

WORKING STUDENTS' PERCEPTIONS ON THE UTILIZATION OF QUIZALIZE IN LISTENING PRACTICE (A CASE STUDY IN STMIK JAYANUSA)

SARI RAHMAWATI, SRAHMAWATI59@YAHOO.COM
STMIK JAYANUSA, PADANG, SUMATERA BARAT, INDONESIA
(whatsapp number: 085365282385)

2nd ICOERESS
25th September
2025

Submission:
20th September
2025

Published:
31st December
2025

ABSTRACT

Listening comprehension practice outside the classroom is challenging among working students. It is caused by the split of focus on working and studying. As the result, their listening comprehension scores are not satisfying. The purpose of this study was to find out working students' perceptions on the utilization of Quizalize in listening comprehension practice. The type of this research was a qualitative research. To collect the data, 19 working students of STMIK Jayanusa were interviewed. The data were analyzed by using NVivo 12 through coding and themes classification. The themes consisted of three, i.e. issues in listening comprehension, Quizalize as an alternative media in listening practice and Quizalize boosts learners' motivation to improve listening comprehension. It turned out that the participants had positive perceptions on the utilization of Quizalize to practice listening comprehension. They agreed that Quizalize as an online platform was user-friendly to use anywhere and anytime and it helped them in improving their listening comprehension.

Keywords: Quizalize, Listening Comprehension, Working Students

BACKGROUND

Mastering receptive language skills enable EFL learners to master productive language skills. Unless being good at listening, the learners will not be able to have wide-range vocabulary and correct pronunciation (Erzad, 2020). Those two elements are important in writing and speaking. Listening itself is defined as the process of identifying sounds, understanding them, and interpreting what actually the speakers want to deliver (Mahmud, et al., 2022). Hence, EFL learners should practice listening a lot in order to master all English skills. The implication of this notion in educational setting is by facilitating the learners with language laboratory and providing cassette or MP3 audios which contains listening audios in forms of monologues and dialogues (Istifadah, et al., 2022). To enhance listening skill, the learners should listen to more English listening sources like movies, songs, podcasts, and many more to master this skill.

Despite the importance of listening skill, it is found that many EFL learners are reluctant to practice listening. A study reveals that the major cause which leads them to avoid listening practice is pronunciation (accent) matter. In relation to this issue, American and British accents are disparate. When the learners prefer to listen to American speakers, it will be tough for them to understand what British speakers say because of their distinct accents (Jaya et al., 2021). Regarding this fact, it is claimed that EFL learners in Indonesia are more familiar with American accents so that they find it is difficult to comprehend listening audios with British accent (Maharani, 2023; Lengkoan, et al., 2022; Adi, et al., 2022). As the result, when the learners are in the middle of the listening test, they stumble on unfamiliar accent of speakers.

The next issue in listening practice found among the learners is speedy delivery with long monologues and dialogues (Erzad, 2020). Fast delivery makes the learners do not understand what is being spoken (Permatasari, et al., 2023; Tran & Duong, 2020). The further impact of this issue is they lose their concentration that make them cannot catch the ideas. It is worse when the fast speakers are combined with long passage which split the focus of the learners and make them being clueless of what they are listening to (Toni, et al., 2021).

Moreover, classroom physical condition affects listening practice. The learners who sit on the back row cannot hear the audios well (Erzad, 2020). Besides, when the listening practice is done in a language laboratory, the issue still can be found, but it deals with the equipment. Unsupportive equipment makes the learners unable to listen to the audios (Toni, et al., 2021). This challenging situation also splits their focus on listening since they are trying hard to guess what is being spoken while the audio keeps playing. Hence, they cannot follow the listening activity due to being left behind.

The last, vocabulary, a micro skill of language is considered to play vital role in listening. Unfamiliar vocabulary hinders the learners in comprehending the spoken texts (Ikhsan & Ismail, 2022). In accordance to this issue, those who have no effort to improve their vocabulary through listening and reading, they definitely come across that unfamiliar vocabulary. As the result, they find that listening as uneasy activity in English language learning.

