

Enhancing Students' Listening Skill Through Quizizz Audio Feature In Online Learning At Jiarawanon-Utis 4 School

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Abstract. The most challenging skill for EFL learners, especially in online learning is listening. As a result, an effective teaching tool is required to improve student's listening skills and motivation. This research aim is to describe how second graders students at Jiarawanon-Utis 4 School in Loei Province, Thailand used the Quizizz Audio Feature to enhance their listening skills. Eight students from the first semester of the school year 2021-2022 took part in this study. CAR (Classroom Action Research) was conducted in this study divided into two cycles. Each cycle consists of three meetings and four steps; planning, action, observation, and reflection. Data collection were collected from listening test, quizziz, observation, and questionnaires. Then triangulation is needed to evaluate the data. The result showed that there was an improvement in students' listening skills. It is proven from the result of the average of both cycles. The average is 70,81% in the first cycle and 90,24% in the second cycle, so the enhancement is 19,43%. Furthermore, the findings of the questionnaires revealed that students gave excellent feedback regarding the use of the Quizizz Audio Feature to enhance their listening skills, as evidenced by their responses to the survey.

Keywords: listening skill, quizizz, audio feature, online learning

INTRODUCTION

Covid-19 is currently a hot topic of discussion in any part of the world. This has made, numerous governments have enacted legislation to impose a lockdown in attempt to break the chain of Covid-19. As a result, all activities outside the home, including those in the sphere of education, must be suspended until the epidemic decreases. As for safety, many schools and academic institutions adopted online learning that allows students to study at home, and facilitating online learning becomes the safest method to protect students from the danger of Covid-19 pandemic. With this policy, many teachers feel challenged when conducting online learning, especially at Jiarawanon-Utis 4 School, Loei province, Thailand. The teacher should concentrate on using a strategy, technique, or approach while teaching English, but it should also be concerned with the resources (WL et al., 2019). Online learning is a sort of teaching and learning activity in which students (1) communicate with the teacher across a long distance, (2) use technology to access learning materials, and (3) engage with the teacher using technology (Anderson, 2008). Online learning is also defined as a learning activity that necessitates the use of an online network with connectivity, flexibility, and the ability to generate a variety of learning materials (Aguilera-hermida, 2020). The materials and educational activities may be accessed via technology at any time and from any location.

It enables lecturers and students to attend scheduled teaching sessions online (Cahyadi et al., 2021).

Jiarawanon-Utis 4 school puts two teachers to teach English virtually. The first teacher is from Indonesia who teaches English using Zoom Meeting as e-learning application, while the second teacher is from Thailand who help to assists students during teaching and learning process virtually. When conduct online learning the materials are delivered indirectly and the teacher and students communicate or interact through network access using technological devices or application (Milliner, 2017). In the context of ELT, listening can be said to be a difficult skill especially in online learning. (Renandya & Farrell, 2011) stated that the most impact from the spread of coronavirus was listening class where the implementation of such kind of online with a sudden preparation is not an easy task.

In this case, the researcher discovered that students at Jiarawanon-Utis 4 school had difficulties learning listening in English classes because English is rarely utilized in their school, the lack of students' motivation in learning English. In addition, the teacher rarely provides listening materials and interesting media. The school also does not provide facilities for the students to have exercises in listening. Many students have struggle when they want to determining the meaning of what they hear. Listening has an important influence on daily communication and the implementation of a language. However, listening is known as a challenging skill, especially for EFL learners (Adnan, 2014). It is undeniable that the position of English in Thailand is only a foreign language. This reason is also caused students not familiar with varied English vocabularies so that it can impact on their listening skills. When students have difficulty in listening, it can affect other skills because listening is the first skill that students must be mastered before other English language skills such as speaking, writing, and reading. Listening is not as simple as many people think. When listening to something, the listeners must focus on what they heard to comprehend the meaning, and this is why learning listening is vital since listening makes people obtain knowledge, information and will make it easy for everyone to communicate with others. So, for EFL students, listening is the first skill that must be taken by students before they have to learn a foreign language. Listening is a very complex skill compared to other skills for ESL and EFL learners; it is caused by a lack of practice and limited knowledge to follow listening activity in the class (Schmidt, 2009). As a result, in order to solve the problem in this virtual classroom, the effective media is required. The teacher must create interesting media to boost students' motivation in listening practice. Furthermore, outside influences influencing learners have an impact, such as making instructional media less appealing to students (Ardhiani et al., 2021).

