

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Listening

1. Definition of Listening

For human being, people decided to listen for their first language skills. It is an elusive mental process that has a significant impact on our everyday lives. People actually listen for a number of reasons, including entertainment, academic, and getting necessary knowledge. According to Rost (1994), listening is important in foreign language learning since it offers language responses. There are many definitions of Listening proposed by many experts.

Underwood (1989), defines that listening is the practice of paying attention to and capable of understanding what we hear. Yagang (1993), said it is the skill to perceive what people are saying. Howatt and Dakin in Saricoban (1999), argue that this includes recognizing a speaker's accent or pronunciation, grammar, and vocabulary, as well as grasping his language. Yang (1999), defines that listening is an active process in which listeners are required to participate. Vandergrift (2002), adds that listening is a detailed and active process of understanding in which listeners compare what they hear to what they already know. Helgesen in Nunan (2003), said that listening is an active process in which people direct what they hear to another knowledge they already know.

Based on theory of communication, Rost (2002) views listening as a

transactional process in which all participants are “sending” and “receiving” messages at the same time. According to Rost, there are four orientations or impressions that can be used to define listening:

1. From the perspective of receptive:

Listening is viewed as receiving what the speaker directly says.

2. From the perspective of constructive:

Listening can be defined as the process of creating and representing meaning.

3. Viewed from collaborative perspective:

Listening is negotiating and listening to the meaning of speakers and responding it.

4. From the view of transformative perspective:

It means creating meaning through involvement, inspiration, and intuition.

The researcher concludes based on the definitions above, that listening is an active process in which we must try to process, understand, perceive, evaluate, and respond to the speaker's message.

2. The Process of Listening

Devito (2000), states that the process of listening can be described as a series of five types:

1. Receiving

Receiving is the act of hearing. Hearing is a natural process that occurs when you open your ears or come into contact with auditory stimuli. However,

listening starts with receiving messages from the speakers.

2. Understanding

Understanding is the stage in which you figure out what the speaker is trying to say. To help you understand more, talk about related knowledge to what you already know or put the context you've been given into your own experience.

3. Remembering

Messages that you have obtained and comprehended must be remembered for at least a short period of time; you may aid your memory by taking notes or capturing the message on tape.

4. Evaluating

Evaluating involves judging the messages in a number of ways. In general, if you know what the individual is talking about, you'll be able to recognize the details and react appropriately. You must separate evidence from inferences, perspective, and the speaker's personal interpretations when evaluating the messages.

5. Responding

Responding is divided into two phases: responses made while the speaker is speaking and responses made after the speaker has finished speaking. The replies are comments or information that you send back to the speaker, letting him or her know how you feel about his or her messages.

Based on the statements above, the result shows that the five processes

are very important in the listening process and that they are often related to one another. For example, it is difficult to comprehend a message that we have not previously received or have never received, and so on.

3. The types of Listening

Devito (2000) differentiates three kinds of listening in which people are affected:

1. Appreciative Listening

Listening for the purpose of entertainment and enjoyment is known as appreciative listening. Appreciative listening skills involve listening for information as well as emotions, and applying what we hear to our own experiences.

2. Informative Listening

Listening to acquire information and understand ideas is referred to as informative listening. Identify the key points, apply ideas/arguments to your experiences, then paraphrase and put them into your own words are all informative listening skills that must be practiced.

3. Emphatic Listening

Having listened intently to another person's thoughts is known as emphatic listening. Avoid negative responses and aspire to be a good emphatic listener are two emphatic listening skills that should be learned. There are three kinds of Emphatic Listening, namely: identify the emotions, listen to the story, and let the person talk through their problems.