The issues above are found as well among working students of STMIK Jayanusa. They argue that listening is hard to do because they seldom to practice listening comprehension. It is known that working students are responsible for their work and students' assignments as well (Khofifah, 2024; Agbayani & Paglinawan, 2025). In relation to this situation, an interview with some of working students reveals that they are difficult to manage the time for working and studying. Even so, they try their best to balance both of them. When it comes to listening practice, they admit that they practice listening comprehension in listening class only. They do not have intention to practice using accessible listening materials from podcasts, YouTube videos, Netflix, and so forth. As the consequence, their listening comprehension scores are unsatisfying. They argue that lack of listening practice makes them unfamiliar with the vocabulary and fast delivery by native speakers they listen to surprises them. Moreover, over a half of working students of STMIK Jayanusa are employees who have graduated from high schools for long time. In accordance to this fact, they have not had listening comprehension practice ever since they graduated. This finding is similar to previous study which claims that working students have issue in listening comprehension due to English is not used in daily communication (Sumalinog, 2018). In accordance to this fact, they may forget vocabulary they have learnt since they are not required to speak English at their workplaces as well.

Additionally, the unavailability of language laboratory makes listening comprehension practice cannot be done maximally. The learners are facilitated with a speaker only. That speaker is brought to the classroom as media for practicing listening. This situation makes listening comprehension practice becomes ineffective since the learners who sit on the back arrow are potentially cannot listen to the audios.

Regarding some issues above, it is urged to assist the working students to improve their listening comprehension. They should practice listening comprehension more in order to be able to communicate in English effectively. Based on this urgent, utilizing Quizalize as one of digital platforms to make listening practice anywhere and anytime can be an alternative.

Gamification is defined as the incorporation of game elements into non-gaming contexts (Anuradhani, et al., 2024). Initially, it was introduced in 1970s, but it was not as big as today. Along with the massive use of internet in 2000s, it gained its popularity gradually. When the Covid-19 outbreak spread all over the world in 2020, there was a massive adoption of gamification in educational setting with a purpose to make full-engagement learning (Flores & Santos-Guevara, 2021).

Gamification in English language teaching does not merely provide fun learning, but it also enhances cognitive process (Laksanut, 2025). It is resulted from some principles of gamification. The main difference of gamified-based learning from traditional EFL learning is it allows interactive process which places the students as learning center. The learners are facilitated to interact each other through the virtual games. In other words, gamification enables the teacher to conduct collaborative learning. On the contrary, in traditional EFL learning, the type of teaching and learning is textbook-based. That distinguish processes definitely results different learning atmosphere. The learners have to deal with monotonous teaching; they have to listen to teachers' explanation and focus to read their textbooks (Hu, 2024). Consequently, the learners view learning as a boring activity. The further impact from this traditional EFL learning is it causes poor learning outcomes (Yue, 2024). Meanwhile, students-centered

classroom makes the learners more active through collaboration so that the cognitive process takes place among the learners (Najib, et al., 2024).

Furthermore, gamification is claimed effective to boost learners' learning motivation. It deals with certain challenge that they have to complete (Fitria, 2022). Some educational games provide the chance for the learners to unlock new content. Hence, after finishing a set question of easy level, they unlock the gate to higher level questions. As the result, they have willing to put more effort in accomplishing the task (Laksanut, 2025). Another further impact from challenging task-based gamification is it can kill the learners' boredom. Learning can be more relax with questions integrated with game features so that the learners are excited to learn (Wulan, et al., 2024). That excitement is significant to enhance the learners' learning outcomes (Wahdi, et al., 2024; Primastami & Insani, 2024; Chasanah, et al., 2023; Nur'aini, et al., 2020).

In addition, gamified learning platforms today are completed with astonishing features, for example, leader board. It is a representative board which shows learners' scores individually (Cigdem, et al., 2024). Besides, that leader board also reflects learners' progress and rank. This feature raises competitiveness among the learners. They know where they are and what they should do to improve their performance in the games. In other words, there is a transparent assessment in gamification. For teachers, the learners' scores on the leader board can be utilized as digital documentations which help them in scoring process; they do not have to check learners' papers one by one (Chen, et al., 2025).

What is more important in gamified-based learning is the asynchronous game feature enables the learners to do the quiz or assignment anywhere and anytime (Moon, et al., 2024). The work of asynchronous mode in gamification is initiated by the assigning of tasks by the teacher on the platform followed by the setting of the due date of the assignment (Waluyo & Tran, 2023). After that, the learners can access the assignment by using game code before the due date and time. This flexibility facilitates working students who have to balance between working and studying in enhancing their listening comprehension. They can practice more frequently outside the classroom so that they can have better listening comprehension.

