



## Students' perceptions toward the implementation of case method learning in Listening Class at Universitas Negeri Padang

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### Article History

Submitted: 2025-10-27

Accepted: 2025-11-05

Published: 2025-12-01

### Keywords:

Case Method Learning,  
Listening Comprehension,  
Students' Perception,  
Advanced Listening, English  
Language Teaching

### Abstract

*This research examined students' perceptions toward the implementation of case method learning in Advanced Listening classes at Universitas Negeri Padang. The case method, a discussion-based participatory learning approach, was applied to address challenges students faced in listening comprehension, including limited vocabulary, concentration difficulties, and linguistic problems. This descriptive quantitative study involved 70 students from three Advanced Listening classes in the 2023 academic year, selected through cluster random sampling. Data were collected using a validated and reliable questionnaire consisting of 25 statements measured on a four-point Likert scale, covering five indicators: Learning Process Effectiveness, Critical Thinking Development, Active Participation and Engagement, Skill Development, and Learning Environment. The findings revealed that students held positive perceptions across all indicators, with an overall mean score of 3.08. Learning Process Effectiveness achieved the highest mean score of 3.18, followed by Learning Environment (3.13), Active Participation and Engagement (3.06), Critical Thinking Development (3.04), and Skill Development (3.00). These results indicate that the case method effectively facilitates listening comprehension, fosters a supportive learning atmosphere, promotes engagement, enhances critical thinking, and develops practical listening skills. Therefore, it can be concluded that the case method serves as an effective pedagogical approach that enriches students' learning experiences and supports comprehensive learning outcomes in Advanced Listening instruction.*

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**How to Cite:** Ningsih, S. R. & Ayudhia, H. Y. (2025). Students' perceptions toward the implementation of case method learning in Listening Class at Universitas Negeri Padang. *Journal of English Language Teaching*, Vol. 14(4), 580-592, <https://doi.org/10.24036/jelt.v14i4.136289>

## INTRODUCTION

English language learning encompassed four fundamental skills that learners needed to master in order to achieve proficiency: listening, speaking, reading, and writing. Among these skills, listening held an essential role because it served as the foundation for language acquisition and communication. Sadiman (2002) emphasized that mastering these skills was crucial for English language proficiency, with listening being particularly significant in the early stages of language development. This importance was also supported by Wolf and Dale (2006), who explained that listening was one of the essential skills that needed to be mastered in order to acquire the English language, as it played a major role in the early process of human language acquisition. According to Rost (2011), listening was considered a complex cognitive procedure in which an individual had to differentiate sounds, comprehend vocabulary and grammatical structures, interpret accents and intentions, and evaluate the meaning simultaneously.

Listening was an important skill in language learning because it was involved in daily communication. Rahmawati (2022) stated that without understanding listening skills, the development of other language skills could not proceed effectively. Similarly, Nabiyev and Idiyev (2022) argued that listening was important in English learning because it was one of the four fundamental abilities in language acquisition. Furthermore, listening helped students improve pronunciation, stress patterns, syntax, vocabulary, and comprehension of spoken messages based on tone, pitch, and accent (Renukadevi, 2014). Therefore, listening played a crucial role in learning English for communication purposes, and communication could not occur effectively without adequate listening skills.

Besides that, there were many problems that students experienced during the listening learning process. Based on the results of interviews conducted with several students, it was explained that the main problems in advanced listening classes were closely related to students' concentration, limited vocabulary, and focus. Most respondents admitted that they found it difficult to maintain focus due to limited vocabulary mastery and the high speed of the audio. The students' limited vocabulary caused difficulties in understanding the context of the conversation and determining the direction of the questions given after listening to the audio. As a result, students often had to make guesses about the context of unfamiliar vocabulary, which in turn reduced their accuracy in answering questions or understanding the material. This condition often caused them to be easily distracted by other thoughts, feel rushed when completing tasks, and worry about their grades.

