



# Survey Research: The Effectiveness of Teaching Listening Through Story and Music

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## Abstract

Listening is one of the most basic skill a person who lives in society need to have. Listening and comprehending words and phrases in their native language is not a problem for most people, but apart from that, every language skill requires some training and habituation before it can be used in even the smallest scale of social interaction, which gives rise to the problem of what strategies best suited in teaching listening skill. Therefore the authors researched two of the most common media of teaching used universally in many subjects across different age of learning, which is music and story to prove it as an effective instrument in teaching listening. The research aims to prove that these media is still effective and contained a lot of potential for future development. This research collected data essential for the research through an online survey targeted at 10 teachers or lecturers actively teaching English. The results of the research are divided into qualitative and quantitative data and processed separately. The conclusions were drawn by combining the culmination of both types of data acknowledge story and music as excellent media in teaching listening.

**Keywords:** Effective, Listening, Music, Story, Survey

## **Introduction**

Listening is one of the major skills in learning a language and one of the most basic skills a person requires to hold a conversation, exchange information, and other daily social activities. Listening is considered an important ability that has to be mastered. How well someone listens has a major impact on the quality of their relationship with others (Apin 2013). Listening has an important place in learning as it is one of the four major skills in language acquisition. Even though other skills such as reading, speaking, and writing are essential to developing language proficiency, listening contributes primarily to language expertise (Renukadevi 2014). Despite its importance in learning any language, many course manuals and curricula do not emphasize listening and speaking abilities and teachers do not appear to pay attention to these skills while structuring their classes. Listening comprehension is inadequate in EFL English language learners (Gilakjani and Ahmadi 2011). Improving listening comprehension is one of the most pressing educational issues in the field of second language acquisition today. Understanding how listening comprehension works can have a significant impact on language education (Khuziakhmetov and Porchesku 2016). One way to make studying more meaningful is by setting goals. We can assist students to listen more successfully if we spend some time teaching them about listening objectives (Kingen 2021). Educators can create small objectives for the students to achieve in every meeting, and to make the lesson more fun and enjoyable implementing interactive media in the teaching routine is advised.

There are many kinds of Interactive Multimedia that might be implemented in teaching English listening skills. By using interactive multimedia learning materials, students can be motivated to learn, because they can listen to audio, watch the video or view the text, animation, and graphics simultaneously (Ampa 2015). There are various methods and strategies in teaching and improving listening skills that existed nowadays such as, listening to a mock conversation, radio broadcast, TOEFL test, simply listening to music, or even storytelling. This study aims to investigate the effectiveness of one of the methods mentioned before, which is music and story. The theory underlying the research came from (Kathleen 2020). Teaching Listening and Speaking in Second and Foreign Language Contexts. Britania Raya: Bloomsbury Publishing. Bailey stated that Songs are useful as teaching resources since they contain vocabulary and grammar. Whether learners are producing or receiving language, singing or listening to a song can provide a natural setting for repetition. Songs also provide enough exposure to the target language's segmental phonemes as well as formulaic expressions. Another source that built the theory behind this research came from (Krawiec 2014a)

Cross-Curricular Dimensions of Language Learning and Teaching. Britania Raya: Cambridge Scholars Publisher. (Krawiec 2014) stated that Stories captivate child, adolescent, and adult language learners alike. When teaching listening skills in an EFL classroom, teachers can utilize tales in a variety of ways. Stories may be used to help students learn vocabulary words. Pupils will not only learn the words; they will also see and hear them in context, which is more advantageous to students than directly memorizing target phrases. Researchers aim to prove the claim of the two experts above by conducting research regarding teaching listening utilizing music and story and answer the problem posed which is whether music and story is an effective media in teaching listening in accordance with teachers' evaluation as experienced educators.

Similar studies have also been conducted by other researchers such as (Lestary 2019) research on "THE USE OF SONGS TO IMPROVE STUDENTS' LISTENING COMPREHENSION ABILITY". The study found out that utilizing music in teaching listening is indeed effective though it still has its downside, as stated in the study "English song can make the students active in the class, they are interesting, and so they can do a listening task well. However, utilizing songs in the listening process has the challenges, such as; pop songs are not scientific, inefficient sound systems in schools may cause problems while listening to songs, the types of music favored by students may not be matching with each other, etc."