Quizalize is one of gamified learning platforms which can be bank of questions (Mutmainnah, et al., 2024). This platform supports the use of MP3 file format to be utilized as listening material. Additionally, Quizalize has leader board feature to see learners' progress in understanding material. English teacher can personalize the questions based on syllabus and the type of assignment, whether it is synchronous or asynchronous.

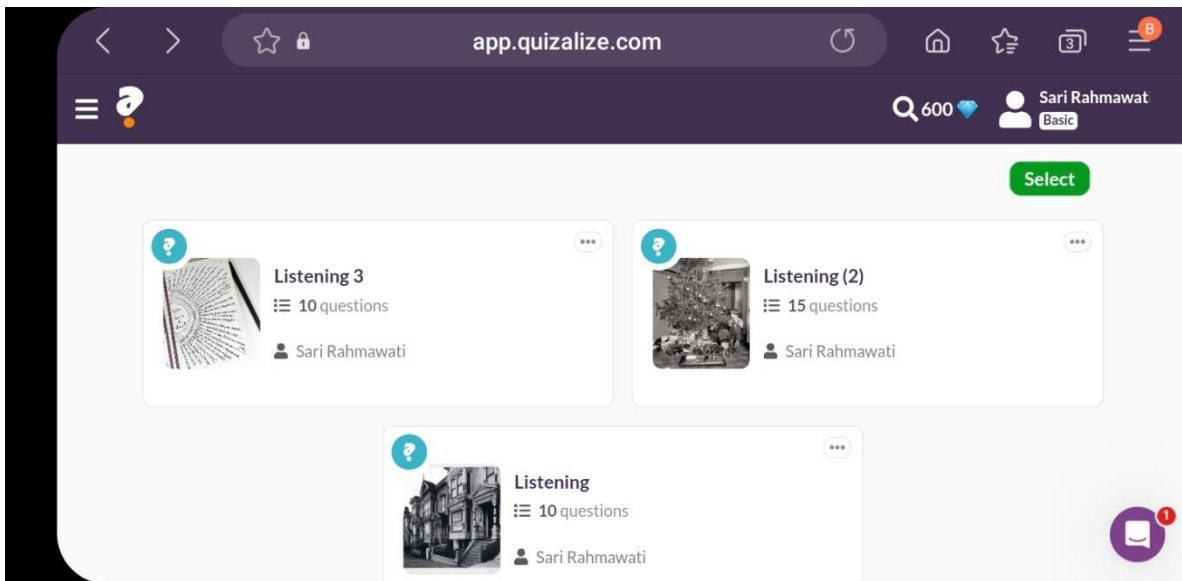


Figure 1. Personalized listening questions
(Source: personal documentation)

