepted April 20, 2025

Keywords

Cadets

Receptive skills

Productive skill

Listening material ability

ABSTRACT

Receptive and productive skills are the two general skills that determine language skills, particularly listening material. Speaking and writing are considered productive skills, and listening and reading are considered receptive skills. The goal of these skills is to learn the methods or tactics used by Cadets of Building and Foundation Engineering Study Program Batch 7 A and 7 B. The capacity to listen to information is the dependent variable in this study, while receptive and productive skills are the independent variables. The research methodology calculates data analysis using quantitative techniques and SPSS 27. According to the study's findings, the variables for productive and receptive skills (X1 and X2) jointly have a 40.4% impact on the variable for listening ability (Y). It can be concluded that variable X1, or receptive skills, with a scale of 0.604, is the most significant component of variable X (receptive and productive skills) concerning variable Y (listening ability).

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Meita Maharani Sukma

Study Program of Air Traffic Control at Politeknik Penerbangan Surabaya

Jemur Andayani I No 73 Surabaya, Indonesia

Email: mitamsukma@poltekbangsby.ac.id

1. INTRODUCTION

English language proficiency and communication abilities allow us to exchange and receive information (Sani, 2013). Receptive ability refers to the capacity to receive information, whereas productive ability refers to the capacity to impart information. Language proficiency can be increased through a variety of approaches or methods. These skills are further separated into two components for each. The two components of receptive skills are reading comprehension and listening comprehension, and the two components of productive skills are speaking comprehension and writing comprehension. According to Suhendar and Supinah, there are two categories of communication forms: receptive communication groups and productive communication groups. Speaking and writing comprise productive communication while listening and reading comprise receptive communication.

Many people are only able to master one of these two skills—being receptive or productive—because they are unable to master both of them. Nizonkiza found that students in her test group had significantly better receptive than productive academic vocabulary knowledge when they were tested on words from the University Word List and the AWL (Nizonkiza, 2016). Receptive abilities (hearing and understanding) and expressive abilities (writing and speaking) are the two broad categories into which language abilities can be separated (Malmström, Pecorari, & Shaw, 2018). This is specifically designed to help the cadets in Batch 7A and 7B who are studying Airport Civil Engineering enhance their listening comprehension. Regarding language skills, as was stated at the outset, there are four categories of basic language skills: speaking, writing, listening, and

reading. It needs, of course, to be recognized that much recent thinking contests the idea of the separation and segregation of the four language skills, on the-self evidence basis that communication simply does not occur in this way in the real world (Burns & Siegel, 2018). Receptive language skills and productive language skills are the two categories of language skills. Traditionally, the content of English language teaching was conceptualized in four skills: listening and reading are receptive skills, therefore speaking and writing are productive skills (Surkamp & Viebrock, 2018). Four distinct types of language skills exist, which include (1) Skills in Listening, The ability to comprehend receptive spoken language is known as listening, (2) Productive comprehension of spoken language is known as speaking skills, (3) The ability to read written language is receptive, (4) Productive comprehension of spoken language is a prerequisite for writing.

How the field of working memory development has been influenced since those years by major theoretical perspectives, which are empiricism, nativism, cognitivism, and dynamic systems theory (Cowan, 2022). The relationship between stimulus and response that a person or subject exhibits through interaction with their surroundings is known as a behaviorism learning theory. This theory bases learning objectives on a person's personality or behavior. Diversity of personality, communication styles, group dynamics, and overall behaviorism all have an impact when working within and across groups (Baker-Rush, Pabst, Aitchison, Anzur, & Paschal, 2021). According to the nativism theory, a person's development is predetermined by the characteristics they possess at birth; these characteristics dictate the course of a person's development. The effect sizes on variables are a little larger than our measures of nativistic sentiment (Rohde, 2023).

