

The Impact of HURIER Model on Students' Listening Skills in Primary English Classrooms

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Abstract

This study aims to assess students' listening skills and gauge their perceptions using the HURIER Model of Listening. The study involved primary school students using purposive sampling, utilizing an experimental research design. Data collection included pre-tests, post-tests and questionnaires. Quantitative data analysis using SPSS version 26 produced descriptive statistical data such as inference, percentage, and mean value. The study found satisfactory effectiveness in students' listening skills based on the HURIER Model, highlighting its suitability for primary school teaching. The components of the model positively impacted students, suggesting its potential for broader application. In conclusion, this study contributes to the understanding of effective listening skills using the HURIER Model, offering insights for educators and researchers to enhance teaching and learning practices.

Keywords: Listening skills; students' performance; students' perceptions; students' experience; HURIER Model of Listening

Abstrak

Kajian ini bertujuan menilai kemahiran mendengar pelajar dan mengukur persepsi mereka menggunakan Model HURIER Mendengar. Kajian melibatkan pelajar sekolah rendah menggunakan persampelan bertujuan, dengan menggunakan reka bentuk penyelidikan eksperimen. Pengumpulan data merangkumi ujian pra, ujian pasca and soal selidik. Analisis data kuantitatif menggunakan SPSS versi 26 menghasilkan data statistik deskriptif seperti inferens, peratusan, dan nilai min. Kajian mendapati keberkesanan yang memuaskan dalam kemahiran mendengar pelajar berdasarkan Model HURIER, menekankan kesesuaian model ini untuk pengajaran di sekolah rendah. Komponen model memberi impak positif kepada pelajar, mencadangkan potensinya untuk aplikasi yang lebih meluas. Kesimpulannya, kajian ini menyumbang kepada pemahaman kemahiran mendengar yang efektif menggunakan Model HURIER, memberikan wawasan kepada pendidik dan penyelidik untuk meningkatkan amalan pengajaran dan pembelajaran.

Kata kunci: Kemahiran mendengar; prestasi pelajar; persepsi pelajar; pengalaman pelajar; Model HURIER Mendengar

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1.0 INTRODUCTION

Malaysia is undergoing rapid development, with the primary challenge and pressure of the 21st century centered around education. Leading the Malaysian education system are two ministries: Kementerian Pelajaran Malaysia (KPM) and Kementerian Pengajian Tinggi (KPT). KPM oversees the administration and management of the national education system at the school level, covering preschool, primary, secondary, and post-secondary education. Meanwhile, KPT is responsible for Pengajian Tinggi Awam (IPTA) and Institusi Pengajian Tinggi Swasta (IPTS).

Understanding phonetics can significantly enhance students' listening abilities (Ren et al., 2020). By grasping the pronunciation of each word, students can more readily identify words when spoken. Mastery of phonetics involves learning to transcribe words using the International Phonetic Alphabet (IPA), encompassing both consonant and vowel symbols along with other specialized indicators. Proficiency in phonetics enables students to discern between familiar and unfamiliar sounds, making it a crucial aspect of early education. Integrating phonetics into the curriculum, particularly in pre-school and primary school, is imperative. Regrettably, the Malaysian primary school English curriculum neglects phonetics instruction, leading to persistent challenges in listening and speaking proficiency. In lieu of this omission, the authors propose introducing a listening strategy or model as an effective alternative.

To enhance and elevate the quality of the national education system at the school level, the Ministry has introduced the Pelan Pembangunan Pendidikan Malaysia (PPM) 2013-2025. This initiative, focusing on the transformation through Information and Communication Technology (ICT) in education, aims to fortify and improve educational standards. KPM is dedicated to maximizing the impact of student learning, ensuring not only the acquisition of ICT skills but also their effective utilization.

With technological advancements, educators are increasingly incorporating ICT into their teaching methods across all subjects. The integration of ICT applications in the teaching and learning process is becoming widespread. English, particularly lessons involving listening skills, stands out as one of the subjects benefiting from and being supported by ICT tools.

The learning of listening skills for English subjects is still using the traditional learning approach. Traditional learning methods in the classroom are known as conventional learning methods. This conventional learning method is more focused on the talk method where the "chalk and talk" method is used. Conventional methods of using oral communication tools as a medium of teaching and learning are implemented. Conventional learning methods used during listening skills are said to make students bored and lack of interest to be the focus for researchers to conduct research on listening skills learning methods for English subjects in the classroom. However, the effectiveness of these conventional learning methods is not comparable to learning that uses technology in education.

The application of technology in education as a medium of teaching and learning in the classroom has not yet been expanded. Previous studies have found that there are still teachers who are less skilled in using teaching technology equipment such as computers, and LCDs. In addition, student acceptance and active student involvement were given less attention, especially in listening skills for their English subjects. Technology like mobile devices offer a promising avenue for the development of innovative literacy learning methods (Chen & Tsai, 2021; Dias & Victor, 2017; Levine & Guernsey, 2015). Research suggests that children as young as three years old can proficiently interact with mobile devices, enabling independent learning opportunities (Kokkalia et al., 2016; Vatavu et al., 2015; Xie et al., 2018). Moreover, these devices are ubiquitous in children's households and easily portable, facilitating both home-based and on-the-go learning experiences.

Listening skills are one of the four main skills to be learned at the primary school level apart from speaking skills, reading skills, and writing skills (Bourdeaud'hui et al., 2018; Sadiku, 2015). This listening skill is one of the skills that are difficult to master. According to Bourdeaud'hui et al. (2018), there are several factors of listening skills that are given less attention. Those factors are like (1) pupils pay less attention and find it difficult to focus while listening due to the atmosphere and background noise in the classroom. Therefore, students are not able to learn positively and actively, (2) pupils do not understand the meaning of the speaker/teacher, (3) uncondusive classroom design and lack of classroom equipment such as LCD, projector, radio, and speakers as teaching aids in the classroom, and (4) the number of students or the dense class size positively and actively influences the environment and students' listening performance. The crowded and compact class size also influences the high percentage of students to study. Therefore, there is a need for research to improve the listening skills of primary school English students based on technologies such as LCDs, projectors, radios, and speakers in their learning.