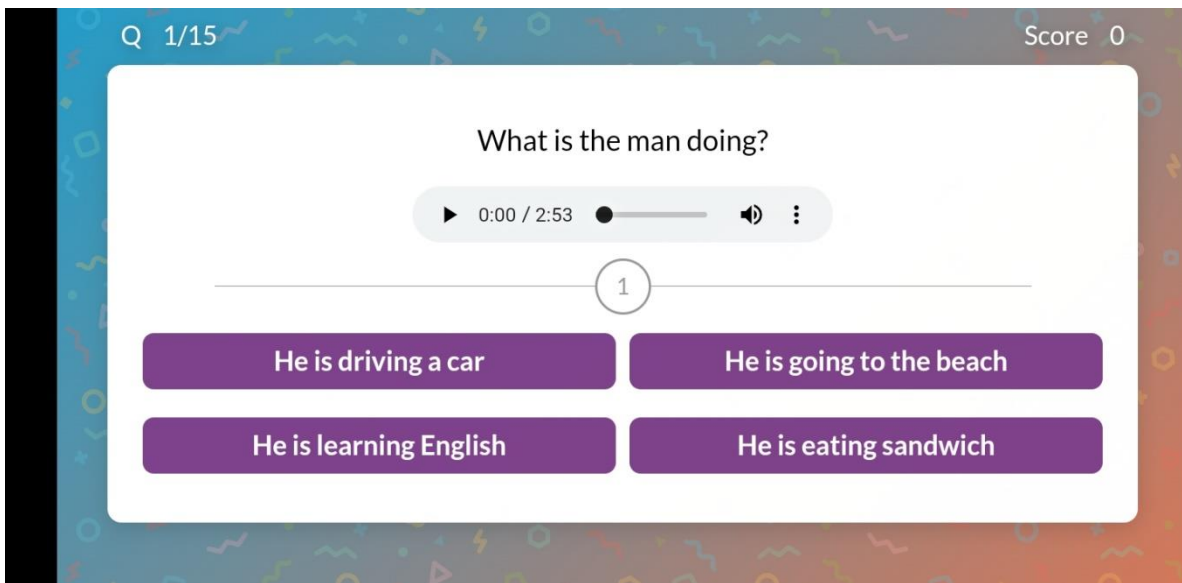


Figure 2. An example of listening audio and question on Quizalize
(Source: personal documentation)

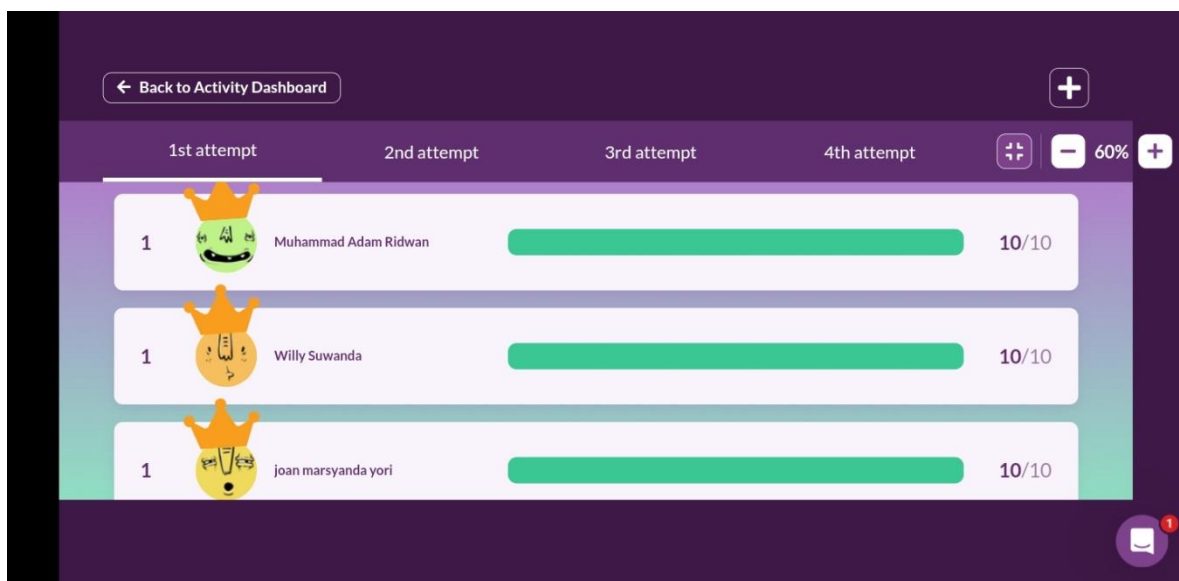


Figure 3. Leader board of Quizalize

RESEARCH METHOD

This research was a qualitative research. It is a research that investigates natural phenomenon in social context (Borgstede & Scholz, 2021). In relation to this research, the natural phenomenon which was investigated was working students' perceptions on the use of Quizalize in listening practice. The data were derived from interview with 19 working students of STMIK Jayanusa who took English 2 course. NVivo 12 was utilized to analyze the data. The data were coded, grouped into several themes, and then described.

RESEARCH FINDINGS

After the process of coding and grouping the themes by using NVivo 12, here are the themes found from the interview.

1. Participants' Issues in Listening Comprehension

Most of participants claimed that they were not good at listening. The biggest problem among them was native speakers' speedy delivery they heard from the audios. It was confusing them and made them hard to follow the listening. While processing what had been heard during listening test, they surprised that the narrator of the audio had moved to the next question. This finding is line with the previous study which argued that speedy delivery was one of listening problems faced by the learners (Permatasari, et al., 2023; Toni, et al., 2021; Tran & Duong, 2020).

“Unlike reading, listening is more difficult because I have to listen carefully to the audio. Even so, I still find that it is hard to do. I don't understand what the speakers say because they speak too fast.”

