Students' Challenges in Learning Listening Skills Using the Edpuzzle Application

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Abstract

Listening is an important component of language acquisition since it helps to hear spoken language, expand vocabulary, and improve pronunciation and grammar comprehension. As a receptive skill, listening serves as the foundation of effective communication and is crucial in supporting learners' overall English proficiency. However, many students keep having difficulties in developing this ability, including focus issues, strange accents, and a lack of confidence. To overcome these issues, technology–based learning solutions such as Edpuzzle have been developed. This study investigates students' challenges in developing listening skills using the Edpuzzle application. Utilizing a descriptive quantitative method with a questionnaire as the primary instrument, data were collected from 30 eleventh-grade students at SMA Negeri 1 Tanjung Raja. The findings indicate that most students did not face significant technical or cognitive difficulties; affective challenges and issues related to application features were more prominent. Notably, many students lacked confidence in their listening abilities despite finding Edpuzzle engaging and motivating.

Keywords: Edpuzzle application, listening skills, students' challenges

Introduction

Nowadays, the importance of English cannot be dismissed or ignored from various perspectives. English is an international language that the general public must learn to acquire various aspects, such as listening. Listening is a crucial skill in language acquisition and mastery (Heryani et al., 2024). Listening is one of the four basic skills in learning English. Susiana et al (2020) state that listening as a fundamental language ability is the basis for all good communication. That is a fundamental ability for students to develop in understanding English conversation.

In addition, according to Agustin and Ayu (2021), listening is another vital talent that we must have to improve our knowledge of our language. Listening is a component of language that consists of pronunciation, vocabulary, and grammar (Kasim and Luwiti, 2019). It means listening not only hearing sound but also an active process. Wottipong (2014) explains that listening can improve a

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learner's attention to new forms in the language in vocabulary, grammar, and interaction patterns. Thus, listening skills are very important in foreign language learning to hear and comprehend.

Unfortunately, many students admitted that they experienced difficulties in listening skills, mainly because listening requires a high level of concentration and deep attention to comprehend spoken texts, including both dialogue and monologue (Hardiyanto et al., 2021). Previous studies have identified several common listening problems, such as difficulties in understanding different accents and pronunciation, failure to recognize words while listening, and challenges caused by the length and speed of spoken texts, which often make it hard for students to grasp the main ideas conveyed by the speaker (Susiana et al., 2020). In addition, students frequently struggle with fast speech delivery, limited opportunities for word repetition, difficulty understanding the speaker's articulation and intonation, and problems in comprehending the overall content of the listening material. Some learners also feel compelled to understand every single word, which further hinders their comprehension. These difficulties are often intensified by students' short attention spans and low learning motivation (Sartika, 2017). Therefore, these persistent challenges highlight the need for targeted listening strategies that focus on improving students' concentration, accent and pronunciation recognition, vocabulary knowledge, and adaptability to different speaking speeds and text lengths.

To train listening skills, it is important to listen actively, which means actively paying attention to what the student is listening to. Make it a habit to listen to audiobooks, podcasts, news, songs, etc., and to watch videos and films in a foreign language (Egamnazarova, 2021). Edpuzzle can propose to help students train and improve their listening skills. It is a video platform developed to help improve student engagement and learning through video classes (Tabassum, 2020). This simple to utilize video platform helps teachers to save time in preparing visual aids, support classroom engagement, along teach students the materials taken from videos from several channels such as YouTube and even videos created by the teacher himself (Prawati & Novitasari, 2018). Beyond playing and presenting video as visual aids, educators might incorporate quizzes throughout the film to verify students' understanding.

Edpuzzle is an interactive video-based learning medium that integrates audiovisual elements to support students' listening development. Previous studies have shown that interactive videos have a positive influence on students' listening skills, as learners can combine audio and visual input to better understand how native speakers pronounce words and use intonation (Pamungkas, 2024; Egilistiani & Prayuana, 2021). Interactive video-based learning applications such as Edpuzzle also encourage active engagement, allowing students to participate in question-and-answer activities while watching the videos, which helps maintain focus and improve comprehension (Lestari et al., 2023). Furthermore, multimedia learning environments enhance students' retention of language input by reinforcing auditory information with visual support and make listening activities more meaningful and effective (Harsa et al., 2021; Mawaddah et al., 2022). Therefore, the use of Edpuzzle as an interactive video-based learning tool can be considered an effective strategy to enhance

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students' listening skills by promoting engagement, comprehension, and long-term retention of listening materials.

