THE EFFECT OF DIGITAL-BASED LISTENING MATERIAL ON THE QUIZIZZ PLATFORM ON THE LISTENING ABILITY OF THE ELEVENTH-GRADE STUDENTS OF SMA N 3 BREBES

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Abstract

This study investigated the empirical impact of digital-based listening materials on the Quizizz Platform on the listening ability of eleventh-grade students at SMA N 3 Brebes during the academic year 2023/2024. The researcher aimed to determine whether using the Quizizz learning platform would improve or degrade students' listening skills. The study employed a quantitative research approach and utilized experimental research methodology with a pre-experimental design, specifically the One Group Pretest-Posttest Design. The research population comprised 346 eleventh-grade students from SMA N 3 Brebes, with a sample size of 22 students from XI F1 SMA N 3 Brebes selected using simple random sampling. Listening tests were conducted to collect data, including both pre-test and post-test assessments. The findings indicated a significant improvement in eleventh-grade students' learning outcomes, with an average post-treatment score of 78.909 compared to a pre-treatment average of 58.409. The statistical analysis showed a Sig. value of 0.211 for the pretest and 0.072 for the posttest, both of which were greater than 0.05, indicating that the data were normally distributed. Therefore, the hypothesis significance test between the two paired samples confirmed the effectiveness of using digital listening material on the Quizizz Platform in enhancing students' listening skills, with H1 accepted and H0 rejected. These results suggest a positive relationship between the implementation of Quizizz as an educational app for digital-based listening material and improvements in students' listening skills. Further research is recommended to expand on these findings and develop listening exercises based on the online Quizizz application.

Keywords: Digital-Based Listening Material on Quizizz Platform, Listening Skill

1. INTRODUCTION

In this 21st century, teachers should be more adaptable to changing conditions. Times change, and so do learning support instruments; the use of technology makes it easier for teachers to increase the quality of student language abilities (Kivunja 2014). Students enhance their language abilities as well as their non-skills. Using technology-based instruction, students increased their speaking, writing, reading, and listening comprehension (Kuning 2019).

Listening is the ability to accurately receive and interpret messages in the communication process. Mustafa Azmi et al. (2014) defined listening comprehension as one's ability to recognize another through sense, aural organs and allocate a meaning to the message to understand it. According to (Rost 2002) listening is the method of accepting, developing meaning from and reacting to spoken and/or non-verbal messages. It is why listening is a fundamental skill that must be possessed in learning English, learners should be proficient to listen well to discover the intent and message of the sentences that are spoken.

Unfortunately, in reality, there are still many students who find it difficult in listening. Because students at school generally pay more attention to grammar, reading, and vocabulary, and as a result, students have significant listening comprehension problems which had mentioned by (Wahidah et al. 2023) such as unfamiliar words, complicated grammatical structures, long-spoken material, unfamiliar topics, listening without repetition, the way speakers say words, can't effectively remember words or phrases they just heard, speed and accent speaker, student focus, environmental noise, and quality of recorded material.

Likewise, what happened to high school students in the eleventh grade of SMA N 3 Brebes, students had difficulty listening to new words that they rarely heard. According to (Vandergrift 2002). For example, students rarely get the opportunity to listen to English speech and conversation, because students often don't have enough opportunity to learn listening in English at school, meanwhile, students only learn English during lessons at school. because the lack of listening opportunities in this class degenerates the student motivation in studying English (Teo, Gani, and Ummah 2022).

Realizing how important listening is, many students use technology to support skills in improving listening skills. Technology has become inextricably linked to students' daily lives, providing them with access to a plethora of online resources and materials. Students are also encouraged to be more independent by being able to search for any information related to the subject on the internet rather than relying solely on the teacher during classroom practice. (Taufiqulloh, Nindya, and Rosdiana 2023)

Through smartphones, students could choose interesting platforms to improve students listening skills. One popular platform used to learn something new is Quizizz. Quizizz is a game-based pedagogy educational software platform that offers online questionnaires, discussions, and exams. It can be written in a variety of formats (true or false, multiple choice, etc.) (Munawir and Hasbi 2021). Teachers have the option of making quizzes public or private. Teachers in public mode can share their quizzes with other educators all over the world.

According towards this background, the researcher conducted an experimental study for SMA N 3 Brebes students in the eleventh grade during the academic year 2023/2024 on the topic of "Effect of Digital-Based Listening Material Using Quizizz on The Student's Listening Ability." The researcher was interested in learning whether the use of the Quizizz platform would bring a positive effect on the students' listening mastering or just has a negative effect.

Based on the statement of the problem above, the objective of the research was to find empirical evidence about the effect and the significant differences of the student before and after being taught using digital-based listening materials on the Quizizz Platform on the students' listening ability of the eleventh-grade students in SMA N 3 Brebes in the academic year of 2023/2024.