Another related study is conducted by (Agun 2018) on "THE IMPLEMENTATION OF STORYTELLING TO IMPROVE LISTENING SKILL OF THE 8TH GRADE STUDENTS OF SMPN 1 YOGYAKARTA". This study finds out that the storytelling model of teaching works well in improving students' skills and confidence to handle communication situations.

The two studies mentioned above are similar in their aim to improve listening skills, while only differing in what media is being applied. One study applies song to improve students listening comprehension while the other applies storytelling activities in improving students listening skills. These studies focused their research on observation with students as the object of observation. Thus the result of these researches is determined directly by the students as the object of observation. However this study set its sight not directly to the students, rather this study focused on the educators' or teachers' point of view judgment in determining music and song credibility teaching materials. This research and the aforementioned similar researches also vary in the scale on which the research is conducted. This study spread the range of the research by taking research data from teachers working in different schools with different circumstances, environments, students, and facilities, while the other studies mentioned before

conducted their study in one institute. Anyhow, the goals in proving either music or story as an effective media in teaching listening connect all studies mentioned before.

Accordingly this research focus on investigating the effectiveness of music and story as media in teaching listening by comparing research findings of both media containing the advantage and disadvantage of said media according to teachers.

## **Method**

### **1. Research Design**

The research conducted in this study utilizes a qualitative descriptive approach which nature is to attempt to collect information and statistically assess said data to answer the research problem posed in this study. Like any other qualitative research design, the goal is to obtain cases deemed rich in information for the purpose of saturating the data. Of basic importance is for researchers to be able to defend their sampling strategies to meet the purposes of their studies (Lambert and Lambert 2013). Descriptive research seeks to describe a phenomenon and its characteristics. This study is primarily concerned with what happened rather than how or why it happened. In this kind of research, the data may be collected qualitatively, but it is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationships. When planning a Qualitative Descriptive study, the concept of having no defined boundaries in methodologies should allow researchers to get rich data and provide a full summary of data using diverse data collection and analytic ways to answer their research objectives (Kim, Sefcik, and Bradway 2017). Qualitative research, however, is more holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes. Qualitative research collects data qualitatively, and the method of analysis is also primarily qualitative. This often involves an inductive exploration of the data to identify recurring themes, patterns, or concepts and then describe and interpret those categories. Of course, in qualitative research, the data collected qualitatively can also be analyzed quantitatively. This happens when the researcher first examines the qualitative data thoroughly to find the relevant themes and ideas and then convert them into numerical data for further comparison and evaluation (Nassaji 2015)

### **2. Source of Data**

The collecting of data is critical in statistical analysis. There are various methods for gathering information in research, all of which fall into two categories: primary and secondary data. Primary data is one that is collected for the first time by the researcher while secondary data is the data already collected or produced by others (Ajayi 2017). The data consisted in this research fall to the secondary categories which is the experience of teachers and lecturers gained through their teaching routine. The data for research are considered as qualitative data collected from research instrument targeted at teachers and lecturer working in schools and other educational institutes who teaches the English language as in English as Foreign Language (EFL) in general or for specific purposes. The source of data ranged from different classes attended by different students which were observed by the teachers. The data collected in this research are considered qualitative data, however, due to the number of data collected by the instrument, the overall data seems like quantitative data.

### **3. Instrument of Data Collection**

To complement the design this research laid, a survey is used as an instrument to collect information, essential to answer the research problems. The survey is a flexible research approach used to investigate a wide range of topics. Surveys often employ the questionnaire as a tool for data collection (Navarro-Rivera and Kosmin 2013). Survey research is a unique method of getting information from a large group of people. The benefits of surveys include having a big population and hence more statistical power, the ability to collect huge quantities of data, and the availability of proven models. Surveys, on the other hand, are expensive, there is occasionally a discrepancy in memory accuracy, and the validity of a survey is dependent on the response rate. Proper design is essential for analyzing data, and pilot studies are essential in this process (Jones, Baxter, and Khanduja 2013). This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation. Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods) (Ponto J 2015).