Based on the explanation above, it is possible to conclude that using edpuzzle can be quite beneficial in overcoming the difficulties in learning listening skills. With the difficulties of learning listening, which is one of the most important needs in learning English, and what teachers require to make class activities more attractive. Furthermore, the writers in this study put forward curiosity and observation about the students' challenges in listening skills using the edPuzzle application.

Method

This research used a quantitative descriptive design by using a questionnaire for data collection. Quantitative descriptive study is used to describe individuals, events, and conditions without modifying any of the variables, but it describes the sample or the variables (Siedlecki, 2020). That can be discovered using surveys, questionnaires, polls, and experiments. The participants of this research were XI.9 students of SMA Negeri 1 Tanjung Raja. The respondents were 30 students. To select the subject, this study used a purposive sampling technique. The instruments used to collect the data in this research were a questionnaire that was compiled and then processed using SPSS.

In the questionnaire, a 1-5 Likert scale ranging from "strongly disagree" to "strongly agree". The questionnaires consist of 12 items and 4 sections. First section was asked about technical challenges were adapted according to Huang and Chiu (2015) consist of 3 questions, second section about cognitive challenges (Goh, 2000) consists of 3 questions, the third section about affective challenges (Vandergift, 2007) and (Alavi and Borzabadi, 2013) consist of 3 questions, and fourth section about application features challenges (Edpuzzle Official Help Center, 2024). The table of specifications is shown in Table 1.

Table 1
Table of Specifications

No.	Variable	Indicator	Number of Items
1.	Technical Challenges	• Internet connection problems • Device compatibility issues • Application navigation difficulties	1–3
2.	Cognitive Challenges	• Difficulty understanding audio content • Difficulty answering embedded questions • Difficulty concentrating during tasks	4–6
3.	Affective Challenges	• Feeling anxious while completing tasks • Feeling bored or unmotivated • Lack of confidence in listening ability	7–9

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4.	Application Features Challenges	• Difficulty with video pause/rewind functions • Confusion about Edpuzzle question formats • Difficulty submitting answers	10–12

Results and Discussion

The questionnaire results show that in (a) the Percentage and (b) the Descriptive analysis of students' challenges in listening skill using the Edpuzzle application.

Percentage of Students' Challenges in Listening Skills Using the Edpuzzle Application

The findings show for a questionnaire on the percentage of students' challenges in listening skills using the Edpuzzle application. The Scales used for this research question are Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA), divided into 4 sections. The results for the first section were asked about the technical challenges that a percentage of students face in listening skills using the Edpuzzle application. The result is shown in Table 2.

Table 2
Percentage of Technical Challenges

No	Statement	SD	D	N	A	SA
1.	1. I often experience internet connection problems when using Edpuzzle for listening activities.	10.0 (3)	50.0 (15)	16.7 (5)	23.3 (7)	0
	2. My device (phone, laptop, tablet) sometimes does not support the Edpuzzle application properly.	6.7 (2)	56.7 (17)	26.7 (8)	10.0 (3)	0
	3. I find it difficult to navigate (move between videos, pause, rewind) in Edpuzzle.	16.7 (5)	36.7 (11)	33.3 (10)	13.3 (4)	0

Table 2 shows that most students (50.0%) disagreed with the statement "I often experience internet connection problems when using Edpuzzle for listening activities," while 16.7% responded neutrally. The remaining respondents consisted of 23.3% who agreed and 10.0% who strongly disagreed. Regarding the statement "My device (phone, laptop, or tablet) sometimes does not support the Edpuzzle application properly," the majority of students (56.7%) disagreed, followed by 26.7% who were neutral, whereas only 10.0% agreed and 6.7% strongly disagreed. Meanwhile, responses to the statement "I find it difficult to navigate (move between videos, pause, rewind) in Edpuzzle"

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showed that 36.7% of students disagreed and 16.7% strongly disagreed, indicating generally positive perceptions of usability, although 33.3% responded neutrally and 13.3% agreed.