In addition, linguistic problems were also significant factors that hindered the students of Universitas Negeri Padang in learning listening. Students had difficulties in understanding different native speakers' accents, such as British, American, or Australian, and faced challenges in recognizing rapid or unclear pronunciation, thus increasing the level of difficulty in understanding for students. This aligned with Goh (2000), who found that learners often struggled to comprehend spoken English due to the variety of accents, particularly when they were not frequently exposed to them. Although students tried to concentrate more and strived to catch the important points in the conversation, another obstacle was their inability to comprehend idioms, phrasal verbs, and unfamiliar academic terms. Vandergrift (2007) supported this by

stating that idiomatic expressions and academic vocabulary in spoken texts often caused misunderstandings for non-native learners with limited exposure. As a result, students often found it difficult to interpret the speaker's intended meaning and connect it to a broader context. This showed that linguistic aspects, including accent, pronunciation, and vocabulary, were significant barriers to improving students' listening skills.

The learning environment also influenced students' concentration during the audio listening process. Distractions from classmates who frequently asked questions or engaged in conversation during audio playback created interruptions that disrupted concentration. External noise and unrelated activities, such as classmates watching YouTube videos, served as additional sources of distraction, further dividing students' focus. Visentin et al. (2023) found that classroom noise generated by students talking or engaging in unrelated activities significantly impaired students' ability to concentrate during audio tasks, leading to lower comprehension scores and increased listening effort. This evidence underscored how environmental factors severely limited students' ability to maintain attention and understand spoken content. The noisy classroom environment and the lack of discipline in maintaining silence during the listening process resulted in students missing critical information from the audio material. This unsupportive learning environment not only hindered individual understanding but also reduced the overall effectiveness of learning. As emphasized by Brown (2014), student engagement, motivation, and comprehension, especially in listening development, were strongly influenced by the presence of a supportive learning environment. This indicated that the quality of the classroom environment significantly affected learners' ability to process and interpret auditory input. Therefore, special strategies were required to create an optimal learning environment for Advanced Listening learning.

Based on the problems described above, it can be concluded that students in Advanced Listening classes still face several challenges such as lack of concentration, limited vocabulary, and low motivation during the learning process. To minimize these problems and improve students' listening skills, it is necessary to implement a learning method that can increase student participation, critical thinking, and engagement during class activities. One of the suitable methods that can be applied is the Case Method. The Case Method encourages students to be actively involved in discussions, analyze real-life problems, and find solutions collaboratively. Based on Bridgman et al. (2018), the case method aims to improve students' ability to develop critical thinking, problem-solving skills, and intellectual abilities. In addition, according to Schröter & Röber (2022), the case method is an approach to learning that focuses on discussion followed by participatory learning, a method of learning that focuses on discussion and motivates students to improve their ability to communicate, think critically, and practice group dynamics. The case method allows students to work around problems and examine multiple perspectives. Therefore, it is important to investigate whether this method can effectively help students overcome the difficulties they face in Advanced Listening. Based on this consideration, the researcher is interested in exploring students' perceptions of the implementation of the Case Method in Advanced Listening classes at Universitas Negeri Padang.

Applying this case study method helped students improve communication, collaboration, creativity, and critical thinking skills required for problem-solving. The case study method related to a teaching approach that involved presenting real-life scenarios or cases to students, often drawn from actual situations or experiences. These cases typically presented complex problems or dilemmas that required students' analysis, discussion, and decision-making. Günther et al. (2019) stated that the learning method of linking various cases in the material could be used to make learning more effective and exciting. It allowed students to be actively involved and think creatively and critically when discussing cases with real-life events. This method could be applied to expanding and developing knowledge and thinking skills to address problems that students encountered.

The case method was a learning approach that positioned students as active participants in the learning process. In recent pedagogical discussions, the case method had been recognized as a dynamic and learner-centered approach that placed students at the core of the educational process. According to Columbia Center for Teaching and Learning (2019), under this method students actively engaged with real or simulated scenarios, analyzed complex dilemmas, deliberated possible solutions, and ultimately made decisions rather than merely receiving information. Such engagement fostered deeper understanding, enhanced critical thinking, and strengthened decision-making skills.