Gamification is beneficial for overcoming learning obstacles and promoting participation in learning activities (Ravid & Codish, 2014). Students can be more excited in learning if media online games are used in teaching and learning activities. According to Zichermann & Cunningham (2011) by incorporating game rules into the problem-solving process, gamification has the potential to transform the way students think. It is quite effective in overcoming learning barriers and motivating students to participate in educational activities when using gamification (Ravid & Codish, 2014). In today's world, gamification plays a

significant role in successful learning (Çeker & Özdamli, 2017). Using an application-based game, the teacher can incorporate media into the learning process in the online classroom. Quizizz is an application that uses the gamification concept (MacNamara & Murphy, 2017).

In this case, two application-based games are often used for online learning in Thailand, namely Kahoot! and Quizizz. Both of them have audio features that can be used for listening practice. Busiri (2020) found that the use of Kahoot! App in learning Arabic listening makes the learning process very fun and becomes an interactive learning innovation, not only that it can motivate them in the language learning process. Then, Sakti & Afifah (2020) stated that there is an improvement of students in German listening skills using audio and picture features in the Quizizz; this study also indicates that the Quizizz app is effective as a media to train German listening skills because the students also have a positive perspective towards the app. Although both applications can enhance students' listening skills, there are study comparative between Kahoot! and Quizizz. Lestari (2019) conducted research to compare the effectiveness of Kahoot and Quizizz. The study found that; Quizizz's implementation was better than Kahoot! in terms of increasing student motivation, and Quizizz's features were more intriguing than Kahoot!, then the question in Quizizz was shuffled to make students more independent to do the quiz. The findings were also relevant to a study conducted by Basuki & Hidayati (2019), which found that Quizizz is more fascinating, motivating, familiar, simpler, and engaging, and that the app does not split students' concentration during the quiz and its allowing them to complete the quizzes independently.

Not only that, according to (Yana, Antasari, & Kurniawan 2019), The pictures and audio features in Quizizz can be used as questions or answer choices. With this feature, the teacher can make different exercises model. Moreover, (Ningtyas & Syaodih, 2020) stated that visual and audio elements in Quizizz can make learning successful in the classroom because it is interesting and not boring. (Sakti & Afifah, (Sakti & Afifah, 2020) also stated that the duration of the audio feature in Quizizz is only 10 seconds, so it makes the teacher selective in determining the listening test and adjusting the students' level. This feature is very suitable for EFL students in Thailand to learn basic listening and solve their problems in online classes. Therefore, Quizizz is a grading system that time-saving and effective tool (Medvedovska et al., 2016). In addition, to indicate whether a student's answer is correct or not, Quizizz will show a meme. This is a one-of-a-kind incentive for kids (Miller, 2016). Moreover, previous research conducted by (Dean, 2017; MacNamara & Murphy, 2017) has shown that Quizizz may be used to arrange classroom activities and creating assesments.

So, the researchers decided to use Quizizz as engaging tool to improving students' listening skills. Not only that, the fun activity in Quizizz can bring a different atmosphere in a virtual class. It can be an alternative strategy in enhancing students' listening skills, especially in online learning. Quizizz was chosen because the research of Quizizz to train students' English listening skills is still limited. It is hoped that this research will bring out a good teaching media for teachers in enhancing students' listening skills.

METHOD

The research was conducted at 8th grade of Jiarawanon-Utis 4, Loei Province, Thailand consists of 8 students. The research participants were students in 8th grade of Jiarawanon-Utis 4th School.

This research was conducted using CAR (Classroom Action Research). Kemmis & Mc Taggart (1992), Sukmadinata (2006), and Kusnandar (2008) developed Classroom Action Research, which contains four steps in each cycle. They are planning, acting, observation, and reflection. When there are still some problems in the first cycle, however, there will be re-planning, acting, observing, and reflecting (Echeverria et al., 2011). The CAR phase is shown in the figure below.