Several studies have been conducted to analyze the effects of learning models on students' language skills (speaking, reading, or writing), but only a few studies have analyzed the effects on students' listening skills. Various obstacles in language learning or other fields can be overcome through the application of learning models or appropriate learning strategies, especially when considering the characteristics of students such as age, existing knowledge, current skills, and learning abilities. Just like the advantages of using tools, media, or technology in improving the learning process of students, the need for a suitable learning model or strategy is also one of the main factors that contribute to the basis of change or improvement of a study. As for listening skills, there are several models that have been tried to study their suitability for students to practice. However, according to (Bourdeaud'hui et al., 2018) existing studies that involve language learning are still not particularly focused on listening skills. Students pay less attention when learning listening skills and some students lack interest because it involves learning a foreign language that is said to be quite difficult to learn and master.

In Malaysia, studies on listening skills for foreign language subjects, especially English subjects at the primary school level, are found to be lacking even though previous studies have conducted studies on listening skills, but the study is focused on the perspective and willingness of students to use online to learn listening and speaking (Megat Abdul Rahim et al., 2021). While a study from Hashim et al. (2020) examines English listening and speaking skills in preschool from the perspective of teachers, not among students.

Listening is one of the four main skills to be learned at the primary school level apart from speaking skills, reading skills, and writing skills (Bourdeaud'hui et al., 2018). This listening skill is one of the skills that is difficult to master. According to Bourdeaud'hui et al. (2018), there are several factors of listening skills that are given less attention. Those factors are like (1) pupils pay less attention and find it difficult to focus while listening due to the atmosphere and background noise in the classroom. Therefore, students are not able to learn positively and actively, (2) pupils do not understand the meaning of the speaker/teacher, (3) uncondusive classroom design and lack of classroom equipment such as LCD, projector, radio, and speakers as teaching aids in the classroom, and (4) the number of students or the dense class size positively and actively influences the environment and students' listening performance. The crowded and compact class size also influences the high percentage of students to study. Therefore, there is a need to improve the listening skills of primary school English students.

Previous studies by Bourdeaud'hui et al. (2020); Bourdeaud'hui et al. (2018); Lau (2017) have found that problem issues in primary school listening skills are given less attention. Thus, there is a neglect of the assessment of various variations of listening skills. Therefore, the purpose of this experimental study is to examine the effectiveness of students' listening skills based on the HURIER listening model for primary school English subjects. This study will be conducted to see the results of student performance, student perception, and student experience of listening skills based on the HURIER Model of Listening. Thus, the current study aims to examine the level of students' listening skills performance, identify their perceptions, and explore their experiences in listening skills based on the HURIER Model of Listening.

■ 2.0 LITERATURE REVIEW

2.1 Learning Theory

In this study of listening skills, the researcher made a review by choosing cognitive theory as the study as contrasting to the theories listed by the researcher. Researchers use this theory of cognitive learning because it is more related to the nature of remembering. Listening is a process of auditory stimulation that is more of a process of remembering. These auditory stimuli will be received by the auditory system and processed to remember what is received and heard. In the process of remembering it is inappropriate to use theories of behaviorism and

constructivism. Behaviorism theory is a theory related to behavior, stimuli, and performance. While the theory of constructivism involves the mental activities of students that lead to answers. Table 1 shows a comparison of learning theories in research study.

Table 1 Comparisons of Learning Theories

Learning Theory	Explanation	Application
Behaviourism Theory	The key elements are the stimulus, the response, the relationship between the two, and how the relationship between stimuli and responses is made, reinforced, and maintained.	Examining the behavior of each student involves actions, reactions, gestures, behaviors, etc. in each learning content.
Cognitive Theory	This theory involves human internal processes, mental, experience and knowledge, interaction, and continuity. This theory considers the process of understanding in learning to be better than the process of memorizing. Student-centered learning	The process of face-to-face learning in the classroom involves student's experiences and interests based on the topic of the lesson.
Constructivism Theory	Student learning environment is based on the principle of socio-constructivism which is to encourage students to cooperate among students and teachers towards self-learning.	It involves students' attendance, interest, training, collaboration, response, behavior, self-learning, and material retrieval as key factors.
Working Memory Theory	Working Memory Theory is a theory that replaces short-term memory theory with working memory having very limited storage space.	Involves mental activities including thinking, remembering, learning, and applying language to an individual in listening skills as a key factor.

In a previous study by Harro-Loit and Ugur (2018), Brownell found students' cognitive relevance more to students' memory or recollection involving the learning of listening skills (Bourdeaud'hui et al., 2018). Therefore, in this study, the researcher will study a little about the process of remembering students during the learning of English listening skills in the classroom that involves student performance, student perception and student experience.

2.2 Learning Model

Learning model as a description of the mental and physical mechanisms involved in the acquisition of new skills and knowledge and how to engage those mechanisms to encourage and facilitate learning. The definition of such a learning model implies that each student has a different learning style. Students themselves can define and change their learning style depending on the subject they are studying. However, the student's learning style is also related to the student's own talents, abilities and thinking involving the student's own mentality. This student learning style involves a lot of visual, auditory and kinesthetic (physical) learning.

Judi Brownell is an organizational communication professor who developed the HURIER Model of Listening in 1996. According to Judi Brownell, the HURIER Model of Listening, she developed an effective six-level model of listening. Brownell utilizes the following acronyms in the HURIER Model as follows; (1) H - Hearing, (2) U - Understanding, (3) R - Remembering, (4) I - Interpreting, (5) E - Evaluating, and (6) R – Responding. The meaning of the effective listening model in the HURIER Model of Listening is that the use of effective listening levels is used to maximize students' listening income in obtaining any information. In addition, active students can be seen using effective listening levels to produce the best learning achievement and performance. According to a study from Bourdeaud'hui et al. (2018), Wolvin and Coakley's behavioral model defines listening as a process of receiving, treating, and giving meaning to aural and visual stimuli. While Brownell (2018) in her book, gives the meaning of listening to various forms of skills. This HURIER Model of listening developed by Brownell was the result of a comprehensive review of literature and standardized tests to measure listening efficiency. Figure 1 shows a model of the six-component HURIER Model of Listening Process.