In the context of the Advanced Listening course at Universitas Negeri Padang, this case method was applied quite intensively through a highly structured approach that emphasized the thorough completion of each topic. Every student was required to have the book *Advanced Listening (Student Version)* as the primary guide, with the objective of fully completing one learning topic during each weekly meeting. Students engaged with the material through the textbook and supplementary audio provided by the lecturer. After listening to the audio, students were given the opportunity to answer questions or explain their understanding individually. They were also required to re-present the content of the conversation through a speech or a mind map, thereby enhancing their ability to extract key information from the audio material.

The Case Method had proven to be an effective and efficient approach to learning, as it required students to thoroughly understand and complete one topic each week. This finding was supported by Nae (2019), who stated that focusing on one case at a time motivated students and enabled them to develop deeper comprehension of the subject matter. This structured process not only supported systematic learning but also ensured that learners could achieve weekly objectives more effectively, thus making it an appropriate strategy for listening classes where concentration and comprehension were essential.

Students in advanced listening classes particularly benefited from this approach, as the complexity of the input required them to process information carefully, apply critical thinking, and respond accurately during discussions. This structured approach prevented students from proceeding superficially, compelling them to engage deeply with the material. In cases where errors occurred, the lecturer provided immediate feedback in front of the entire class, thereby fostering a collaborative learning environment. Additionally, the requirement of direct

evaluation and the lecturer's signature as a prerequisite for completing each topic served both as a form of academic control and a source of motivation. This aligned with Raboca and Cărbunărean's (2024) findings that functional faculty support played an important role in enhancing students' academic motivation. Such structured involvement from lecturers ensured accountability, encouraged consistent preparation, and fostered higher engagement in advanced listening classes. Therefore, students were held accountable for demonstrating their understanding not only to the lecturer but also to their peers, ensuring a higher level of preparation and engagement.

Moreover, the case method applied by the lecturer not only increased individual responsibility but also fostered self-confidence and the ability to analyze learning materials in depth. This approach also encouraged students' active involvement in the assessment process, which was conducted collaboratively in the classroom. The learning process was not limited to passive understanding but also stimulated students' critical thinking and oral communication skills. As explained by Mu and Hatch (2025), when lecturers applied the case method, it enhanced students' sense of responsibility, strengthened their self-confidence, and improved their capacity to analyze learning materials more deeply. In addition, this method motivated learners to actively participate in classroom assessments carried out collaboratively. Rather than merely promoting passive comprehension, the case method also stimulated students' critical thinking and developed their oral communication skills. Although this method was effective in fostering active and structured learning, students still encountered several problems, particularly related to the fast pace of instruction and the complexity of audio materials.

The implementation of the case method in language learning contexts presented certain pedagogical challenges that required careful consideration. In some cases, students found it difficult to keep up with two lessons in a single day, as one audio-based topic alone was already considered sufficiently demanding. This difficulty was consistent with the findings of Bonney (2015), who emphasized that the cognitive demands inherent in the case method required substantial engagement from students and that the method's effectiveness depended on providing adequate time for learners to process complex scenarios and engage in deep analytical thinking. The study revealed that the case study teaching method significantly improved student performance when students were given sufficient time to analyze cases thoroughly and participate meaningfully in discussions. Therefore, these problems indicated the need for adjustments in workload and the implementation of supportive learning strategies that could maintain a balance between learning objectives and students' readiness, while also underscored the importance of pacing in case method pedagogy, particularly when dealing with cognitively demanding audio-based materials that required sustained attention and analytical processing.

However, despite the effectiveness of the case method approach, based on preliminary interviews conducted with several students, they reported facing several difficulties during its implementation in practice. Students were required to be consistently prepared with new material each week, and in some cases, they had to complete two topics within a single day. This created significant pressure for some students and affected their concentration, focus, and motivation to learn—

particularly for those who struggled with limited vocabulary comprehension. Therefore, it was crucial to provide adequate support strategies to help students navigate these problems, ensuring that the learning process remained effective and that educational objectives could be achieved optimally.