METHODOLOGY

In this study, the writer used a quantitative method with a pre-experimental design. There are several types of Pre-Experimental designs, according to (Ahyar et al. 2020): One Shot Case Study, One Group Pretest-Posttest Design, dan Intact Group Comparison. The researcher chose the One Group Pretest-Posttest Design, which the researcher only used one class. Typically, before administering the treatment, the students were given a pretest to determine the condition of the groups before treatment. Following treatment, the students were given a test, namely the posttest, to find out the effect of the Quizizz Platform after given treatments by the

researcher. A listening test were used as the instruments in this study to gain the data.

The participants of this study are eleventh-grade students of SMA N 3 Brebes in the academic year 2023/2024. The writer used a simple random sampling technique to determine the participants. The total number of seventh-grade students is 346 which 22 students were selected as the participants in this study.

RESULTS

The researcher has conducted an experiment teaching eleventh grade students using digital-based listening materials on the Quizizz platform. After analyzing the data, the author made a conclusion. listening test data has been found to determine the difference in results between students before and after being taught using digital-based listening material on the Quizizz platform.

The data was calculated using the SPSS 25 program, which involved various statistical tests including descriptive statistics, normality tests, and hypothesis tests. The learning media used at each meeting was to fully utilized the Quizizz platform. Apperception was given, followed by a questions and answers session. The researcher explained the material and demonstrated how to operate the Quizizz platform. This topic was introduced so that the students could prepare themselves for the discussion.

The students were divided into groups of four and actively encouraged by the author to participate in the discussion. The students were divided into groups of four and actively encouraged by the author to participate in the discussion. Two members of each group are confidently assigned to visit other groups to share findings and gather information. The author confidently accompanies the students during the presentation and confidently provides feedback on their work. Finally, the author and the students confidently reviewed and confidently drew conclusions on what they had learnt in each meeting.

The result of the statistical can be interpreted as follows:

Table 1. Descriptive Statistics Result

Descriptive Statistics

	N	Min	Max	Sum	Mean	Std. Deviation
Pre	22	40	90	1285	58.409	7.873
Post	22	62	92	1740	78.909	12.493

| Valid N | 22 | | | | | |

Based on the table of descriptive statistics result above, it can be concluded that the total number of samples from XI-F1. The lowest score of the pre-test was 40, and the highest score was 90. The average score of the pretest is 58,409 and a standard deviation 7,873. After the treatment was given, the researcher found the effect of implementing Digital-Based Listening Material on The Quizizz Platform from the result of the lowest and the highest score of the post-test. The lowest and highest score is 62 and 92. For the average score is 78,909 with a standard deviation 12,493.

Based on those explanations, the average score of the posttest is higher than the result of average score of the pretest.

Table 2. NormalityTest

Tests of Normality

	Shapiro-Wilk		
	Statistic	Df	Sig.
Pretest	.941	22	.211
Posttest	.919	22	.072

Based on the table, the distribution of data in this study is normally distributed. It was proven by the significant result of pretest is 0,211 and the posttest is 0,072 which is higher than 0,05.

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference		t	df	
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre Test - Post Tests	-20.500	12.250	2.612	-25.932	-15.068	-7.849	21	.000

Table 3. Paired Samples Test

The table shows that, the mean value is -20,500, which indicates that there is an average increase in pretest to posttest scores of 20,500. In addition, the Sig. value of 0.000 <0.05, thus it can be decided that the means of the pretest and posttest are different. Because the value of Sig. < 0.05, H_0 is rejected and H_1 is accepted, which means the digital listening material on the Quizizz platform is affecting the student's listening skills.

CONCLUSIONS

Based on the results of the research on the effectiveness of digital-based listening materials on the Quizizz Platform in improving the listening skills of eleventh-grade students at SMA N 3 Brebes in the 2023/2024 academic year, the researcher concludes that there was a significant improvement in the students' learning outcomes. The average post-treatment score was 78.909, compared to the pre-treatment average of 58.409, indicating a positive impact on the students' listening skills.

The purpose of the study was to investigate whether the use of digital-based listening materials on the Quizizz platform could enhance the listening skills of eleventh-grade students. The results demonstrated that students who used the Quizizz platform showed significant improvement in their listening skills. This was evident in their ability to comprehend and interpret spoken messages, even in challenging situations such as exam settings.

The use of digital-based listening materials, particularly through quizzes on the Quizizz platform, proved effective in improving students' listening skills. The rejection of H_0 and acceptance of H_1 at the 95% significance level indicated that learning with the Quizizz platform led to higher test scores for the students.

Before the treatment, students often struggled to understand spoken dialogues or audio recordings, even in simple conversations. However, the introduction of the Quizizz platform as a learning tool helped overcome this challenge. The platform provided an engaging learning experience for students, encouraging their interest and motivation to learn.

Overall, the findings suggest the teachers that the Quizizz platform, with its interactive and game-like features, can be a valuable tool for language instructors. It not only helps improve students' listening skills but also keeps them engaged and motivated to learn. Moreover, other researchers are expected to conduct a related study so that the result of this study can assist the other researchers since it will be used as an illustration in conducting and writing their project.

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