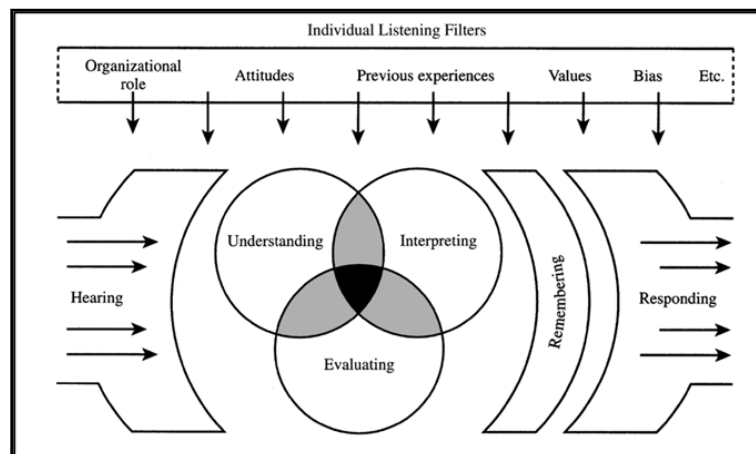


Figure1 A Model of the six-Component HURIER Model of Listening Process (adapted from (Brownell, 2010))

In a previous study from Lau (2017), found that the Listening Model from Anderson (2000) has proposed three phases of a model for understanding cognitive processes in new language comprehension, including reading and listening. The three phases of the listening model for language comprehension proposed by Anderson include (1) perceptual processing, (2) parsing, and (3) utilization. While K. Thompson et al. (2004), have added several phase stages from the listening model proposed by Anderson. He has proposed five phases of listening in the Integrative Listening Model namely: (1) receiving, (2) comprehending, (3) interpreting, (4) evaluating, and (5) responding. However, the HURIER Model from Bourdeaud'hui et al. (2018) is more relevant by having only six phases of listening skills namely: Hearing,

understanding, remembering, interpreting, evaluating, and responding. This model provides a useful framework for researchers to investigate students' perceptions and experiences related to different listening processes during classroom learning.

According to Kusumawarti et al. (2020) state that VAK Learning Style Model is a fundamental learning style model based on perception to video, audio and kinesthetic. The letters VAK stand for (V) visual, (A) aural, and (K) kinesthetics. Information given via pictures, mind maps, graphs, and other representations is preferred by students with visual learning styles over the information presented in words. Audio and video instruction are preferred by students with an aural and visual learning approach. Students that learn in a kinesthetic way enjoy hands-on activities that include simulations and activities which involve the use of the body's sensory as a learning relationship. However, VAK Learning Style Model identifies sensory modalities (visual, auditory, kinesthetic) through which individuals prefer to process information compared to HURIER Model that outlines stages of effective listening, from perceiving sounds to responding appropriately. Other than that, VAK Learning Style Model guides educators in designing learning activities that cater to different sensory preferences while HURIER Model assists individuals in understanding and improving their listening process, from receiving information to generating appropriate responses.

2.2.1 Learning Model Selection: Review

In this listening skills study, researchers would not choose the Listening Model and the VAK Learning Style Model because the Listening Model from Anderson uses only three phases of the model to understand cognitive processes in new language comprehension, including reading and listening. While the VAK Learning Style Model is a basic learning style model based on perception to video, audio and kinesthetic compared to the HURIER Model of Listening which is more aimed at listening skills. Therefore, researchers had chosen the HURIER Model of Listening in this study to see the effectiveness of listening skills based on the HURIER Model of Listening. This HURIER Model of Listening has also been personally proposed by Brownell as a future study for future researchers. Therefore, the researcher chose this HURIER Model of Listening as the researcher's study on primary school students. Table 2 shows a comparison of learning models carried out in research.

Table 2 Comparisons of Learning Model

Model	Explanation
HURIER Model of Listening (Bourdeaud'hui et al., 2018)	The use of HURIER Model of Listening is more effective level of hearing is used to the maximum to obtain any information. Active students use effective listening levels to produce better learning achievement and performance.
Listening Model (Lau, 2017)	This model uses a model from Anderson (2000) as a cognitive process in new language comprehension, including reading and listening. The three phases of the listening model include (1) perceptual processing, (2) parsing, and (3) utilization.
VAK Learning Style Model (Kusumawarti et al., 2020)	The VAK learning style model is a fundamental learning style model based on perception. Information given via charts, diagrams, mind maps, graphs, and other representations is preferred by students with visual learning styles over the information presented in words. This learning style also involves the use of the body's sensory as a learning relationship.

2.3 Learning Strategy

Referring to the National Education Development Plan (2013-2025), guidelines have been given for each student to receive knowledge, thinking skills, leadership skills, bilingual proficiency, ethics and spirituality as well as national identity. Various teaching techniques and approaches are combined so that they are appropriate and relevant to be applied in the classroom learning environment. The purpose of the National Education Development Plan (2013-2025) is also to prepare students to face various challenges in the real world.

The National Education Development Plan (2013-2025) also provides nine techniques and approaches to appropriate learning strategies to be implemented in the classroom, namely (1) Mastery Learning, (2) Multiple Intelligences, (3) Constructivism, (4) Contextual Learning, (5) Learning How to Learn Skills, (6) Knowledge Acquisition, (7) Project-Based Learning, (8) Collaborative Learning, and (9) Inquiry-Based Learning. However, the researcher only selected and described a few learning strategies that were appropriate only to English listening skills.

Students are able to construct new knowledge and construct new concepts based on students' existing knowledge known as constructivism learning. Here, the function of the teacher is to help students to acquire new knowledge and solve problems through active student-centered learning. Constructivism learning can also see students active throughout their learning in the classroom.

According to a study by Bourdeaud'hui et al. (2018), listening skills are positively influenced by listening strategy instruction. The level of student learning with a variety of different listening strategies to aim or to predict what will happen can improve students' listening skills better. Listening skills can be improved in a better direction by combining listening activities with speaking, reading, or writing activities in the curriculum. Involving students to practice listening in curriculum subjects will make them better listeners.

Researchers explore and gather information from past research articles on listening skills using the Scopus and Web of Science databases. Numerous studies by various researchers highlight the significance of listening skills for students. Previous researchers have conducted studies aimed at enhancing students' English listening skills. However, the number of studies in Malaysia focusing on students' listening skills is comparatively limited compared to research from other countries. Consequently, there is a need for increased focus on studying the development of listening skills in Malaysian primary school students. Table 3 shows studies related to the students' listening skills for school's students in Malaysia and other countries.