“I give up when I have listening comprehension test. I cannot understand at all. Once I heard the conversation for question number one. In a few seconds, the speaker read the question number two suddenly. They speak fast.”

“Well listening is so challenging for me because I cannot follow the listening audios. I prefer to read any English texts because I can effort to comprehend them.”

“I don’t know how to answer the questions in listening because the speakers say *lalala...liliili* fast which made me clueless.”

The other issue found was the lack of listening practice among the participants. It has been reported in previous section that most of participants had graduated from high schools over five years ago. During the gap years, they only focus on their works and they do not use English for professionals. As the result, it was difficult for them when they have to deal with English course after being higher education students. When it comes to listening, they admitted that they did not practice their listening comprehension through English listening materials from any relevant sources. Similarly, working students from different higher education have issue in listening caused by being not frequent to listen to English spoken language (Sumalinog, 2018).

“I have not learnt English for years. I forgot what I had learnt in high school so when I join this class I am confused, especially when I listen to the lecturer who speaks full English in presenting the materials.”

“I never use movies and songs as media to practice my listening comprehension. When I watch any movies, I use the subtitles and when I listen to any English songs, I just focus to listen to the melody without trying to find out the meaning of the songs.”

“Until now I am not good at listening comprehension. When I was in high schools, we only had listening session in national exam; my English teacher never conducted listening session. At the workplace I do not speak English, write documents in English, and even listen to English conversation. Now I know where my listening comprehension problem comes from.”

“I feel that I am too old to learn English. I had graduated from high school for long time. I whisper to myself when I have listening comprehension practice like *what in the world am I doing right now?*” I cannot get any idea from what I am listening to. I do not have any habits to listen to any English audios.”

Moreover, a participant said that unfamiliar accent became a hindrance in listening comprehension. That student was used to watch American TV programs. Thus, when he listened to British speakers, he could not catch the ideas easily because some words were pronounced differently. This finding is the same as the related studies which declared that unfamiliar accent or pronunciation was regarded as listening comprehension problem among the learners (Maharani, 2023; Jaya, et al., 2021; Adi, et al., 2022; Lengkoan, et al., 2022).

“I was not familiar with British accent in listening test. I am more familiar with American accent that I found on films and YouTube videos. I ever watched BBC programs and I was confused with the sounds they made. I feel like *dèjà vu* while listening to British accent in listening test.”

Based on the findings on this theme, issues faced by the participants during listening were the rate of speech that was big relatively. It made the learners could not comprehend what was being said by the speakers. Besides, the lack of listening comprehension practice hindered them while taking listening comprehension. It was caused by their focus on working and their professional environment did not require them to speak English. Similarly, most of them did not listen to English programs at homes so that they definitely became unfamiliar to English sounds and conversations during

listening test. The last, different accents of British and American became an issue as well. Unfamiliar accent caused the learner could not comprehend what was being spoken.

2. Quizalize as an Alternative Media in Listening Practice

All participants agreed that the utilization of Quizalize in listening practice is so effective. They argued that they never experienced listening practice by using digital platform. During high school, their listening activities were carried out by using some stuff like a cassette, a tape, and a speaker. It could be done at schools only. In contrast, after experiencing Quizalize, they claimed that they were introduced to something new in learning English, especially listening comprehension. The asynchronous assignments on Quizalize are flexible; they could do them while rest breaks at work or when they were at homes (Moon, et al., 2024; Waluyo & Tran, 2023). Hence, they could practice the listening comprehension more to make improvement on it.

“I never use this application previously. I find that it is interesting because of attractive visual. It is colorful.”

“Now I can practice listening comprehension from the questions on Quizalize. I thought that listening could be done at school only because the cassette and the speaker were available at school. Learning can be done anywhere and anytime due to the advance of technology.”

“As a working student, I never put effort to improve my listening comprehension. It is difficult to balance between professional things and educational things, but everything has changed since you introduced Quizalize. I can practice listening comprehension through the assignments you shared on Quizalize.”

“I know that I am not good at listening. I want to improve my listening comprehension and I am so glad that this class adopts technology. Quizalize helps me to enhance my listening comprehension because I believe that more practice results better learning outcomes.”

“It is not instant to have good listening comprehension. I have to practice inside and outside the classroom. I think the use of Quizalize helps me in the process of scaling up my listening comprehension.”