The ability to Receive and Understand Language divides forms of communication into two groups: the productive communication group and the receptive communication group, according to Widdosson and Suhendar in the journal "Receptive Communication in Improving Children's Learning Achievement". Speaking and writing comprise productive communication while listening and reading comprise receptive communication. Receptive skills refer to a student's capacity to take in the information presented in the language they are studying. Receptive is one of the most important linguistic skills. The important issue as regards early lexical skills is their possible role in predicting later language and language-related skills (Surkamp & Viebrock, 2018) (Vehkavuori, Kämäräinen, & Stolt, 2021). This includes the capacity to read and listen as well as to take in language input, specifically the capacity to comprehend spoken language that is read or heard. According to (Arutiunian, et al., 2021) expressive and receptive language patterns differed depending on the linguistic level, non-verbal IQ, and assessment tools.

Students' ability to use English more actively, such as speaking and writing, is demonstrated by their productive language ability. Productive skills, also called active skills, mean the transmission of information that a language user produces in either spoken or written form (Golkova & Hubackova, 2014). Productive skills refer to the ability to act to produce language. Writing and speaking are two of these abilities. It is referred to as receptive because these skills are used to absorb and process meaning to comprehend the delivery of language, both verbal and non-verbal, whereas it is called productive After all, these skills are used to produce language to convey meaning. Reception or absorption, as demonstrated in reading and listening exercises, is compared to receptive abilities. Conversely, productive abilities are those that result in the production of language—spoken as well as written—as demonstrated by speaking and writing exercises (Keilmann, Frieze, & Hoffmann, 2019). The purpose of this study is to determine how well cadets in Airport Civil Engineering Batch 7A and 7B use their receptive and productive listening skills. Be familiar with the abilities that the Airport Civil Engineering cadets from Batches 7A and 7B use more frequently.

2. **METHOD**The approach is quantitative; quantitative data is a research method grounded in empirical data; research data is represented by numerical values that are related to the issue under study and will be measured using statistics as a test instrument for computation. Quantitative research assumes that the constructs under study can be measured. As such, quantitative research aims to process numerical data (or numbers) to identify trends and relationships and to verify the measurements made to answer questions like who, how much, what, where, when, how many, and how (Kotronoulas, et al., 2023).

The following is the research design shown in figure 1.

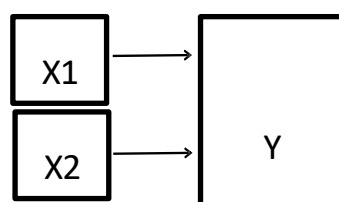


Figure 1. Research design

Description:

X1= Receptive Skill

X2= Productive Skills

Y = Listening Ability

47 cadets in Airport Civil Engineering from Surabaya Aviation Polytechnic's Batch 7 A and 7 B served as the study's sample. Questionnaires were given to Airport Civil Engineering cadets in Batches 7 A and 7 B to collect data for this study. The researcher used a scale as her research instrument, and the questionnaire used for data collection was closed-ended with four (four) possible answers. Like through the Google Form that the cadets were given access to. Cadets utilize this platform to get research updates and links to Google Form surveys that are used to determine the findings of (1) Is there a relationship between cadets' listening abilities and their productive and receptive skills? (2) Which of the two receptive and productive skills has the greatest impact on cadets' listening abilities? After notifying the cadets about the survey, the researchers asked them to complete the Google Forms questionnaire at their convenience using laptops within three days. The research team then used the SPSS 27 program to calculate the results of the questionnaire.

Table 1. Questionnaire weights are based on the Likert Scale method

No	Symbol	Information	Score
1	SS	Strongly agree	4
2	S	Agree	3
3	TS	Don't agree	2
4	STS	Strongly Disagree	1

2.1. Data analysis technique

2.1.1. Test validity and reliability

a. A validity test is used to determine the validity of a questionnaire. When a questionnaire reveals something intended to measure, it is considered valid. If the significance level is less than 0.005, the question is considered valid (Ghozali, 2016)

1. The instrument or question items are deemed valid if there is a significant correlation between the total score and *r_{count}*, as indicated by *r_{table}*.