Table 3 Studies Related to Students' Listening Skills

Authors	Objective	Research Findings
(Megat Abdul Rahim et al., 2021)	Assess students' perspectives on learning speaking and listening skills using online. Test the level of readiness of students to use online to learn speaking and listening.	Students get the benefits of online learning which is learning through information and communication technology (ICT) in the traditional classroom. In addition, interactive learning through information and communication technology (ICT) can attract students in Malaysia and give them space to improve in learning listening skills according to their own learning rhythm.
(Hashim et al., 2020)	To examine the importance of English listening and speaking skills in preschool from teachers' perspectives.	Teachers' competence in teaching knowledge and skills influences children's English listening skills in Malaysia.
(Bourdeaud'hui et al., 2018)	A systematic review of primary school students' first language listening skills.	Found two research findings related to listening skills, namely at the classroom level and at the student level. At the classroom level, there is a significant relationship between students' listening skills with the teaching of listening strategies as well as classroom characteristics. While at the student level, there is a significant relationship between students' listening skills and students' cognitive skills.
(Bourdeaud'hui et al., 2020)	Develop a comprehensive hearing test to test the listening skills of elementary school students.	Studies have found that students' gender differences do not affect students' listening comprehension skills.
(Caruso et al., 2017)	Researchers tested the efficient practices of teaching listening skills in the classroom and developed an online quiz instrument to look at the understanding and assessment of listening skills online.	Instruments such as quizzes positively impact students' listening skills versus classroom assessment. Students like the presentation style of the teaching staff in addition to being able to meet the learning needs of students.
(Rudner et al., 2018)	The aim of the present study was to investigate the combined effects of background noise, voice quality, and visual cues on children's listening comprehension and effort.	Results show that even low levels of babble noise interfere with listening comprehension, and there was some evidence that this effect was reduced by seeing the talker's face. Dysphonia did not significantly reduce listening comprehension scores, but it was considered unpleasant and made listening seem difficult, probably by reducing motivation to listen. We found some evidence that listening comprehension performance under adverse conditions is positively associated with individual differences in executive function

A study by Megat Abdul Rahim et al. (2021) shows the findings of learning through an interactive medium that is from the use of information and communication technology (ICT) in the traditional classroom successfully attract students and provide space for students to advance in listening and speaking skills according to their own learning rhythm. Researchers concluded that the learning of listening skills with the use of information and communication technology (ICT) is a good support tool as a more stimulating communication and learning tool for students. Through learning methods based on the use of information and communication technology (ICT) in this classroom, students can explore the perspective of learning listening skills more broadly and globally. Students are given the opportunity and exposure to their own experiences in listening skills using the exploration of information and communication technology (ICT) in the classroom.

According to Hashim et al. (2020) in his research found teachers' knowledge, teachers' skills and teachers' competence in teaching English to affect children's listening skills. He also found there was a need to improve the English listening and speaking skills of preschool children by helping teachers develop more efficient teaching strategies. This suggests that the need for listening skills in the early stages of preschool is very important and needs to be emphasized before students step into the realm of primary school.

The findings from Bourdeaud'hui et al. (2018) listening is one of the four language skills, in addition to speaking, reading, and writing. Good listening skills are very important in daily life, relationships, education, and industry. Efficient listening is an important language skill for elementary school students, for a variety of reasons. He found two research findings related to listening skills, namely at the classroom level and at the student level. At the classroom level, there is a significant relationship between students' listening skills with the teaching of listening strategies as well as classroom characteristics. Meanwhile, at the student level, there is a significant relationship between students' listening skills and students' cognitive skills.

In a study by Bourdeaud'hui et al. (2020), researchers found that researchers developed a comprehensive hearing test to test the listening skills of primary school students. The study found that students' gender differences did not affect students' listening comprehension skills.

As claimed by Caruso et al. (2017) said the integration and efficacy of blended learning for the development and assessment of listening abilities in a second language are discussed in their research. One of the most difficult and misunderstood elements of learning a second language is the development of oral talents (listening and speaking). Listening comprehension practice is especially important in the early phases of second language acquisition and, as a result, for ab initio language students who have a difficult time processing and interpreting auditory data. In 2014, a collection of online listening tests was developed and integrated into two Italian courses for beginners. The goal was to provide students with interesting, flexible listening comprehension practice and evaluation, extending their learning experience, stimulating their learning motivation, and allowing for improved learning outcomes.

2.3.1 Learning Strategy Selection: Review

In this learning strategy study, the researcher will choose the listening strategy instruction. The purpose of the researcher choosing this listening strategy instruction is because previous researchers Bourdeaud'hui et al. (2018) have found listening strategy instruction that has a significant relationship between students' listening skills and teaching practices. This listening strategy instruction involves the process of combining listening activities with speaking, reading, or writing activities in curriculum learning. The activities in this listening strategy instruction also involve students actively learning and being good listeners compared to constructive learning. Table 4 shows comparisons of learning strategies in research study.

Table 4 Comparisons of Learning Strategy

Authors	Objective	Research Findings
(Megat Abdul Rahim et al., 2021)	Assess students' perspectives on learning speaking and listening skills using online.	Students get the benefits of online learning which is learning through information and communication technology (ICT) in the traditional classroom. In addition, interactive learning through information and communication technology (ICT) can attract students and give them space to improve in learning listening skills according to their own learning rhythm.
(Hashim et al., 2020)	Test the level of readiness of students to use online to learn speaking and listening. To examine the importance of English listening and speaking skills in preschool from teachers' perspectives.	Teachers' competence in teaching knowledge and skills influences children's English listening skills.

In summary, the process of student learning involves the integration of students' personal experiences and their interests within the context of the curriculum's learning topics. To establish connections in learning theory, the analysis of students' test results and responses to research questionnaires will be explored in the following section. Employing a blend of technologies is crucial as a means and facilitator for teaching and student learning within the classroom setting. The adoption of student-centered learning methods aligns well with the selection of HURIER models. Within this study, the researcher outlines the chosen Learning Theory, Learning Model, and Learning Strategy for the research study. The subsequent chapter will explore the specific research methodology and methods employed in the study.

3.0 METHODOLOGY

3.1 Research Design

This study on the effectiveness of listening skills included 18 students from a Year 3 class, comprising 10 (55.55%) males and 8 (44.44%) females, all belonging to the Malay ethnic group. This study will use a research design which is an approach to evaluation that involves the collection of quantitative data.

A study of listening skills based on the HURIER Model of Listening in English subjects using an experimental design. According to Creswell (2014), experimental studies have almost no similarities to true experiments except for the selection of the study sample. The study sample for the experimental-based study was determined by the researcher himself and was not randomly selected. Researcher has obtained parents' permission before interacting with the participant since the participant is a minor.