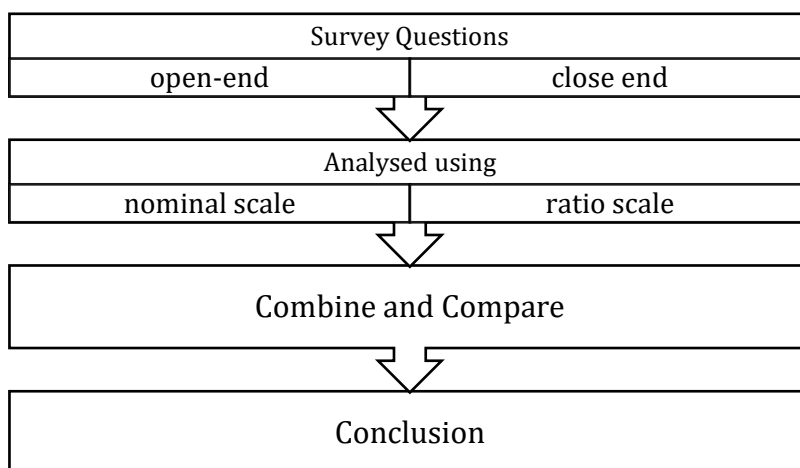
Consequently, a survey as means to collect research data is deemed suitable by the authors. The type of survey organized in this study is an online survey directed at teachers or lecturers. Online surveys are believed to be easier to administer than paper surveys, with greater response rates and less labor to undertake in terms of posting out and data entering (Harlow 2010). To be more specific, the authors conduct survey research by utilizing Google

Forms. Google Forms is a cloud-based data management application that can be used to design and develop web-based questionnaires. Google Inc. provides this tool, which is freely available on the web for anyone to use and develop web-based questionnaires. Online surveys were chosen as the instrument of collecting data in this study due to the advantage of web technology that has come in handy in designing, developing, and obtaining users' responses in a simpler way (Vasantha and Harinarayana 2016). The survey consisted of a set of questions regarding the application of music and story in teaching listening class.

**4. The technique of Data Analysis**

Collected research data are organized and analyzed carefully. The information contained from the research can be categorized into a nominal scale which consisted of questions with no definite answer such as opinion and a ratio scale which consisted of questions regarding the effectiveness of the teaching method. The survey also consisted of closed-end and open-end questions thus a split analysis technique is required to analyze both types of data at the same time and produce one conclusion. The procedure of the data analysis is explained in an easy-to-understand manner below.

*Table 1. flow of data analysis*



**Results**

The total study population consisted of 10 teachers who are actively teaching at school. The respondent of the survey reach up to 16 people but limit the scope of the study and obtain a focused research result. The survey consisted of ten questions which are divided into two types of questions, open-end questions and close-end questions which will be analyzed separately

### **Open-end Survey Questions**

Open-end questions are free-form survey questions that allow respondents to answer in open text format so that they can answer based on their complete knowledge, feeling, and understanding. This means that the answer to this question is not confined to a single alternative of answers. Unlike a closed-ended question, which limits survey replies to the alternatives provided, an open-ended question allows you to go deep into the respondent's responses, gathering useful information on the subject at hand. The answers to these questions can be used to elicit extensive and descriptive information about a subject.

Open-end questions contained in the research as well as the response from the participants is as follow

*Table 2. qualitative data findings*

<b>Research Questions</b>	<b>Participants Response</b>
<b>Have you applied music or story in teaching English before? Elaborate your reasons!</b>	Yes
	Yes, I apply music and story in teaching because they are effective in attracting students interest in studying
	Yes, since it raises students curiosity
	Yes, music is an effective tool in learning
	Yes, it makes students understand the lesson without a hitch
	Yes, this method helps students to use their imagination
	Yes, because music help students improve their vocabulary
	Occasionally, depending on the topic
	Yes, it helps students in understanding the topic
	Yes, because it helps make teaching fun
<b>Share your opinion on the method of teaching listening utilizing music!</b>	It is very effective in preventing a monotone class
	It helps create a good atmosphere for studying
	It is a good method of teaching since it also helps improve students vocabulary and practice conversation
	It helps stimulate students urge to learn
	It helps keep students attracted to the lesson