2. The instrument or question items are deemed invalid if there is no discernible relationship between the total score and $r_{count} < r_{table}$.

b. Questionnaire statements that serve as indicators of variables are put to the test through reliability testing. The questionnaire provided additional evidence of the consistency between the critical thinking ability assessed by the interviews and the theoretical model (Li & Liu, 2024). When respondents to a questionnaire exhibit consistency or stability in their responses over time, the questionnaire is considered dependable. A variable is considered reliable if its Cronbach Alpha value is greater than 0.60; on the other hand, if its value is less than 0.60, it can be considered unreliable. The reliability of the instrument is a reliable measurement outcome (Ghozali, 2016). To collect data by the measurement objectives, instrument reliability is required. This was accomplished by performing a reliability test with the Cronbach's Alpha method, which measured results using a 0–1 Cronbach's Alpha scale. Cronbach's alpha is known as a measure of internal consistency used in the context of multi-item measurement instruments (Vet, Mokkink, Mosmuller, & Terwee) The alpha reliability measure can be understood as follows if the scale is divided into the following five classes:

- Cronbach's alpha value is 0.00 s.d. 0.20. meaning less reliable
- Cronbach's alpha value is 0.21 s.d. 0.40. meaning somewhat reliable
- Cronbach's alpha value is 0.42 s.d. 0.60. meaning quite reliable
- Cronbach's alpha value is 0.61 s.d. 0.80. meaning reliable
- Cronbach's alpha value 0.81 s.d. 1.00. means very reliable.

Therefore, a questionnaire is deemed reliable if its alpha coefficient value is greater than 0.6, and a variable construct is considered to be reliable if its Cronbach's Alpha value is greater than 0.60.

2.1.2. Normality Test

The following probability values form the basis of the tests conducted:

a) A comparison between *D_{count}* and *D_{table}* forms the basis of the test criteria that were used. The distribution of the data is normal if $D_{count} > D_{table}$. On the other hand, the data are not normally distributed if $D_{count} < D_{table}$.

b) Using SPSS 27, test criteria are based on probability values. Probability (sig) > 0.05 indicates a normally distributed set of data. The data is not normally distributed, on the other hand, if the probability (sig) is less than 0.05. The Kolmogorov-Smirnov testing method can be used for power analysis, finding alpha-level

thresholds, and the construction of confidence bands for the empirical distribution function (Moscovich, 2023). Kolmogorov-Smirnov testing for normalcy with a single sample is as follows:

- a. The data is normally distributed if the significance value is greater than 0.05.
- b. If the significance value is less than 0.05, the data is not regularly distributed.

2.1.3. Multiple Linear Regression Analysis

An analysis to ascertain the impact of multiple independent variables on a single dependent variable is called multiple linear regression analysis. The relationship and the degree to which each independent variable influences the dependent variable are explained by the multiple linear regression analysis model (Ghozali, 2018).

Table 2. Correlation coefficient

Coefficient Interval	Relationship Level
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Currently
0.60 – 0.799	Strong
0.80 – 1.000	Very strong

2.1.4. Coefficient of Determination Test (R^2)

One of the influences that the independent variable (X) has on the dependent variable (Y) is represented by the coefficient of determination (R square or R squared), or R^2 . The value of the coefficient of determination, or R^2 , is helpful in forecasting and determining the extent to which the large contribution of influence given by variable X simultaneously (together) on variable Y. Coefficient of Determination test can determine the amount of shared variance by squaring the validity coefficient to obtain R^2 (Klyatis & Anderson, 2018).

3. RESULTS AND DISCUSSION (10 PT)

2.2. Validity Test

By comparing each statement item's score to the total score—which is the sum of the statement item scores—it is possible to test the validity of each statement item using items. The Purpose of this validity test was to provide an assessment of research and practice and to indicate future direction (Wainer & Braun, 2013). With a total of 47 students as respondents, researchers tested statement items about Receptive Skills (X1), Productive Skills (X2), and Listening Ability (Y) using the product moment formula and the SPSS 27 application. At a significance level of $\alpha = 5\%$, the statement item is deemed valid if the *r_{count}* is greater than *r_{table}*. The following table displays the variable analysis results:

Table 3. Instrumen Skill Reseptif (Variabel X1)

No. Statement Items	Correlation coefficient		Results
	<i>r_{count}</i>	<i>r_{table}</i>	
Item No.1	0.745	0.288	Valid
Item No. 2	0.778	0.288	Valid
Item No. 3	0.702	0.288	Valid
Item No. 4	0.615	0.288	Valid
Item No. 5	0.639	0.288	Valid
Item No. 6	0.569	0.288	Valid
Item No. 7	0.289	0.288	Valid
Item No. 8	0.707	0.288	Valid
Item No. 9	0.699	0.288	Valid
Item No. 10	0.691	0.288	Valid

It has been determined that all of the statements in variable X1, which has ten statement items with a *r_{table}* of 0.288, are valid. This is because the statement items are deemed valid since the *r_{xy}* value derived from them is higher than the *r_{table}* value.

Table 4. Produktif (Variabel X2)

No. Statement Items	Correlation coefficient		Results
	rtcount	rtable	
Item No.1	0.604	0.288	Valid
Item No. 2	0.408	0.288	Valid
Item No. 3	0.602	0.288	Valid
Item No. 4	0.606	0.288	Valid
Item No. 5	0.626	0.288	Valid
Item No. 6	0.510	0.288	Valid
Item No. 7	0.305	0.288	Valid
Item No. 8	0.519	0.288	Valid
Item No. 9	0.442	0.288	Valid
Item No. 10	0.673	0.288	Valid

It has been determined that all of the statements in the variable X2, which has ten statement items with a *rtable* of 0.288, are valid. This is because the statement items are deemed valid since the *rxxy* value derived from them is higher than the *rtable* value.

Table 5. Listening Ability Instrument Validity Test Results (Variable Y)

No. Statement Items	Correlation coefficient		Results
	rtcount	rtable	
Item No.1	0.896	0.288	Valid
Item No. 2	0.471	0.288	Valid
Item No. 3	0.451	0.288	Valid
Item No. 4	0.896	0.288	Valid
Item No. 5	0.869	0.288	Valid
Item No. 6	0.869	0.288	Valid
Item No. 7	0.361	0.288	Valid
Item No. 8	0.427	0.288	Valid
Item No. 9	0.869	0.288	Valid
Item No. 10	0.896	0.288	Valid

Source: Output Data SPSS 27

It has been determined that all of the statements in variable Y, each of which has ten statement items and a *r table* of 0.288, are valid. This is because the statement items are deemed valid since the *rxxy* value derived from them is higher than the *rtable* value. Validity generally refers to test validity and not to broader applications such as the validity of inferences or research designs (Markus & Borsboom, 2013).

2.3. Reliability Test

Cronbach's alpha as a reliability estimate for a set of items has been repeatedly criticized (Malkewitz, Schwall, Meesters, & Hardt, 2023). Based on the Cronbach's Alpha method and measured using a 0–1 Cronbach's Alpha scale, the reliability test in this study was as follows:

Table 6. Reliability Test Results for Receptive Skills, Productive Skills, and Listening Ability
RECEPTIVE SKILLS

Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.839	10

SKILL PRODUKTIF

Reliability Statistics	
Cronbach's Alpha	N of Items
.705	10

LISTENING CAPABILITY

Reliability Statistics	
Cronbach's Alpha	N of Items
.881	10

The data is considered reliable or reliable based on the reliability values for variables X1, 0.80. and the data results from the test using SPSS 27, as shown in the table above. Reliability is the science aimed at predicting, analyzing, preventing, and mitigating failures overtime (Klyatis & Anderson, 2018)

2.4. Data Normality Test

Guidelines for determining the normalcy of data By using the Kolmogorov-Smirnov approach, it is possible to determine whether the data distribution is normal or not if the sig value or significance is less than 0.05. If it is greater than 0.05, the data distribution is considered normal. The Kolmogorov-Smirnov approach is categorized as a test for ordinal data because it requires that cumulative frequency distributions be constructed (Sheskin, 2011). Basis for Decision-Making in the K-S Normality Test:

- A higher significance value (Sig.) indicates a normal distribution of the research data.
- Conversely, the research data is not normally distributed if the significance value (Sig.) is less than 0.05.