Whereas Kline (2009), divides five types of listening because different situations require different types of listening:

1. Informative Listening

The word "informative listening" refers to a situation in which the listener's primary concern is capable of understanding the message. It can be found in every aspect of our lives. The majority of our learning occurs as a result of informative listening. There are three important factors to consider when this relates to informative listening. Knowing these factors will help us start to develop our informative listening skills, which means we'll get better at interpreting what the speaker is saying:

a. Vocabulary

Vocabulary plays an important role in listening because it increases the possibility of better understanding.

b. Concentration

Concentration is tough enough, and most people don't pay attention while they're listening. Discipline, encouragement, and acceptance of responsibility are all required for concentration.

c. Memory

Relates to informative listening, memory is particularly important. We can't process information without relying on memory.

2. Relationship Listening

The aim of relationship listening is to assist an individual or to

enhance interpersonal relationships. The emphasis of a listening relationship is on the other person's perception. Effective relationship listening requires three behaviors, namely:

a. Attending

Attending behaviors in relationship listening suggest that the listener is focused on the speaker. Nonverbal signals are important in relationship listening because they show whether we are paying attention to the speaker or not.

b. Supporting

Many of the responses are negative or non-supportive. Silence is often the best answer. Supportive listeners have three characteristics: caution (being cautious with what they say and do), belief (having faith in the other person's ability), and patience (giving others the opportunity they need to express themselves adequately).

c. Empathizing

Empathy is the ability to feel and think like another person does. The supportive, empathic listener has the ability to enter someone's world. Empathic activity is something that can be experienced. We must first understand everything we can about the other person. Second, we must consider the other individual, even though we disagree with some of their actions. Third, we must learn to be empathetic listeners.

3. Appreciative Listening

Listening to music for the benefit of speakers is known as appreciative listening. The listener's answer and the level of appreciative listening are largely determined by three factors, namely:

a. Presentation

The medium, the design, and the presenter's personality are all variables in a presentation. Our pleasure or displeasure with a presentation may often be influenced by our interpretation of it.

b. Perception

Since perception affects every aspect of our lives, it is a crucial component in appreciative listening. It's important to understand what factors affect whether we not enjoy or appreciate the things we listen to.

c. Previous experience

Whether or not we enjoy listening to something is influenced by our previous experiences. We enjoy listening to things in certain situations because we are experts in that area.

4. Critical Listening

In a democracy and an academy, the capacity to listen critically is important. There are three things to keep in mind when practicing critical listening:

a. Ethos (Speaker Credibility)

Expertise and trustworthiness are the two most important elements of

a speaker's reputation. Effective critical listening necessitates a careful assessment of the speaker's expertise and trustworthiness.

b. Logos (Logical Arguments)

Speakers with a high ethos are susceptible to making logical errors.

We can't disregard logic since both ethos and logos are essential components of critical listening.

c. Pathos (Psychological Appeals)

Communication's psychological or emotional aspect is often misunderstood and misapplied. As a result, successful critical listeners should carefully examine the speaker's message's concentration.

5. Discriminative Listening

Discriminative listening is perhaps the most important since it is the groundwork for the other four styles. Despite the fact that it overlaps with the other four styles of listening, there are three things to remember regarding this form of listening, namely:

a. Hearing Ability

Hearing ability is crucial because those who can't hear well would have a harder time identifying between different sounds.

b. Awareness of Sound Structure

Discriminatory listening will improve if you pay close attention to the language's sound structure.

c. Integration of Nonverbal Cues

Words don't always express real emotions. The manner in which they are spoken or the manner in which the speaker acts can hold the key to understanding the true or intended meaning.

H. Douglas Brown mentions about how listening assessment should be comprised in such tasks and procedures:

1. *Intensive*. Listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.
2. *Responsive*. Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.
3. *Selective*. Processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.
4. *Extensive*. Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a

comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

The researcher concluded that there are various styles of listening based on the statements above. Since the two experts have contrasting views on the various forms of listening, this is not a problem. They differentiated the different styles of listening because they know that different circumstances would necessitate different types of listening. It is important for us to consider the various styles of listening so that we can decide what situations we are in and what types of listening should be used. Different situations involve different types of listening. It is important that we learn about the different styles of listening so that we can recognize when we are in which circumstances and which types of listening should be used.