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	Music entertain and help students in their study
	Music containing romantic lyrics will help students improve their vocabulary
	It helps me well in teaching listening
	It helps students to like the English language. Through music, they will learn English without even knowing it
	It helps improve students pronunciation in teaching listening paired with speaking
<b>Share your opinion on the method of teaching listening utilizing stories!</b>	It is effective in keeping the lesson interesting
	It is a good method, but sometimes ineffective and makes students sleepy. So using video in storytelling is highly recommended
	It helps the class focus in class and improves their mood
	It helps students in comparing the lesson and gains knowledge in the process
	It helps students to be imaginative and creative
	It helps students in gaining confidence especially in storytelling
	It is a good method, it is even better if the story is read aloud by a native speaker
	It is not an interesting method in teaching listening
	It helps students in learning about pronunciation and receiving information from others
	It is a fun method of teaching and is very effective in teaching listening
<b>What is your advice in applying music or story in teaching listening</b>	It will help a lot to use different stories or songs in every lesson
	School facilities such as projector and speaker will help to teach listening with this method
	Music or story has to be relatable with the topic and purpose of the lesson and students proficiency in the English language

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It will help to arrange a comprehension test right after the listening session

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Music will help students remember words and story will help students remember how to use words and phrases, thus it will improve not only listening skills but also other skill

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It is best to use a song in teaching listening periodically

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Choosing trending kinds of music among the students will also help make the method more applicable

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It is a must for a teacher to be creative in their lesson, thus school is responsible for providing the resource and facilities essential for the lesson

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Music and story is a good method, but it requires teachers to be creative in applying the method, otherwise, it could also turn the class uncondusive

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It is better to apply a simple and easy to understand story and music that students are interested in

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### ***Close-end Survey Questions***

Close-ended questions are kinds of questions that require respondents to select from a certain set of pre-defined options, such as "yes/no" or from a set of multiple-choice questions. Closed-ended questions are commonly used to collect quantitative data from respondents in a typical scenario. Closed-ended questions can take many different forms, but they are always defined by the necessity for a reply to have specific alternatives from which to choose.

Open-end questions contained in the research, as well as the response from the participants, are as follow:

*Table 3. quantitative data findings*

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Research Question

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How often do you use music or story in a class for a whole semester?

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On a scale of ten, how do you rate the success rate in teaching listening using music based on your teaching experience?

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On a scale of ten, how do you rate the success rate in teaching listening using stories based on your teaching experience?

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What response did students show most of the time you are utilizing story or music in your teaching routine?

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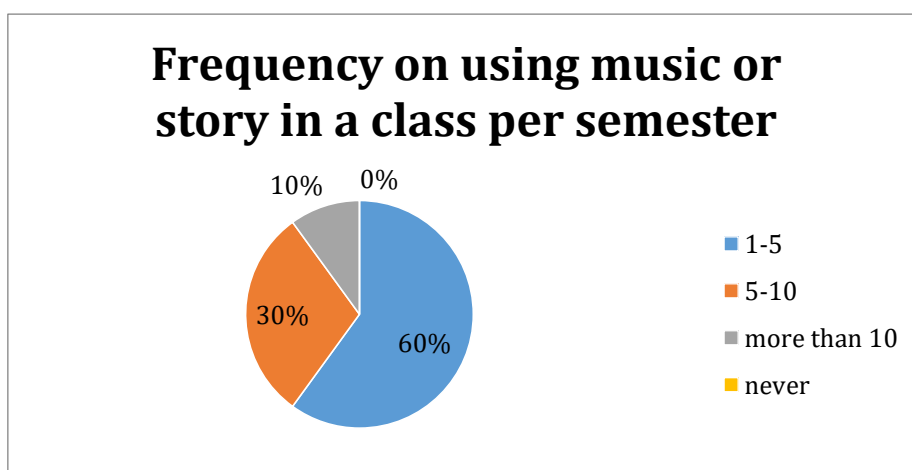
On a scale of ten, how do you rate an observable improvement the students show when you apply music into your teaching routine?

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On a scale of ten, how do you rate an observable improvement the students show when you apply story into your teaching routine?