Thus, the following table displays the results of the normalcy test for this study:

Table 7. Results of the Normality Distribution Test for Receptive Skills, Productive Skills and Listening Ability

One-Sample Kolmogorov-Smirnov Test

			Receptive Skill	Productive Skill	Listening Skill
N			47	47	47
Normal Parameters ^{a,b}	Mean		29.26	28.66	33.04
	Std. Deviation		4.897	4.182	4.672
Most Extreme Differences	Absolute		.096	.090	.104
	Positive		.096	.063	.104
Test Statistic	Negative		-.096	-.090	-.092
			.096	.090	.104
Asymp. Sig. (2-tailed) ^c			.200 ^d	.200 ^d	.200 ^d
Monte Carlo Sig. (2-tailed) ^c	Sig.		.325	.431	.217
	99% Confi dence	Lower Bound	.313	.419	.206
	Inter val	Upper Bound	.337	.444	.227

a. Test distribution is Normal.

b. Calculated from data.

Source: Data Output SPSS 27

2.5. Multiple Linear Correlation Coefficient Test

The researcher used SPSS 27 data processing to test the instrument's validity and reliability up to the coefficient of determination test. IBM SPSS Statistics Software (SPSS) is a powerful tool that is capable of conducting just about any type of data analysis used in the social sciences, the natural science, or the business world. The outcomes of data calculations made with SPSS 27 are as follows:

Table 8. Multiple Linear Correlation Coefficient Test Results

		Change Statistics							
Model R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	
1	.635 ^a	.404	.377	3.688	.404	14.901	2	44	.000

a. Predictors: (Constant), Skill Produktif, Skill Reseptif

a. Predictors: (Constant), Skill Produktif, Skill Reseptif

The Multiple Linear Correlation Coefficient Test Rvalue, which was calculated using SPSS 27 and came out at 0.635, is shown in the correlation coefficient interpretation guideline table as being between 0.60 and 0.799 with a strong relationship level.

2.6. Termination Coefficient Test (R^2)

Termination Coefficients were used to find the related causes (Bayeta, 2023). Test The amount (%) that the receptive skill variable (X1) and the productive skill variable (X2) have concurrently (together) on the listening ability variable (Y) has been determined in this study using SPSS 27. However, Whether "there is an influence of the receptive skill and productive skill variables simultaneously (together) on the listening ability variable" must be determined first. The following table displays the multiple linear regression analysis results (in the F test) (Salcedo & McCormick, 2020):

Table 9. F Test Results

ANOVA ^a				
Model	Sum of Squares	df	Mean Square	F
1 Regression	405.398	2	202.699	14.901
Residual	598.516	44	13.603	
Total	1003.915	46		

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

The significance value (Sig) in the F test is 0.000. as indicated by the "ANOVA" output table above. Since $\text{Sig } 0.000 < 0.05$, this means that the F test's decision-making basis is that receptive skills (X1) and productive skills (X2) jointly have an effect on the listening ability variable, or mean significant. Subsequently, the author refers to the R^2 value found in the results of multiple linear regression analysis, specifically in the model summary table, to determine the percentage (%) influence that the receptive skill variable (X1) and productive skill variable (X2) have concurrently (together) on the listening ability variable (Y). SPSS can read data from a variety of formats, including databases, text files, Microsoft Excel, and SAS (Salcedo & McCormick, 2020).

