

AN UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF QUIZZZ APPLICATION AS A
LEARNING MEDIA FOR STUDENTS LISTENING SKILL AT
THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL
PUNGGUR CENTRAL LAMPUNG**

**BY:
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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY JURAI SIWO LAMPUNG**

1446 H / 2025 M

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AS A LEARNING MEDIA FOR STUDENTS LISTENING
SKILL
AT THE ELEVENTH GRADERS OF SENIOR HIGH
SCHOOL
PUNGGUR CENTRAL LAMPUNG**

Presented as a Partial Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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Sponsor: Ahmad Madkur, Ph.D

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Title : THE EFFECTIVENESS OF QUIZIZZ APPLICATION AS A
LEARNING MEDIA FOR STUDENTS' LISTENING SKILL
AT THE ELEVENTH GRADERS OF SENIOR HIGH
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

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An undergraduate thesis entitled: THE EFFECTIVENESS OF QUIZZZ APPLICATION AS A LEARNING MEDIA FOR STUDENTS LISTENING SKILL AT THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL PUNGGUR CENTRAL LAMPUNG, Written by Wildan Hilmi, student number 2101050029, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Wednesday, June 25th, 2025 at 11.00 - 13.00 WIB.

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ABSTRACT

THE EFFECTIVENESS OF QUIZIZZ APPLICATION AS A LEARNING MEDIA FOR STUDENTS LISTENING SKILL AT THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL PUNGGUR CENTRAL LAMPUNG

By:

WILDAN HILMI

This study aims to examine the effectiveness of the Quizizz application as a learning media for students' listening skills of eleventh graders at Senior High School Punggur, Central Lampung. The research employed a quantitative method with a quasi-experimental design, involving both an experimental group and a control group. A pre-test and post-test were administered to measure the listening skills before and after the treatment. The experimental group was taught using Quizizz application, while the control group received conventional instruction.

The findings indicate a significant difference in the post-test results between the two groups demonstrated a notable improvement in their listening skills, as evidence by a higher average score compared to the control group. This was further supported by the results of the Independent Sample T-Test, which showed significance value of 0.001, confirming a statistically significant effective. These results suggested that the integration of the Quizizz application can positively influence students' listening skills and contribute to a more engaging and effective learning experience.

Keywords: *Quizizz Application, Listening Skill, Digital Learning Media, Quantitative, Quasi-Experimental Design, English Language Teaching.*

ABSTRAK

EFEKTIVITAS PENGGUNAAN APLIKASI QUIZIZZ SEBAGAI MEDIA PEMBELAJARAN TERHADAP KETERAMPILAN MENYIMAK SISWA KELAS SEBELAS DI SEKOLAH MENENGAH ATAS PUNGGUR LAMPUNG TENGAH

Oleh:

WILDAN HILMI

Penelitian ini bertujuan untuk mengkaji efektivitas penggunaan aplikasi Quizizz sebagai media pembelajaran keterampilan menyimak siswa kelas sebelas di Sekolah Menengah Atas Punggur, Lampung Tengah. Penelitian ini menggunakan metode kuantitatif dengan desain kuasi-eksperimen, yang melibatkan kelompok eksperimen dan kelompok kontrol. Instrumen berupa pre-test dan post-test digunakan untuk mengukur kemampuan menyimak siswa sebelum dan sesudah di berikan perlakuan. Kelompok eksperimen menerima pembelajaran dengan menggunakan aplikasi Quizizz, sementara kelompok kontrol menggunakan metode pembelajaran konvensional.

Hasil penelitian ini menunjukkan adanya perbedaan yang signifikan antara kedua kelompok. Siswa dalam kelompok eksperimen mengalami peningkatan keterampilan menyimak yang lebih tinggi dibandingkan kelompok kontrol, yang ditunjukkan oleh nilai rata-rata post-test yang lebih baik. Hal ini diperkuat dengan hasil uji Independent Sample T-Test yang menunjukkan nilai signifikansi sebesar 0.001, yang berarti terdapat pengaruh yang signifikan secara statistik. Dengan demikian, penggunaan aplikasi Quizizz terbukti memberikan kontribusi positif terhadap peningkatan keterampilan menyimak siswa dan mendukung terciptanya pembelajaran yang lebih interaktif dan efektif.

Kata Kunci: *Aplikasi Quizizz, Keterampilan Menyimak, Media Pembelajaran Digital, Kuantitatif, Kuasi-Eksperimen, Pembelajaran Bahasa Inggris.*

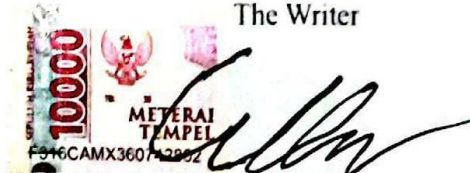
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Metro, 17 June 2025
The Writer

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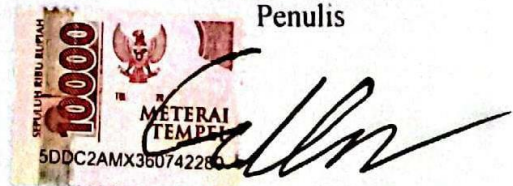
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MOTTO

“Life is tragedy when seen in close-up, but a comedy in long-shot”

- Charlie Chaplin -

DEDICATION PAGE

First and foremost, this undergraduate thesis is wholeheartedly dedicated to my beloved parents, Achmad Sahudi and Aria Nirmala, whose unwavering love, sacrifices, and endless prayers have been the cornerstone of my journey. Their strength and guidance have inspired me to persevere and strive for excellence in every step I take. I am forever grateful for the foundation they have built for me.

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To my respected undergraduate thesis supervisor, Ahmad Madkur, Ph.D., I would like to express my sincere gratitude for your guidance, patience, and encouragement throughout the process of completing this undergraduate thesis. Your insight and commitment have been instrumental to my academic growth, and I am deeply thankful for your support.

To my closest friends, Bagas, Icak, Anin, and Mahmud thank you for your laughter, unforgettable memories, and steadfast support you have shared throughout this journey. I am also genuinely thankful to all my fellow classmates for the solidarity, shared experiences, and encouragement we have given one another over the years. Our journey together has left an indelible mark on my life.

Lastly, I extend my heartfelt appreciation to all the lecturers of the English Education Department, who have shown unwavering dedication, patience, and passion in delivering knowledge throughout my studies. Your commitment to teaching has shaped not only my academic understanding but also my personal development, and I am truly honoured to have been your student.

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6. All lecturers of English Education Department of State Islamic University Jurai Siwo Lampung who given their knowledge and share their experience to the researcher.

The researcher realized that this undergraduate thesis is far from being perfect. The researcher apologizes if there are errors in the writing this undergraduate thesis and also hopes this research will be useful for the readers.

Metro, June 17, 2025

The Researcher,

A handwritten signature in black ink, appearing to read 'Wildan Hilmi', with a stylized, cursive script.

Wildan Hilmi
2101050029

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CHAPTER I

INTRODUCTION

A. Background of Study

Listening is a fundamental skill in language acquisition, essential for ensuring effective communication. Listening is the process of receiving, attending, and understanding auditory messages, which are messages conveyed through the medium of sound.¹ Moreover, as a core component of communication, listening promotes meaningful interaction in various contexts, enhances learning, and facilitates the exchange of ideas and emotions.

Furthermore, recognising the importance of listening in education cannot be underestimated. In this view of learning, listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language.² It requires active communication between educators and students to listen to the material, participate in discussions, and receive instructions from educators. As well, the importance of good listening in various situations of daily interaction highlights the need for better listening skills. Despite this importance, students have difficulties developing their listening skills, impeding their academic performance and career advancement.

¹ Jhon A. Kline, *Listening Effectively*. (Alabama: Air University Press Maxwell Air Force Base, 1996). p.15.

² I. S.P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*. (London: Routledge, 2008). p.36.

However, difficulties in learning to listen are multifaceted and from several factors. In addition, one of primary issues in learning listening is that students often encounter difficulties in mastering English vocabulary, experience a lack of variation in listening materials, and exhibit diminished motivation to enhance their listening skills, which reduces practice opportunities. Students are unable to predict the sentences that will be spoken by the speaker. Moreover, the classroom environment also affects the effectiveness of listening lessons. Without a supportive environment, students can experience a loss of concentration in learning. These challenges highlight the complexities of listening difficulties and highlight the need for educators to adopt learning strategies that can reduce these barriers. Utilising more interactive and diverse resources, as well as creating a conducive environment in the classroom, is necessary to solve these problems and stimulate motivation in listening skills.

The influence of student learning styles on listening skills is a critical area of educational research, and accommodating diverse learning preferences can significantly enhance students' auditory processing and skills. Moreover, learning styles might be thought of as cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact, and respond to the learning environment.³ As a result, when instructional strategies align with individual learning styles, students are more likely to engage actively with listening tasks, improving their overall listening proficiency.

³ H. Douglas Brown, *Principles of Language Learning and Teaching, Fifth Edition*. (New York: Pearson Longman, 2007). p.119.

Utilising technology digital as a media for learning listening skills represents a progressive approach to educational strategies. Furthermore, digital learning seems to provide enhanced motivation for learners, keeping them interested and focused on the learning content because they are interested in engaging with technology and the technologically mediated material.⁴ Digital technology offers a variety of method that can stimulate listening skills that traditional methods often lack, as well as provide a more varied and engaging listening experience for students. For example, application like Quizizz have been designed to make learning more fun and interactive by incorporating games and quizzes into the learning process.

The Quizizz Application represents a significant advancement in leveraging technology to enhance listening skills in educational context. Defined as an interactive digital platform, Quizizz incorporates gamification into the learning process, creating an engaging and dynamic environment for listening practice. Moreover, this application enables educators to design customised quizzes with audio elements, allowing students to develop their listening skills through exercises within the Quizizz platform. As a tool, it should be flexible enough to be used for various activities and open to the mindful and creative growth as a joint system with learners.⁵ Therefore, the Quizizz Application can serve as a potential tool in addressing the challenges

⁴ Michael Carrier, Ryan M. Damerow, and Kathleen M. Bailey. *Digital Language Learning and Teaching: Research, Theory, and Practice*. (London: Routledge, 2017). p.3.

⁵ Beaumie Kim and Thomas C. Reeves, "Reframing Research on Learning with Technology: In Search of the Meaning of Cognitive Tools," *Instructional Science* 35, no. 3 (2007). p. 14.

associated with traditional instruction, offering a solution that enhances student engagement and learning outcomes.

In line with the description above, researchers have identified a significant issue in student listening skills development due to limited learning and engaging exercises. Moreover, traditional approaches often fail to captivate student attention, leading to diminished motivation and suboptimal learning outcomes. In response to these challenges, the researcher will explore the effectiveness of the Quizizz application as an innovative tool to students' listening skills and making the learning process more enjoyable. As a result, this application can bridge the gap between conventional teaching methods and contemporary learners' needs.

Regarding the issue of listening skills, researcher conducted a Pre-survey on October 10th, 2024. The researcher identified several issues among eleventh-grade students at Senior High School Punggur Central Lampung. The students exhibited low proficiency in listening skills and faced difficulties in understanding English conversations.

Additionally, students had a limited vocabulary and struggled to differentiate between similar-sounding words. The lack of practice in their listening abilities often interfered with their capacity to accurately interpret auditory information in English.

This statement is supported by the results of the pre-survey, which showed that only 28% of eleventh-grade students passed the listening skills test, while 72% failed, obtaining less than Minimum Completion Criterion (MCC) score

for English of 75 at Senior High School Punggur. The data can be seen as follows:

Table 1.1
The Result of Pre-survey of Listening Skills among the Eleventh Graders at
Senior High School Punggur in Central Lampung

NO.	GRADE	CRITERIA	PERCENTAGES	FREQUENCY
1.	≥ 75	Complete	28%	9 Students
2.	≤ 75	Incomplete	72%	23 Students
TOTAL			100%	32 Students

Based on pre-survey data, 72% of eleventh graders at Senior High School Punggur showed significant difficulties in their listening skills, resulting in high failure rates in listening test.

Based on the problems in the pre-survey and considering the facts about the potential of the Quizizz application as a learning media in listening skills, the researcher intends to investigate the effectiveness of Quizizz application as a learning media for students' listening skill.

B. Problem Identification

Based on the above background, several problems can be identified as follows:

1. Students have a lack of listening skills.
2. Students experience a lack of practice in listening skills.
3. Students have limited learning media to learn listening.

C. Problem Limitation

Based on the problems that have been identified, the researchers limit the research problems by focusing on the weaknesses of students' listening skills. In this case, the researcher addresses these problems by planning to conduct quantitative research with experimental research types through the Quizizz application as a learning media for listening skills.

D. Problem Formulation

The problem formulation of this study focuses on: Is there any positive and significant effectiveness of the Quizizz application for students' listening skills of the eleventh graders at Senior High School Punggur, Central Lampung?

E. Objective and Benefits of the Research

1. Objective of the Research

The purpose of this study is to examine whether is there any positive and significant effectiveness of the Quizizz application for students' listening skills of the eleventh graders at Senior High School Punggur, Central Lampung.

2. Benefits of the Research

Hopefully, the research is expected to give benefits both theoretically and practically. Theoretically, this study offers educators and curriculum developers a theoretical basis for using this kind of application, showing how digital tools can be effectively applied to fulfil specific learning objectives, particularly in listening skills. By investigating the interactive and game-based learning feature of Quizizz, this study not only highlights its motivational impact on students but also demonstrates its effectiveness in improving listening comprehension in an academic context. Moreover, practically this research allows them to practice listening in a fun and supportive atmosphere, which in turn can improve their overall listening skills. Therefore, benefits of this research are as follows:

a. For the Students

By engaging with Quizizz, students are encouraged to practice their listening skills in an enjoyable and motivate the students. The gamified nature of Quizizz prevents boredom, stimulating students to actively participate in listening skills tasks and boosting their enthusiasm for learning.

b. For the Teacher

This study is expected to provide valuable insights for teachers, particularly English teachers. The use of Quizizz as a learning media offers a clear indication of student progress through its automatic feedback and performance tracking. The data collected from pre-test and post-test gives teachers' measurable information about students' listening skills improvement, while also demonstrating the potential of Quizizz as an effective teaching media for listening skills.

c. For the Other Researchers

This study aims to contribute to the growing body of research on the use of technology in teaching listening skills. Alongside theoretical discussions, this research presents concrete examples and data driven evidence illustrating the benefits of using Quizizz to enhance listening abilities. It is hoped that this study will serve as a reference for other researchers and inspire further investigation into the use of digital tools, such as Quizizz, for improving students listening skills.

F. Prior Research

This research was done based on some prior research. The first prior research investigated the use of Quizizz application to improve students'

reading comprehension.⁶ This experimental research demonstrated that Quizizz significantly improved reading comprehension skills among students, with statistical analysis confirming a notable difference between pre-test and post-test scores. While this study focuses on reading comprehension, it establishes a foundation for understanding how Quizizz can enhance learning outcomes through interactive media, paving the way for similar investigations into listening skills.

The second prior research explores the relationship between mobile-assisted language learning (MALL) and vocabulary learning integrated with Quizizz.⁷ The findings indicated an increase in students' scores after utilising Quizizz for reading comprehension. This study highlights the effectiveness of Quizizz in improving language skills, suggesting that similar methodologies could be applied to assess the impact on listening skills.

The third prior research aimed to examine Quizizz Application in enhancing the listening skills of second-grade students at Jiarawanon-Utis 4 School Thailand, conducted as Classroom Action Research (CAR).⁸ Data collection included listening tests, and findings revealed a notable improvement in students' listening skills, as reflected by average scores across

⁶ Siti Reski, Nurdevi Bte Abdul, and Nanda Daddi, Herlina, "The Use of Quizizz Application in Improving Students' Reading Comprehension Skill at SMKN 3 Takalar : An Experimental Research," *Journal of Computer Interaction in Education* 1, no. 2 (2018): 173–182.

⁷ Intan Hamzah, "The Effect Of Quizizz On Students Reading Comprehension," *Journal of Arts and Education* 3, no. 1 (2023): 51–58, doi: <https://doi.org/10.33365/jae.v3i1.208>.