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*Table 4. frequency on using music and story*



The diagram shows that all of the participants utilize music and/or story in their teaching routine. But most of the participants only applied the music and story into their teaching routine once or five times per semester.

*Table 5. effectiveness of music*

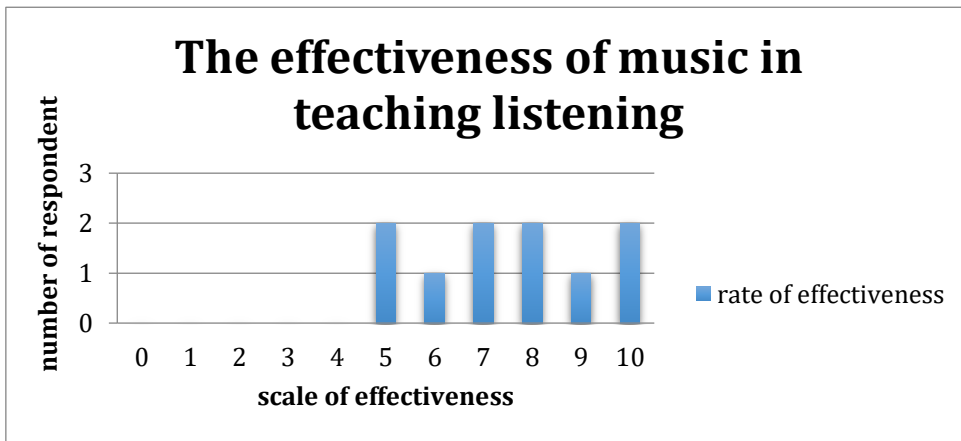
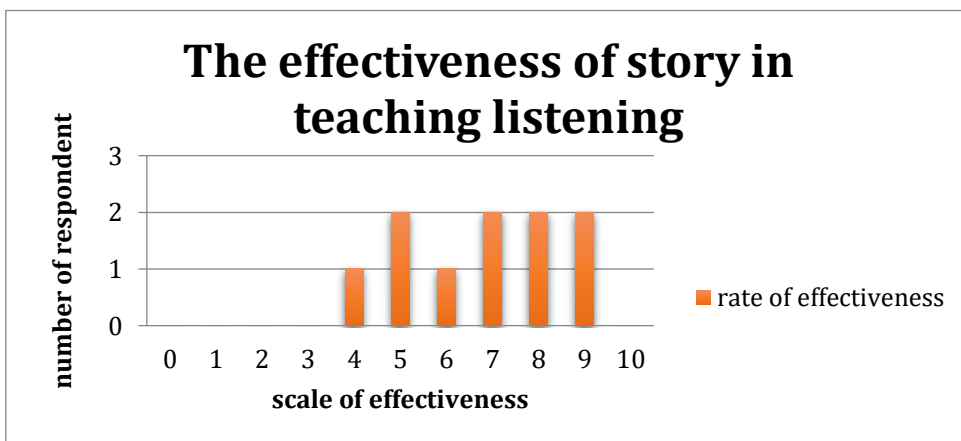
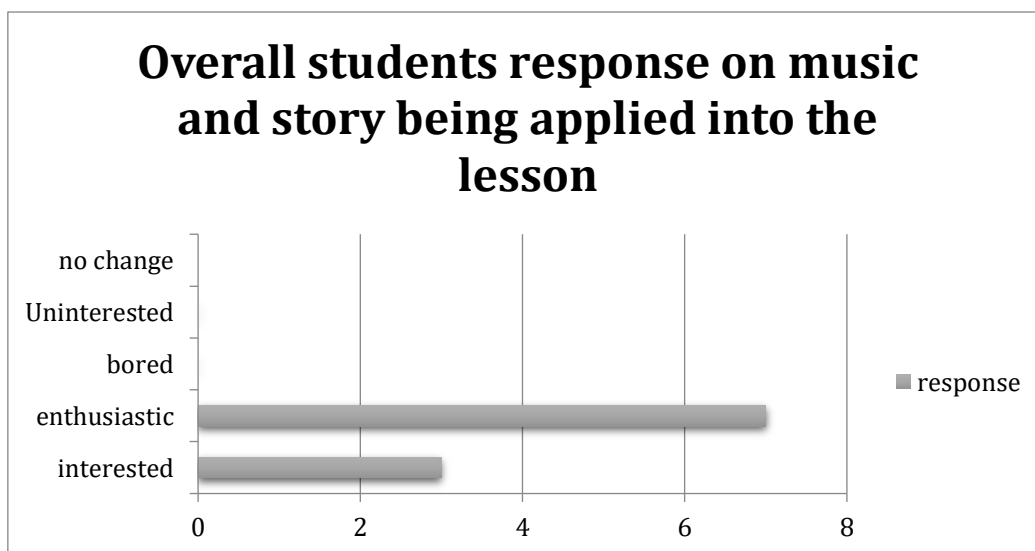