The result of the percentages for the second section, which asks about cognitive challenges in listening skills using the edpuzzle application. The result is shown in Table 3.

Table 3
Percentages of Students' Cognitive Challenges

No	Statement	SD	D	N	A	SA
2.	4. I find it hard to understand the audio materials provided in Edpuzzle.	20.0 (6)	43.3 (13)	33.3 (10)	3.3 (1)	0
	5. I struggle to answer the questions that appear during the listening activities.	10.0 (3)	50.0 (15)	30.0 (9)	6.7 (2)	3.3 (1)
	6. I have difficulty concentrating while completing listening tasks in Edpuzzle.	20.0 (6)	36.7 (11)	30.0 (9)	13.3 (4)	0

Based on Table 3, most students (43.3%) disagreed with the statement "I find it hard to understand the audio materials provided in Edpuzzle," while 33.3% responded neutrally. The remaining respondents consisted of 20.0% who strongly disagreed and only 3.3% who agreed. The findings also show that relatively few students had trouble in answering the questions that appear during the listening activities, as 50.0% strongly disagreed and 10.0% disagreed with the statement, whereas only 6.7% agreed and 3.3% strongly agreed, and 30.0% chose a neutral response. Meanwhile, for the statement "I have difficulty concentrating while completing listening tasks in Edpuzzle," 36.7% of students disagreed and 20.0% strongly disagreed, indicating that most students did not face serious concentration problems, although 30.0% remained neutral and 13.3% agreed.

The result of the percentage for the third section, which asks about affective challenges in listening skills using the edpuzzle application. The results are shown in Table 4.

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Table 4
Percentages of Students' Affective Challenges

No		Statement	SD	D	N	A	SA
3.	7.	I feel anxious when answering or listening to questions in Edpuzzle.	23.3 (7)	36.7 (11)	30.0 (9)	10.0 (3)	0
	8.	I feel bored or lose motivation when using Edpuzzle for listening practice.	60.0 (18)	16.7 (5)	20.0 (6)	3.3 (1)	0
	9.	I do not feel confident about my listening skills when learning through Edpuzzle.	0	13.3 (4)	30.0 (9)	40.0 (12)	16.7 (5)

Table 4 presents that most students (36.7%) disagreed with the statement "I feel anxious when answering or listening to questions in Edpuzzle," while 30.0% responded neutrally. The remaining respondents indicated strong disagreement (23.3%) and agreement (10.0%). Regarding the statement "I feel bored or lose motivation when using Edpuzzle for listening practice," the majority of students (60.0%) strongly disagreed, followed by 16.7% who disagreed and 20.0% who responded neutrally, whereas only 3.3% agreed. In contrast, responses to the statement "I do not feel confident about my listening skills when learning through Edpuzzle" showed a different trend, with a considerable proportion of students expressing low confidence, as 40.0% strongly agreed and 16.7% agreed, while 30.0% were neutral and only 13.3% disagreed.

The result of the percentage for the fourth section, which asks about affective challenges in listening skills using the edpuzzle application. The results are shown in Table 5.

Table 5
Percentages of Students' Application Features Challenges

No	Statement	SD	D	N	A	SA
3.	10. I find it hard to use the pause or rewind features during Edpuzzle videos.	0	30.0 (9)	53.3 (16)	16.7 (5)	0
	11. The format of the questions in Edpuzzle sometimes confuses me.	16.7 (5)	46.7 (14)	30.0 (9)	6.7 (2)	0
	12. I have trouble when submitting my answers in Edpuzzle.	6.7 (2)	36.7 (11)	40.0 (12)	10.0 (3)	6.7 (2)

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Based on Table 5, most students (53.3%) are neutral in "I find it hard to use the pause or rewind features during Edpuzzle videos," while 30.0% disagree and 16.7% agree. A percentage of "The format of the questions in Edpuzzle sometimes confuses me" (46.7%) disagree, while 30.05% are neutral. The rest of the respondents are (16.7%) strongly disagree and (6.7%) agree. It was also found in "I experience difficulty when submitting my answers in Edpuzzle" (6.7 % strongly agree and 10.0% agree) and more respondents (6.7% strongly disagree and 36.7% disagree), while a few of them (40.0%) were neutral.