⁸ Annisatul Fadlilah and Ulfatul Ma'rifah, "Enhancing Students' Listening Skill Through Quizizz Audio Feature In Online Learning At Jiarawanon-Utis 4 School", *ETERNAL (English Teaching Journal)* Vol 13, No. 1 (2022). doi: <https://doi.org/10.26877/eternal.v13i1.10883>.

the cycles from 70.81% in the first cycle to 90.24% in the second an improvement of 19.43%. Additionally, questionnaire responses indicated highly positive feedback from students regarding Quizizz, underscoring its role in supporting their listening development. This research highlights the potential of technology-based tools, like Quizizz in fostering engagement and skill improvement among EFL learners in online learning.

Generally, the prior research by Nanda et al. and Hamzah demonstrated the effectiveness of Quizizz in enhancing reading comprehension, while the study by Fadlilah & Ma'rifah addressed the use of Quizizz to enhance listening skills among junior high school students in an online learning context. This study is different from those prior studies by examining the effectiveness of Quizizz as a learning media for listening skills to fulfil the educational needs of senior high school's students.

CHAPTER II

THEORITICAL REVIEW

A. Concept of Listening

The theoretical foundation of this research comes from the study of theories, concepts, and previous research related to listening skills. In this section will discuss in detail about these components.

1. Definition of Listening

Listening is the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening.⁹ Listening has often called a passive; this notion can be misleading, because listening demands active involvement from the listener. In order to reconstruct the message that speaker intends, the listener must participate actively, drawing upon knowledge from both linguistic and non-linguistic sources.¹⁰ Consequently, the process of listening should be approached as an active the process of listening to construct meaning.

⁹ I. S.P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*. (London: Routledge, 2008). p.37.

¹⁰ Timothy Light and William Littlewood, *Communicative Language Teaching: An Introduction*. (New York: Cambridge University Press, 1982). p.66.

Listening has an important not only in daily life interaction but also within classroom environments. Many people assume that being able to write and speak in a second language indicates proficiency. However, without proficient listening skills, then effective communication will be more difficult.¹¹

Moreover, listening is the process of receiving, attending, and understanding auditory messages, which are messages conveyed through the medium of sound.¹² In the context of English as a foreign language, listening skills are important skills for students to master. Moreover, it enables students to understand complex information, comprehend different accents, and engage in meaningful interactions.

Traditionally, listening was viewed as a passive process, in which our ears were receivers into which information was poured, and all the listener had to do was passively register the message. Today we recognize that listening is an active process, and that good listeners are just as active when listening as speakers are when speaking.¹³ Therefore, enhancing listening skills is essential for effective communication and overall language proficiency.

¹¹ S Yıldırım and Ö Yıldırım, "The Importance of Listening in Language Learning and Listening Comprehension Problems Experienced By Language Learners: A Literature Review", *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi* (2016). p.2097.

¹² Jhon A. Kline, *Listening Effectively*. (Alabama: Air University Press Maxwell Air Force Base, 1996). p.15.

¹³ Lynch, T and Mendelsohn, D. "Listening," in *An Introduction to Applied Linguistics: Second Edition*. (London: Hodder & Stoughton, 2010). p.180.

2. Type of Listening

According to John A. Kline listening divided into 5 types: ¹⁴

a. Informative Listening

Informative listening is situation where the listener's primary concern is to understand the message. Listeners are successful insofar as the meaning they assign to messages is as close possible to what sender intended. Informative listening, or listening to understand, is found in all areas of our lives.

b. Relationship Listening

The purpose of relationship listening is either to help an individual or to improve the relationship between people. Although relationship listening requires you to listen for information, the emphasis is on understanding the other person. Three behaviours are key to effective relationship listening: attending, supporting, and empathizing.

c. Appreciative Listening

Appreciative listening includes listening to music for enjoyment, to speakers because you like their style, to your choices in theatre, television, radio, or film. It is the response of the listener, not the source of the message that defines appreciative listening. That which provides

¹⁴ Jhon A. Kline, *Listening Effectively*. (Alabama: Air University Press Maxwell Air Force Base, 1996). p.29-43.

appreciative listening for one person may provide something else for another.

d. Critical Listening

The ability to listen critically is essential in a democracy. Effective critical listening requires careful judgment about the expertness and trustworthiness of the speaker. The ability to listen critically is essential in a democracy, politicians, media, and intellectual.

e. Discriminative Listening

It may be the most important type, for it is basic to the other four. By being sensitive to changes in the speaker's rate, volume, force, pitch, and emphasis, the informative listener can detect even nuances of difference in meaning.

3. Process of Listening

According to Babita Tyagi, the listening process occurs in five stages:¹⁵

- a. Hearing; it is referred to the response caused by sound waves stimulating the sensory receptors of the ear. Brain screens stimuli and permits only a select few to come into focus these selective perception is known as attention, an important requirement for effective listening.

¹⁵ Babita Tyagi, "Listening : An Important Skill and Its Various Aspects," *The Criterion An International Journal in English*, no. 12 (2013): 2.

- b. Understanding; this step helps to understand symbols we have seen and heard, must analyse the meaning of the stimuli we have perceived.
- c. Remembering; it means that an individual has not only received and interpreted a message but has also added it to the mind storage bank.
- d. Evaluating; at this point the active listener weighs evidence, sorts' fact from opinion, and determines the presence or absence of bias or prejudice in a message.
- e. Responding; this stage requires that the receivers complete the process through verbal and non-verbal feedback.

4. Assessment of Listening Skill

According to Babita Tyagi, listening skill can be assessed from 5 aspects, as can be seen in table below: ¹⁶

Table 2.1

Aspect of the Assessment of Listening

No.	Aspect	Score
1	Discriminating between sounds	20
2	Recognizing words and understanding their meaning	20
3	Identifying grammatical groupings of words	20
4	Identifying expression and sets of utterances that act to create meaning	20
5	Using background knowledge to predict and to confirm	20

¹⁶ *Ibid.*, 1.

	meaning and recalling important words and ideas	
TOTAL		100

5. The Difficulties of Listening in English Learning

There are a lot of difficulties that learners may encounter in the listening processes and the purpose is to be aware of these problems and try to solve them.¹⁷ The main causes of the listening process being challenging to understand are listed below.

a. Quality of Recorded Material

In some classes, teachers use some recorded material that do not have high quality. Consequently, the quality of sound system can impact the comprehending of learners' listening.

b. Accent

Munro and Derwing expressed that too many accented speech can lead to an important reduction in comprehension.¹⁸ Moreover, unfamiliar accent both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners listening comprehension.

¹⁷ Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review," *English Language Teaching* (2016). Doi:<http://dx.doi.org/10.5539/elt.v9n6p123>.

¹⁸ Murray J. Munro and Tracey M. Derwing, "Foreign Accent, Comprehensibility, and Intelligibility in the Speech of Second Language Learners," *Language Learning* (1995). Doi:<https://doi.org/10.1111/0023-8333.49.s1.8>.

c. Unfamiliar Vocabulary

According to Azmi Bingol et al., when listening tests contain known word it would be very easy for students to them. If students know the meaning of word this can arouse their interest and motivation. However, a lot of words have more than one meaning and if they are not used appropriately in their appropriate context students will get confused.¹⁹

d. Length and Speed of Listening

The level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete the listening task.²⁰ Moreover, speed can make listening passage difficult. If the speakers speak too fast students may have serious problem to understand the meaning of words.

6. Teaching Listening

Listening is an individual activity hidden in one's brain, the teaching and learning of how to listen could be taken out of students' private domain into the public space of the classroom. The focus of instruction changes

¹⁹ Mustafa Azmi Bingol et al., "Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class," *Journal of educational and instructional studies in the world* (2014).

²⁰ *Ibid.*

from whether comprehension is achieved to how it is achieved. The following is how to teach listening:²¹

a. The Diagnostic Approach

In a typical classroom setting, teachers often conduct pre-listening activities before having students listen to an audio text and complete various tasks. The students' are assessed based on the accuracy of their responses, after which lesson moves forward. This method primarily emphasizes the outcome, focusing on correct answers as the product of listening. While this approach tests students' listening skills, it offers limited guidance on how to improve them. It does not help students identify their mistakes or understand how to correct them. A diagnostic approach to listening, however, enables both teachers and students to address specific listening challenges and practice strategies to overcome them.

1) Using Incorrect Answers to Detect Weaknesses, and Designing Activities to Help

How often do teachers quickly provide the correct answer when a student struggles to respond to a listening task? Teachers may replay the recording several times and ask other students for input to fix the issue, missing the chance to identify the cause of the

²¹ Ekaterina Nemtchinova, *Teaching Listening, English Language Teacher Development Series*, (Virginia: TESOL International Association, 2013). 11-15.

listening mistake. To change this approach, a teacher could pinpoint problems by noting students' skills gaps while reviewing their answers. The teacher could then discuss with students how they arrived at their answers, what hindered their understanding of certain parts, and what could be done to enhance their listening skills. Finally, the teacher could implement activities that address specific listening issue highlighted during the discussion. The goal is to raise students' awareness of their listening processes and strengthen the effective listening strategies they can use when similar problems arise again.

2) Avoiding Listening Tasks that Require Memorization

Understanding a message does not require remembering every detail, so students' difficulty in recalling information does not necessarily indicate a lack of skills. However, some activities, such as multiple choice questions and highly specific prompts, tend to assess memory skills rather than actual listening process. Instructors should aim to incorporate a range of comprehension questions that not only explore the content of the text but also encourage students to reflect on their listening skills.

3) Helping Students Develop a Wider Range of Listening Strategies

Ineffective listeners tend to rely on single strategy, such as focusing on individual sentences while missing the connection between ideas without adjusting or adapting it. To handle challenging texts more effectively, students should be introduced to a variety of strategies. Explaining, modelling, and regularly practicing with students how to set goals, plan task, self-monitor, and evaluate can help them take control of their listening skills. Techniques such as anticipating content, inferring, guessing, and recognizing redundancies can address specific listening issue. Encouraging interaction with peers and native speakers through listening expands communicative contexts and builds self-confidence.

Effective strategy use does not happen naturally. Although strategies may initially seem too abstract students, teachers can help them understand their importance by incorporating activities that focus on the listening process. For instance, students could discuss in (small groups or as a class) what they did to prepare for listening, how they the text, and how they identified key points.

Alternatively, the class could share personal experiences with various listening tasks and collaboratively develop a master list of

effective strategies for different types of texts, updating it as their strategic competence improves.

To introduce a strategy, the teacher must first help students recognize that there is a problem and a way to address it. The teacher could model the strategy by explaining what is done and why it is useful in that particular situation, providing multiple opportunities for practice in different listening contexts. Depending on the task, the teacher could also remind students to remain flexible in their choice of strategies and encourage them to apply strategic listening beyond the classroom.

4) Differentiating between Listening Skills

By recognizing a collection of unique behaviours that collaboratively contribute to skills, educators provide students with additional insight into a new language. Although individual skills can be practised separately, the essential aspect of skills instruction is not to view them as an isolated list of practice points that students either learn or fail to learn.

Instead, skill training should be integrated into broader understanding of listening proficiency, encouraging students to experiment with new behaviours across various contexts and tasks.

5) Providing Bottom-Up and Top-Down Listening Practice

Bottom-up processing is essential for helping learners recognise lexical and pronunciation features to understand what they listen to. It is especially useful for lower-level students who need to broaden their language skills, as these exercises target word and sentence-level language forms.

As a student become more familiar with the linguistic aspect of the input, their ability to process and understands spoken language more quickly and accurately improves.

To enhance bottom-up processing, students might be asked to:

- a) Distinguish individual sounds, word boundaries, and stressed syllables.
- b) Identify thought groups.
- c) Listen for intonation patterns in speech.
- d) Identify grammatical structure and their functions.
- e) Recognise contractions and connected speech.
- f) Recognise linking words.

Top-down processing, on the other hand, involves using prior knowledge and experience to construct meaning from a listening text, drawing on sounds and words as cues. To derive meaning, listeners rely on their understanding of the context, topic, speakers, and situation.

Top-down listening skills include:

- a) Listening for the gist, main ideas, topic, and setting of the text.
- b) Listening for specific information.
- c) Sequencing the information.
- d) Prediction.
- e) Guessing.
- f) Inferring meaning.

Proficient listeners engage in both top-down and bottom-up processing simultaneously, using these skills in tandem to build understanding. Although these skills are often practised separately in teaching due to their distinct focus, they can be addressed within a single listening activity.

B. The Concept of Quizizz Application

1. Definition of Quizizz Application



Figure 2.1 The Quizizz Application Logo²²

Quizizz is a learning platform that offers multiple tools to make a classroom fun, engaging, and interactive. As a teacher, you are able to design gamified assessments or quizzes and lessons, conduct formative assessments, facilitate live activities or assign them as homework, and access comprehensive performance reports. Quizizz offers a range of features that allow you efficiently manage time while supporting learners in mastering the subject matter.²³

Quizizz established in 2015 by Ankit Gupta and Deepak Joy Cheenath.

Initially, the platform aimed to enhance student engagement by providing

²² Quizizz Logo, Quizizz Inc., 2024, accessed September 24, 2024, from <https://quizizz.com>.

²³ Haripriya, What is Quizizz?, Quizizz Inc., accessed September 24, 2024, from <https://support.quizizz.com/hc/en-us/articles/203610052-What-is-Quizizz>

quiz-based lessons that could be utilised both in the classroom and as independent assignments. Since its inception, Quizizz has been used by millions of user worldwide, from students to educators, and is renowned for its ability to improve student engagement in the learning process.²⁴

Moreover, Zhao describe Quizizz is a game-based educational tool that integrates multiplayer activities into classrooms and makes in class exercises more dynamic and enjoyable. Quizizz allow students to do in class exercises on their smart devices. Unlike other educational apps, Quizizz incorporates gaming elements such as avatar, themes, memes, and music to keep students engaged while they study. Quizizz also allows students to complete with one another, which encourages them to study. Students take the quiz simultaneously in class and see their live position on the leader board. Instructor can monitor the procedure and obtain the report when the quiz is completed to evaluate students' performance.²⁵

2. Procedure of Quizizz Application

a. Creating an Account on Quizizz

To begin using Quizizz, navigate to the official website at <https://quizizz.com/login>. User will be prompted to choose either to register with your email address or sign in via Google or other social media accounts.

²⁴ Gupta Angkit and Deepak Joy Cheenath. Quizizz Inc., 2015. Accessed September 24, 2024. From <https://quizizz.com>.

²⁵ Zhao. F, "Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom," *International Journal of Higher Education* 8, no. 1 (2019). p.37, <https://doi.org/10.5430/ijhe.v8n1p37>.

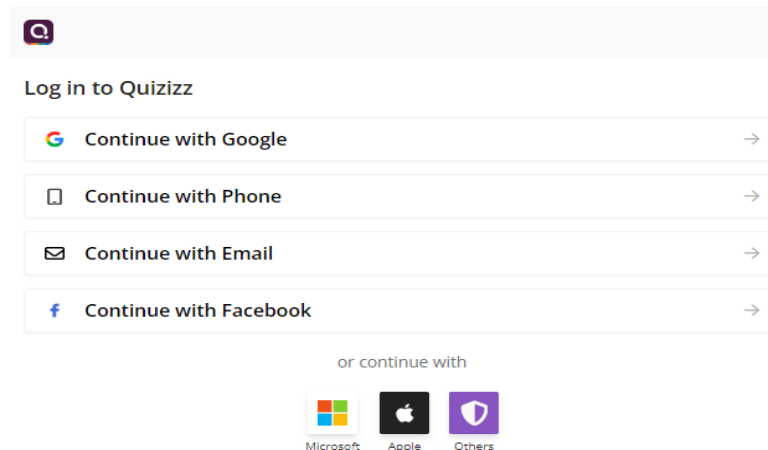


Figure 2.2 Create Account Quizizz ²⁶

b. Joining a Quiz

After log in into your account, you can either join a quiz created by your instructor or find a public quiz to attempt. If your instructor provides a code, click on the “Join a Game” button on the homepage and enter the code. This code will direct you to the specific quiz.



Figure 2.3 Join a Quiz ²⁷

²⁶ Quizizz login page, Quizizz Inc., 2024. <https://quizizz.com/login>. Accessed on September 27, 2024.

²⁷ Quizizz join page, Quizizz Inc., 2024. <https://quizizz.com/join>. Accessed on September 27, 2024.

c. Attempting the Quiz

Once you have joined the quiz, click “Start” to begin the quiz.

Ensure to listening each question carefully and select your answer.