“I am more nervous while practicing listening in the classroom, especially when I sit in the back row. I cannot hear clearly and I also have vocabulary issue. I feel it is so different when I use Quizalize at home individually. I can be more relaxed and I can hear clearer pronunciation through headset.”

This section finds out that participants considered Quizalize as a supporting media in practicing listening comprehension. Asynchronous mode enabled the participants to access listening assignments anywhere and anytime. They could practice listening comprehension more so that it could improve their listening comprehension. It shows that gamification does not only provide fun learning, but it also assists the participants in cognitive process. By listening more to English listening materials and answering questions, the participants will be more familiar with vocabulary and pronunciation of English language. As the result, they can be better at listening comprehension (Fitria, 2022; Laksanut, 2025).

3. Quizalize Boosts Motivation to Improve Listening Comprehension

The interview revealed that Quizalize succeeded to elevate the participants' motivation. It was resulted from a leader board feature on this digital platform (Chen, et al., 2025). The leader board itself showed participants' scores and ranks. They argued that they knew their scores right after finishing the assignments. It reflected their listening comprehension and drove them to improve it. In other words, Quizalize boosted participants' motivation to improve their listening comprehension.

“I could see my scores on the leader board. I was ashamed of my bad listening comprehension score. I know where I am and I should listen more to English audios.”

“Quizalize is an amazing as a digital learning tool, especially the leader board which shows who are on top, middle, and bottom. After knowing my score was not satisfying, I want to do something more to improve my listening comprehension.”

“Online learning platform accommodates what I need. It gives me a reflection of my listening skill. There is a direct notification which shows whether my answer is correct or not and I get my score as soon as I finish the assignment.”

“I should practice more because my listening comprehension score is not good. I need more assignments on Quizalize because it is more effective than watching a-two hours English film which takes longer time.”

From the findings above, gamification accommodates inclusive learning, especially for those who have to deal with both professional and educational environments. The participants spend more time at workplaces compared to at colleges. In order to not being left behind academically, the availability of online learning platform is such a big support. In relation to this research, the participants who had listening comprehension issues could improve them through assignments on Quizalize (Mutmainnah, et al., 2024). Besides, they argued that they had more motivation resulting from direct scoring and leader board that showed their rank of scores (Chen, et al., 2025; Cigdem, et al., 2024; Moon, et al., 2024).

DISCUSSION

The participants viewed Quizalize as a supportive media to improve their listening comprehension. They stated that it was hard to balance professional life and college life which was caused by not practicing English for long time. As the result, when it came to listening comprehension test, they found it was difficult because they had not had listening comprehension practice after graduating from high schools years ago and they did not use English to communicate at workplaces. Counting on listening comprehension practice in the classroom is not enough. Hence, it is important to facilitate them with additional media. After utilizing Quizalize, they all agreed that Quizalize could be an alternative media to practice listening comprehension.

The audio files and questions on Quizalize could be personalized, so could the due date. It caused the participants had more listening practices with more resources. Consequently, they could improve their listening comprehension (Wahdi, et al., 2024; Primastami & Insani, 2024; Chasanah, et al., 2023; Nur'aini, et al., 2020). Additionally, asynchronous mode accommodated flexible learning; learning could be done anywhere and anytime (Moon, et al., 2024; Waluyo & Tran, 2023). This flexible learning is needed by the participants because they could practice the listening comprehension outside the classroom.

As a gamified-based application, Quizalize made learning more fun. The participants found that it has attractive colorful display. In addition, a feature like leader board provides direct score so that the participants know their listening comprehension. They had intention to improve their listening

comprehension by practicing more. In relation to this fact, it meant that they were motivated to improve their listening comprehension (Chen, et al., 2025; Cigdem, et al., 2024; Moon, et al., 2024).

Hence, it is positive to claim that the participants perceived Quizalize as an online platform to help their listening comprehension. They could practice listening comprehension outside the classroom in a new way. The first step is entering the code or clicking the link, followed by playing the audios and answering questions. The last, they got their scores and saw their ranks on the leader board.

CONCLUSION

It can be summarized that the participants had positive perceptions on the utilization of Quizalize as a digital platform to practice listening comprehension. They could practice more outside the classroom which was potential to improve their listening comprehension. In addition, their motivation was boosted as well because they got direct scores and ranks so that they had willingness to listen to English audios more. Therefore, Quizalize can be one of alternative online learning platforms to improve learners' reading comprehension.