Table 10. R^2 result

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change
					F Change	df1	df2		
1	.635 ^a	.404	.377	3.688	.404	14.901	2	44	.000

a. Predictors: (Constant), Skill Produktif, Skill Reseptif

It is known that the coefficient of determination, or R Square, is 0.404 based on the above SPSS output table. Squaring the correlation coefficient value, or "R," yields the R Square value of 0.404: $0.635 \times 0.635 = 0.404$. 40.4%, or 0.404, is the coefficient of determination (R Square). According to this figure, the listening ability variable (Y) is simultaneously (together) influenced by the receptive skill variable (X1) and the productive skill variable (X2) by 40.4%. The remaining percentage ($100\% - 40.4\% = 59.6\%$) is influenced by variables not included in the regression equation or variables not investigated. Error (e) is another term for the degree to which other variables have an impact. Measurement error is anything that reduces the reliability or precision of the assessment or quantification of the dependent variable (Leslie D. Rosenstein, 2019). We can use the formula $e = 1 - R^2$ to get the error value. In most studies, the coefficient of determination, or R Square, has a value between 0 and 1. If, however, the R Square is negative, or minus, (-), it indicates that variable X does not affect variable Y. In this investigation Using cross-sectional survey data (primary data), the R^2 of 0.404 is considered to be fairly good.

Using the following methodology, it was also determined in this study which of the two (two) variables, X1 receptive skill and X2 productive skill, had the greatest impact on listening ability (variable Y):

1. Important factors (Sig) < 0.05
2. The coefficient, or beta value, is

increasing, further from zero The outcomes of utilizing SPSS 27 to determine the most significant variables are as follows:

Table 11. Coefficient

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	23.165	4.585		5.053	.000
X1	.604	.113	.633	5.347	.000
X2	-.272	.132	-.243	-2.055	.046

a. Dependent Variable: Y

a. Dependent Variable: Y

Initially, the investigator searches for the most significant variable. Identifying the most significant factor The computations' outcomes lead to the conclusion that variable X, or receptive and productive skills, has the greatest impact on variable Y, or listening ability. This is especially true for variable X1, or receptive skills. Receptive bilinguals (i.e., those who can comprehend a heritage grammar but encounter significant difficulties in producing forms in the same grammar or can't produce them.) maintain some degree of competence concerning inflection morphology (Kan & Schmid, 2019)

4. CONCLUSION

Based on the problems and discussions that have been discussed in the previous chapter, the following conclusions can be drawn: (1) The reason the statement items are deemed valid in the validity test of the ten statements is that, following the testing of the variables X1, the *rx* value derived from the statement items is greater than the *rtable* value, (2) After analyzing the variables X1, 0.80 signifies that the data in the ten statements' reliability test is trustworthy or trustworthy, (3) The data is known to be normally distributed based on the Kolmogorov-Smirnov normality test's basis for decision-making, which is the significance values of Asymp.Sig (2-tailed) of 0.337, 0.444, and 0.227 > 0.05 (greater than 0.05), (3) Based on the correlation coefficient interpretation table's guidelines, which range from 0.60 to 0.799, and the multiple correlation test results of 0.635, it can be inferred that there is a strong level of relationship, (4) Based on the results of this research's F test, which indicates that the significance value (Sig) is 0.000 because Sig 0.000 < 0.05, it can be deduced that receptive skills (X1) and productive skills (X2) jointly have an impact on the listening ability variable, or that the results are significant, (4) The percentage influence of variables X1 and X2 on Y is 0.404, as shown by the coefficient of determination or R Square value test. 40.4%, or 0.404, is the coefficient of determination (R Square). According to this figure, the listening ability variable (Y) is influenced by the receptive skill variable (X1) and the productive skill variable (X2) simultaneously (together) by 40.4%, (5) These computations' outcomes indicate that variable X, or receptive and productive skills, is variable and has the greatest impact on variable Y, or listening ability.

REFERENCES

- Arutiunian, V., Lopukhina, A., Minnigulova, A., Shlyakhova, A., Davydova, E., Pereverzeva, D., . . . Dragoy, O. (2021). Expressive and Receptive Language in Russian Primary-School-Aged Children with Autism Spectrum Disorder. *Research in Developmental Disabilities*(<https://doi.org/10.1016/j.ridd.2021.104042>).
- Baker-Rush, M. L., Pabst, A., Aitchison, R., Anzur, T., & Paschal, N. (2021). Fear in Interprofessional Simulation: The role of psychology and behaviorism in student participation and learning. *Journal of Interprofessional Education & Practice*(<https://doi.org/10.1016/j.xjep.2021.100432>).
- Bayeta, D. (2023). *Premature Contract Termination of Public Building Projects in Ethiopia. Case Study of Western Oromia*. GRIN Verlag.
- Burns, A., & Siegel, J. (2018). *International Perspectives on Teaching the Four Skills in ELT*. Springer International.