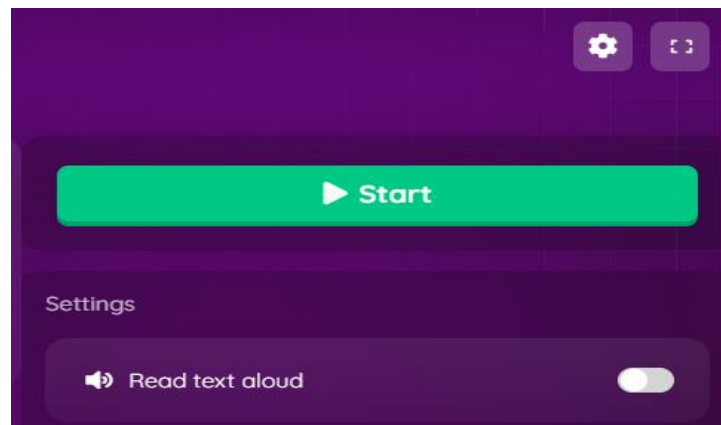


Figure 2.4 Start Quiz²⁸

3. Teaching Listening Skills through Quizizz Application

a. Preparation Stage

1) Selecting Listening Material

Choosing appropriate audio materials that align with the learning objectives is crucial for effective language instruction. Moreover, selecting relevant and engaging listening materials can significantly enhance students' listening skills and overall comprehension.²⁹

²⁸ Start quiz, Quizizz Inc., 2024. <https://quizizz.com/join>. Accessed on September 27, 2024.

²⁹ He. L and Jiang. Z., “Assessing Second Language Listening Over the Past Twenty Years: A Review Within the Socio-Cognitive Framework,” *Frontiers in Psychology*, 2020. <https://doi.org/10.3389/fpsyg.2020.02123>.

2) Establishing a Quizizz Account

The users create an account on the Quizizz Application by registering via the official website <https://quizizz.com>. This will facilitate access to the platforms various features.

b. Designing the Listening Assessment

1) Incorporating Audio or Video Materials

Quizizz enables instructors to integrate YouTube videos or external audio. Educators can also play audio separately while students respond to question within the platform.

2) Formulating Listening Questions

The users construct questions that target specific listening skills, including the ability to identify main ideas, comprehend detailed information, and recognize vocabulary in context. Formats such as multiple-choice, true/false, and fill in the blank formats are ideal for assessing these competencies.³⁰

3) Adjusting Time Allocations

Ensure that each question is assigned an appropriate time limit, reflecting the complexity of the audio input and the expected processing time.

³⁰ İzzettin Kök, "Relationship between Listening Comprehension Strategy Use and Listening Comprehension Proficiency," *International Journal of Listening* (2018). <https://doi.org/10.1080/10904018.2016.1276457>.

c. Implementation in the Classroom

1) Introducing the Listening Task

Teachers provide a clear introduction of the topic or theme of the listening activity and highlighting key terms. Moreover, highlighting key terms can help prepare students for what they are about to hear facilitating better comprehension.³¹

2) Playing the Audio

The teachers play the selected audio material for students to listen to, either prior to or during their engagement with the quiz. Ensure that students are fully focused on the listening task.

3) Monitoring Students

Observing student progress through the Quizizz application allows educators to provide immediate assistance should any technical difficulties. Continuous monitoring can also help identify areas where students may need additional support.³²

d. Reviewing Results

1) Analysing Learner Performance

After the quiz, Quizizz will provide immediate feedback and a detailed analysis of student performance. Reviewing class result helps

³¹ Christine C.M. Goh, "A Cognitive Perspective on Language Learners' Listening Comprehension Problems," *System* (2000). [https://doi.org/10.1016/S0346-251X\(99\)00060-3](https://doi.org/10.1016/S0346-251X(99)00060-3).

³² Suzanne Graham, "Research into Practice: Listening Strategies in an Instructed Classroom Setting," *Language Teaching*, 2017.

educators discuss common mistakes and addressing areas where students struggled.³³

C. The Advantages and Disadvantages Using Quizizz

The use of Quizizz as a learning media not only provides convenience for educators in designing assessment but also has a potential to enhance student motivation. However, like other technologies, Quizizz has advantages and disadvantages that need to be considered in the text of its application in the classroom. The advantages and disadvantages of the Quizizz application are as below:³⁴

1. Advantages of using Quizizz

Quizizz offers several advantages that enhance the learning experience. Its gamification elements, such as music and memes, create an engaging and enjoyable environment that boosts students' motivation and participation in the learning process. Moreover, the platform can be accessed from various devices, such as smartphone, tablets, and computers at any time, allowing for flexible learning opportunities, particularly benefiting remote learning environments. Additionally, its adaptability

³³ Yuli Astutik, Fika Megawati, and Choirun Nisak Aulina, "Total Physical Response (TPR): How Is It Used to Teach EFL Young Learners?," *International Journal of Learning, Teaching and Educational Research* (2019).

³⁴ A. K Asyifa, A. S. Widyarani, and S. Qurniawan, "The Advantages and Disadvantages of Using Quizizz in English Learning as an Assessment Tool Based on Students of UIN SAIZU's Perception", *Conference on English Language Teaching (CELTI)* 4, no. 4 (2024): 33–41. doi: <https://doi.org/10.24090/celti.2024.1009>.

allows educators to customise quizzes to cater to diverse learning needs, making Quizizz a versatile tool for various teaching contexts.

2. Disadvantages of using Quizizz³⁵

While Quizizz offers numerous benefits as a digital learning platform, it is not without its challenges. A major limitation is its dependency on a stable internet connection, which can be a significant barrier for students in areas with poor connectivity. Additionally, the online nature of quizzes may facilitate cheating, as students can easily search for answers during assessments. Furthermore, teachers may find it difficult to monitor students' engagement and understanding during online assessments, making it less effective for maintaining control compared to traditional classroom settings.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

A theoretical framework provides a model for exploring the relationships between variables in a systematic and logical way. It clarifies the research questions by connecting the main question and sub-question., offering a clear understanding of the concept under investigation. Essentially, the theoretical framework serves as the foundation that explains the relationship between two variables. In this research, the

³⁵ *Ibid.*

framework aims to explore the effectiveness of the independent variable (X) on the dependent variable (Y).

This research follows a quantitative research to assess the effectiveness of the Quizizz application (X) in enhancing students listening skills (Y). The independent variable (X) in this research is Quizizz, and the dependent variable (Y) is students' listening skills. Quizizz is utilised as a teaching media to develop students' listening skills through its interactive, gamified platform, which provides instant feedback and encourages student participation.

Listening skills are crucial in language learning, particularly in the context of English education, where students must understand spoken language in diverse situations. Strong listening skills are fundamental for communication and language proficiency, making it vital for educators to choose effective teaching media that foster these abilities. In this study, Quizizz is employed as a teaching tool to provide students with an engaging and effective method for improving their listening skills.

Therefore, the research hypothesis that use of the Quizizz application will effective for students' listening skills of the eleventh grade at Senior High School Punggur in Central Lampung.

2. Paradigm

The researcher describes the paradigm as follows:

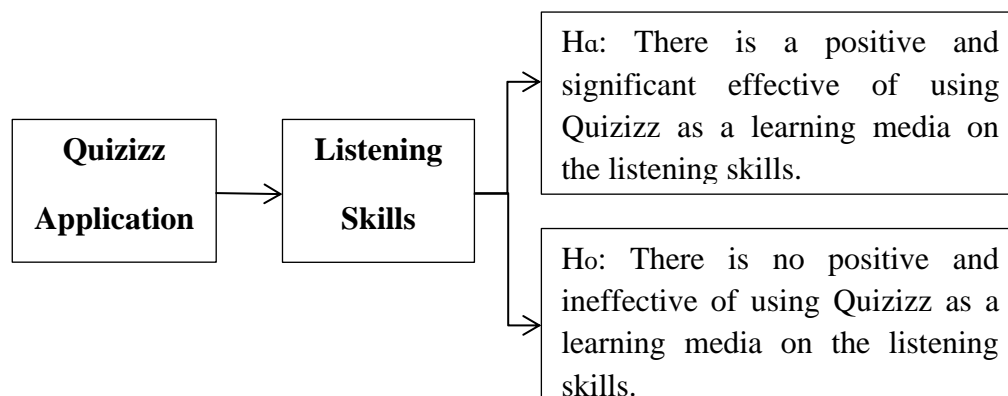


Figure 2.5 Diagram of Paradigm

Based on paradigm above, the result of using Quizizz Application has two possibilities. If the result of using Quizizz Application as a learning media has a positive and significant effective, H_a was accepted and H_o was rejected. Then, if the result of using Quizizz Application as a learning media has no positive and ineffective, H_o was accepted and H_a was rejected.

E. Research Hypothesis

1. Hypothesis Formulation

Alternative Hypothesis (H_a): There is a positive and significant effective of using Quizizz as a learning media on the listening skills of the eleventh grade at Senior High School Punggur Central Lampung.

Null hypothesis (H_o): There is no positive and ineffective of using Quizizz as a learning media on the listening skill of the eleventh grade at Senior High School Punggur Central Lampung.

2. Statistical Hypothesis

If $F_o \geq F_t$: H_a is accepted and H_o is rejected

If $F_o \leq F_t$: H_a is rejected and H_o is accepted

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research used Quantitative research. Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures.³⁶

The researcher adopted a Quasi-experimental design, specifically employing a Pre-test and Post-test control group framework. This design particularly advantageous as it allows for assessing casual relationships while accommodating constraints often encountered in educational settings. This study will involve two groups, an experimental group that integrates Quizizz into their listening skills activities and a control group that continues with traditional instructional methods without technological intervention.

In this design, both groups will undergo a pre-test to determine the initial measurement their listening skills. The Experimental group will then use the Quizizz app for a specified period, participating in interactive listening exercises designed to improve their comprehension and abilities. The control group will receive conventional instruction without the use of Quizizz, ensuring that any differences in outcomes observed can be attributed to the intervention itself.

³⁶ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.). (London: SAGE Publications Inc., 2009). 145-146.

This research will be conducted with the eleventh graders of Senior High School Punggur in Central Lampung. The researcher aims to investigate whether there is a positive and significant effect of using the Quizizz Application as a learning media on students' listening skills at the eleventh grade of Senior High School Punggur, Central Lampung.

B. Variable and Operational Definition of Variable

1. Variable

A variable refers to characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied.³⁷ Variables in this research consist of Quizizz application and students listening skills.

2. Operational Definition of Variable

The operational definition variables are as follow:

a. Independent Variable (Quizizz Application)

This variable will be measured by frequency and duration of Quizizz usage during listening skill activities over a specified period.

³⁷ J. David Creswell, W. John & Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.)*. (London: SAGE Publications Inc., 2018). 93.

b. Dependent Variable (Students' Listening Skills)

This variable will be assessed through standardized listening test administered before and after the intervention, measuring comprehension, retention, and overall listening ability.

C. Population, Sample, and Sampling Technique

1. Population

Population help define the study limit and give the reader clues about surroundings and context as well as the opportunity to focus on specific areas within a predetermined scope. That means it is important to have a specific focus to avoid giving same the result to everyone. The meaning of boundaries helps the researcher identify different groups within a study, like the main group being studied, the group from which the sample is taken, and the actual sample itself.³⁸ It also helps to make sure these groups in the study are well-connected and aligned with each other. The total population in this research are 320 students of the eleventh grade of Senior High School Punggur.

³⁸ Dalowar Hossan, Zuraina Dato' Mansor, and Nor Siah Jaharuddin, "Research Population and Sampling in Quantitative Study," *International Journal of Business and Technopreneurship (IJBT)* 13, no. 3 (2023). p.211. doi: <https://doi.org/10.58915/ijbt.v13i3.263>.

Table 3.1
Total Population of Eleventh Graders of Senior High School Punggur

No.	Class	Students	
		Male	Female
1.	XI. 1	10	18
2.	XI. 2	11	24
3.	XI. 3	9	23
4.	XI. 4	10	21
5.	XI. 5	11	22
6.	XI. 6	10	25
7.	XI. 7	10	21
8.	XI. 8	12	22
9.	XI. 9	11	20
10.	XI. 10	9	21
TOTAL		320	

Source: The Students Attendance List of Eleventh Graders at Senior High

School 1 Punggur, Central Lampung

2. Sample

A sample is a small proportion of the population selected for observation and analysis. Essentially, the sample represents part of the population that will be studied. In this research, which explores the effectiveness of the Quizizz application as a learning medium for students' listening skill at the eleventh grade of Senior High School Central Lampung, the sample consist 58 students from this grade. These students were selected to represent the target population and provide insights into the overall impact of the Quizizz application on enhancing their listening skills. In this research, participants' real names will not be displayed to ensure privacy and confidentiality. None of the information provided will allow for identification of actual name. The researcher will use initials to represent each participant in the report and data analysis of this research.

3. Sampling Technique

The sample calculation in this research was carried out using the cluster random sampling method. Cluster random sampling is used to determine the sample when the object to be studied or the data source is very large.³⁹ The researcher randomly selected two classes from a total of tenth class, designating one as the experimental group and the other as the control group.

³⁹ Sugiyono, *Metode Penelitian Kuantitatif Dan Kualitatif Serta R&D*. (Bandung: Alfabeta CV, 2013). 83.

Specifically, class XI. 2 were chosen as the experimental group, and class XI.4 as the control group, with each other consisting of 27 students and 31 students. Therefore, a total of 58 students from the eleventh grade of Senior High School Punggur Central Lampung were included as research samples for this research.

D. Data Collection Technique

1. Test

In tests, the researcher has at their disposal a powerful method data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind.⁴⁰ The researcher uses pre-test and post-test to collect data of the students' listening skills, designed in alignment with the curriculum used by the school.

a. Pre-test

The pre-test conducted during the first meeting before the treatment is applied, in order to assess the students' abilities prior to action research. It aims to find out their listening skills and determine how proficient they are before the intervention begins.

⁴⁰ Cohen L., Manion L., and Morrison K. *Research Methods in Education (6th ed.)*. (London: Routledge, 2007). p.414. doi: <https://dx.doi.org/10.4324/9780203029053>.

b. Post-test

The post-test administered during the final meeting, following the treatments, to determine whether the intervention has contributed to students' achievement in the class. It aims to assess if there is a significant difference between the Pre-test scores before the treatment and the post-test after the treatment has been implemented.

2. Documentation

The researcher used the documentation method to get detail information from school data. This includes the condition of the school, the total number of students and teaching listening method of Senior High School Punggur. The data is obtained in the form of documents such as picture, photo, and lesson plan.

E. Research Instrument

Research instrument are an essential part of research planning to develop complete and systematic data collection instruments that are in line with the research problem. Furthermore, the research instruments are as follow:

1. Instrument Blueprint

To gather the required data, the researcher utilised a instrument blueprint. This instrument was carefully designed and adapted according to the selected indicators. In the pre-test, the researcher used multiple-choice and essay. In the

pre-test and post-test consist of 15 multiple choice and 5 essay questions. Since this study examines students listening skills, the research instrument employed was a listening skills test. In addition, the researcher took the test instrument scale for the standardised listening test score as follow:

Table 3.2
Instrument Blueprint Table

No.	Variables	Indicators	Measurement
1.	Variable X (Quizizz Application)	<ul style="list-style-type: none"> • Students are able to operate Quizizz Application • Students are able to finish the listening test in Quizizz Application 	Observation
2.	Variable Y (Listening Skills)	<ul style="list-style-type: none"> • Students are able to listen carefully and understand the meaning from listening test • Students are able to answer the question correctly in Quizizz Application 	Listening test

2. Instrument Calibration

Instrument calibration is helpful to verify the precision and consistency of measurement tools. In this research, calibration includes alignment with standardised benchmark for assessment. The component consists of listening skill questions, each scored on a scale of 0 to 100. Students who answer all aspect of the question correctly can receive a maximum score of 100, with 0 being the minimum score for incomplete answers. These scores can strengthen consistency and objectivity in evaluating listening skills.

F. Data Analysis Technique

Data analysis is a process that continues throughout the research, helping the researcher to interpret the data and provide meaningful insights into the issue being studied. Using the collected data, the researcher examines the test score from the experimental group, which involves a single group, by applying the t-test formula by using SPSS 30.0. Before performing the t-test, it is necessary to first assess the normality and homogeneity of the data. The normality test checks if the data is normally distributed, while the homogeneity test determines whether the data are homogeneous or not.