Table 6. effectiveness of the story



The two charts above show the effectiveness of music and story as media in teaching listening according to ten participants which are either a teacher or a lecturer. The participants are to decide the rate on how effective the students absorb the knowledge when paired with either music or story on a scale of 0 to 10

Table 7. students response



This chart shows how students responded to music and the story is applied in a listening session. None of the respondents found a negative reaction from students in their class. This shows that music and story are attractive and acceptable mediums in teaching.

Table 8. students improvement through applying music

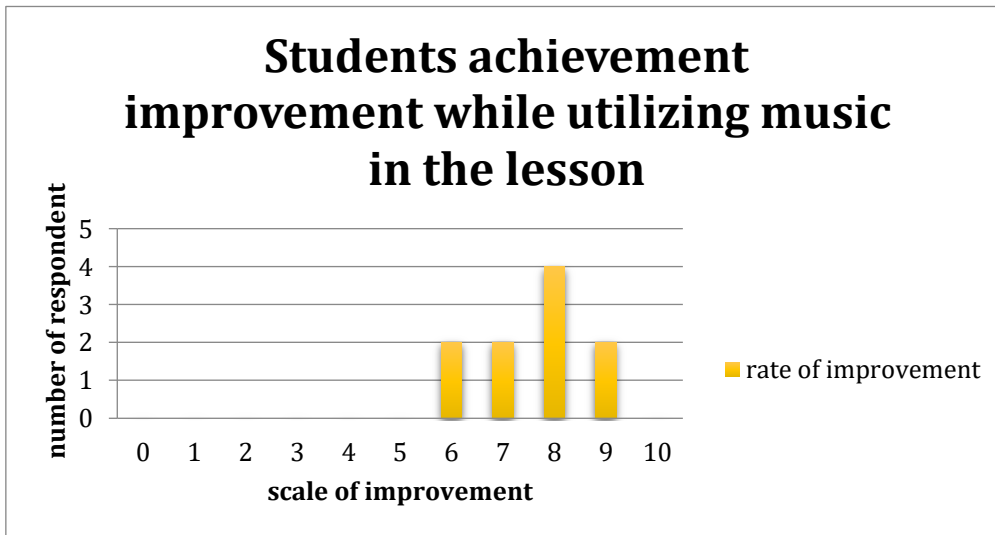
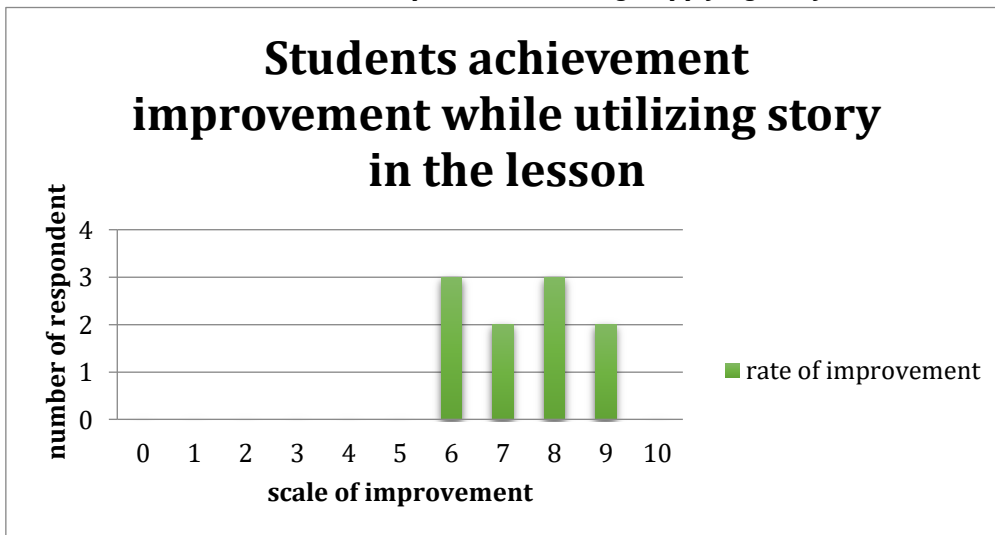