Experimental group research is a scientific approach in which independent variables are manipulated and applied to one or more dependent variables to measure their effectiveness. Experimental research methods are commonly used in the physical and social sciences, psychology, and education. Although much is related to the test procedure of the study, the research design of this experiment will involve data collection by a method. Quantitative data will be conducted to obtain statistical analysis.

The researcher used this experimental design study because this study did not involve the isolation of students during the study. This study involved only one class with a total of 18 students. According to Cohen et al. (2007), studies can still be performed on a small study sample provided the researcher must use a sample from the same population. Same study sample means the researcher needs to use a sample of students from the same class with the same age, academic achievement, and learning experience in the same class. The level of academic achievement that is almost similar has high reliability in data collection to conduct the study.

To obtain quantitative data, researchers began conducting quantitative studies using pre-tests, post-tests, and questionnaires for students. The researcher started the study with a pre-test to obtain data on the level of students' performance in the learning topics that had been planned before the intervention was conducted. The study was conducted in a conventional classroom. Whereas post-test was implemented after using the intervention to obtain data and study the differences in students' performance before and after the intervention. The instruments used are based on learning objectives that involve the effect of the use of learning technologies such as audio and video in the learning of listening skills for English subjects in the classroom. The learning objectives are based on the 'Get Smart Plus 3' textbook with the topic 'Year in, year out' on page 35. The findings of this quantitative study are to answer the first research question which is whether there is a significant level of student listening skills performance based on HURIER Model of Listening. The findings of the study will be discussed later.

In addition, a quantitative method was also conducted to answer the second research question related to students' perceptions of listening skills based on the HURIER Model of Listening. To obtain data for this research question, the researcher will give a questionnaire to all students involved in listening skills in the classroom. This study was conducted to obtain more accurate data. The findings of the study will be discussed later.

3.2 Research Procedure

In conducting this study, the research procedure was constructed as a guide for the implementation of the researcher for the entire duration of this study as shown in Figure 2. According to the writer of the book Creswell (2014), the research procedure needs to be planned by the researcher in order to be able to discuss and set the needs in the research topic. There are five phases of the research implementation procedure, namely the instrument development, pilot study, questionnaires, and data conduct analysis. In this research procedure there are also actions that need to be taken in the construction of research instruments, conducting pilot studies, and analyzing data.

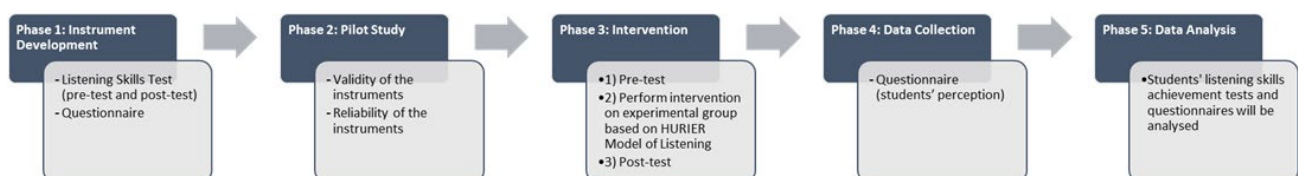


Figure 2 Research Procedure

Researchers developed a set of pre-test and post-test questions by engaging in the Listening Skills Test in the classroom. Pre-test and post-test were developed to obtain data to answer the RQ1 research question that is to examine the level of performance of students' listening

skills based on the HURIER Model of Listening. The question set is based on the Year 3 English textbook. The learning topic from Unit 4 is 'Year in, year out'. The question set consists of five questions related to the learning topic. The question set contained themes of filling in the blanks, writing the words heard, writing the sentences heard, and drawing pictures based on what the students heard from the test questions. The questionnaire was constructed to obtain data to answer the RQ2 research question to identify students' perceptions of listening skills based on the HURIER Model of Listening. There are 18 items in the questionnaire form to be answered by the students. Questionnaire items were constructed based on the HURIER Model of Listening.

Phase 2, researchers conducted a pilot study to obtain the validity and reliability of the constructed instruments. Researchers used three types of instruments. The first instrument was the achievement of students' English listening skills involving pre-test and post-test. The second instrument is a student questionnaire based on the HURIER Model of Listening related to students' perceptions of listening skills. All two instruments have been validated by an English language expert at the school. This specialist is the Head of the English Committee at the school with 30 years of teaching experience. The reliability of each item was applied to 5 students from the same school where they were not involved in the actual study but had studied the same subject topic. Details of reviews from linguists are presented in the following subtopics.

While Phase 3 is a phase that involves intervention in the learning of conventional methods. Here is how we have applied the HURIER model to improve students' listening skills in a classroom (Table 5):

Table 5 HURRIER Model mapping to classroom activities

<p>i. Hearing:</p> <ul style="list-style-type: none"> • Ensure that the physical classroom environment is conducive to listening. Minimize distractions such as noise from outside and electronic devices. • Use appropriate audio equipment if necessary to ensure clear and audible communication. 	<p>Classroom activities</p> <p>The teacher facilitated a listening exercise by playing a recording featuring words alongside their corresponding verbs and adjectives. Each word was articulated by the teacher, after which students individually repeated the word, focusing on accurate pronunciation. The teacher provided corrective feedback on pronunciation errors as necessary.</p>
<p>ii. Understanding:</p> <ul style="list-style-type: none"> • Teach active listening techniques such as paraphrasing, summarizing, and asking clarifying questions. • Provide context and background information before introducing new topics or materials. • Use visual aids, gestures, and facial expressions to support understanding. 	<p>Classroom activities</p> <p>The teacher began by reciting a song lyric related to the topic. Subsequently, each student had an opportunity to read the lyrics individually, with the teacher providing feedback on pronunciation. Following this, the entire class read the lyric together. The teacher supplemented the activity by providing further explanations on the topic as needed.</p>
<p>iii. Remembering:</p> <ul style="list-style-type: none"> • Provide opportunities for students to take notes during lectures or discussions. • Review key points and concepts frequently throughout the course. 	<p>Classroom activities</p> <p>The students initially listen to a song played on the laptop. The teacher then replays it for a second time. Finally, the students are encouraged to sing along during the third playback. The teacher keenly observes the students' non-verbal cues, noting their evident joy and engagement as they participate in singing the song.</p>
<p>iv. Interpreting:</p> <ul style="list-style-type: none"> • Encourage critical thinking by asking open-ended questions that require students to analyze and interpret information. • Provide opportunities for students to compare and contrast different perspectives on a topic. 	<p>Classroom activities</p> <p>In the activity segment, students collaborate in pairs to initiate a conversation centered around the topic.</p>
<p>v. Evaluating:</p> <ul style="list-style-type: none"> • Teach students how to evaluate the credibility and reliability of sources of information. • Encourage critical evaluation of arguments and evidence. • Provide opportunities for students to practice evaluating their own listening skills and identifying areas for improvement. 	<p>Classroom activities</p> <p>Foster critical thinking by prompting students to evaluate arguments and evidence presented in class materials or discussions, encouraging them to analyze the validity and logic behind different viewpoints.</p>
<p>vi. Responding:</p> <ul style="list-style-type: none"> • Encourage active participation in class discussions and activities. • Provide constructive feedback on students' responses to encourage further engagement. • Teach effective communication skills such as asking questions, expressing opinions, and summarizing key points. 	<p>Classroom activities</p> <p>Teachers can begin by structuring discussions and group activities where students are encouraged to contribute their thoughts and ideas. Offer constructive feedback on their responses. Incorporate exercises that explicitly teach communication skills, such as practice asking questions, expressing opinions, and summarizing key points.</p>