1. Normality Test

The normality test assesses whether the data distribution of each group (pre-test and post-test score) compares to a normal distribution, a requirement for many statistical test. There are two common normality tests, namely the

Kolmogorov-Smirnov and Shapiro-Wilks. Moreover, Shapiro-Wilks is considered more appropriate for small sample sizes ($n < 50$). In contrast, Kolmogorov-Smirnov is generally applied to larger samples ($n > 50$).⁴¹ Thus, researcher will employ the Kolmogorov-Smirnov test due to the sample size exceeding 50 participants by using SPSS 30.0 to determine normality data. These tests compare the sample scores to normally distributed set with the same mean and standard deviation. If the result is non-significant ($p > 0.05$), it suggests that the sample distribution is not significantly different from a normal distribution (indicating it is likely normal). However, if the result significant ($p > 0.05$), it means the sample distribution differs significantly from a normal distribution (indicating it is likely non-normal).⁴²

2. Homogeneity Test

Following the normality test, researcher proceeds with assessing data homogeneity using the Levene test in SPSS 30.0. The Levene test is a statistical procedure used to determine whether the variances across different groups are equal, thus assessing the assumption of homogeneity of variance.⁴³ By testing the null hypothesis that is variances between groups are equal, the Levene test objectively evaluates if variances significantly differ. A significant result ($p \leq 0.05$) suggests a violation of this assumption, indicating unequal

⁴¹ Prabhaker Mishra et al., "Descriptive Statistics and Normality Tests for Statistical Data," *Annals of Cardiac Anaesthesia* (2019).

⁴² Andy Field, *Discovering Statistics Using SPSS Statistics Third Edition*. (London: SAGE Publications, 2009). p. 144.

⁴³ *Ibid.*, 150.

variances. Conversely, a non-significant result ($p > 0.05$) supports the assumption that variances are roughly equal, enabling further analysis under this assumption.

3. Hypothesis Test

Hypothesis test will be carried out to determine the effectiveness of the Quizizz Application on students' listening skills. The researcher conducts an Independent Sample T-Test. An Independent Sample T-Test compares the means two groups, the post-test scores of the experimental group with those of the control group.⁴⁴

The formula for the Independent Sample T-Test as follows:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S_{\overline{X}_1 - \overline{X}_2}}$$

t : Ratio
 S : Standard deviation
 X_1 and X_2 : The sample means

The t-test formula is calculated by taking the difference between the sample means and dividing it the standard error. This formula allows researchers to assess if the observed difference is statistically significant or if it could have occurred by random chance.

⁴⁴ Amanda Ross and Victor L. Willson, *Basic and Advanced Statistical Tests*. (Rotterdam: Sense Publishers , 2017). p.13.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

The researcher aimed to examine whether utilising the Quizizz application is effective as a learning media for listening skills of eleventh graders at Senior High School 1 Punggur. The effectiveness of the Quizizz application was assessed through a comparison of students' pre-test and post-test scores.

1. Pre-Test Results

To identify any initial disparities between the two classes which were assumed to possess a similar level proficiency the researcher administered a pre-test during the first session of the research with the Minimum Completion Criterion (MCC) was set at 75. The results of the pre-tests for both the control and experimental groups are presented as follows:

Table 4.1
Results Pre-Test Score of Control Group

No.	Name	Score	Category
1	AAS	68	INCOMPLETE
2	AR	36	INCOMPLETE
3	CA	44	INCOMPLETE
4	CSD	60	INCOMPLETE
5	DWA	44	INCOMPLETE
6	DKV	64	INCOMPLETE
7	DF	52	INCOMPLETE
8	EW	64	INCOMPLETE
9	FM	60	INCOMPLETE
10	FDU	80	COMPLETE
11	FF	68	INCOMPLETE
12	HAP	64	INCOMPLETE
13	IF	68	INCOMPLETE

14	ISI	56	INCOMPLETE
15	KA	48	INCOMPLETE
16	KRJ	72	INCOMPLETE
17	MKABS	64	INCOMPLETE
18	MHR	56	INCOMPLETE
19	NSA	52	INCOMPLETE
20	NIMS	68	INCOMPLETE
21	RDGR	36	INCOMPLETE
22	RN	68	INCOMPLETE
23	RAT	56	INCOMPLETE
24	RATPS	60	INCOMPLETE
25	SS	68	INCOMPLETE
26	SN	56	INCOMPLETE
27	SA	52	INCOMPLETE
28	SN	48	INCOMPLETE
29	TR	64	INCOMPLETE
30	WDA	64	INCOMPLETE
31	ZCH	52	INCOMPLETE
AVARAGE			58,5
HIGHEST SCORE			80
LOWEST SCORE			36

Based on the table above, the pre-test results of the control group indicate that the highest score in test was 80, while the lowest was 36, and the overall average score was 58.5. Therefore, only one student achieved a score above the Minimum Completion Criterion (MCC), while the remaining 30 students were categorised as incomplete.

Table 4.2
Results Pre-Test Score of Experimental Group

No.	Name	Score	Category
1	AFO	80	COMPLETE
2	AP	64	INCOMPLETE
3	AIJ	44	INCOMPLETE
4	A	76	COMPLETE
5	CRDP	52	INCOMPLETE
6	DM	56	INCOMPLETE
7	DVS	52	INCOMPLETE
8	EF	60	INCOMPLETE
9	EJS	76	COMPLETE
10	FSSK	64	INCOMPLETE
11	FDW	52	INCOMPLETE
12	HAC	80	COMPLETE
13	KDR	60	INCOMPLETE
14	KK	36	INCOMPLETE
15	MDA	68	INCOMPLETE
16	MN	28	INCOMPLETE
17	MAA	60	INCOMPLETE
18	NK	76	COMPLETE
19	PI	44	INCOMPLETE
20	RP	68	INCOMPLETE
21	RS	68	INCOMPLETE
22	RCD	60	INCOMPLETE
23	SOS	64	INCOMPLETE
24	SAA	40	INCOMPLETE
25	VGF	68	INCOMPLETE
26	YCL	72	INCOMPLETE
27	ZAS	52	INCOMPLETE
AVARAGE			60
HIGHEST SCORE			80
LOWEST SCORE			28

Based on the table above, the pre-test results of experimental group indicate that the highest scores were 80, the lowest scores were 28, and the

overall average was 60. As a result, only four students achieved scores above the threshold, whereas twenty-three students did not meet the required standard.

2. Post-Test Results

The researcher conducted a post-test during the final session of the research to evaluate students' listening skills before and after the treatment. Additionally, the researcher utilised Quizizz application as a learning media for listening skills in the experimental group, whereas the control group received instruction through conventional teaching methods with both group the Minimum Completion Criterion (MCC) was set at 75. Moreover, the post-test results for both the control groups and experimental groups are presented as follows:

Table 4.3
Results Post-Test Score of Control Group

No.	Name	Score	Category
1	AAS	72	INCOMPLETE
2	AR	60	INCOMPLETE
3	CA	36	INCOMPLETE
4	CSD	44	INCOMPLETE
5	DWA	64	INCOMPLETE
6	DKV	40	INCOMPLETE
7	DF	60	INCOMPLETE
8	EW	32	INCOMPLETE
9	FM	68	INCOMPLETE
10	FDU	92	COMPLETE
11	FF	68	INCOMPLETE
12	HAP	40	INCOMPLETE
13	IF	64	INCOMPLETE
14	ISI	44	INCOMPLETE

15	KA	64	INCOMPLETE
16	KRJ	60	INCOMPLETE
17	MKABS	32	INCOMPLETE
18	MHR	52	INCOMPLETE
19	NSA	36	INCOMPLETE
20	NIMS	52	INCOMPLETE
21	RDGR	52	INCOMPLETE
22	RN	60	INCOMPLETE
23	RAT	52	INCOMPLETE
24	RATPS	48	INCOMPLETE
25	SS	76	COMPLETE
26	SN	28	INCOMPLETE
27	SA	44	INCOMPLETE
28	SN	44	INCOMPLETE
29	TR	44	INCOMPLETE
30	WDA	76	COMPLETE
31	ZCH	52	INCOMPLETE
AVARAGE			53,4
HIGHEST SCORE			92
LOWEST SCORE			28

Based on the table above, the post-test results of the control group indicate that the highest score was 92 and the lowest was 28, with an average score of 53.4. Accordingly, only 3 students achieved scores above the Minimum Completion Criterion (MCC), while 28 students were classified as incomplete.

Table 4.4
Results Post-Test Score of Experimental Group

No.	Name	Score	Category
1	AFO	92	COMPLETE
2	AP	68	INCOMPLETE
3	AIJ	60	INCOMPLETE
4	A	100	COMPLETE
5	CRDP	60	INCOMPLETE
6	DM	72	INCOMPLETE
7	DVS	60	INCOMPLETE
8	EF	92	COMPLETE
9	EJS	80	COMPLETE
10	FSSK	80	COMPLETE
11	FDW	84	COMPLETE
12	HAC	100	COMPLETE
13	KDR	68	INCOMPLETE
14	KK	44	INCOMPLETE
15	MDA	68	INCOMPLETE
16	MN	40	INCOMPLETE
17	MAA	72	INCOMPLETE
18	NK	72	INCOMPLETE
19	PI	84	COMPLETE
20	RP	80	COMPLETE
21	RS	82	COMPLETE
22	RCD	72	INCOMPLETE
23	SOS	72	INCOMPLETE
24	SAA	92	COMPLETE
25	VGF	92	COMPLETE
26	YCL	88	COMPLETE
27	ZAS	80	COMPLETE
AVARAGE			76,1
HIGHEST SCORE			100
LOWEST SCORE			40

Based on the table above, post-test results of the experimental group showed the highest score was 100, the lowest score was 40, and overall average score was 76.1. Out of all participants, 15 students attained scores

above the Minimum Completion Criterion (MCC), while 12 students were categorised incomplete. This distribution indicates a notable level of improvement following the treatment. Additionally, the percentage increase in the experimental group was (21%), whereas the control group experienced a decrease of (-9%).

This outcomes contrast with the pre-test results, where both the control and experimental groups obtained scores below the Minimum Completion Criterion (MCC), with majority of students categorised as incomplete. However, the post-test results indicate a difference, where the control group experienced only minimal improvement, as merely 3 students achieving the Minimum Completion Criterion (MCC). In contrast, the experimental group, which received treatment by utilising Quizizz application as a learning media demonstrated significant progress, with 15 students exceeding the Minimum Completion Criterion (MCC).

Considering these findings as a whole, it can be inferred that utilising interactive digital tools such as Quizizz application have a positive effect on students' listening skills. This preliminary evidence of effectiveness provides a strong rationale for further research, which will be conducted through hypothesis testing to determine the statistical significance of the observed outcomes.

3. Hypothesis Testing

To determine the difference in students' listening skills between pre-test and post-test scores of the experimental and control groups, the researcher conducted both normality and homogeneity tests to ensure that the data distribution was normal and homogeneous.

Moreover, these tests were essential in validating reliability of the data before proceeding with hypothesis testing. Subsequently, the analysis aimed to examine whether the implementation of Quizizz application as a treatment in experimental group had a statistically significant effect on students' learning outcomes compared to the conventional learning method in the control group.

a. Normality and Homogeneity

Following the implementation of the research activities utilising Quizizz application as a learning media for listening skills, the researcher proceeded to analyse the data by applying an Independent Sample T-Test through SPSS 30.0. Moreover, the researcher aimed to examine whether the integration of Quizizz application had a significant impact and effective on the students listening skills in the experimental group. The outcomes of the normality test are presented in the following table:

Table 4.5
The Normality Test Results

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Results	Pre-Test (Control Class)	.155	31	.055	.957	31	.242
	Post-Test (Control Class)	.121	31	.200 [*]	.970	31	.530
	Pre-Test (Experimental)	.130	27	.200 [*]	.958	27	.340
	Post-Test (Experimental)	.121	27	.200 [*]	.953	27	.253

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, the results of Kolmogorov-Smirnov test indicate that the significance values for control group pre-test and post-test are 0.055 and 0.200. Conversely, the experimental group shows a significance value of 0.200 for both pre-test and post-test.

In addition, Shapiro-Wilk test indicates that the pre-test and post-test values of control group gained significance with values of 0.242 and 0.530. Furthermore, the experimental group received values of 0.340 and 0.253. Since all significance value are higher than 0.05, it can be concluded that the data from both the control and experimental groups are normally distributed.

After completing normality test, the researcher continued to the homogeneity test. The results are presented as follows:

Table 4.6
The Homogeneity Test Results

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Students Score	Based on Mean	.018	1	56	.894
	Based on Median	.008	1	56	.929
	Based on Median and with adjusted df	.008	1	55.359	.929
	Based on trimmed mean	.012	1	56	.915

Based on the table of homogeneity test results, it can be observed that the significance value based on the mean is 0.894. This indicates the significance value is greater than 0.05. If the significance value is higher than 0.05, the data can be considered homogeneous. Therefore, it can be concluded that the data in this research is homogeneous.

Furthermore, the researcher confirmed that data were normally distributed and homogeneous. Hence, the researcher proceeded to analyse the data using a parametric test, specifically the Independent Sample T-Test. The results of Independent Sample T-Test are presented below:

Table 4.7
The Independent Sample T-Test Results

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Significance One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Students Score	Equal variances assumed	.018	.894	-5.713	56	<.001	<.001	-22.655	3.966	-30.599 -14.710
	Equal variances not assumed			-5.712	54.895	<.001	<.001	-22.655	3.966	-30.603 -14.706

The table above shows that sig. (2-tailed) value is 0.001, which is lower than 0.05. Therefore, it indicates a significant difference in students' listening scores between the experimental group and the control group.

Hypothesis:

Ha: There is a positive and significant effective of using Quizizz as a learning media on the listening skills of the eleventh graders at Senior High School 1 Punggur.

Ho: There is no positive and ineffective of using Quizizz as a learning media on the listening skill of the eleventh graders at Senior High School 1 Punggur.

If the significance value (2-tailed) is less than 0.05, then the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. Conversely, if the significance value (2-tailed) exceeds 0.05, then null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. The results of Independent Sample T-Test indicate a Sig. (2-tailed) value 0.001, which is below the threshold of 0.05.

Therefore, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. This confirms that there is a positive effectiveness of using Quizizz as a learning media on the students listening skills of the eleventh graders at Senior High School 1 Punggur.

B. Discussion

In this study, two variables were examined, namely the independent variable and the variable. The independent variable (X) was the Quizizz

application as a learning media, while the dependent variable (Y) was the students' listening skills. The research commenced by identifying a problem in students' academic performance, particularly in the area of listening. Initial findings indicated that many students experienced difficulties in understanding auditory information and failed to meet the Minimum Completion Creation (MCC). Based on this issue, the researcher employed Quizizz application as a digital platform aimed at assisting and improving students' engagement and performance in listening activities.

Quizizz application as an interactive game-based learning tool, offered students a dynamic and enjoyable learning experience. It enabled them to receive immediate feedback and encouraged active participation. Through this method, students were more motivated to engage with the learning material. This was evident during the treatment process, during which the experimental group demonstrated increase enthusiasm and responsiveness compared to the control group, who received instruction using conventional methods. As a result, the post-test scores revealed that the experimental group achieved significantly better outcomes in listening skills.

This finding is consistent with the study conducted by Fadillah and Ma'rifah, which examined the use of the Quizizz application to enhance listening skills among junior high school students in Thailand. Their research showed that students average scores increase from 70.81% in the first cycle to 90.24 in the

second, reflecting a notable improvement of 19.43%.⁴⁵ Furthermore, student responses collected through questionnaires demonstrated a high level of satisfaction with the use of Quizizz application, suggesting that the application contributed to a more engaging and effective for listening environment.

Additionally, this research is supported by a study conducted by Nanda et al., which focused on utilising Quizizz application to improve reading comprehension. Although the skills under investigation differed, the results showed that students' scores increased significantly after the intervention.⁴⁶ This reinforces the notion that interactive digital tools, such as Quizizz, can play a vital role in facilitating language acquisition across various domains, including listening and reading.