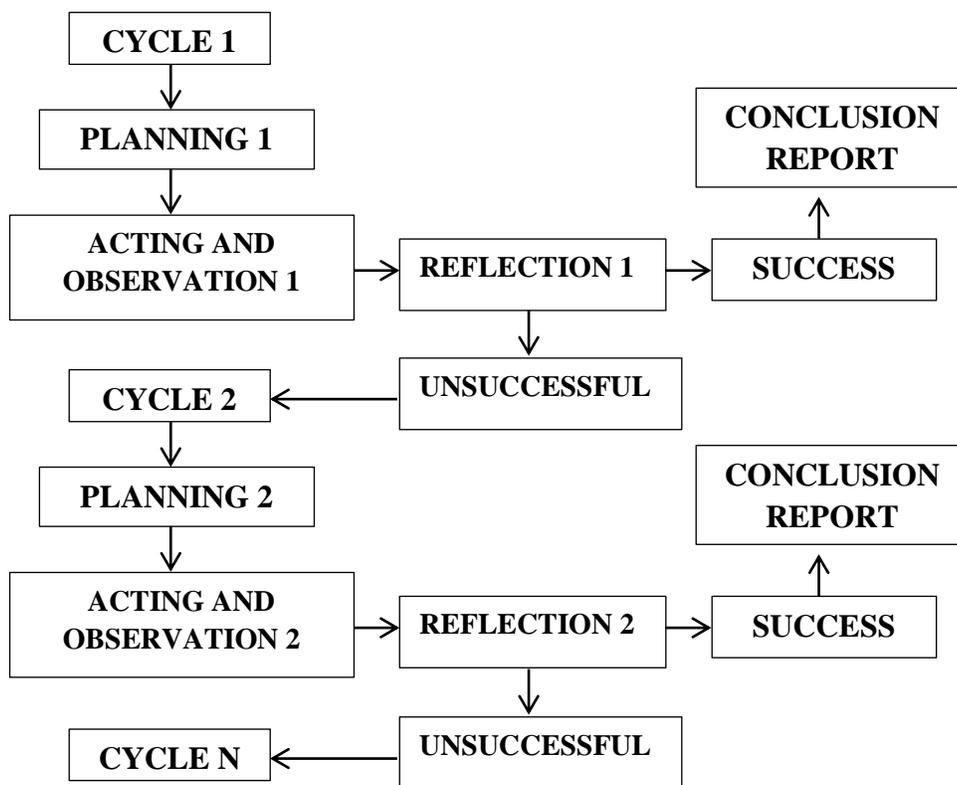


Figure 1 CAR Cycles (Kemmis & McTaggart, 1992)

There were three instrument that used in this study, they are listening test, observation, and questionnaire. Students' listening skills were obtained from Q&A and using Quizizz. Then

the questionnaire was modified from Zhao (2019) to see students' perspective through Quizizz in listening practice. The questionnaire consists of ten questions and use five statements on the Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Then, all aspects in the questionnaires also used by observers in observation checklist.

Based on research Zhao (Zhao, 2019) the theoretical basis used to see the perspective of students' motivation in using Quizizz in listening practice are according to Zichermann & Cunningham (Zichermann & Cunningham, 2011) by incorporating game rules into the problem-solving process, gamification has the potential to transform the way students think. It is quite effective in overcoming learning barriers and motivating students to participate in educational activities when using gamification (Ravid & Codish, 2014). In today's world, gamification plays a significant role in successful learning (Çeker & Özdamlı, 2017). Using an application-based game, the teacher can incorporate media into the learning process in the online classroom.

This study is focus on efforts to improve students listening skill, then the explanation of each stage is known as follows: In planning stage the researcher as the teacher prepared a lesson plan including teaching media (Quizizz). Not only that, the researcher also prepared questionnaire. Then, in acting stage the researcher implements the planned strategy and the process of teaching listening involved by the use of Quizizz app. After that, in the observing stage, the observer was done by (one teacher and one lecture) as team teaching to see the teaching and learning process. Students listening skill are obtained from the result of listening by using Quizizz and Q&A. Then for questionnaire modified from Zhao (Zhao, 2019) to see the students perspective using Quizizz to enhance their listening skill. Next, the data are analyzed both quantitatively and qualitatively. The results of the listening quiz and questionnaire are analyzed using quantitative data analysis. Meanwhile, qualitative data analysis is used to assess how well the planned approach is being implemented. In the final section, the researcher assessed the process of teaching listening using the Quizizz audio feature. In the reflecting step, triangulation is required by comparing the observation result, questionnaire, and rubric with the success indicator.