REFERENCE

- Adi, M., Nasrullah, & Rosalina, E. (2022). Investigating EFL students' listening comprehension: Problems and causes. *ELite Journal: International Journal of Education, Language, and Literature*, 2(1), 12-25. <https://doi.org/10.26740/elitejournal.v2n1.p12-25>
- Agbayani, G. P., & Paglinawan, J. L. (2025). School, work, life: The challenges and strategies of graduate working students. *International Journal of Research and Innovation in Social Science (IJRISS)*, IX(V), 1006-1012. <https://dx.doi.org/10.47772/IJRISS.2025.9050008>
- Anuradhani, N. S., Wijayarathna, G., & Yatigamma, K. (2024). Defining gamification: A systematic literature review for developing a process-oriented definition. *Journal of Multidisciplinary & Translational Research*, 9(1), 65-84. DOI: 10.4038/jmtr.v9i1.6
- Borgstede, M., & Scholz, M. (2021). Quantitative and Qualitative Approaches to Generalization and Replication -A Representationalist View. *Frontiers in Psychology*, 12(1), 8-16. DOI: 10.3389/fpsyg.2021.605191
- Chasanah, N. N., Sukmaningrum, R., & Wahyuni, E. (2023). The influence of learning interest on students' learning outcomes in subject. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, 2(3), 338-343. <https://doi.org/10.31004/jpion.v2i3.158>
- Chen, K., Yang, S., Luh, D., Chen, Z., Ai, H., & An, Y. (2025). Gamification as an innovative approach for assessment of procedural knowledge. *Electronics*, 14(8), 1-21. <https://doi.org/10.3390/electronics14081573>
- Cigdem, H., Ozturk, M., Karabacak, Y., Atik, N., Gurkan, S., & Aldemir, M. H. (2024). Unlocking student engagement and achievement: The impact of leaderboard gamification in online formative assessment for engineering education. *Education and Information Technologies*, 29, 24835-24860. <https://doi.org/10.1007/s10639-024012845-2>
- Erzad, A. M. (2020). Exploring English listening problems among EFL students at IAIN Kudus. *Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris*, 7(1), 31-38. <https://doi.org/10.34001/edulingua.v7i1.1166>
- Fitria, T. N. (2022). The impact of gamification on students' motivation: A systematic literature review. *LingTera*, 9(2), 47-61.

- Flores, E. G., & Santos-Guevara, B. N. (2021). Gamification during Covid-19: Promoting active learning and motivation in higher education. *Australasian Journal of Educational Technology*, 37(5), 43-55. <https://doi.org/10.14742/ajet.7157>
- Hu, J. (2024). The challenge of traditional teaching approach: A study on the path to improve classroom teaching effectiveness based on secondary school students' psychology. *Lecture Notes in Education Psychology and Public Media*, 50(1), 213-219. <https://doi.org/10.54254/2753-7048/50/20240945>
- Ikhsan, E. M., & Ismail, S. (2022). An analysis on students' listening comprehension problems at the third semester English language education of Universitas Islam Riau. *Jurnal Kependidikan DISCOVERY*, 1(1), 67-78.
- Istifadah, Mukti, T. S., & Noviafitri, K. S. (2022). Learning outcomes of listening comprehension skills through audio visual and interactive-audio. *Journal of English Language Teaching and Learning (JETLE)*, 3(2), 66-72. <https://doi.org/10.18860/jetle.v3i2.15623>
- Jaya, H. P., Petrus, I., & Kurniawan, D. (2021). Listening comprehension performance and problems: A survey on undergraduate students majoring in English. *IRJE: Indonesian Research Journal in Education*, 5(2), 375-386. <https://doi.org/10.22437/irje.v5i2.14428>
- Khofifah, M. (2024). Pengaruh beban kerja terhadap produktivitas mahasiswa kelas profesional STIE IBMT Surabaya. *Jurnal Ilmiah Wahana Pendidikan*, 10(6), 599-605. <https://doi.org/10.5281/zenodo.10646576>
- Laksanut, S. (2025). Gamification in ESL/EFL education: Transforming language learning and teaching through play. *TESOL and Technology Studies*, 6(1), 16-29. DOI: 10.48185/tts.v6i1.1562
- Lengkoan, F., Andries, F., & Tatipang, D. P. (2022). A study on listening problems by students of higher education. *Globish (An English-Indonesian Journal for English, Education, and Culture)*, 11(1), 41-50. <http://dx.doi.org/10.31000/globish.v11i1.5106>
- Maharani, R. A. (2023). Indonesian EFL postgraduate students' perception toward accent in listening comprehension. *Premise: Journal of English Education and Applied Linguistics*, 12(1), 559-579. <http://dx.doi.org/10.24127/pj.v12i2.6978>
- Mahmud, E., Pujiastuti, P., & Saifudin, M. F. (2022). Analysis of the listening ability at PGSD students in online learning. *Al-Ishlah: Jurnal Pendidikan*, 14(3), 3057-3064. <https://doi.org/10.35445/alishlah.v14i3.620>
- Moon, J., McNeill, L., Edmonds, C. T., Banihashem, S. K., & Noroozi, O. (2024). Using learning analytics to explore peer learning patterns in asynchronous gamified environments. *International Journal of Educational Technology in Higher Education*, 21(45), 1-36. <https://doi.org/10.1186/s41239-024-00476-z>
- Mutmainnah, Yunus, M. Y., & Basir, J. (2024). Efektivitas aplikasi Quizalize terhadap kemampuan membaca teks laporan hasil observasi pada siswa kelas X SMA Negeri 3 Polewali. *Journal Pegguruang: Conference Series*, 6(1), 475-480. <http://dx.doi.org/10.35329/jp.v6i1.4509>
- Najib, M. I., Manan, N. A., Casnan, Hermawan, & Hadiana, O. (2024). Implementation of the student centered learning approach in improving English learning outcomes. *INTERACTION: Jurnal Pendidikan Bahasa*, 11(1), 48-55.
- Nur'aini, K. D., Werang, B. R., & Suryani, D. R. (2020). Students' learning motivation and learning outcomes in higher education. *International Conference on Social Sciences (ICSS 2020)* (pp. 463-466). Makassar: ATLANTIS PRESS. DOI: 10.2991/assehr.k.201014.101