Similarly, Hamzah's study explored the integration of Quizizz application in vocabulary learning within a mobile-assisted learning language learning (MALL). The findings indicated that students' performance improved after engaging with the application, highlighting the flexibility and adaptability of Quizizz application in supporting language development.⁴⁷

Collectively, these studies support the findings of the present research, with demonstrated a statistically significant difference between the experimental and

⁴⁵ Annisatul Fadlilah and Ulfatul Ma'rifah, "Enhancing Students' Listening Skill Through Quizizz Audio Feature In Online Learning At Jiarawanon-Utis 4 School", *ETERNAL (English Teaching Journal)* Vol 13, No. 1 (2022). doi: <https://doi.org/10.26877/eternal.v13i1.10883>.

⁴⁶ Siti Reski, Nurdevi Bte Abdul, and Nanda Daddi, Herlina, "The Use of Quizizz Application in Improving Students' Reading Comprehension Skill at SMKN 3 Takalar: An Experimental Research," *Journal of Computer Interaction in Education* 1, no. 2 (2018): 173–182.

⁴⁷ Intan Hamzah, "The Effect Of Quizizz On Students Reading Comprehension," *Journal of Arts and Education* 3, no. 1 (2023): 51–58, doi: <https://doi.org/10.33365/jae.v3i1.208>.

control groups, as confirmed by Independent Sample T-Test. Therefore, the utilising of Quizizz application as a learning media had a positive contribution on students' listening skills of eleventh graders at Senior High School 1 Punggur.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The Quizizz application is one of the innovative digital platforms that can be utilised effectively to enhance students listening skills. In order to facilitate better and more efficient listening skills, students require interactive and engaging learning media such as Quizizz application. Based on the analysis and the findings of this research, it is concluded that the implementation of the Quizizz application has a statistically significant and positive influence on students listening skills. Therefore, it can be employed as alternative instructional tool in the teaching of listening and contributes positively to students' academic performance in this skills area.

Moreover, this conclusion is supported by the result of the Independent Sample T-Test, in which significance value (2-tailed) was found to be less than 0.05. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The obtained Sig. (2-tailed) value of 0.001, being lower than 0.05, demonstrates a significant improvement in the learning outcomes between the experimental group and the control group. Consequently, it can be inferred that use of the Quizizz application has a substantial and meaningful impact on improving students listening skills among eleventh graders at Senior High 1 School Punggur, Central Lampung.

B. Suggestion

In light of the findings of this research, several suggestions are offered for educational stakeholders to enhance the implementation of digital media in language learning. First, it is recommended that teachers integrate digital learning platforms such as Quizizz application when delivering listening activities. By employing such tools, teaching can become more interactive and engaging for students, potentially increasing motivation and improving learning outcome. Furthermore, teachers are advised to design listening task on Quizizz application that correspond with students' language competence and curricular target to optimise learning activities.

For students' perspective, students must engage actively in listening tasks through the Quizizz application as a means to reinforce their listening skills. Active participation in these tasks not only improves comprehension but also stimulate a more autonomous learning attitude. Additionally, students would benefit from practising independently with the Quizizz application outside formal classrooms settings. Such practice can serve to consolidate their skills and contribute to long term retention. In this regard, students are also encouraged to maintain their motivation and practise consistently by integrating the use of digital technology into their daily study routines.

Regarding institutional support, the headmaster is advised to facilitate the incorporation of technology-based media into the learning environment by

ensuring the availability of sufficient internet access and infrastructure. This support is crucial in enabling both teachers and students to maximize the benefits of digital learning tools. Moreover, it is recommended that the headmaster regularly monitor the implementation of such media in classroom activities and offer professional development opportunities for teachers. Training programs can significantly improve teacher competence and confidence in utilising educational technologies effectively.

For future researchers, this research suggests the need to conduct further investigations with larger sample sizes or across different educational levels. Such efforts would help validate and generalise the findings of the current study, offering broader insight into the impact of digital tools on language learning. Additionally, future research may explore the application of Quizizz application in the development of other English language skills, such as speaking, reading, or writing. Comparative studies involving various digital platforms are also encouraged, as these may reveal which technologies yield the most substantial outcomes for language acquisition.

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APPENDIENCES

PRE-TEST LISTENING SKILL

INSTRUCTION:

- ✓ *Open the link provided, then download the audio material from the following link:*
(https://drive.google.com/drive/folders/1-NJRubcy11fTDzQu7i_iY-TiKFopptvI?usp=drive_link)
- ✓ *Listen carefully to the audio material.*
- ✓ *Do the multiple-choice and essay questions carefully. Choose the answers that you think are correct.*
- ✓ *Stays focused and do your best. Good Luck!*

Multiple Choices

Teuku : Hi Sindi, it's 7:30 in the morning. The class hasn't started yet. What are you writing? Did you forget to do your homework?

Sindi : Of course not. I'm creating a healthy food menu that I'm going to eat.

Teuku : Wow, it looks interesting.

Sindi : Sure. Healthy food is essential for our bodies.

Teuku : Yes, that's right. I eat healthy food, too. What is your favorite food, Sindi?

Sindi : I love the combination of salmon and broccoli. And drink orange juice. What about you?

Teuku : Do you use brown rice?

Sindi : No. I don't use brown rice. It doesn't taste good, I don't like having brown rice in my meals.

Teuku : Do you know that brown rice is a source of complex carbohydrates and it's good for your body?

Sindi : But I don't like it. I'd better have more vegetables. What about your healthy eating?

Teuku : The menu I like is brown rice, with fried chicken, spinach, broccoli, and I like to drink yogurt.

Sindi : But not all the foods that you eat are healthy, you eat fried chicken, it is not healthy.

Teuku : Yes, I know that, but fried chicken is my favorite. I eat a lot of vegetables to make them healthier.

Sindi : I think you should cut back on fried chicken. Because many other substances can harm your health.

Teuku : Okay, but I like it. But I'll think about your opinion

1. Hi Sindi, it's 7:30 in the morning. The class hasn't started yet. What are you_____?

- a. reading
 - b. writing
 - c. thinking
 - d. listening
2. Did Sindi forget to do her homework?
- a. Of curse not
 - b. Off course not
 - c. Of cuorse not
 - d. Of course not
3. I'm creating a _____ menu that I'm going to eat.
- a. healthy foot
 - b. hellty food
 - c. healthy food
 - d. heal tea food
4. What is Sindi's favourite food?
- a. someone and broke early
 - b. salmon and broccoli
 - c. salmon and brown curry
 - d. cinnamon and blueberry
5. No. I don't use brown rice. It doesn't _____.
- a. taste good
 - b. that's good
 - c. tears good
 - d. this good
6. I don't like having brown rice in _____.
- a. my malls
 - b. my meals
 - c. my mails
 - d. my mills
7. Do you know that brown rice is a _____ of complex carbohydrates
- a. sours
 - b. search
 - c. surge
 - d. source
8. ...of complex carbohydrates and it's good for _____?
- a. your body
 - b. your badly
 - c. your buddy
 - d. your bawdy
9. But I don't like it. I'd _____ have more vegetables.
- a. beater
 - b. belter
 - c. better
 - d. butter
10. What about your healthy _____?
- a. food
 - b. drinking
 - c. eating
 - d. waiting
11. What healthy food does Teuku like?

- a. brown rice, with fried chicken, spanish, broccoli
 - b. brown rice, with friend chicken, spinach, broccoli
 - c. brown rice, with fried chicken, spinach, broccoli
 - d. brown mice, with fried chicken, spinach, broccoli
12. What drink does Teuku like?
- a. yogurt
 - b. lemon tea
 - c. orange juice
 - d. mineral water
13. _____that you eat are healthy, you eat fried chicken, it is not healthy.
- a. Bad not all the foods
 - b. Bad not old the foods
 - c. But not all the foots
 - d. But not all the foods
14. Yes, I know that, but fried chicken is my favorite. I eat a lot of vegetables to make them _____.
- a. haelthier
 - b. hellthier
 - c. healthier
 - d. heartier
15. I think you should cut back on fried chicken. Because many other _____ can harm your health.
- a. soutanes
 - b. substances
 - c. sustains
 - d. certain

Essay

Dina : Hi, keeping busy?
 Dino : Yes. I found something interesting.
 Dini : Who is she?
 Dino : She is Nina
 Dini : Who is Nina? And why is she famous?
 Dino : She is the little hero from Gresik who is active in dealing with polluting waste in the river.
 Dini : That's interesting! What has she done?
 Dino : Nina sent a letter to the German chancellor with the intention that they stop smuggling plastic waste to Indonesia.
 Dini : Wow, what she has done was amazing.
 Dino : Yes, I agree with you. That's why we should learn from her. It's time to go back to class. Let's go!
 Dini : Let's go!

INSTRUCTION

Do the essay questions carefully. Fill the blank with answers that you think are correct.

Dini : Hi, (1) _____ ?
 Dino : Yes. I found something interesting.
 Dini : Who is she?
 Dino : She is Nina
 Dini : Who is Nina? And why is she (2) _____?
 Dino : She is the little hero from Gresik who is active in dealing with polluting (3) _____ in the river.
 Dini : That's interesting! What has (4) _____ ?
 Dino : Nina sent a letter to the German chancellor with the intention that they stop smuggling plastic waste to Indonesia.
 Dini : Wow, what she has done was amazing.
 Dino : Yes, I agree with you. That's why we should learn from her. (5) _____ go back to class. Let's go!
 Dini : Let's go!

KEY ANSWERS:**Multiple Choices**

1. B. writing
2. D. Of course not
3. C. healthy food
4. B. salmon and broccoli
5. A. taste good
6. B. my meals
7. D. source
8. A. your body
9. C. better
10. C. eating
11. C. brown rice, with fried chicken, spinach, broccoli
12. A. yogurt
13. D. But not all the foods
14. C. healthier
15. B. substances

Essay

1. keeping busy
2. famous
3. waste
4. she done
5. It's time to

SOURCE:

AUDIO: https://static.buku.kemdikbud.go.id/content/media/rar/BIng_11.zip

BOOK: <https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/kurikulum21/Bahasa-Inggris-BS-KLS-XI-efc.pdf>

TREATMENT

A. TREATMENT I

The first treatment session was conducted on May 14th, 2025. The researcher began by introducing themselves to the students and explaining the purpose of the visit, which was to examine the students' listening skills. The session was formally opened with a prayer led by the class leader, followed by an attendance check. The researcher then introduced the lesson, focusing on two topics: "Giving and Defending Opinions" and "Starting, Continuing, and Ending a Conversation". Then, researcher explained the material, learning objective, and learning instruction.

1. Explanation of the Material

a. Giving and Defending Opinions

Giving and Defending Opinions involves expressing one's thoughts and responding to other in a conversation. These expressions are used to agree, disagree, or justify an opinion

Example:

- "I thing eating vegetables every day is important, because keeps us healthy."
- "I disagree with your opinion, I think Real Madrid is better than Barcelona."

b. Starting, Continuing, and Ending a Conversation

Starting, Continuing, and Ending a Conversation refers to expressions that help manage the flow of dialogue. These expressions are essential for daily communication.

Example:

- Starting: *“Hi, how are you today?”*
- Continuing: *“By the way, have you heard about the new canteen menu?”*
- Ending: *“Alright, I need to go now. See you later!”*

2. Learning Objectives

- a. To help students to identify expressions used in giving and defending opinion through listening
- b. To enhance student’ understanding of expression in initiating, maintaining, and closing conversations.

3. Learning Instruction

The researcher provided audio dialog based on two themes: *“Healthy Food Menu”* and *“Nina, the Little Hero from Gresik”*. The audio material could be accessed through a link provided by the researcher. The students’ were instructed to listening carefully and complete a worksheet consisting of multiple-choice and essay question.

After the students finished the exercise, researcher reviewed the students’ responses and provided an evaluation of the material that students did not

understand. The treatment session concluded with a closing prayer led by the class leader.

B. TREATMENT II

The second treatment was conducted on May 15th, 2025. Continuing from the first treatment, this session aimed to further improve students' listening skills through utilising interactive digital media. This session began with a prayer led by the class leader, and then students' attendance was checked by the researcher.

Furthermore, researcher introduced Quizizz Application as an alternative learning platform to improve their listening skills. The researcher described to the students about the Quizizz application, including how to use Quizizz application and the features that can be used. Step-by-step instructions are provided to ensure students can use the platform without difficulty.

After explaining the tool, the researcher introduces two topics: "*Recount Text*" and "*Invitation*". The researcher explained the topic briefly and supported it with example sentences related to the topic, this was used to help students understand.

1. Explanation of the Material

a. Recount Text

Recount Text is a text type that retells events or experiences from the past. It is written in chronological order and uses past tense.

Example:

- *“Last Monday, I visited my grandmother. She cooked my favourite dish and told me stories from her childhood.”*

b. Invitation

Invitation refers to expressions used when asking someone to attend an event or join an activity.

Example:

- *“Would you like to join us for dinner tonight?”*

2. Learning Objectives

- To enable students to identify the structure and elements of recount text through listening activities.
- To help students recognise and understand expressions of invitation in audio conversation.

3. Learning Instruction

Students were given access to download audio material related to the topic through a provided link. Afterwards, they were assigned listening test consisting of multiple-choice and essay questions using the Quizizz application.

After the students finished the test, researcher reviewed the students' responses and provided an evaluation of the material that students did not understand. The treatment session concluded with a closing prayer led by the class leader.

POST-TEST LISTENING SKILL

Instructions:

- ✓ *Open the link provided, then download the audio material from the following link:*
[\(https://drive.google.com/drive/folders/1E6gMAAK-TXYx9kTVzoOJ753_y1ACUNPV?usp=drive_link\)](https://drive.google.com/drive/folders/1E6gMAAK-TXYx9kTVzoOJ753_y1ACUNPV?usp=drive_link)
 - ✓ *Quizizz Link:*
[\(https://quizizz.com/admin/quiz/67ffa61a988598c47b4d70e8?at=680fc25b37ed29800ce82a\)](https://quizizz.com/admin/quiz/67ffa61a988598c47b4d70e8?at=680fc25b37ed29800ce82a)
 - ✓ *Listen carefully to the audio material.*
 - ✓ *Do the multiple-choice and essay questions carefully. Choose the answers that you think are correct.*
 - ✓ *Stays focused and do your best. Good Luck!*
1. Last week, Jason _____ to a big party at his friend house

a. went	c. pants
b. fans	d. when
 2. The party _____ at 1 a.m. and he got home at 1.30.

a. finished	c. started
b. fishing	d. vanish
 3. After he got home he watched TV and _____ on the sofa.

a. fail asleep	c. fell asleep
b. file slip	d. fill slip
 4. Suddenly he fell off the sofa and he _____

a. look up	c. woke up
b. walk up	d. pull up
 5. It was 9 in the _____!

a. morning	c. burning
b. turning	d. warning
 6. He _____ to kitchen and had a cup of tea.

a. round	c. want
b. rain	d. ran

ESSAY**INSTRUCTION**

Do the essay questions carefully. Fill the blank with answers that you think are correct.

Rafael : I have tickets to the _____ (1) on the Friday night, would you like to go?

Sarah : Thanks! I'd love to, what time does it _____ (2)?

Rafael : At 8 o'clock

Sarah : That sounds great, so do you want to have _____ (3) at 6?

Rafael : Uh, I'd like to, but I have to _____ (4).

Sarah : Oh, that's okay. Let's just meet at the stadium before the match around 7.30?

Rafael : Okay, let's meet at the _____ (5).

Sarah : That sounds fine, see you there.