4. Micro- and Macroskills of Listening

According to H. Douglas Brown, the skills are sub-divided into what other people think of as microskills (attending to the smaller bits and chunks of language, in more of a bottom-up process) and macroskills (focusing on the larger elements involved in a top-down approach to a listening). Micro- and Macroskills provide 17 different objectives to assess in listening:

Microskills

1. Discriminate among the distinctive sounds of English
2. Retain chunks of language of different lengths in short-term memory
3. Recognize English stress patterns, words in stressed and unstressed

positions, rhythmic structure, intonation contours, and their role in signaling information

4. Recognize reduced forms of words
5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance
6. Process speech at different rates of delivery
7. Process speech containing pauses, errors, corrections, and other performance variables
8. Recognize grammatical word classes (nouns, verbs, etc.) Systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical structure
9. Detect sentence constituents and distinguish between major and minor constituents
10. Recognize that a particular meaning may be expressed in different grammatical forms
11. Recognize cohesive devices in spoken discourse

Macroskills

12. Recognize the communicative functions of utterances, according to situations, participants, goals
13. Infer situation, participants, goal using real-world knowledge
14. from events, ideas, and so on, described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given

information, generalization, and exemplification

15. Distinguish between literal and implied meanings
16. Use facial, kinesic, body language, and other nonverbal clues to decipher meanings
17. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof.

5. The Difficulties of Listening Ability

Underwood (1989), states that students may face a variety of difficulties while learning to listen, they are:

- a. Lack of control over the speed at which speakers speak.

The majority of students are unable to listen to English because they are unable to monitor how fast a speaker speaks. They also have impression that the words dissolve before they can pick them out. This sometimes results in students learning to listen unable to keep up. They are so distracted with translating the significance of one section of what they hear so they ignore the next.

- b. Not being able to get things repeated

Another problem of monitoring what the speaker says is that the listener isn't always able to get the speaker to repeat an utterance. When speaking with a native speaker, for example, asking him or her to repeat what they have said is difficult.

c. The listener's limited vocabulary

Choice of vocabulary is depending on the speaker. When people are listening to a foreign language, an unfamiliar word may cause them to pause and consider the meaning of the word, causing them to miss the next part of the speech.

d. Failure to recognize the "signals"

A speaker could indicate that he or she is going from one stage to another in a variety of ways. These signs are not always clear to those who listening to a foreign language and can be easily dismissed.

e. Problems of interpretation

Interpretation problems may arise when students unfamiliar with the context and also have difficult time understanding the words they hear, even though they understand their "surface" meaning.

f. Inability to concentrate

In listening practice, inability to focus is a huge issue, as even the smallest lapse in judgement will significantly affect comprehension.

g. Established learning habits

Since we do not teach our students the real situation, an established learning habit is not a good way to develop our students' listening capacity. Underwood (1989), listening was generally taught in most schools, as can be seen (teacher repeat and pronounce words carefully, speaking slowly and pausing frequently).

Moreover, as the statement of Underwood (1989), the writer found that there are eleven possible reasons why some students find listening difficult:

1. They are trying to understand every word.
2. They get left behind trying to work out what a previous word meant.
3. They just do not know the most important words.
4. They do not recognize the words that they know.
5. They have problems with different accents.
6. They lack listening stamina/ they get tired.
7. They have a mental block.
8. They are distracted by background noise.
9. They cannot cope with not having images
10. They have hearing problems
11. They cannot tell the difference between the different voices.

From the clarification above, the author can conclude that there are many problems that we are going to confront in listening activity. The issues are different from the simple one until the most difficult, particularly when we learn to listen for foreign language. But it isn't a prevention for us to memorize listening ability. We must keep in mind that listening ability is exceptionally critical since most of our time we spend for listening activity.