It can be concluded from the percentage results of students' challenges in listening skills when using the Edpuzzle application that certain difficulties persist, particularly in affective aspects and application features. Affective challenges are the most prominent, especially in the statement "I do not feel confident about my listening skills when learning through Edpuzzle," where 40.0% of students strongly agreed, and 16.7% agreed. This finding indicates the presence of psychological barriers that may significantly influence students' listening performance, even when technical and cognitive challenges are relatively minimal. In addition, usability-related issues were identified in statements such as "I find it hard to use the pause or rewind features during Edpuzzle videos" (53.3% neutral and 16.7% agree) and "The format of the questions in Edpuzzle sometimes confuses me" (30.0% neutral and 6.7% agree), suggesting implicit or indirect difficulties that may not be fully recognized by students but still affect their learning experience. Furthermore, a notable proportion of respondents reported challenges in operational aspects, as reflected in "I experience difficulty when submitting my answers in Edpuzzle" (40.0% neutral and 10.0% agree), indicating ongoing adaptation issues. Overall, students' challenges tend to be less overt and more subtle, with the primary obstacles arising not from technical problems or comprehension issues, but from emotional readiness and the usability of the application interface.

Descriptive Analysis of Students' Challenges in Listening Skills Using the Edpuzzle Application

The findings show for questionnaire in the descriptive analysis of students' challenges in listening skills using the Edpuzzle application. The average listening skills using Edpuzzle score of 1.67 – 3.60, reflecting a general tendency from disagreement to neutral responses. This suggests that students encountered varying levels of challenge, with some finding it more difficult when using the Edpuzzle application in the listening skill. The descriptive analysis as result that shown in Table 6.

Table 6
Descriptive Analysis

No	Statement	N	Mean	SD
1.	1. I often experience internet connection problems when using Edpuzzle for listening activities.	30	2.53	0.973
	2. My device (phone, laptop, tablet) sometimes does not support the Edpuzzle application properly.	30	2.40	0.770
	3. I find it difficult to navigate (move between videos, pause, rewind) in Edpuzzle.	30	2.43	0.935

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2.	4. I find it hard to understand the audio materials provided in Edpuzzle.	30	2.20	0.805
	5. I struggle to answer the questions that appear during the listening activities.	30	2.43	0.898
	6. I have difficulty concentrating while completing listening tasks in Edpuzzle.	30	2.37	0.964
3.	7. I feel anxious when answering or listening to questions in Edpuzzle.	30	2.27	0.944
	8. I feel bored or lose motivation when using Edpuzzle for listening practice.	30	1.67	0.922
	9. I do not feel confident about my listening skills when learning through Edpuzzle.	30	3.60	0.932
4.	10. I find it hard to use the pause or rewind features during Edpuzzle videos.	30	2.87	0.681
	11. The format of the questions in Edpuzzle sometimes confuses me.	30	2.27	0.828
	12. I have trouble when submitting my answers in Edpuzzle.	30	2.73	0.980

Based on the table above, show that "I often experience internet connection problems when using Edpuzzle for listening activities," with a mean = (2.53). This score indicates that most students disagree with the statement. Indicated that the internet connection was not a major obstacle during the use of Edpuzzle for the listening activity. It implies that the majority had stable or manageable access to the internet.

"My device (phone, laptop, tablet) sometimes does not support the Edpuzzle application properly" with a mean = (2.40). Students generally disagree with this statement, which implies that device compatibility was not a significant issue. Most students likely used devices that could run EdPuzzle effectively.

"I find it difficult to navigate (move between videos, pause, rewind) in Edpuzzle" with a mean = (2.43). This score suggests that students had mixed experiences with navigation. While some might have found it manageable, others possibly faced occasional difficulties with features like pausing or rewinding videos.