KEY ANSWERS:**Multiple Choices**

1. A. went
2. A. finished
3. C. fell asleep
4. C. woke up
5. A. morning
6. D. ran
7. A. didn't have
8. C. took
9. B. was
10. D left
11. D. quiet
12. B. worried
13. C. back
14. A. got home
15. B. calendar

KEY ANSWERS:**Essay**

1. soccer match
2. start
3. dinner
4. work late
5. gate

SOURCE:

Multiple Choices: <https://youtu.be/IbGIJLCU5fI?si=5Z1Fq1yP0Ckzmw2U>

Essay: https://youtu.be/RIY8ol8d_YA?feature=shared

WEIGHT SCORE OF LISTENING TEST

Type	Number of Questions	Points per Question	Weight Score
Multiple Choice	15 questions	4 points	60 points (60%)
Essay	5 questions	8 points	40 points (40%)
Total	20 questions		100 points

ASPECT OF THE ASSESSMENT OF LISTENING SKILLS

No.	Aspect	Score
1	Discriminating between sounds	20
2	Recognizing words and understanding their meaning	20
3	Identifying grammatical groupings of words	20
4	Identifying expression and sets of utterances that act to create meaning	20
5	Using background knowledge to predict and to confirm meaning and recalling important words and ideas	20
TOTAL		100

LISTENING SKILLS ASSESSMENT RUBRIC

CRITERIA	DESCRIPTION	SCORE
Excellent	Demonstrates a strong command of listening skills. The student can clearly discriminate between sounds, recognise and understanding vocabulary, identify grammatical groupings and meaningful expressions, and effectively apply background knowledge to interpret the material. Responses are accurate, insightful, and show a comprehensive understanding the audio material	75-100
Good	Demonstrates a sufficient understanding of listening material. The student can identify most sounds, vocabulary, and sentences structures, trough there may be occasional errors. Some use of background knowledge is evident. Answers are generally correct but may lack depth or completeness.	50-75
Fair	Shows a limited grasp of listening skills. The student struggle to distinguish sounds and interpret word meanings or expressions. Grammatical structures are poorly recognised, and use of background knowledge is minimal. Answers contain several inaccurate and reflect partial understanding.	25-50
Poor	Demonstrates very low listening skills. The student is unable to effectively identify key elements such as sounds, vocabulary, or sentence structure. Responses are mostly incorrect or off-topic, showing minimal engagement or understanding. Substantial support is required.	≤ 25

RESULTS OF PRE-TEST CONTROL CLASS

PRE-TEST LISTENING SKILL

Name: Muhammad Rakan 2

Class: XII 4

Student Number: _____

Instructions:

- ✓ Open the link provided, then download the audio material from the following link:
(https://drive.google.com/drive/folders/1-NIRubey11FDZQzLjV-TJKFqgptf?usp=drive_link)
- ✓ Listen carefully to the audio material.
- ✓ Stay focused and do your best. Good Luck!

Multiple-Choices

1. Hi Sindi, it's 7.30 in the morning. The class hasn't started yet. What are you _____?

a. reading c. thinking
b. writing d. listening

2. Did Sindi forget to do her homework?

a. Of course not c. Of course not
b. Off course not d. Off course not

3. I'm creating a _____ menu that I'm going to eat.

a. healthy food c. healthy food
b. healthy food d. healthy food

4. What is Sindi's favourite food?

a. someone and broke early
b. salmon and broccoli
c. salmon and brown curry
d. cinnamon and blueberry

5. No, I don't use brown rice. It doesn't _____.

a. taste good c. taste good
b. that's good d. that's good

6. I don't like having brown rice in _____.

a. my meals c. my meals
b. my meals d. my meals

7. Do you know that brown rice is a _____ of complex carbohydrates?

a. source c. source
b. search d. source

8. _____ of complex carbohydrates and it's good for _____?

a. your body c. your buddy
b. your body d. your buddy

9. But I don't like it. I'd _____ have more vegetables.

a. better c. better
b. better d. better

10. What about your healthy _____?

a. food c. eating
b. drinking d. waiting

11. What healthy food does Tesku like?

a. brown rice, with fried chicken, spinach, broccoli
b. brown rice, with fried chicken, spinach, broccoli
c. brown rice, with fried chicken, spinach, broccoli
d. brown rice, with fried chicken, spinach, broccoli

12. What drink does Tesku like?

a. yogurt c. orange juice
b. lemon tea d. mineral water

13. _____ that you eat are healthy, you eat fried chicken, it is not healthy.

a. Bad not all the foods
b. Bad not all the foods
c. Bad not all the foods
d. Bad not all the foods

14. Yes, I know that, but fried chicken is my favorite. I eat a lot of vegetables to make them _____.

a. healthier c. healthier
b. healthier d. healthier

15. I think you should cut back on fried chicken. Because many other _____ can harm your health.

a. substances c. sustains
b. substances d. certain

Essay

Dina : Hi, (1) what are you?

Dino : Yes, I found something interesting.

Dini : Who is she?

Dino : She is Nina.

Dini : Who is Nina? And why is she (2) famous?

Dino : She is the little hero from Gresik who is active in dealing with polluting (3) waste in the river.

Dini : That's interesting! What has (4) she done?

Dino : Nina sent a letter to the German chancellor with the intention that they stop smuggling plastic waste to Indonesia.

Dini : Wow, what she has done was amazing.

Dino : Yes, I agree with you. That's why we should learn from her. (5) Let's go back to class. Let's go!

Dini : Let's go!

PRE-TEST LISTENING SKILL

Name: CITA RUIA

Class: XII 4

Student Number: 2

Instructions:

- ✓ Open the link provided, then download the audio material from the following link:
(https://drive.google.com/drive/folders/1-NIRubey11FDZQzLjV-TJKFqgptf?usp=drive_link)
- ✓ Listen carefully to the audio material.
- ✓ Stay focused and do your best. Good Luck!

Multiple-Choices

1. Hi Sindi, it's 7.30 in the morning. The class hasn't started yet. What are you _____?

a. reading c. thinking
b. writing d. listening

2. Did Sindi forget to do her homework?

a. Of course not c. Of course not
b. Off course not d. Off course not

3. I'm creating a _____ menu that I'm going to eat.

a. healthy food c. healthy food
b. healthy food d. healthy food

4. What is Sindi's favourite food?

a. someone and broke early
b. salmon and broccoli
c. salmon and brown curry
d. cinnamon and blueberry

5. No, I don't use brown rice. It doesn't _____.

a. taste good c. taste good
b. that's good d. that's good

6. I don't like having brown rice in _____.

a. my meals c. my meals
b. my meals d. my meals

7. Do you know that brown rice is a _____ of complex carbohydrates?

a. source c. source
b. search d. source

8. _____ of complex carbohydrates and it's good for _____?

a. your body c. your buddy
b. your body d. your buddy

9. But I don't like it. I'd _____ have more vegetables.

a. better c. better
b. better d. better

10. What about your healthy _____?

a. food c. eating
b. drinking d. waiting

11. What healthy food does Tesku like?

a. brown rice, with fried chicken, spinach, broccoli
b. brown rice, with fried chicken, spinach, broccoli
c. brown rice, with fried chicken, spinach, broccoli
d. brown rice, with fried chicken, spinach, broccoli

12. What drink does Tesku like?

a. yogurt c. orange juice
b. lemon tea d. mineral water

13. _____ that you eat are healthy, you eat fried chicken, it is not healthy.

a. Bad not all the foods
b. Bad not all the foods
c. Bad not all the foods
d. Bad not all the foods

14. Yes, I know that, but fried chicken is my favorite. I eat a lot of vegetables to make them _____.

a. healthier c. healthier
b. healthier d. healthier

15. I think you should cut back on fried chicken. Because many other _____ can harm your health.

a. substances c. sustains
b. substances d. certain

Essay

Dina : Hi, (1) what are you?

Dino : Yes, I found something interesting.

Dini : Who is she?

Dino : She is Nina.

Dini : Who is Nina? And why is she (2) famous?

Dino : She is the little hero from Gresik who is active in dealing with polluting (3) waste in the river. (4) what

Dini : That's interesting! What has (4) she done?

Dino : Nina sent a letter to the German chancellor with the intention that they stop smuggling plastic waste to Indonesia.

Dini : Wow, what she has done was amazing.

Dino : Yes, I agree with you. That's why we should learn from her. (5) Let's go back to class. Let's go!

Dini : Let's go!

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PRE-TEST LISTENING SKILL

Name: Dina TellaClass: 11.4Student Number: 07

Instructions:

- ✓ Open the link provided, then download the audio material from the following link:
(https://drive.google.com/drive/folders/1-NIRubey11FTDzQu7LjY-TJKFegp9tPmg-drive_link)
- ✓ Listen carefully to the audio material.
- ✓ Stay focused and do your best. Good Luck!

Multiple-Choices

1. Hi Sindi, it's 7:30 in the morning. The class hasn't started yet. What are you _____?
a. reading c. thinking
b. writing d. listening
2. Did Sindi forget to do her homework?
a. Of course not c. Of course not
b. Off course not d. Of course not
3. I'm creating a _____ menu that I'm going to eat.
a. healthy foot b. healthy food
c. healthy food d. heal tea food
4. What is Sindi's favourite food?
a. someone and broke early
b. salmon and broccoli
c. salmon and brown curry
d. cinnamon and blueberry
5. No I don't use brown rice. It doesn't _____
a. taste good b. taste good
c. that's good d. this good
6. I don't like having brown rice in _____
a. my mails b. my mails
c. my meals d. my meals

7. Do you know that brown rice is a _____ of complex carbohydrates

a. sour c. surge

b. search d. source

8. _____ of complex carbohydrates and it's good for _____?

a. your body b. your buddy

c. your buddy d. your buddy

9. But I don't like it. I'd _____ have more vegetables.

a. beater b. better

c. better d. better

10. What about your healthy _____?

a. food b. eating

c. eating d. waiting

11. What healthy food does Tesku like?

a. brown rice, with fried chicken, spinach, broccoli

b. brown rice, with fried chicken, spinach, broccoli

c. brown rice, with fried chicken, spinach, broccoli

d. brown rice, with fried chicken, spinach, broccoli

12. What drink does Tesku like?

a. yogurt b. orange juice

c. orange juice d. mineral water

13. _____ that you eat are healthy, you eat fried chicken, it is not healthy.

a. Bad not all the foods

b. Bad not all the foods

c. Bad not all the foods

d. Bad not all the foods

14. Yes, I know that, but fried chicken is my favorite. I eat a lot of vegetables to make them _____.

a. healthier b. healthier

c. healthier d. healthier

15. I think you should cut back on fried chicken. Because many other _____ can harm your health.

a. sustains b. sustains

c. sustains d. certain

Essay

- Dina : Hi, (1) Hi, (1) ? ??
- Dino : Yes, I found something interesting.
- Dini : Who is she?
- Dino : She is Nina
- Dini : Who is Nina? And why is she (2) interesting?
- Dino : She is the little hero from Gresik who is active in dealing with polluting (3) waste in the river.
- Dini : That's interesting! What has (4) she done?
- Dino : Nina sent a letter to the German chancellor with the intention that they stop smuggling plastic waste to Indonesia.
- Dini : Wow, what she has done was amazing.
- Dino : Yes, I agree with you. That's why we should learn from her. (5) Let's go back to class. Let's go!
- Dini : Let's go!

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PRE-TEST LISTENING SKILL

Name: Nina TellaClass: 11.4Student Number: 15

Instructions:

- ✓ Open the link provided, then download the audio material from the following link:
(https://drive.google.com/drive/folders/1-NIRubey11FTDzQu7LjY-TJKFegp9tPmg-drive_link)
- ✓ Listen carefully to the audio material.
- ✓ Stay focused and do your best. Good Luck!

Multiple-Choices

1. Hi Sindi, it's 7:30 in the morning. The class hasn't started yet. What are you _____?
a. reading c. thinking
b. writing d. listening
2. Did Sindi forget to do her homework?
a. Of course not c. Of course not
b. Off course not d. Of course not
3. I'm creating a _____ menu that I'm going to eat.
a. healthy foot b. healthy food
c. healthy food d. heal tea food
4. What is Sindi's favourite food?
a. someone and broke early
b. salmon and broccoli
c. salmon and brown curry
d. cinnamon and blueberry
5. No I don't use brown rice. It doesn't _____
a. taste good b. taste good
c. that's good d. this good
6. I don't like having brown rice in _____
a. my mails b. my mails
c. my meals d. my meals

7. Do you know that brown rice is a _____ of complex carbohydrates

a. sour c. surge

b. search d. source

8. _____ of complex carbohydrates and it's good for _____?

a. your body b. your buddy

c. your buddy d. your buddy

9. But I don't like it. I'd _____ have more vegetables.

a. beater b. better

c. better d. better

10. What about your healthy _____?

a. food b. eating

c. eating d. waiting

11. What healthy food does Tesku like?

a. brown rice, with fried chicken, spinach, broccoli

b. brown rice, with fried chicken, spinach, broccoli

c. brown rice, with fried chicken, spinach, broccoli

d. brown rice, with fried chicken, spinach, broccoli

12. What drink does Tesku like?

a. yogurt b. orange juice

c. orange juice d. mineral water

13. _____ that you eat are healthy, you eat fried chicken, it is not healthy.

a. Bad not all the foods

b. Bad not all the foods

c. Bad not all the foods

d. Bad not all the foods

14. Yes, I know that, but fried chicken is my favorite. I eat a lot of vegetables to make them _____.

a. healthier b. healthier

c. healthier d. healthier

15. I think you should cut back on fried chicken. Because many other _____ can harm your health.

a. sustains b. sustains

c. sustains d. certain

Essay

- Dina : Hi, (1) Hi, (1) ? ??
- Dino : Yes, I found something interesting.
- Dini : Who is she?
- Dino : She is Nina
- Dini : Who is Nina? And why is she (2) interesting?
- Dino : She is the little hero from Gresik who is active in dealing with polluting (3) waste in the river. (4) Let's go back to class. Let's go!
- Dini : That's interesting! What has (4) she done?
- Dino : Nina sent a letter to the German chancellor with the intention that they stop smuggling plastic waste to Indonesia.
- Dini : Wow, what she has done was amazing.
- Dino : Yes, I agree with you. That's why we should learn from her. (5) Let's go back to class. Let's go!
- Dini : Let's go!

RESULTS OF POST-TEST CONTROL CLASS

52

POST-TEST LISTENING SKILL

NAME: Zahra Ezzahra WatiCLASS: XI.4STUDENT NUMBER: 3

Instructions:

- ✓ Open the link provided, then download the audio material from the following link:
(https://drive.google.com/drive/folders/1E6gMAAK-TXyX9TVz0Q753_y1ACUNPV7ng-drive_link)
- ✓ Quizizz Link:
(<https://quizizz.com/admin/quiz/67f661a988598c47b4d70e87at-680fca25b37ed2900ce82a>)
- ✓ Listen carefully to the audio material.
- ✓ Stay focused and do your best. Good Luck!

Multiple-Choices

- 1 Last week, Jason _____ to a big party at his friend house
☒ a. went ☐ c. pants
☐ b. fans ☐ d. when
- 2 The party _____ at 1 a.m. and he got home at 1.30
☒ a. finished ☐ c. started
☐ b. fishing ☐ d. vanish
- 3 After he got home he watched TV and _____ on the sofa
☒ a. fell asleep ☐ c. fell asleep
☐ b. file slip ☐ d. fill slip
- 4 Suddenly he fell off the sofa and he _____
☒ a. look up ☐ c. woke up
☐ b. walk up ☐ d. pull up
- 5 It was 9 in the _____
☒ a. morning ☐ c. burning
☐ b. turning ☐ d. warning

- 6 He _____ to kitchen and had a cup of tea
☐ a. round ☒ c. want
☐ b. rain ☐ d. ran
- 7 He _____ breakfast
☒ a. didn't have ☐ c. eating
☐ b. want to ☐ d. did have
- 8 At 9.15 he _____ his bicycle out of the garage
☐ a. told ☒ c. took
☐ b. talk ☐ d. ride
- 9 Oh, no! It _____ broken
☐ a. has ☒ c. wash
☐ b. was ☐ d. his
- 10 He _____ his bicycle and ran to school
☐ a. let ☐ c. late
☒ b. life ☐ d. left
- 11 But he got to school at 9.50 but the school was very _____
☐ a. quick ☒ c. quote
☐ b. quit ☐ d. quiet
- 12 He was really _____ because nobody was at school
☐ a. bored ☐ c. hurried
☒ b. worried ☐ d. tired
- 13 He decided to go _____ home
☐ a. black ☒ c. back
☐ b. bake ☐ d. beck
- 14 His parents was still in bed when he _____
☐ a. got home ☐ c. got back
☐ b. get back ☒ d. get home
- 15 Then he looked up the _____ and he smile
☒ a. remember ☐ c. december
☐ b. calendar ☐ d. remembered

ESSAY

Rafael : I have tickets to the game (1) on the Friday night, would you like to go?Sarah : Thanks! I'd love to, what time does it start (2)?

Rafael : At 8 o'clock

Sarah : That sounds great, so do you want to have beer (3) at 6?Rafael : Uh, I'd like to, but I have to work (4).

Sarah : Oh, that's okay. Let's just meet at the stadium before the match around 7.30?

Rafael : Okay, let's meet at the stadium (5).

Sarah : That sounds fine, see you there.