These problems indicated that students at Universitas Negeri Padang continued to face various obstacles in learning Advanced Listening classes, including limited vocabulary, lack of concentration, and low motivation during the learning process. To address these issues, the case method had been applied as an alternative approach that emphasized active participation, critical thinking, and real-life problem-solving. Previous studies had shown that the case method was effective in developing students' critical thinking and engagement in various subjects. However, most of these studies had focused on general learning contexts or on other language skills such as speaking and writing, rather than on listening comprehension.

Based on the problems described above, the researcher was concerned about student learning perception in advanced listening classes using case method learning that was used in Universitas Negeri Padang. Previous studies had given limited attention to students' perceptions regarding the use of the case method in language learning, particularly in listening courses. However, the perception of students toward listening needed to be well developed through the use of the case method by changing the students' perception of listening. This study aimed to find out how students perceived learning listening English using the case method.

## METHOD

This research employed a descriptive quantitative method to examine students' perceptions toward the implementation of case method learning in Advanced Listening classes at Universitas Negeri Padang. According to Watson (2015), quantitative research includes a range of methods concerned with the investigation of social phenomena using numerical or statistical data. The population consisted of 165 students from seven Advanced Listening classes in the 2023 academic year. Using cluster random sampling technique, as recommended by Creswell (2012), and Fraenkel et al. (2012), three classes (K1, K2, and K3) were selected, resulting in a sample of 70 students who had direct experience with the case method approach. The data were collected through an questionnaire distributed via Google Forms.

## RESULTS AND DISCUSSION

### *Research Findings*

The research findings in this study are presented based on data collected through a questionnaire distributed to 70 students from three advanced listening classes (K1, K2, and K3) at Universitas Negeri Padang. The questionnaire consisted of 25 statements divided into five indicators: Learning Process Effectiveness, Critical Thinking Development, Active Participation and Engagement, Skill Development, and Learning Environment. Each statement was measured using a 4-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). The data were analyzed using SPSS to calculate mean scores and categorize students' perceptions.

No	Indicator	Mean Score	Category
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1.	Learning Process Effectiveness	3,18	Positive
2.	Critical Thinking Development	3,04	Positive
3.	Active Participation and Engagement	3,06	Positive
4.	Skill Development	3,00	Positive
5.	Learning Environment	3,13	Positive
Total		3,08	Positive

Table 1. Students' Perception Across All Indicators

According to the table above, all five indicators received positive responses from students, with mean scores ranging from 3.00 to 3.18. The overall mean score of 3.08 indicates that students generally have a positive perception of the implementation of the case method in advanced listening classes. Learning Process Effectiveness achieved the highest mean score (3.18), followed by Learning Environment (3.13), Active Participation and Engagement (3.06), Critical Thinking Development (3.04), and Skill Development (3.00).

**a. Learning Process Effectiveness**

Learning Process Effectiveness received the highest mean score of 3.18. Items 2, 1, and 4 achieved the highest scores (3.24, 3.21, and 3.19 respectively), indicating that students strongly agree case method learning helps them understand listening materials better and connect them with real-life situations while providing clear learning objectives. Items 3 and 5 scored 3.14 and 3.11, showing students agree the structured approach improves listening comprehension and integrates theory with practice. The total average score of 3.18 means most students agree case method learning makes the learning process more effective.

**b. Critical Thinking Development**

Critical Thinking Development scored 3.04. Item 6 has the highest average score 3.19, followed by item 8 with average score 3.17 and items 7 and 9 both with average score 2.96. These items were all included in the positive category, which means that the majority of students agree that case method learning encourages them to think critically about listening materials and improves their problem-solving skills related to listening comprehension. Items 7, 9, and 10 showed relatively lower but still positive scores, indicating that students acknowledge the case method helps them make logical connections between different parts of listening materials and better evaluate audio information. All statements gave a positive response with a total average score 3.04, which means that most of the students agree that case method learning enhances their critical thinking abilities and analytical skills in processing listening materials

**c. Active Participation and Engagement**

Active Participation and Engagement received a mean score of 3.06. Item 15 scored highest (3.16), followed by items 14 (3.09) and 12 (3.07), showing students strongly agree that case method learning increases their responsibility for learning progress and creates collaborative interaction opportunities. Items 11 and 13 scored 3.04 and 2.94, indicating students feel motivated to participate actively and more