Table 9. students improvement through applying story



The two charts above present the improvement of students' performance and achievement when music and story are being utilized as media in teaching. Most of the respondents show a good result applying music and story into their teaching routine. The charts above show how respondents rate their students' improvement on a scale of 0-10.

**Discussion**

The method researchers use to analyze and evaluate the findings and result of the study is by scoring every question an overall point of ten and 1 point for each

question. Negative results or responses will not affect the point and positive responses will increase the point accordingly. Therefore the highest point is set to 100 and the lowest is set to 0 albeit the existence of a minus point or negative response.

### ***Qualitative Data Analysis***

A researcher can conduct their qualitative analysis in a variety of techniques, ranging from framework analysis to content analysis to discourse analysis, among many more. Even thematic analysis, which many consider being a core qualitative analytic technique, has been conceptualized in a variety of ways and is likely better understood as an umbrella phrase that encompasses a variety of quite distinct approaches to analysis (Donovan 2016). In this study, the researcher used the technique of data analysis based on Miles and Huberman (1994) cited Sugiyono (2014: 247-252) which is involving three steps: data reduction, data display, and conclusion drawing/verification.

#### ***1. Data Reduction***

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choosing the basic things, focusing on important things, look for themes and patterns (Sugiyono, 2014:247).

#### ***2. Data Display***

The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and action (Miles and Huberman, 1994). It was based on the formulation of the research challenge in the process of reducing and showing the data. This step is completed by giving an organized collection of information and the potential of concluding, because the data gathered during the qualitative research method is typically in the form of narrative, necessitating simplicity without lowering its contents. Following the presentation of the evidence, a conclusion is reached.

#### ***3. Conclusion Drawing/Verification***

The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions (Miles and Huberman, 1994).

Research data analyzed using this method are collected from the open-end questions of the survey. Out of ten questions posed on the survey, four of them are open-end questions. These questions are meant to investigate the current

state of music and story method and explore the potential it holds. Below is the comparison of participants' responses and indicators that verify music and story significance in teaching listening.

*Table 10. qualitative data analysis*

<b>Indicator</b>	<b>Positive response</b>	<b>Negative response</b>
<b>Percentage of participants using music and story in teaching</b>	100% of the participants had used music and story in teaching	0% of the participants had never used music and story in teaching
<b>Reasons in using or not using music in teaching listening</b>	All of the participants provided good and varied reasons favoring music used in teaching	None of the participants had a bad impression of music used in teaching
<b>Reasons in using or not using stories in teaching listening</b>	8 out of 10 participants provided good and varied reasons favoring music and story used in teaching	2 out of 10 participants was unsatisfied with the teaching routine utilizing story
<b>Advice on utilizing music and story into the teaching routine</b>	All of the participants provided a point of view in which music and story application in teaching listening could be improved	None of the participants stated that this model of teaching could not be improved any further.

Based on the comparison of the indicator and response from the survey it may be concluded that qualitative data gained from the survey indicate music and story in teaching listening is indeed effective and is being used in the present day and still hold potential in improving.

### ***Quantitative Data Analysis***

Research data analyzed using this method are collected from the close-end questions of the survey. Out of ten questions posed on the survey, six of them are closed-end questions. These questions are meant to investigate the current state of music and story method and measure its effectiveness based on data in form of numbers obtained from charts and diagrams. The result will not be linked or compared to a larger population sample in this research, it will act as a small scale example and reference in making speculation of the result if the scale of the study

is bigger. Below is the comparison of participants' responses and indicators that verify music and story significance in teaching listening.