The success indicator in listening skills based in this study are following with some aspects, the first one is students' ability in understanding the meaning, the second is students' ability in guessing the words, and the last one is student's ability in recognizing the distinctive sounds. Then the indicators are achieved if the minimum average value of students is $70 < PP < 100$ with the following range:

A = $80 < PP < 100$: Very Good

B = $70 < PP < 79$: Good

C = $51 < PP < 69$: Enough

D = $< PP < 50$: Poor

FINDINGS AND DISCUSSION

Students' Listening Skill

In this study, students were said to be successful in learning listening skills if they achieved 3 points, consisting of be able to understanding the meaning, guessing the words, and recognizing the distinctive sounds. In addition, Broughton et al. (2002) stated that listening involves of concentration, understanding, and cognition. The first one, the assessment process of students' ability in understanding the meaning is having listening test through Quizizz, the listening test consist of matching the audio with the correct picture. The second, the assessment process for students' ability on guessing the words is having quizzes through Quizizz, this activity is asking students to type the correct words based on the picture given. The third, the assessment process of students' ability on recognizing the distinctive sounds is asking students to listen the audio and then asking them to pronounce one by one based of what they have heard in the audio through zoom meeting.

The primary goal of teaching and learning process is to ensure that each student is able to master listening skills in each topic. The topics discussed in both the first and second cycle consist of four topics, they are: a) Daily routines, b) Jobs, c) Clothes, and d) Part of house. The strategy is implemented for each topic by using Quizizz app where the students does some listening quizzes and answers through this app. There are 3 meetings in each cycle and the English class is conducted twice in a week consist of 60 minutes for each meeting.

Each quizzes and test is conduct one by one. Listening test and quizez are always implemented in every class activity using Quizizz app after students listen the teacher's explanation of the vocabulary and shows the audio in each topic. Then, the final test was carried out at the end of the cycle. The improvement results from the assessment of students' listening skills are shown as follows:

Table 1 The percentage of students' listening skill in both cycle

Variables	Cycle 1	Cycle 2
Students' ability in understanding the meaning	83,3%	95,83%
Students' ability in guessing the words.	58,3%	83,3%
Students' ability in recognizing the distinctive sounds	70,83%	91,6%
Average	70,81%	90,24%

The first variable is students' ability on understanding the meaning. This activity is conducted through Quizizz app. After completing this listening test, students will know their own score. All these activities were carried out in cycle I and cycle II with 6 meetings. The table shows that in the first cycle about 83,3% of the 8 students achieved the goal, and in the second cycle it increased positively by 12,53% from 83,3% to 95,83%. This improvement is possible because the students are already familiar with the use of the Quizizz app. In addition, this variable can be achieved because the teacher has explained the vocabulary for each topic

very well and shows audio during the lesson. The forms of quizzes are matching pictures based on the audio, and the audio can be played many times so its easier for them to choose the right answer if they missed some parts in the audio. So, it can affect them to easily understand the meaning of each audio they listen to. Not only that, the forms of quizzes make students interested in the topic. Based on the result, it shows that using Quizizz audio feature can improve students' ability in understanding the meaning.

The second variable is the students' ability in guessing the words. This activity is implemented using Quizizz app as well. Here, the students are asked to type the appropriate and correct word based on the picture. Table 1 shows that students experienced an increase of 25%, in Cycle I 58,3% of the total students achieved this variable, then in Cycle II it became 83,3%. In the cycle II, the students are familiar with English words as they play and listen to the words during the listening test on the Quizizz app, therefore this progress can be acceptable. This phenomenon shows that using Quizizz audio feature can help students to improve their ability in guessing the words.

The third variable is students' ability in recognizing the distinctive sounds. This activity is carried out through zoom meeting after the students doing listening test and quizzes. The students are asked to listen to the audio and they have to guess the correct word based on the audio they hear, then they have to pronounce it. Table 1 shows that in Cycle I, 70,83% of 8 students achieved the goal, and in Cycle II it increased by 20,77% from 70,83% to 91,6%. Moreover, to achieve students' success in this variable, the teacher asked the students to repeat each word after the audio was played, so that they became proficient and master in pronouncing the words although their Thai accent was not separated from them when pronouncing English vocabulary. So, it means that Quizizz audio feature also can also improve their ability in recognizing the distinctive sounds.

Students' Motivation

Motivation can be called as the most needed component in learning English because it is the key of success to students. The success of the students is depending on their own motivation. So, its concluded that motivation is a key to get successful in learning process. Harmer (2001) stated that motivation is the biggest factor in affecting students' success. Motivation is also leads them to reach their goals in learning (Ormrod, 2004). So, in here, the participants' responses regarding to their motivation in using Quizizz audio feature for listening practice were obtained from the questionnaires. The questionnaires is consists of ten items and its distributed to the students who joined in English class to see their perspective in listening practice by using Quizizz audio feature. Based on the result of questionnaires, majority students have good responses toward the use of Quizizz audio feature to enhance their listening skill.