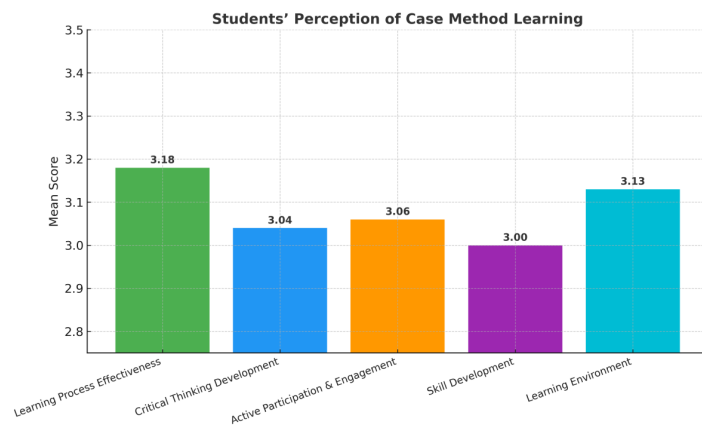
confident in expressing ideas. The total average of 3.06 means most students agree case method learning significantly increases their active participation and engagement.

**d. Skill Development**

Skill Development received the lowest score at 3.00. Item 19 scored highest (3.16), followed by items 16 (3.06) and 18 (3.03), showing students strongly agree case method learning improves vocabulary, enhances ability to identify main ideas and supporting details, and summarizes listening materials effectively. Items 20 and 17 scored lower (2.99 and 2.77), indicating students acknowledge the method helps them understand different accents and develops presentation skills through mind mapping. The total average of 3.00 means most students agree case method learning effectively develops various listening and communication skills

**e. Learning Environment**

The Learning Environment indicator scored 3.13. Item 22 achieved the highest score (3.47), followed by items 25 (3.21) and 21 (3.09), showing students strongly agree that immediate lecturer feedback is very helpful, the method provides adequate preparation for advanced listening challenges, and creates a supportive classroom atmosphere. Items 24 and 23 scored 3.00 and 2.87, indicating students concentrate better and find weekly topic completion manageable. The total average of 3.13 means most students agree case method learning creates a conducive learning environment for better listening skill development.



Graphic 1. Students' Perception Toward the Implementation of Case Method Learning in Listening Class

**DISCUSSION**

There were several findings from the questionnaire analysis related to the existing literature and the theoretical framework. The Learning Process Effectiveness indicator achieved the highest mean score (3.18), which showed that students perceived case method learning as highly effective in facilitating understanding, retention, and application of listening materials. Students agreed that the structured and contextualized approach of the case method helped them connect listening

lessons with real-life situations and provided clarity of learning objectives. This finding was in line with Dewi et al. (2024), who found that case-based learning enhanced students' comprehension through contextual engagement and structured task completion. It also supported Schunk's (2012) theory that active cognitive processing enabled learners to integrate new information with prior knowledge, resulting in meaningful understanding. Moreover, this result was consistent with Werdiningsih et al. (2021), who stated that case method learning bridged theory and practice, enabling deeper engagement with the materials.

The Critical Thinking Development indicator, with a mean score of 3.04, showed that students recognized the case method's contribution to improving their analytical reasoning and evaluative abilities. Students agreed that case discussions encouraged them to make logical connections and interpret information critically. This finding supported the theoretical framework proposed by Bridgman et al. (2018) and Mahdi et al. (2020), who emphasized that case method learning enhanced learners' critical thinking, interpretation, and problem-solving skills. Mahdi et al. (2020) demonstrated that using the case method significantly improved students' analytical components such as evaluation and inference. Although this study measured perceptions rather than achievement, the students' positive responses indicated that they experienced similar cognitive benefits through case-based listening instruction.