*Table 11. quantitative data analysis 1 Frequency*

<b>Indicator</b>	<b>Score</b>	<b>Findings</b>
<b>0</b>	0	0
<b>1-5</b>	3	6
<b>5-10</b>	6	3
<b>&gt;10</b>	10	1

Table 11 above shows how often music and story are being utilized in teaching listening according to participants teaching routine. The data in the table shows that music and story are applied in teaching, 1-5 times on average, thus receiving a score of 6.

*Table 12. quantitative data analysis 2 Effectiveness*

<b>Indicator/scales</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	$\bar{X}$
<b>Music</b>	0	0	0	0	2	1	2	2	1	2	7,5
<b>Story</b>	0	0	0	1	2	1	2	2	2	0	6,8

Table 12 above shows the effectiveness of music and story in teaching listening according to the survey participants. The data are presented on a scale of 0-10. It is shown that music and story can reach one or two-level above average or 75% effective for music and 68% effective for a story in conveying material in listening lessons.

*Table 13. quantitative data analysis 3 students response*

<b>Indicator</b>	<b>Findings</b>	<b>Score</b>
<b>No change</b>	0	2
<b>Bored</b>	0	4
<b>Uninterested</b>	0	6
<b>Interested</b>	3	8



<b>Enthusiastic</b>	7	10
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It is shown in the table above that none of the participants notice bad responses from the students while applying music and/or story. The majority of responses shown in the table are enthusiastic, thus receiving a score of 10. This proves that music and story are effective in keeping students' interest and attention to the class.

Table 14. quantitative data analysis 4 students improvement

Indicator	1	2	3	4	5	6	7	8	9	10	$\bar{X}$
<b>Music</b>	0	0	0	0	0	2	2	4	2	0	7,6
<b>Story</b>	0	0	0	0	0	3	2	3	2	0	7,4

The table above shows how participants scale the improvement their students achieve when music and story are being applied in listening lessons. The research found that that the average manage to touch scale level 7 which is supposed to show that the average improvement the students reach is up to 76% of their early achievement when music is being applied and 74% when a story is being applied instead.

Type of survey	Finding	Score
<b>Open end survey (4 question)</b>	29 positive response	+29
	1 negative response	-
	10 positive advice	+10
	0 negative advice	-
<b>Close end survey (6 questions)</b>	Utilized 1-5 times per semester	+6
	Song effectiveness	7,5
	Music effectiveness	6,8
	Students response	10
	Improvement by music	7,6
	Improvement by story	7,4

#### Result of analysis

- 50<: music and story are not effective as media for teaching listening
- >50: music and story are not effective as a media of teaching listening

By comparing the indicator of result and collected and analyzed data this study claim that music and story are indeed effective and reliable media of teaching, according to the research sample. The lack of research samples may weaken the research result, but the fact that research consists of concentrated sample help reinforce the standing of the proposed theory.

#### **Conclusion**

Based on the result from the data analysis it can be concluded that music and story hold a significant value as tools or media in teaching listening. The result provides this research with an almost perfectly positive response from teachers. Critical responses are also provided by teachers proving that this method still had buried potential waiting to be discovered and applied in not only teaching listening but also other disciplines. By analyzing 10 participants as a sample which ends up in near-perfectly matched findings and prediction the authors claim that the findings in this result are comparable in a larger population. Though this study didn't conduct the research by directly observing the students, this study provides a wide range of research samples and still maintains its credibility through the help of the teachers involved in the research. Therefore the authors recommend and encourage similar research with a larger population and variable to be conducted to complement researches and knowledge on teaching listening further.

To close the research authors provided a few points suggestions for those who relate to this research

##### **1. For teacher**

As shown in the result and discussion, music and story is still considered as effective media in teaching which potentially does not just lay in teaching listening but is also applicable in teaching other skills or even subjects other than language, with that being said authors highly recommend teachers to adopt method employing music and story into their teaching routine not only in nurturing listening skill but also other linguistic skills

##### **2. For future researchers**

Authors hope for future researchers to find new methods and strategies which could pair with music and story to develop its effectiveness even further in teaching various kinds of subjects.



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