- Permatasari, N., Syam, U. K., & Sastrawati, I. (2023). Exploring students' difficulties in learning listening comprehension at second semester English education department of Muhammadiyah University of Makassar. *Journal of Language Testing and Assessment*, 3(1), 40-50.
- Primastami, R. J., & Insani, N. H. (2024). Investigating the impact of learning interest on student achievement in Javanese language courses at state senior high schools. *Al-Ishlah: Jurnal Pendidikan*, 16(4), 5897-5908. <https://doi.org/10.35445/alishlah.v16i4.5669>
- Sumalinog, G. G. (2018). Working local, going global: Challenges and opportunities of working students teaching English as a second language. *International Journal of English and Education*, 7(4), 168-180.
- Toni, A., Susilowati, R., & Sartipa, D. (2021). Students' difficulties in listening comprehension at the third semester of English education study program of University Muhammadiyah Kotabumi academic year 2019/2020. *Jurnal Griya Cendikia*, 6(2), 130-154. <https://doi.org/10.47637/griya-cendikia.v6i2.92>
- Tran, T. Q., & Duong, T. M. (2020). Insights into listening comprehension problems: A case study in Vietnam. *PASAA*, 59, 77-100. DOI: 10.58837/CHULA.PASAA.59.1.4
- Wahdi, A. S., Efendi, A., & Khurniawati, W. (2024). The relationship between student learning interest and learning outcomes. *Journal of Informatics and Vocational Education (JOIVE)*, 7(1), 1-11. <https://doi.org/10.20961/joive.v7i1.81708>
- Waluyo, B., & Tran, H. M. (2023). Implementing gamified vocabulary learning in asynchronous mode. *TEFLIN Journal*, 34(1), 136-156. <https://doi.org/10.15639/teflinjournal.v34i1/136-156>
- Wulan, D. R., Nainggolan, D. M., Hidayat, Y., Rohman, T., & Fiyul, A. Y. (2024). Exploring the benefits and challenges of gamification in enhancing student learning outcomes. *Global International Journal of Innovative Research*, 2(7), 1657-1674. <https://doi.org/10.59613/global.v2i7.238>
- Yue, S. (2024). The evolution of pedagogical theory: From traditional to modern approaches and their impact on student engagement and success. *Journal of Education and Educational Research*, 7(3), 226-230. <https://doi.org/10.54097/j4agx439>