Phase 3 will continue with the implementation of the pre-test. The pre-test is a listening and writing test that will be implemented before the ICT technology intervention class in the teaching and learning of students' listening skills in the classroom. Here, students are given 15 minutes to answer 5 pre-test questions involving listening skills. Next, the researchers integrated ICT technology in the conventional classroom as a teaching and learning process as well as a facilitator between teachers and students. After a one-week period, the researchers conducted a post test on the same students. The post-test question set was modified in its position from the pre-test but still retained the same question set form. Students were given a period of 15 minutes to listen carefully to the questions spoken by the speaker in order to answer and complete the post-test questions. After the students finished answering all the listening skills test questions, the researchers collected all the listening skills test answer sheets answered by the students.

Next is Phase 4 which involves the distribution of questionnaires to test students' perceptions of English listening skills to some students on students' experiences of learning English listening skills in the classroom. There are 18 question items in the questionnaire that need to be answered by the students. The last phase is Phase 5. This phase 5 involves data analysis. Students' listening skills achievement tests and questionnaires will be analysed. Researchers used descriptive analysis methods for the questionnaires.

3.3 Research Instrumentation

In this study, researchers developed two different types of instruments according to the suitability of the analytical data. The first instrument developed is the Listening Skill Test (pre-test and post-test) aimed at obtaining differences in students' performance scores. The second instrument developed was a questionnaire to look at students' perceptions based on the HURIER Model of Listening. The instrument was adapted from the questionnaire item of HURIER Model of Listening as proposed by Bourdeaud'hui et al. (2018). In this study, pre-test and post-test instruments (Listening Skill Performance Test) were used to investigate the level of students' listening skills performance based on the HURIER Model of Listening. Collected quantitative data were analysed using descriptive analysis. Table 6 shows there are 5 question items for each pre-test and post-test instrument which are 5 marks for each question with the correct answer. The time allotted to answer this test question is for 15 minutes. Later, researchers converted the total full marks into 100 marks for each pre-test and post-test instrument of student listening skills achievement. All students are required to answer 5 questions based on the audio or speaker they heard as follows- 1) Fill in the blanks "raining" (Writing in small letter); 2) Write the word "autumn" (Writing in small letter); 3) Write a sentence. "Let's go to the beach"; 4) Draw it. "flowers"; and 5) Illustrations with drawing. "It's autumn. It's raining today".

Meanwhile, to answer the second research question, researchers used a questionnaire instrument, six components adapted by HURIER Model of Listening and has three-question items for each component. Thus, there were 18 total question items for this questionnaire on students' perceptions of listening skills. The 5-point Likert Scale was used as a measure. The questionnaire was descriptively analysed to obtain data related to students' perceptions of listening skills based on the HURIER Model of Listening.

4.0 RESULTS

4.1 Result of RQ1: Is There a Significant Level of Students' Listening Skills Performance Based on the HURIER Model of Listening?

In this study, the researcher transforms the numerical marks of from Listening Skill Performance Test into a percentage format for enhanced comprehension, facilitating a clearer and more straightforward explanation. Table 6 shows the results of RQ1 from pre-test and post-test scores for students' listening skills performance. Table 6 indicates that only two students, S1 and S6, scored the highest marks, both achieving 80% on the pre-test, but on the post-test, S1 scored 100%, while S6 scored 80%. Three students, S5, S14, and S16, scored the second highest on the pre-test with 60%, but on the post-test, S14 and S16 scored 100% S5 scored 80%, while S5 scored 80%. Another three students, S2, S3, and S10, scored 40% on the pre-test, but on the post-test, S2 and S3 scored 80%, and S10 scored 60%. Three students, S9, S12, and S15, scored 20% on the pre-test, but on the post-test, S9 and S15 scored 60%, while S12 scored 80%. Seven students, S4, S7, S8, S11, S13, S17, and S18, scored 0% on the pre-test. On the post-test, S4, S8, and S18 scored 40%, while S7, S11, and S17 scored 20%, and S13 scored 60%. Table 7 presents descriptive statistics from the SPSS data, showing a pre-test mean value of 28.89 and a standard deviation of 29.283, while the post-test mean value was 62.22 with a standard deviation of 27.344.

Table 6 Statistical Analysis of Students Performance Listening Test Score

Student	Student Performance Test Scores		Pre-Post Test Difference Values
	Pre-test (100%)	Post-Test (100%)	
S1	80	100	+20
S2	40	80	+40
S3	40	80	+40
S4	0	40	+40
S5	60	80	+20
S6	80	80	0
S7	0	20	+20
S8	0	40	+40
S9	20	60	+40
S10	40	60	+20
S11	0	20	+20
S12	20	80	+60
S13	0	60	+60
S14	60	100	+40
S15	20	60	+40
S16	60	100	+40
S17	0	20	+20
S18	0	40	+40
Mean	28.89	62.22	-

n=18

Table 7 Descriptive Statistics from SPSS

	N	Minimum	Maximum	Mean	Std. Deviation
Pre_test	18	0	80	28.89	29.283
Post_test	18	20	100	62.22	27.344
Valid N (listwise)	18				

4.2 Result of RQ2: Students' Perceptions in Listening Skills Based on The HURIER Model of Listening

Table 8 shows the results of the questionnaire analysis data for students' perceptions of English listening skills based on the HURIER Model of Listening.