- Cowan, N. (2022). Working memory development: A 50-year assessment of research and underlying theories. (<https://doi.org/10.1016/j.cognition.2022.105075>).
- Ghozali, I. (2016). *Desain Penelitian Kuantitatif & Kualitatif Untuk Akutansi, Bisnis, dan Ilmu Sosial Lainnya*. Yoga Pratama.
- Ghozali, I. (2018). *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 25*. Universitas Diponegoro.
- Golkova, D., & Hubackova, S. (2014). Productive Skills in Second Language Learning. *Procedia - Social and Behavioral Sciences*(<https://doi.org/10.1016/j.sbspro.2014.07.520>).
- Kan, R. T., & Schmid, M. S. (2019). Development of tonal discrimination in young heritage speakers of Cantonese. *Journal of Phonetics*, <https://doi.org/10.1016/j.wocn.2018.12.004>.
- Keilmann, A., Friese, B., & Hoffmann, V. (2019). Receptive and productive speech and language abilities in hearing-impaired children with German as a second language. *International Journal of Pediatric Otorhinolaryngology*, <https://doi.org/10.1016/j.ijporl.2019.02.012>.
- Klyatis, L. M., & Anderson, E. L. (2018). *Reliability Prediction and Testing Textbook 1st Edition*.
- Kotronoulas, G., Miguel, S., Dowling, M., Ortega, P. F., Lahiguera, S. C., Bağcıvan, G., . . . Papadopoulou, C. (2023). An Overview of the Fundamentals of Data Management, Analysis, and Interpretation in Quantitative Research. *Seminars in Oncology Nursing*(<https://doi.org/10.1016/j.soncn.2023.151398>).
- Li, X., & Liu, J. (2024). Validating a critical thinking ability questionnaire for EFL learners. *Thinking Skills and Creativity*(<https://doi.org/10.1016/j.tsc.2023.101442>).
- Malikewitz, C. P., Schwall, P., Meesters, C., & Hardt, J. (2023). Estimating reliability: A comparison of Cronbach's α , McDonald's ω and the greatest lower bound. *Social Sciences & Humanities Open*, <https://doi.org/10.1016/j.ssaho.2022.100368>.
- Malmström, H., Pecorari, D., & Shaw, P. (2018). Words for what? Contrasting university students' receptive and productive academic vocabulary needs. *English for Specific Purposes*, 28-39.
- Markus, K. A., & Borsboom, D. (2013). *Frontiers of Test Validity Theory*. New York: Routledge.
- Moscovich, A. (2023). Fast calculation of p-values for one-sided Kolmogorov-Smirnov type statistics. *Computational Statistics & Data Analysis*, <https://doi.org/10.1016/j.csda.2023.107769>.
- Nizonkiza, D. (2016). First-year university students' receptive and productive use of academic vocabulary. *Stellenbosch Papers in Linguistics*, 169-187.
- Ohunakin, O. S., Matthew, O. J., Adaramola, M. S., Atiba, O. E., Adelekan, D. S., Aluko, O. O., . . . Ezekiel, V. U. (2023). Techno-economic assessment of offshore wind energy potential at selected sites in the Gulf of Guinea. *Energy Conversion and Management*, <https://doi.org/10.1016/j.enconman.2023.117110>.
- Rohde, N. (2023). Economic insecurity, nativism, and the erosion of institutional trust. *Journal of Economic Behavior & Organization*, <https://doi.org/10.1016/j.jebo.2023.06.009>.
- Salcedo, J., & McCormick, K. (2020). *SPSS Statistics For Dummies*, 4th Edition. New Jersey: John Wiley & Sons Inc.
- Sani, R. A. (2013). *Inovasi Pembelajaran*. Medan: Bumi Aksara.
- Sheskin, D. J. (2011). *Handbook of Parametric and Non Parametric Statistical Procedures Fifth Edition*. New York: <https://doi.org/10.1201/9780429186196>.
- Surkamp, C., & Viebrock, B. (2018). *Teaching English as a Foreign Language An Introduction*. J.B. Metzler.
- Vehkavuori, S. M., Kämäräinen, M., & Stolt, S. (2021). Early receptive and expressive lexicons and language and pre-literacy skills at 5;0 years - A longitudinal study. (10.1016/j.earlhumdev.2021.105345).
- Vet, H. C., Mokkink, L. B., Mosmuller, D. G., & Terwee, C. B. (n.d.). Spearman-Brown prophecy formula and Cronbach's alpha: different faces of reliability and opportunities for new applications. *Journal of Clinical Epidemiology*, <https://doi.org/10.1016/j.jclinepi.2017.01.013>.
- Wainer, H., & Braun, H. I. (2013). *Test Validity*. New York: Lawrence Erlbaum Associates, Inc.