From the result of observation and the questionnaires, it can be seen that 100% students agree that using Quizizz is easy, 100% students agree that using Quizizz doing in-class listening exercises is fun, 88% students agree that using Quizizz is effective in enhancing their listening in online learning, 100% students agree that using Quizizz doing in-class listening exercises stimulates their interest in study English, 88% students using Quizizz doing in-class listening exercises helps them review the topic , 100% students agree that the ranking list in Quizizz motivates them to study, 88% students agree that using Quizizz helps them concentrate in class. 75% students agree that doing in-class exercises using Quizizz reduce their listening test anxiety, 100% students agree that doing in-class exercises using Quizizz helps them know their classmate, 100% students agree that they would like to use Quizizz more in the future. In conclusion 94% students have good responses toward the listening practice by using Quizizz audio feature.

Discussion

In the first cycle, during the teaching and learning process, it was shown that most of the students still had difficulties in following the learning activities. There are still many of them who are still confused in operate the Quizizz app, because this application is still new for them. So here, the researcher directs the students and explains to them how to use the Quizizz application before the quizzes starts. In the listening test using Quizizz, students are asked to listen to the audio and choose the picture that matches to the audio, here there are still many students wrong in choosing the picture based on the audio. This phenomenon can happen because they are still not familiar with English pronunciation because of their different accents. In Quizizz, students are also asked to write down English vocabulary based on the pictures given, but some of them still cannot do it very well. This may happen because students still have difficulty in participating in learning activities, so they are still very lacking in mastering vocabulary in English. In addition, there are still many students who are still very bad at pronouncing words in English. With this, the researcher repeated the audio playing and gave examples of how to pronounce word by word correctly.

In the second cycle, it can be seen that students are already familiar with learning listening using the Quizizz app. Here it is also seen that they are able to operate the application easily and many of them are motivated by using this app. So that in this cycle students become easier in pronouncing words in English. Not only that, students can also understand the meaning of the words played through the audio provided by the teacher in each topic. And when they asked to write the given picture, they can do it very well. This treatment is the same as the first cycle. Therefore, it can be concluded that in the second cycle, students' ability in understanding the meaning, students' ability in guessing the words, and student's ability in recognizing the distinctive sounds are increase.

After both cycles were carried out, here the students were distributed questionnaires. The results showed that the Quizizz audio feature is an effective mobile game application in learning listening. Many students also have positive responses toward the app, and they also have positive perspective that this app makes them motivated and interested in learning listening.

The findings of this study are in line with previous research conducted by Sakti & Afifah (Sakti & Afifah, 2020), which showed that using audio and picture features in Quizizz can help to improve students' listening skills. In addition, the student's perception in this study also showed that Quizizz is an effective tool to train German listening skill. San (2020) showed that using strategies-based instruction through Randal's Cyber Listening lab and Quizizz app are helped Turkish college students to improve their listening comprehension proficiency and their metacognitive awareness. Moreover, Farida (2021) conducted a study to develop listening materials using Quizizz. This study found that quizzes successfully attracted students' attention in learning listening because it was an interesting digital learning application.

From the all-research findings described above, the researcher concluded that the Quizizz app is an excellent language learning tool that can engage students, particularly those who struggle with listening skills. Unlike other findings, this research aims to improve the listening skills of EFL students outside of Indonesia and their learning motivation by utilizing the Quizizz audio feature, which will aid students in increasing their motivation and assisting them in resolving problems that may arise in the classroom. So that, they get new experiences in learning English listening skills with Quizizz as an attractive digital media, while previously they had no experience using this app because of the school's limitations in providing listening material.

CONCLUSION

According to the results in this study, the researchers can conclude that the use of Quizizz audio feature is successful in enhancing students' listening skill. Students' listening skill was improved when Quizizz was applied in listening learning process. It can be seen from the improvement of the first cycle and second cycle. The improvement of students' ability in understanding the meaning is increased from 83,3% to 95,83%, then the students' ability in guessing the words is increased from 58,3% to 83,3%, the last one is students' ability in recognizing the distinctive sounds is increased from 70,83% to 91,6%. The use of Quizizz audio feature is made the atmosphere in learning listening to be more interested. In conclusion, Quizizz audio feature can be called as the effective learning tool to solve the problem in virtual class especially for students who are still lack of listening skill and low of learning motivation. Moreover, the students' responses also support the evidence that this app can increase their motivation in listening learning which is obtained from the results of questionnaires. In addition, this application was new for them and do not make them easily get bored in learning process.

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