Table 8 Descriptive Statistics Analysis of Students' Perceptions of Listening Skills based on the HURIER Model of Listening

Item	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)	Mean
H1. I listen and hear very well the sound of speech from the teacher.	10 (55.55%)	8 (44.44%)	0 (0%)	0 (0%)	0 (0%)	1.44
H2. I listen to hear a presentation speech from the teacher.	9 (50%)	8 (44.44%)	0 (0%)	1 (5.55%)	0 (0%)	1.61
H3. I listen intently to what the teacher presented, even though the information was difficult.	7 (38.88%)	9 (50%)	0 (0%)	0 (0%)	0 (0%)	1.83
U4. I listen to understand the sound message spoken to me.	6 (33.33%)	8 (44.44%)	0 (0%)	2 (11.11%)	2 (11.11%)	2.33
U5. I ask a question to the teacher if I don't know or do not understand.	5 (27.22%)	5 (27.22%)	1 (5.55%)	4 (22.22%)	3 (16.66%)	2.72
U6. I listen to understand.	14 (77.77%)	4 (22.22%)	0 (0%)	0 (0%)	0 (0%)	1.22
R7. I listen to remember what the teacher said.	12 (66.66%)	4 (22.22%)	2 (11.11%)	0 (0%)	0 (0%)	1.67
R8. I listen and focus on remembering the message being conveyed.	9 (50%)	8 (44.44%)	0 (0%)	1 (5.55%)	0 (0%)	1.61
R9. I listen to evaluate the information presented.	11 (61.11%)	7 (38.88%)	0 (0%)	0 (0%)	0 (0%)	1.39
I10. I listen for information.	4 (22.22%)	11 (61.11%)	0 (0%)	1 (5.55%)	2 (11.11%)	2.22
I11. I listen to make an interpretation.	10 (55.55)	6 (33.33%)	0 (0%)	2 (11.11%)	0 (0%)	1.67
I12. I listen to avoid bias.	2 (11.11%)	8 (44.44%)	0 (0%)	5 (27.77%)	2 (11.11%)	2.53
E13. I listen to learn.	17 (94.44%)	0 (0%)	0 (0%)	0 (0%)	1 (5.55%)	1.22
E14. I listen to enjoyment.	6 (33.33%)	4 (22.22%)	0 (0%)	4 (22.22%)	4 (22.22%)	2.78
E15. I listen to evaluate the information.	7 (38.88%)	5 (27.22%)	0 (0%)	4 (22.22%)	2 (11.11%)	2.39
R16. I respond (either verbally or non-verbally) to the information presented by the teacher.	9 (50%)	8 (44.44%)	0 (0%)	0 (0%)	1 (5.55%)	1.67
R17. I can answer or respond when asked by the teacher.	11 (61.11%)	7 (38.88%)	0 (0%)	0 (0%)	0 (0%)	1.39
R18. I listen to be ready to be questioned by the teacher.	9 (50%)	7 (38.88%)	0 (0%)	1 (5.55%)	1 (5.55%)	1.78

H=Hearing; U=Understanding, R=Remembering, I=Interpreting, E=Evaluating, and R=Responding

Based on Table 8, the researcher was able to summarize the perception of students' listening skills based on the frequency and percentage value of students according to the HURIER Model of Listening component. The H1 (*I listen and hear very well the sound of speech from the teacher*) was found that many students chose to strongly agree with the number of 10 students amounting to 55.55%. While agreeing, a total of 8 students with a value of 44.44%. For item H2 (*I listen to hear a presentation speech from the teacher*), 9 students chose strongly agree, followed by 8 students with a value of 44.44% chose to agree, and only 1 student with a value of 5.55% chose to disagree. Besides that, item H3 (*I listen intently to what the teacher presented, even though the information was difficult*) shows majority of students chose to agree which is 9 people with a value of 50% compared to 7 students who chose strongly agree with a value of 38.88%.

While the U4, U5, and U6 measurement tools represent the U (understanding) component to see the effectiveness of listening skills based on the HURIER Model of Listening. For U4 (*I listen to understand the sound message spoken to me*), researchers found that a total of 8 students (44.44%) chose to agree, 6 students (33.33%) chose strongly agree, compared to disagree and strongly disagree with the value of each is (11.11%). For U5 (*I ask a question to the teacher if I don't know or do not understand*), finding shows both strongly agree and agree with this statement with 5(27.22%). Meanwhile, 14(77.77%) students strongly agree with statement U6 (*I listen to understand*).

Next, the R (remembering) component is represented by measuring instruments R7, R8, and R9. At R7 (*I listen to remember what the teacher said*), it was found that 12 students (66.66%) chose strongly agree, 4 students (22.22%) chose agree, and 2 students chose neutral. While the R8 (*I listen and focus on remembering the message being conveyed*) shows that 9 students (50%) choose strongly agree, 8 students (44.44%) choose to agree, and 1 student choose to disagree. In the R9 (*I listen to evaluate the information presented*), only 11 (61.11%) students strongly chose strongly agree followed by 7 (38.88%) students who chose to agree.

Then, the I (Interpreting) component is represented by measuring instruments I10, I11, and I12. For the I10 (*I listen for information*), the researchers found that the highest data was 11 (61.11%) students who strongly agreed to listen to interpret the information received. A total of 4 (22.22%) students agree, 2 (11.11%) strongly disagree, and 1 (5.55%) student disagree. While the I11 (*I listen to make an interpretation*), a total of 10 (55.55%) students strongly agree, 6 (33.33%) students agree, and 2 (11.11%) students disagree with the statements presented in the questionnaire. For I12 (*I listen to avoid bias*), a total of 8 (44.44%) students agrees compared to the low value of 2 (11.11%) students who chose strongly disagree.

The next component E (Evaluating) is represented by E13, E14, and E15 as a measurement tool from the HURIER Model of Listening. At E13 (*I listen to learn*), it was found that 17 (94.44%) students strongly agree on listening skills to learn compared to 1 (5.55%) student who strongly disagrees. Meanwhile, E14 (*I listen to enjoyment*) shows that 6 (33.33%) students strongly agree on listening skills as for fun compared to 4 (22.22%) each chose to agree, disagree, and strongly disagree. The E15 (*I listen to evaluate the information*) reported that 7 (38.88%) students strongly agree compared to at least 2 (11.11%) students who strongly disagree listening to evaluate information.