44

POST-TEST LISTENING SKILL

NAME: Ceylan Surya DharmaCLASS: XI.4STUDENT NUMBER: 04

Instructions:

- ✓ Open the link provided, then download the audio material from the following link:
(https://drive.google.com/drive/folders/1E6gMAAK-TXyX9TVz0Q753_y1ACUNPV7ng-drive_link)
- ✓ Quizizz Link:
(<https://quizizz.com/admin/quiz/67f661a988598c47b4d70e87at-680fca25b37ed2900ce82a>)
- ✓ Listen carefully to the audio material.
- ✓ Stay focused and do your best. Good Luck!

Multiple-Choices

- 1 Last week, Jason _____ to a big party at his friend house
☐ a. went ☐ c. pants
☐ b. fans ☒ d. when
- 2 The party _____ at 1 a.m. and he got home at 1.30
☒ a. finished ☐ c. started
☐ b. fishing ☐ d. vanish
- 3 After he got home he watched TV and _____ on the sofa
☐ a. fell asleep ☒ c. fell asleep
☐ b. file slip ☐ d. fill slip
- 4 Suddenly he fell off the sofa and he _____
☐ a. look up ☒ c. woke up
☐ b. walk up ☐ d. pull up
- 5 It was 9 in the _____
☒ a. morning ☐ c. burning
☐ b. turning ☐ d. warning

- 6 He _____ to kitchen and had a cup of tea
☒ a. round ☐ c. want
☒ b. rain ☐ d. ran
- 7 He _____ breakfast
☒ a. didn't have ☐ c. eating
☐ b. want to ☐ d. did have
- 8 At 9.15 he _____ his bicycle out of the garage
☐ a. told ☒ c. took
☐ b. talk ☐ d. ride
- 9 Oh, no! It _____ broken
☒ a. has ☐ c. wash
☐ b. was ☐ d. his
- 10 He _____ his bicycle and ran to school
☐ a. let ☐ c. late
☒ b. life ☐ d. left
- 11 But he got to school at 9.50 but the school was very _____
☐ a. quick ☒ c. quote
☐ b. quit ☐ d. quiet
- 12 He was really _____ because nobody was at school
☒ a. bored ☐ c. hurried
☐ b. worried ☐ d. tired
- 13 He decided to go _____ home
☐ a. black ☒ c. back
☐ b. bake ☐ d. beck
- 14 His parents was still in bed when he _____
☐ a. got home ☒ c. got back
☐ b. get back ☐ d. get home
- 15 Then he looked up the _____ and he smile
☒ a. remember ☐ c. december
☐ b. calendar ☐ d. remembered

ESSAY

Rafael : I have tickets to the game (1) on the Friday night, would you like to go?Sarah : Thanks! I'd love to, what time does it start (2)?

Rafael : At 8 o'clock

Sarah : That sounds great, so do you want to have beer (3) at 6?Rafael : Uh, I'd like to, but I have to work (4).

Sarah : Oh, that's okay. Let's just meet at the stadium before the match around 7.30?

Rafael : Okay, let's meet at the stadium (5).

Sarah : That sounds fine, see you there.

POST-TEST LISTENING SKILL

NAME: CITIA AULIACLASS: XI 4STUDENT NUMBER: 3

Instructions

- ✓ Open the link provided, then download the audio material from the following link:
(https://drive.google.com/drive/folders/1E6pMAAK-TXYS9kTVz0J753_y1ACUNPV?usp=drive_link)
- ✓ Quizizz Link:
(https://quizizz.com/admin/quiz/57f661a988598c37bd470e8?at=680fa25b37e29800ce82a)
- ✓ Listen carefully to the audio material.
- ✓ Stay focused and do your best. Good Luck!

Multiple-Choices

1. Last week, Jason _____ to a big party at his friend house
(a) went c pants
b fans d when
 2. The party _____ at 1 a.m. and he got home at 1.30
(a) finished c started
b fishing d vanish
 3. After he got home he watched TV and _____ on the sofa
a. fall asleep (c) fell asleep
b. file slip d fill slip
- Suddenly he fell off the sofa and he _____
- a. look up c. woke up
(b) walk up d. pull up
 5. It was 9 in the _____
(a) morning c. burning
b. turning d. warning

6. He _____ to kitchen and had a cup of tea
(a) round c want
b. ran d. ran
7. He _____ breakfast
(a) didn't have c. eating
b. want to d. did have
8. At 9.15 he _____ his bicycle out of the garage
a. told c. took
b. talk d. ride
9. Oh, no! It _____ broken
(a) has c. wash
b. was d. his
10. He _____ his bicycle and ran to school
a. let c. late
(b) life d. left
11. But he got to school at 9.50 but the school was very _____
a. quick c. quote
b. quit d. quiet
12. He was really _____ because nobody was at school
a. bored c. hurried
(b) worried d. tired
13. He decided to go _____ home
a. black (c) back
b. bake d. beck
14. His parents was still in bed when he _____
a. got home c. got back
b. get back (d) get home
15. Then he looked up the _____ and he smile
(a) remember c. december
b. calendar d. remembered

36

ESSAY

Rafael: I have tickets to the concert (1) on the Friday night, would you like to go?

Sarah: Thanks! I'd love to, what time does it start (2)?

Rafael: At 8 o'clock

Sarah: That sounds great, so do you want to have dinner (3) at 6?

Rafael: Uh, I'd like to, but I have to work (4). (work late)

Sarah: Oh, that's okay. Let's just meet at the stadium before the match around 7.30?

Rafael: Okay, let's meet at the gate (5).

Sarah: That sounds fine, see you there.

POST-TEST LISTENING SKILL

NAME: DHIVA KIRAN VEDUGUCLASS: XI 4STUDENT NUMBER: 09

Instructions

- ✓ Open the link provided, then download the audio material from the following link:
(https://drive.google.com/drive/folders/1E6pMAAK-TXYS9kTVz0J753_y1ACUNPV?usp=drive_link)
- ✓ Quizizz Link:
(https://quizizz.com/admin/quiz/57f661a988598c37bd470e8?at=680fa25b37e29800ce82a)
- ✓ Listen carefully to the audio material.
- ✓ Stay focused and do your best. Good Luck!

Multiple-Choices

1. Last week, Jason _____ to a big party at his friend house
(a) went c pants
b fans d when
 2. The party _____ at 1 a.m. and he got home at 1.30
(a) finished c started
b fishing d vanish
 3. After he got home he watched TV and _____ on the sofa
a. fall asleep (c) fell asleep
b. file slip d fill slip
- Suddenly he fell off the sofa and he _____
- a. look up (c) woke up
b. walk up d. pull up
 5. It was 9 in the _____
(a) morning c. burning
b. turning d. warning

6. He _____ to kitchen and had a cup of tea
(a) round c. want
b. ran d. ran
7. He _____ breakfast
(a) didn't have c. eating
b. want to d. did have
8. At 9.15 he _____ his bicycle out of the garage
a. told c. took
(b) talk d. ride
9. Oh, no! It _____ broken
(a) has c. wash
b. was d. his
10. He _____ his bicycle and ran to school
a. let c. late
(b) life d. left
11. But he got to school at 9.50 but the school was very _____
(b) quick c. quote
b. quit d. quiet
12. He was really _____ because nobody was at school
a. bored c. hurried
(b) worried d. tired
13. He decided to go _____ home
a. black (c) back
b. bake d. beck
14. His parents was still in bed when he _____
a. got home c. got back
b. get back (d) get home
15. Then he looked up the _____ and he smile
(a) remember c. december
b. calendar d. remembered

40

ESSAY

Rafael: I have tickets to the concert (1) on the Friday night, would you like to go?

Sarah: Thanks! I'd love to, what time does it start (2)?

Rafael: At 8 o'clock

Sarah: That sounds great, so do you want to have dinner (3) at 6?

Rafael: Uh, I'd like to, but I have to work (4). (work late)

Sarah: Oh, that's okay. Let's just meet at the stadium before the match around 7.30?

Rafael: Okay, let's meet at the gate (5). (gate)

Sarah: That sounds fine, see you there.

RESULTS OF PRE-TEST EXPERIMENTAL CLASS

(40)

PRE-TEST LISTENING SKILL

Name: Shefina Afreza AnselitaClass: X.1.2Student Number: 32

Instructions:

- ✓ Open the link provided, then download the audio material from the following link:
(https://drive.google.com/drive/folders/1-NJRubcv111D2QzU7jY-TkFoppv1?usp=drive_link)
- ✓ Listen carefully to the audio material!
- ✓ Stay focused and do your best. Good Luck!

Multiple-Choices

1. Hi Sindi, it's 7:30 in the morning. The class hasn't started yet. What are you _____?
a. reading c. thinking
b. writing d. listening
2. Did Sindi forget to do her homework?
a. Of course not c. Of course not
b. Of course not d. Of course not
3. I'm creating a _____ menu that I'm going to eat.
a. healthy foot c. healthy food
b. healthy food d. heal tea food
4. What is Sindi's favourite food?
a. someone and broke early
b. salmon and broccoli
c. salmon and brown curry
d. cinnamon and blueberry
5. No I don't use brown rice. It doesn't _____
a. taste good c. tears good
b. that's good d. this good
6. I don't like having brown rice in _____
a. my malls c. my mails
b. my meals d. my mills

7. Do you know that brown rice is a _____ of complex carbohydrates
a. sour c. surge
b. search d. source
8. _____ of complex carbohydrates and it's good for _____?
a. your body c. your buddy
b. your badly d. your bawly
9. But I don't like it. I'd _____ have more vegetables.
a. beater c. better
b. belter d. butter
10. What about your healthy _____?
a. food c. eating
b. drinking d. waiting
11. What healthy food does Teuku like?
a. brown rice, with fried chicken, spinach, broccoli
b. brown rice, with friend chicken, spinach, broccoli
c. brown rice, with fried chicken, spinach, broccoli
d. brown mice, with fried chicken, spinach, broccoli
12. What drink does Teuku like?
a. yogurt c. orange juice
b. lemon tea d. mineral water
13. _____ that you eat are healthy, you eat fried chicken, it is not healthy.
a. Bad not all the foods
b. Bad not old the foods
c. But not all the foods
d. But not all the foods
14. Yes, I know that, but fried chicken is my favorite. I eat a lot of vegetables to make them _____.
a. healthier c. healthier
b. healthier d. heartier
15. I think you should cut back on fried chicken. Because many other _____ can harm your health.
a. soutines c. sustains
b. substances d. certain

Essay

- Dina : Hi, (1) handing beating?
- Dino : Yes. I found something interesting.
- Dini : Who is she?
- Dino : She is Nina.
- Dini : Who is Nina? And why is she (2) from?
- Dino : She is the little hero from Gresik who is active in dealing with polluting (3) place in the river.
- Dini : That's interesting! What has (4) on doing?
- Dino : Nina sent a letter to the German chancellor with the intention that they stop smuggling plastic waste to Indonesia.
- Dini : Wow, what she has done was amazing.
- Dino : Yes, I agree with you. That's why we should learn from her. (5) is time to go back to class. Let's go!
- Dini : Let's go!

PRE-TEST LISTENING SKILL

Name: Pepi IndrianiClass: X.1.2Student Number: 26

Instructions:

- ✓ Open the link provided, then download the audio material from the following link:
(https://drive.google.com/drive/folders/1-NJRubcv111D2QzU7jY-TkFoppv1?usp=drive_link)
- ✓ Listen carefully to the audio material!
- ✓ Stay focused and do your best. Good Luck!

Multiple-Choices

1. Hi Sindi, it's 7:30 in the morning. The class hasn't started yet. What are you _____?
a. reading c. thinking
b. writing d. listening
2. Did Sindi forget to do her homework?
a. Of course not c. Of course not
b. Of course not d. Of course not
3. I'm creating a _____ menu that I'm going to eat.
a. healthy foot c. healthy food
b. healthy food d. heal tea food
4. What is Sindi's favourite food?
a. someone and broke early
b. salmon and broccoli
c. salmon and brown curry
d. cinnamon and blueberry
5. No I don't use brown rice. It doesn't _____
a. taste good c. tears good
b. that's good d. this good
6. I don't like having brown rice in _____
a. my malls c. my mails
b. my meals d. my mills

7. Do you know that brown rice is a _____ of complex carbohydrates
a. sour c. surge
b. search d. source
8. _____ of complex carbohydrates and it's good for _____?
a. your body c. your buddy
b. your badly d. your bawly
9. But I don't like it. I'd _____ have more vegetables.
a. beater c. better
b. belter d. butter
10. What about your healthy _____?
a. food c. eating
b. drinking d. waiting
11. What healthy food does Teuku like?
a. brown rice, with fried chicken, spinach, broccoli
b. brown rice, with friend chicken, spinach, broccoli
c. brown rice, with fried chicken, spinach, broccoli
d. brown mice, with fried chicken, spinach, broccoli
12. What drink does Teuku like?
a. yogurt c. orange juice
b. lemon tea d. mineral water
13. _____ that you eat are healthy, you eat fried chicken, it is not healthy.
a. Bad not all the foods
b. Bad not old the foods
c. But not all the foods
d. But not all the foods
14. Yes, I know that, but fried chicken is my favorite. I eat a lot of vegetables to make them _____.
a. healthier c. healthier
b. healthier d. heartier
15. I think you should cut back on fried chicken. Because many other _____ can harm your health.
a. soutines c. sustains
b. substances d. certain

Essay

- Dina : Hi, (1) handing beating?
- Dino : Yes. I found something interesting.
- Dini : Who is she?
- Dino : She is Nina.
- Dini : Who is Nina? And why is she (2) from?
- Dino : She is the little hero from Gresik who is active in dealing with polluting (3) place in the river.
- Dini : That's interesting! What has (4) on doing?
- Dino : Nina sent a letter to the German chancellor with the intention that they stop smuggling plastic waste to Indonesia.
- Dini : Wow, what she has done was amazing.
- Dino : Yes, I agree with you. That's why we should learn from her. (5) is time to go back to class. Let's go!
- Dini : Let's go!

PRE-TEST LISTENING SKILL

Name: KEVIN KURNIAWANClass: XI. 2Student Number: 20

Instructions:

- ✓ Open the link provided, then download the audio material from the following link:
(https://drive.google.com/drive/folders/1-NJRubcy11fTDzQu7i_Y-TiKEFspptvI?usp=drive_link)
- ✓ Listen carefully to the audio material.
- ✓ Stays focused and do your best. Good Luck!

Multiple-Choices

1. Hi Sindi, it's 7.30 in the morning. The class hasn't started yet. What are you _____?
- ☒ a. reading ☐ c. thinking
☐ b. writing ☐ d. listening
2. Did Sindi forget to do her homework?
- ☒ a. Of course not ☐ c. Of course not
☐ b. Off course not ☐ d. Of course not
3. I'm creating a _____ menu that I'm going to eat.
- ☒ a. healthy food ☐ c. healthy food
☒ b. helthy food ☐ d. heal tea food
4. What is Sindi's favourite food?
- ☒ a. someone and broke early
☒ b. salmon and broccoli
☐ c. salmon and brown curry
☐ d. cinnamon and blueberry
5. No, I don't use brown rice. It doesn't _____.
- ☐ a. taste good ☐ c. tears good
☒ b. that's good ☐ d. this good
6. I don't like having brown rice in _____.
- ☐ a. my mails ☒ b. my mails

PRE-TEST LISTENING SKILL

Name: ADITIA PRATAMAClass: XI. 2

Student Number: _____

Instructions:

- ✓ Open the link provided, then download the audio material from the following link:
(https://drive.google.com/drive/folders/1-NJRubcy11fTDzQu7i_Y-TiKEFspptvI?usp=drive_link)
- ✓ Listen carefully to the audio material.
- ✓ Stays focused and do your best. Good Luck!