6. Developing Listening Material

1. Concept Of Material Development

Tomlinson (1998) define materials as anything used by teachers or learners to facilitate the learning of a language. Materials could obviously include cassettes, videos, CD-Roms, DVD's, dictionaries, grammar books, readers, workbooks, photocopied exercises, all kinds of realia, lectures and talks by guest speakers, Internet sources, and so on. Tomlinson (1998) said that materials development encompasses any kind of activity and/or exercise (games, role plays, readings, problem-solving situations, group discussions, etc.) totally developed from raw texts, with or without pedagogical purposes, for the students' level and created to address a section of the course content, that seems to be weak or lack further development or practice.

2. Characteristics of Materials Development

Within the scope of Materials Development, there are several important features to take into account in the process of creating or adapting teaching materials. Among the many characteristics mentioned by Tomlinson (1998), there are four fundamentals of them. The first one is the fact that materials should have an impact on the students and arouse learners' curiosity, attention and interest. By impact Tomlinson refers to materials that make use of different types of sources (TV, newspaper, internet sites, radio, magazines, and letters), have an attractive presentation and appealing content. Obviously, to achieve this, teachers should clearly know his/her students and his/her objectives to develop

/ adapt an activity for a particular teaching aspect. These materials ought to be relevant, useful and focused on what students are learning at that point.

A second characteristic is exposure to real language which is attained by giving students opportunities to use language in real life communicative activities. By having guest speakers, radio interviews, class surveys, projects, interviews to other teachers, group discussions, and panels in class students can be exposed to real language. Tomlinson (1998) argue that the materials should also stimulate learner's interaction with the input rather than just having passive reception of it. This does not necessarily mean that the learners should always produce language in response to the input, but it does mean that they should always do something mentally or physically in response to it.

As a third feature, materials should address different learning styles and intelligences. If teachers know their students, they will design activities in which students can really feel at ease using their learning preferences and abilities. Teachers should develop materials for visual, auditory or tactile students as well as activities for students with bodily kinesthetic, musical, linguistic, logical mathematical, spatial, interpersonal, intrapersonal, and naturalistic intelligences. The last important feature of materials development is the guidance towards students' autonomy and independence. The latest trends in EFL teaching support and encourage the idea that students need to learn to be responsible for their own learning and to know that they can do activities in and out of class by themselves. Giving students' choice is a key element in making them autonomous and

independent.

3. The Characteristics of Good Listening Material

The characteristics of good listening material based on the School Based Curriculum are the compatibility of the material with the school-based curriculum, and the orderly presentation of the topics in the material. The material compatibility with the school-based curriculum was judged from the Standard Competency and Basic Competency. The Standard Competency and Basic Competency of the listening material must closely follow the guidelines of the School Based Curriculum. Based on this Standard Competency and Basic Competency, the researcher will develop listening topics which will represent the Standard Competency and Basic Competency required by the School Based Curriculum. There are four Standard Competencies that must be taught to the students of class VIII of Junior High School, two standard competencies in each semester. The followings table shows the Standard Competency and Basic Competency which were taken from the School Based Curriculum for class VIII of Junior High School. As for the basic competencies, there were eight basic competencies which must be taught to the students of class VIII of Junior High School, with four basic competencies for each semester.

4. The Characteristic of Good Listening Material based on the Good Material and Listening teaching and Learning Theories

The characteristic of good listening material based on good listening material are as follows:

- a. The materials should have an impact on the students and arouse learners' curiosity, attention and interest, by having an attractive presentation and appealing content. These materials ought to be relevant, useful and focused on what students are learning at that point.
- b. The material should give exposure to real language which is attained by giving students opportunities to use language in real-life communicative activities. The materials should also stimulate learner's interaction with the input rather than just having passive reception of it
- c. The material should expose students with different ways of information processing system, namely bottom up and top-down processing systems.
- d. The material should expose Students to Different Type of Listening. Both the Gist listening and the Specific listening.
- e. The material should be developed by considering different levels of the students' academic ability. The above characteristics were taken from the criteria of good material and the theories on listening teaching and learning. Based on these characteristics the researcher developed the listening material in order to make the material fulfill the criteria of good material and the requirements of listening teaching and learning theories.