"I find it hard to understand the audio materials provided in Edpuzzle," with a mean = (2.20). This score reflects disagreement. Students do not generally perceive the listening materials as too difficult. This may imply that the audio content is suitable for their current language proficiency level.

"I struggle to answer the questions that appear during the listening activities" with a mean = (2.43). This score indicates general disagreement, suggesting they can respond to the comprehension questions embedded in the videos. This indicates that the level and structure of the questions are appropriate for learners.

"I have difficulty concentrating while completing listening tasks in Edpuzzle," with a mean = (2.37). This score indicates that some students do not experience serious concentration issues. The interactive nature of edPuzzle may help sustain focus during listening activities.

"I feel anxious when answering or listening to questions in Edpuzzle," with a mean = (2.27). This score indicates that edpuzzle does not induce high anxiety levels. The asynchronous design might contribute to reducing performance pressure compared to live assessments.

"I feel bored or lose motivation when using Edpuzzle for listening practice," with a mean = (1.67). This score shows strongly disagree, meaning that students generally enjoyed or felt motivated when using Edpuzzle in the listening activity. The interactive and visual format may have contributed positively to their engagement.

"I do not feel confident about my listening skills when learning through Edpuzzle." With a mean of 3.60. This score indicates neutral to agree, suggesting that some students lacked confidence in their listening abilities when using Edpuzzle. This could reflect their self-perception of listening skills or challenges with understanding spoken content.

"I find it hard to use the pause or rewind features during Edpuzzle videos," with a mean = (2.87). A score in this range indicates that neutral to disagree, most students did not have significant issues, though a few may have found the interface slightly inconvenient or unfamiliar at first.

"The format of the questions in Edpuzzle sometimes confuses me," with a mean = (2.27). Students generally disagreed, meaning that the question formats were clear and understandable for most learners. It suggests that the platform's instructional design is user-friendly

"I have trouble when submitting my answers in Edpuzzle," with a mean = (2.73). This score indicates neutral; most students can submit their responses without issue, but some still encounter technical or procedural problems during the submission process.

From all the data above, it can be concluded that under the smallest score of all the questions, "I feel bored or lose motivation when using Edpuzzle for listening practice" with a mean (1.70), it indicates that most students did not feel bored or not motivation while using Edpuzzle. This could be because Edpuzzle provides an interactive learning experience where students are not just passively listening but are actively involved in the process. According to Sipriusman et al. (2023), Edpuzzle interactive video lessons are imbued with animations to enhance their visual appeal and captivate student interest, with the instructional design of the video strategically designed to foster effective learning.

Furthermore, under the highest score, "I do not feel confident about my listening skills when learning through Edpuzzle." With a mean of 3.07, it leans toward that many students still felt unsure or lacked confidence in their listening abilities, even when using a supportive platform like Edpuzzle. This may be due to internal factors, such as limited vocabulary, difficulty in processing spoken English at a natural pace, or lack of exposure to authentic audio. Students might still struggle to comprehend content or keep up with the audio. It is challenging for students to capture and understand what they hear, a lack of vocabulary and lack of attentiveness from the students themselves (Asroriyah et al., 2024). On the other hand, many students struggle to understand intended information, such as

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identifying the principal topic of spoken text and expecting speaker details from recordings (Qomariah et al., 2021). Therefore, these findings suggest that although Edpuzzle provides supportive features for listening practice, additional instructional support is still necessary to build students' confidence and address fundamental listening difficulties.

Conclusion

Based on findings, it can be concluded that while students deal with a variety of difficulties when learning listening skills with the Edpuzzle application, many of these challenges are not severe. Technical concerns, such as internet connectivity and device compatibility, were generally manageable, and students were able to operate the application. Cognitive and affective challenges, such as understanding audio content, answering questions, and maintaining concentration, did exist, although responses were generally neutral, reflecting a range of experiences. Interestingly, most students did not feel bored or unmotivated, implying that the Edpuzzle interactive tool increased their interest. However, some adolescents still lacked confidence in their listening skills, indicating the need for additional help and training. In general, Edpuzzle has demonstrated to be an effective tool for improving students' listening skills

Acknowlededgments

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