Multiple-Choices

1. Hi Sindi, it's 7.30 in the morning. The class hasn't started yet. What are you _____?
- ☒ a. reading ☐ c. thinking
☐ b. writing ☐ d. listening
2. Did Sindi forget to do her homework?
- ☒ a. Of course not ☐ c. Of course not
☐ b. Off course not ☐ d. Of course not
3. I'm creating a _____ menu that I'm going to eat.
- ☐ a. healthy foot ☒ b. healthy food
☐ b. helthy food ☐ d. heal tea food
4. What is Sindi's favourite food?
- ☒ a. someone and broke early
☐ b. salmon and broccoli
☐ c. salmon and brown curry
☐ d. cinnamon and blueberry
5. No, I don't use brown rice. It doesn't _____.
- ☒ a. taste good ☐ c. tears good
☐ b. that's good ☐ d. this good
6. I don't like having brown rice in _____.
- ☐ a. my mails ☐ c. my mails
☒ b. my meals ☒ d. my meals

7. Do you know that brown rice is a _____ of complex carbohydrates?
- ☒ a. sours ☐ c. surge
☐ b. search ☐ d. source
8. _____ of complex carbohydrates and it's good for _____?
- ☒ a. your body ☐ c. your buddy
☐ b. your badly ☐ d. your bawdy
9. But I don't like it. I'd _____ have more vegetables.
- ☐ a. beater ☒ b. better
☐ b. belter ☐ d. butter
10. What about your healthy _____?
- ☒ a. food ☐ c. eating
☐ b. drinking ☐ d. waiting
11. What healthy food does Teuku like?
- ☒ a. brown rice, with fried chicken, spanish, broccoli
☐ b. brown rice, with friend chicken, spinach, broccoli
☐ c. brown rice, with fried chicken, spinach, broccoli
☐ d. brown mice, with fried chicken, spinach, broccoli
12. What drink does Teuku like?
- ☐ a. yogurt ☐ c. orange juice
☐ b. lemon tea ☒ d. mineral water
13. _____ that you eat are healthy, you eat fried chicken, it is not healthy.
- ☐ a. Bad not all the foods
☒ b. Bad not old the foods
☐ c. But not all the foods
☐ d. But not all the foods
14. Yes, I know that, but fried chicken is my favorite. I eat a lot of vegetables to make them _____.
- ☐ a. haelthier ☒ b. healthier
☐ b. hellthier ☐ d. heartier
15. I think you should cut back on fried chicken. Because many other _____ can harm your health.
- ☒ a. soutanes ☐ c. sustains
☒ b. substances ☐ d. certain

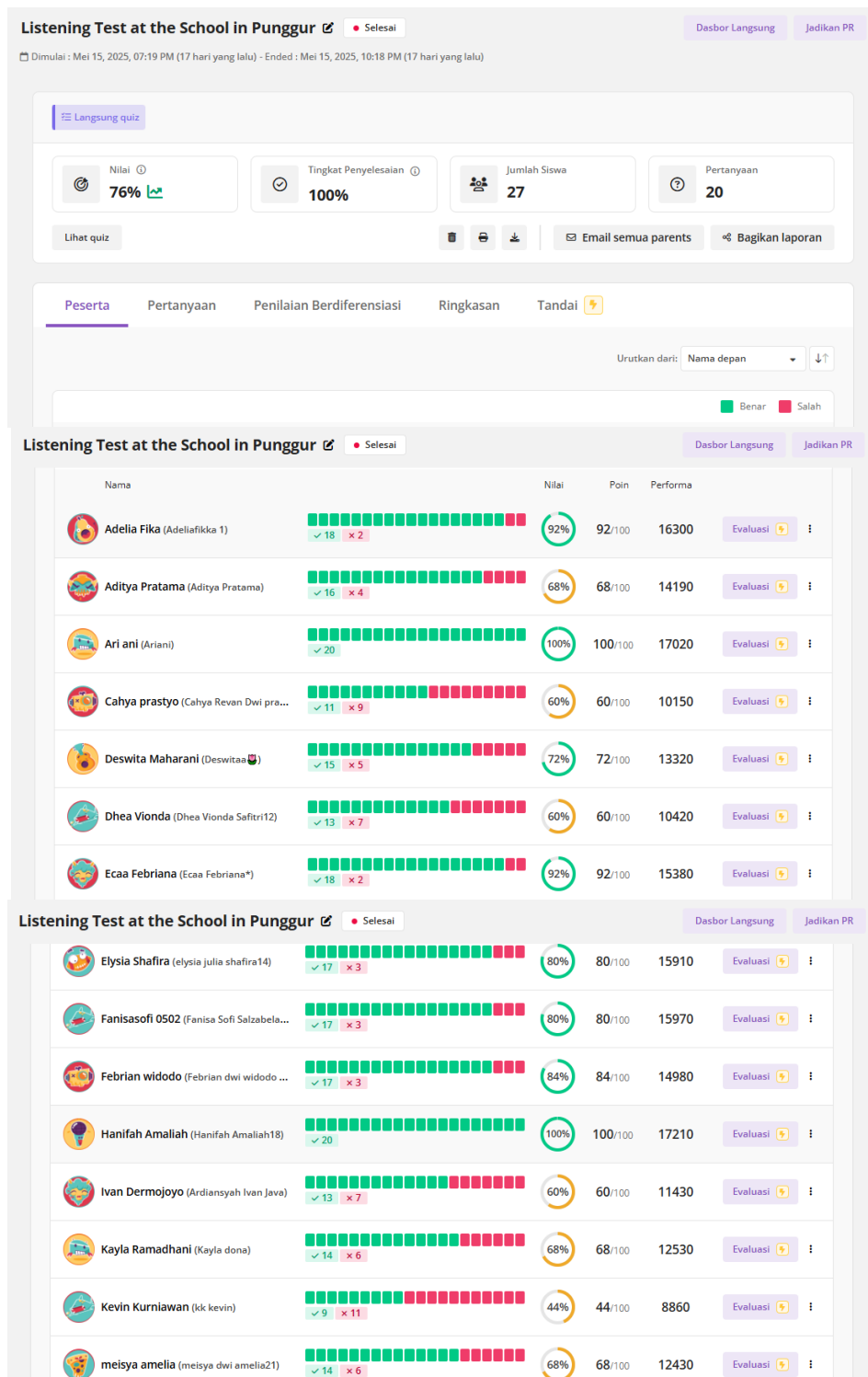
Essay

- Dina : Hi, (1) Hiyung Abek ?
- Dino : Yes, I found something interesting.
- Dini : Who is she?
- Dino : She is Nina.
- Dini : Who is Nina? And why is she (2) from her ?
- Dino : She is the little hero from Gresik who is active in dealing with polluting.
- (3) live in the river.
- Dini : That's interesting! What has (4) she done ?
- Dino : Nina sent a letter to the German chancellor with the intention that they stop smuggling plastic waste to Indonesia.
- Dini : Wow, what she has done was amazing.
- Dino : Yes, I agree with you. That's why we should learn from her. (5) Let come on go back to class. Let's go!
- Dini : Let's go!

Essay

- Dina : Hi, (1) Hi den le a 2' ag ?
- Dino : Yes, I found something interesting.
- Dini : Who is she?
- Dino : She is Nina.
- Dini : Who is Nina? And why is she (2) from her ?
- Dino : She is the little hero from Gresik who is active in dealing with polluting.
- (3) live in the river.
- Dini : That's interesting! What has (4) she done ?
- Dino : Nina sent a letter to the German chancellor with the intention that they stop smuggling plastic waste to Indonesia.
- Dini : Wow, what she has done was amazing.
- Dino : Yes, I agree with you. That's why we should learn from her. (5) Let come on go back to class. Let's go!
- Dini : Let's go!

RESULTS POST-TEST EXPERIMENTAL CLASS





**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

APPROVAL PAGE

Assalaamu'alaikum Wr. Wb

Title : THE EFFECTIVENESS OF QUIZZZ APPLICATION AS A
LEARNING MEDIA FOR STUDENTS LISTENING SKILL AT THE
ELEVENTH GRADERS OF SENIOR HIGH SCHOOL PUNGGUR
CENTRAL LAMPUNG

Name : Wildan Hilmi

Students Number : 2101050029

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

To be discussed in the examined (Seminar Proposal) in Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Metro.

Wassalaamu'alaikum Wr. Wb



The Head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Metro, November 29, 2024
Sponsor

Ahmad Madkur, P.hD
NIP. 198712062023211018



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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

METRO Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon Seminar Proposal
Wildan Hilmi**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama : Wildan Hilmi
NPM : 2101050029
Judul Skripsi : THE EFFECTIVENESS OF QUIZZZ APPLICATION AS A
LEARNING MEDIA FOR STUDENTS LISTENING SKILL AT THE
ELEVENTH GRADERS OF SENIOR HIGH SCHOOL PUNGGUR
CENTRAL LAMPUNG

Sudah kami dapat setuju dan dapat diajukan untuk seminar proposal, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Metro, 29 November 2024
Sponsor

Ahmad Madkur, P.hD
NIP. 198712062023211018



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NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the examined
Of Wildan Hilmi**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Wildan Hilmi
Students Number : 2101050029
Title : THE EFFECTIVENESS OF QUIZZZ APPLICATION AS A
LEARNING MEDIA FOR STUDENTS LISTENING SKILL AT THE
ELEVENTH GRADERS OF SENIOR HIGH SCHOOL PUNGGUR
CENTRAL LAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the examined. Thank you very much.

Wassalmu'alaikum Wr. Wb



The Head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Metro, November 29, 2024
Sponsor

Ahmad Madkur, P.hD
NIP. 198712062023211018

02/10/2024, 16:49

IZIN PRASURVEY



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 4299/In.28/J/TL.01/09/2024

Lampiran : -

Perihal : IZIN PRASURVEY

Kepada Yth.,

KEPALA SEKOLAH SMA NEGERI 1

PUNGGUR

di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu KEPALA SEKOLAH SMA NEGERI 1 PUNGGUR berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **WILDAN HILMI**

NPM : 2101050029

Semester : 7 (Tujuh)

Jurusan : Tadris Bahasa Inggris

Judul : THE EFFECTIVENESS OF QUIZZ APPLICATION AS A
 LEARNING MEDIA FOR STUDENTS LISTENING SKILL
 AT THE ELEVENTH GRADERS OF SENIOR HIGH
 SCHOOL PUNGGUR CENTRAL LAMPUNG

untuk melakukan prasurvey di SMA NEGERI 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu KEPALA SEKOLAH SMA NEGERI 1 PUNGGUR untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 September 2024

Ketua Jurusan,

**Dr. Much Deiniatur M.Pd.B.I.**

NIP 19880308 201503 1 006



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR

NPSN : 10801962 NSS : 301120208048

AKREDITASI "A"

Alamat : Jl. Raya Nunggalrejo Lampung Tengah (34152) Telp. (0725) 47413
Website : www.sman1punggur.sch.id Email : sman1punggur@yahoo.co.id



SURAT KETERANGAN

No : 420 / 454 / SMAN01PGR. 01 / 2024

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa : **WILDAN HILMI**
NPM : 2101050029
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Akan mengadakan Pra Survey / Observasi pada tahun pelajaran 2024 – 2025 untuk tugas akhir yaitu pembuatan skripsi dengan judul : " **THE EFFECTIVENESS OF QUIZZZ APPLICATION AS A LEARNING MEDIA FOR STUDENTS LISTENING SKILL AT ELEVENTH GRADERS OF SENIOR HIGH SCHOOL PUNGGUR CENTRAL LAMPUNG**".

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : 4299/In.28/J/TL.01/09/2024, tertanggal : 26 September 2024 perihal permohonan izin Pra - Survey.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 14 Oktober 2024

Kepala SMA Negeri 1 Punggur, /



DIDIN ARYADI, S.Pd., M.Pd.
NIP. 19681108199101 1 002



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR

NPSN : 10801962 NSS : 301120208048

AKREDITASI "A"

Alamat : Jl. Raya Nunggalrejo Lampung Tengah (34152) Telp. (0725) 47413
Website : www.sman1punggur.sch.id Email : sman1punggur@yahoo.co.id



SURAT KETERANGAN

No : 420 / 454 / SMAN01PGR. 01 / 2024

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa : **WILDAN HILMI**
NPM : 2101050029
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Akan mengadakan Pra Survey / Observasi pada tahun pelajaran 2024 – 2025 untuk tugas akhir yaitu pembuatan skripsi dengan judul : " **THE EFFECTIVENESS OF QUIZZZ APPLICATION AS A LEARNING MEDIA FOR STUDENTS LISTENING SKILL AT ELEVENTH GRADERS OF SENIOR HIGH SCHOOL PUNGGUR CENTRAL LAMPUNG**".

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : 4299/In.28/J/TL.01/09/2024, tertanggal : 26 September 2024 perihal permohonan izin Pra - Survey.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 14 Oktober 2024

Kepala SMA Negeri 1 Punggur, /



DIDIN ARYADI, S.Pd., M.Pd.
NIP. 19681108199101 1 002

30/04/2025, 09:38

Bimbingan Skripsi



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Nomor : 1268/In.28.1/J/TL.00/04/2025
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Ahmad Madkur (Pembimbing 1)
Ahmad Madkur (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: WILDAN HILMI
NPM	: 2101050029
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE EFFECTIVENESS OF QUIZZ APPLICATION AS A LEARNING MEDIA FOR STUDENTS LISTENING SKILL AT THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL PUNGGUR CENTRAL LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 April 2025

Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.

14/05/2025, 10:15

IZIN RESEARCH



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-1487/In.28/D.1/TL.00/05/2025
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1
PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1486/In.28/D.1/TL.01/05/2025, tanggal 14 Mei 2025 atas nama saudara:

Nama : **WILDAN HILMI**
NPM : 2101050029
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA NEGERI 1 PUNGGUR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF QUIZZZ APPLICATION AS A LEARNING MEDIA FOR STUDENTS LISTENING SKILL AT THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL PUNGGUR CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Mei 2025
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR
NPSN : 10801962 NSS : 301120208048
AKREDITASI "A"

Alamat : JL. Raya Nunggalrejo Lampung Tengah (34152) Telp. (0725) 47413
Website : www.sman1punggur.sch.id Email : sman1punggur@yahoo.co.id



SURAT KETERANGAN

No : 420 / 331 / SMAN01PGR. 01 / 2025

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa : **WILDAN HILMI**
NPM : 2101050029
Jurusan : Tadris Bahasa Inggris
Semester : 8 (Delapan)

Akan mengadakan Research / Penelitian pada tahun pelajaran 2024 – 2025 untuk tugas akhir yaitu pembuatan skripsi dengan judul : " **THE EFFECTIVENESS OF QUIZZZ APPLICATION AS A LEARNING MEDIA FOR STUDENTS LISTENING SKILL AT THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL PUNGGUR CENTRAL LAMPUNG**".

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-1487/In.28/D.1/TL.00/05/2025 , tertanggal : 14 Mei 2025 perihal permohonan izin Research / Penelitian.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Punggur, 15 Mei 2025
Kepala SMA Negeri 1 Punggur,

DIDI NURYADI, S.Pd., M.Pd.
NIP. 19681108 199101 1 002

14/05/2025, 10:16

SURAT TUGAS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT TUGAS

Nomor: B-1486/In.28/D.1/TL.01/05/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **WILDAN HILMI**
NPM : 2101050029
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMA NEGERI 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF QUIZZ APPLICATION AS A LEARNING MEDIA FOR STUDENTS LISTENING SKILL AT THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL PUNGGUR CENTRAL LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 14 Mei 2025

Wakil Dekan Akademik dan
Kelembagaan,



**Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007**





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Wildan Hilmi
NPM : 2101050029
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 13 Maret 2025
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; perpustakaan@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-362/In.28/S/U.1/OT.01/06/2025**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : WILDAN HILMI
NPM : 2101050029
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101050029.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 02 Juni 2025
Kepala Perpustakaan,

Aan Gufroni, S.I.Pust.
NIP. 19920428 201903 1 009

(REVISED 15 JUNI) SEMI FINAL-
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by Turnitin

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Submission ID: 2697632060

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Character count: 80064

METRO, ... 17 Juni 2025
KETUA PRODI TBI

Dr. MUCH DEINIATUR, M.Pd.B.I.
NIP. 19880308 201503 1 006

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CURRICULUM VITAE



The name of the researcher is Wildan Hilmi. The researcher was born in Metro, on January 29th, 2003. He is the eldest of two siblings, born to Mr. Achmad Sahudi and Mrs. Aria Nirmala. The researcher began his formal education at SDN 2 Astomulyo, followed by his junior secondary education at SMPN 1 Punggur. He then continued his senior secondary education at SMAN 1 Punggur and successfully graduated in 2021.

After that, the researcher pursued his undergraduate studies at State Islamic University of Jurai Siwo Lampung (UIN Jurai Siwo), within the Faculty of Tarbiyah and Teacher Training, majoring in the English Education Department. He commenced his academic journey in the first semester of the 2021 academic year and has been actively engaged in scholarly and professional development ever since.