The Active Participation and Engagement indicator obtained a mean score of 3.06, which suggested that the case method successfully promoted student involvement and motivation. Students reported feeling more responsible for their learning progress and more confident when expressing their ideas during discussions. These findings corresponded with Schunk's (2012) assertion that active participation in meaningful tasks enhanced motivation, attention, and long-term memory retention. Similarly, Mu (2023) highlighted that the case method encouraged emotional engagement and self-directed learning by positioning students as active contributors in class activities. This also aligned with Günther et al. (2019), who stated that integrating real-life cases in learning materials made the learning process more dynamic and intellectually stimulating, enabling students to engage creatively and critically. Therefore, the positive responses under this indicator confirmed that the case method successfully transforms students from passive listeners into active participants who take responsibility for their learning process.

The Skill Development indicator received the lowest mean score (3.00), though it still fell within the positive perception range (2.51–3.25). This indicated that students acknowledged improvements in their practical listening skills, such as identifying main ideas, expanding vocabulary, summarizing materials, and understanding different accents. However, this dimension was perceived as less dominant compared to the cognitive and environmental benefits. Nevertheless, this result aligned with Nabiyeu and Idiyev (2022), who explained that listening practice contributed to the mastery of pronunciation, vocabulary, and comprehension of meaning conveyed through tone and accent. The findings also corresponded with Rahmawati (2022), who emphasized that listening skills supported the development

of other language abilities. Therefore, the case method provided integrated skill development opportunities that enhanced students' listening and communication competence, even if it was perceived as secondary to cognitive gains.

The Learning Environment indicator followed closely with a mean score of 3.13, which indicated that students valued the supportive, interactive, and feedback-oriented atmosphere fostered by the case method. The highest individual score (3.47) was recorded for the statement concerning immediate lecturer feedback, which demonstrated the significance of timely feedback in sustaining motivation and comprehension. This finding resonated with Visentin et al. (2023), who emphasized that a well-managed learning environment enhanced students' attention and comprehension in listening tasks. It also supported Goldstone et al. (2010), who noted that a positive and structured environment strengthened perceptual engagement and learning outcomes. Collaborative discussions and lecturer feedback appeared to create a classroom climate that was conducive to focus, motivation, and preparedness for advanced listening challenges.

Based on students' perception toward the implementation of case method learning in advanced listening class, that all statements with particular strengths in learning process effectiveness and learning environment creation. These findings provide strong empirical support for the theoretical frameworks underpinning this research and suggest that case method learning represents a valuable pedagogical approach for listening comprehension instruction. The positive perceptions across cognitive, affective, and skill development dimensions indicate that case method learning successfully addresses multiple aspects of the educational experience, making it a promising strategy for enhancing listening instruction effectiveness.

## **CONCLUSION**

Based on the data analysis and discussion of the research findings, it can be concluded that students perceive the implementation of case method learning in Advanced Listening class positively across five key dimensions: Learning Process Effectiveness, Learning Environment, Active Participation and Engagement, Critical Thinking Development, and Skill Development. The overall mean score was 3.08, indicating a generally high level of agreement and satisfaction with the application of the case method in listening instruction. In terms of learning process effectiveness, students found the case method highly effective in organizing and delivering listening materials. It helped them understand concepts more clearly, connect theory to real-life situations, and apply knowledge in practical contexts. Regarding the learning environment, the case method created a supportive and interactive atmosphere that facilitated effective learning. Students particularly appreciated the immediate feedback from the lecturer, which motivated and guided their learning process. In active participation and engagement, students were actively involved in discussions, problem-solving, and sharing ideas. The method encouraged them to listen attentively, contribute to group work, and remain engaged throughout the sessions.

In terms of critical thinking development, students acknowledged that the case method improved their ability to analyze listening materials, consider multiple perspectives, and make logical conclusions. They perceived it as beneficial in enhancing their higher-order thinking skills. On skill development, students felt that the case method contributed to improving listening-related skills such as identifying main ideas, expanding vocabulary, and understanding different accents. However, the improvement in this area was less prominent compared to other aspects. In conclusion, the case method is perceived as an effective and innovative approach in Advanced Listening instruction. It enhances the organization of the learning process, fosters a positive learning environment, increases participation, strengthens critical thinking, and supports skill development. These results support the integration of the case method into English language teaching to enrich students' learning experiences and outcomes.

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