Lastly the R (responding) is represented by measuring instruments R16, R17, and R18 to observe students' responses using listening skills. The result found that in the R16 (*I respond (either verbally or non-verbally) to the information presented by the teacher*), 9 (50%) students strongly agree to respond to the information received compared to 1 (5.55%) student strongly disagree. Meanwhile, R17 (*I can answer or respond when asked by the teacher*) reported 11 (61.11%) students strongly agree can answer and respond when asked followed by 7 (38.88%) students agree. Here, the researchers found that students actively cooperated by responding well to their teachers during the learning of listening skills in the classroom. While the last R18 (*I listen to be ready to be questioned by the teacher*) reported that 9 (50%) students strongly agree followed by 7 (38.88%) students agree, and 1 (5.55%) chose to choose to disagree and strongly disagree when asked.

5.0 DISCUSSION

Learning listening skills is one of the four main skills in language learning at the primary school level apart from speaking skills, reading skills, and writing skills (Bourdeaud'hui et al., 2018; Sadiku, 2015). Listening is crucial for primary students as it forms the foundation for

their further learning and achievement at school (Ahmad & Abidin, 2020). In this study, researchers have used the concept of conventional learning methods that are student-centered by teaching and learning listening skills in the classroom. Technological equipment in education is also used such as laptops, speakers, and LCDs. Therefore, students can build knowledge, share information, and exchange views with each other actively in the classroom. Through this learning, students can be prepared and have a preliminary overview before students take the test and answer questions to obtain data on the effectiveness of listening skills based on the HURIER Model of Listening. In addition, students can add to the existing knowledge of the student, then take follow-up actions to guide students more effectively.

5.1 Discussion of RQ 1: Is There a Significant Level of Students' Listening Skills Performance Based on the HURIER Model of Listening?

This section is the first research question studied by researchers to test the level of performance of students' listening skills based on the HURIER Model of Listening. According to the study by Tibebu et al. (2023), student performance can be assessed and measured holistically through classroom assessment. The purpose of the test was implemented to see the performance of students' listening skills learning effectiveness. Listening skills can be tested through performance tests to see the extent of students' abilities in understanding listening skills. Performance testing of students' listening skills is necessary as an input of students' knowledge and abilities in the process of listening and becoming active students. In addition, the findings of students' listening skills performance test data can help teachers to make improvements and diversify more effective teaching methods. Based on the findings of the study discussed in the previous chapter, students are more actively learning listening skills using audio and video compared to conventional learning. Performance test scores showed very different score data findings obtained on the post-test compared to the pre-test before the intervention was performed (refer Table 6). Active students are able to hear, understand, remember, interpret, evaluate, and respond while learning listening skills in the classroom is implemented.

The findings of this study are similar to the study conducted by Helen who stated the HURIER Model of Listening is effective and influences the listening skills of primary school students. Besides that, there is data with a value of 0 in Table 6. The researcher found that the student did not increase or decrease the score with a static score value of 80% of the score on the pre-test and also the post-test. The researcher got the impression that the student remembered all the forms of questions and pictures that the student went through during the pre-test. This shows that there is a Remembering component in the HURIER Model of Listening that is very strong in those students. Therefore, this student who has a very strong memory includes elements of cognitive learning.

5.2 Discussion of RQ 2: What are the Students' Perceptions of Listening Skills Based on the HURIER Model of Listening?

The second research question conducted by the researcher aims to find out students' perceptions of listening skills based on the HURIER Listening Model. According to Bourdeaud'hui et al. (2020), student test performance can influence students' perceptions of students' listening skills. Therefore, researchers looking for the answers to the questions of this study using a questionnaire that is more geared toward a quantitative approach. Based on the findings, the researchers found the limitations of the influence of the HURIER Model of Listening to be very effective on students' listening skills. Researchers found student listening skills perception data relevant to the six key components of the HURIER Model of Listening.

As a result of the data from the questionnaire, the researchers found that students agreed that listening skills were influenced by the HURIER Model of Listening. Students give good and positive perceptions such as listening well to what is conveyed by the teacher, students focus on listening to remember and evaluate the message conveyed, responding when asked, and more. All research questions on students' perceptions of listening skills have been answered. In conclusion, the effectiveness of listening skills is greatly influenced by the six components of HURIER Model of Listening. Therefore, it is not surprising that past researchers encourage future researchers to focus on listening skills based on this HURIER Model.

6.0 CONCLUSION, LIMITATION & FUTURE SUGGESTION

The data contributes a clearer understanding of listening skills influenced by the HURIER Model of Listening. The main purpose of this research conducted was to find the effectiveness of students' listening skills based on the HURIER Model of Listening. This study used the learning environment in the classroom in schools to identify whether there is an effect of students' listening skills on students' performance, students' perceptions, and students' experiences based on the HURIER Model of Listening. Therefore, the findings of this study are able to have a positive impact on students' listening skills based on the HURIER Model of Listening. This study also certainly has implications for teachers in the preparation of teaching and learning materials that involve students' listening skills.

Despite all the findings, the present study has several limitations. Based on the definition of the scope and limitations of the study, the reliability of these data is impacted by the selection of student respondents involved in this study. Respondents consisted of Year 3 students from schools in the city of Tanah Merah, Kelantan. In addition, the selection of locations related to environmental resources and facilities can increase students' interest and learn listening skills. The ICT technology approach in education for listening skills in the classroom gives students the opportunity to create their own experiences and the fun of learning. However, the findings of this study are not necessarily feasible in different school locations, whether the lack of complete school facilities and amenities such as computers, internet, LCD, radio, and other available technologies.

Future research is needed to identify the study of listening skills based on HURIER Model of Listening suitable to be implemented for other subjects. The six-component application of the HURIER Model as a listening skills measurement tool can be tested to see how effective it is on the performance, perception, and experience of respondents from various levels. Researchers conducted a current study on students with semi-technological backgrounds. Therefore, in the view of researchers, future researchers can make a similar study on students who lack exposure to ICT technology to see the extent of the effectiveness of listening skills on those students. Moreover, the researchers suggest a similar study could be conducted in the future by relating listening skills based on the HURIER Model to student behaviorism. Based on these findings, it may be possible to show that technology-based teaching and learning practices can stimulate listening skills in students. Finally, the researchers recommend the HURIER Model of Listening study of listening skills using a qualitative approach. This study is

expected to find answers to the diversity of interests and tendencies of the level of learning skills of students either in the classroom or outside of school hours.

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