BIOGRAPHIES OF AUTHORS

The recommended number of authors is at least 2. One of them as a corresponding author.



Meita Maharani Sukma    was born in Surabaya, Indonesia, in 1980. She received a Bachelor degree in English Language and Literature Department Faculty of Teacher Training and Education at PGRI Adi Buana University in 2005, Master degree in Education Technology, concentration in English Language and Literature Education at PGRI Adi Buana University in 2013. Her research interests on English Language Education. The author is an Aviation English lecturer and Head of the study program of Air Traffic Control at Politeknik Penerbangan Surabaya, under the Ministry of Transportation Republic of Indonesia. She can be contacted at email: mitamsukma@poltekbangsby.ac.id



Laila Rochmawati    is an Educational Technology Doctorate with expertise in Aviation English. She is an Aviation English lecturer and Head of the Quality Assurance Unit at Politeknik Penerbangan Surabaya under the Ministry of Transportation Republic of Indonesia. She is also an Aviation English Proficiency rater for Air Traffic Controller and Aeronautical Communication Officer. She can be contacted at email: lailarochmawati@poltekbangsby.ac.id



Fatmawati    was born in Surabaya, Indonesia, in 1980. She received a Bachelor degree in English Language Department Faculty Education and Science at Wijaya Kusuma Surabaya University in 2004, Master degree in Education Technology, concentration in English Language and Literature Education at PGRI Adi Buana University in 2014. Her research interests are in English Language Education. The author is an Aviation English lecturer and Head of the study program of Aviation Communication at Politeknik Penerbangan Surabaya, under the Ministry of Transportation Republic of Indonesia. She can be contacted at email: fatmawati@poltekbangsby.ac.id



Lusiana Dewi Kusumayati    is a faculty member of the Air Traffic Control Study Program of Politeknik Penerbangan Surabaya, Indonesia. She received her bachelor degree in Language Education and Teacher Training from Sebelas Maret University in 2010 and a Master Degree in Language Education from the same University in 2013. Her research interests are in the area of teaching English for Specific Purposes and English Language Education. She is an Aviation English lecturer and Head of the language unit at Politeknik Penerbangan Surabaya under the Ministry of Transportation Republic of Indonesia. She can be contacted at email: lusianakusumayati@poltekbangsby.ac.id



Lady Silk Moonlight    was born in Surabaya, Indonesia, in 1987. She received a Bachelor of Engineering degree in Informatics Engineering from Trunojoyo University in 2009 and a Master of Engineering degree in Informatics from Bandung Institute of Technology (ITB) in 2013. Her research interests include information technology, artificial intelligence, information systems, computer science, digital image processing, and computer networks. She is a lecturer at D3 Aeronautical Communication, Politeknik Penerbangan Surabaya, Indonesia. She can be contacted at email: lady@poltekbangsby.ac.id