B. Media Platform

1. Digital-Based

1. Digital Media

Digital media is an umbrella term used to describe technologies of the

late 20th century and that are new. This currently includes but is not limited to the internet, cellular phones, interactive television, computer games, and virtual worlds. Digital media is relative though: radio was considered new in the early 1900s, although it was not considered new in the early 2000s. As new technologies are integrated into our daily lives, they become part of our everyday experiences and, as the years go by, are viewed as commonplace and unoriginal-almost invisible as a technology, e.g., writing, pencils, paper, and chalkboards.

Adding the term digital to the phrase digital media signals a form of content that is created and distributed electronically based on binary codes. Digital media is currently the predominant form of new media. Due to its digital code, content such as a digital video or e-mail can be edited, shared, and even in some cases-such as in virtual world- interactive, social networks, and websites in which people can read and generate content are possible due to digital computers. It is important to concentrate on how new media technologies are being integrated into our daily lives. This includes how cell phones, laptops, iPods, and video game players. Jenkins (2006) define students' participation with digital media including how they produce and distribute media and engage in appropriating, recirculating, archiving, and annotating media content in powerful new ways. By discussing how digital media influences our lives, teachers can come to appreciate how learning, literacy, and knowledge in new media environments differ from traditional

school-based experiences.

2. Multimedia Learning

Mayer & Moreno (2003), explained that multimedia learning is learning from verbal and visual information. Verbal information included the written form of printed words and the oral form of spoken language and any represented by pictorial forms. According to Lane, Wright, Lai, & Chen (2012), the dual coding theory, brain clearly handles visual content differently than it does textual information. Text, a coding system, has meaning only in a symbolic sense and viewers must expend a great deal of cognitive resources decoding words and phrases on slides. Under this kind of situation, learners have little capacity left to pay attention to the speaker or they pay attention to the speaker and ignore text-heavy slides altogether. Both situations are unfavorable ideal. In contrast, visual processing can occur simultaneously and efficiently along with verbal processing because different brain regions are involved. Images are able to explain, simplify, or expand concepts in ways that are very difficult to do with text or even with spoken words. Levie & Lentz (1982), said that using picture-based visual communication is able to improved learners learning and recalling. Therefore, Lai (2011), argue that pictures and graphics, especially, are powerful communication tools if used correctly.

3. Video as Digital-Based for Learning

Fern (2011), said that video is one of the most diversify and powerful

virtual learning medium, captures and presents information and offers a sensory learning environment that enhances learners to understand more and retains information better. Stonebraker and Hazeltine (2004), argue that it integrated the various media such like voice, animation, data, and text for transferring the learning. Nugent (1982), compared several presentations and found that the combination of auditory and visual information in material gets better retention than those presented through a single information source. Todd (2011), Compared to the traditional classroom methods, video learning is student-centered, asynchronous, and available anytime and anywhere. Fathiet & Taylor (2011), define this technology provide the “new, better, cheaper, and faster” ways to transfer the learning.

In early instructional studies, the video was primarily either broadcasted through TV programs or stored on CD-ROMs. According to Ulgeset (2010), the linear nature of such video instructions produced inconsistent results. How-ever, Ertelt (2006), explained that videos often cause superficial learning and thereby restrict sustainability of learning outcomes and even no transfer that is the well known “couch-potato-attitude”. Recently, due to the development of network bandwidth and multi-media technology, the interactive video has been used widely in e-learning system. Related to Dimou (2009) Interactive video used an on linear, interactive digital video technology which allows students to pay full attention to the learning material and to review any video part as many times as they want.

Users can randomly select or play a segment with minimal search time. This may enhance learner engagement, and so improve learning effectiveness. According to Kumar & Panucci (2010), for enhancing students' learning performance, most schools often use these technologies as a supplement to traditional corporate education programs.

From the explanation above, the author wants to develop a digital learning using video to enhance students' interest in learning EFL. Based on the School Based Curriculum the author can develop the media which usually use book for learning listening, in this research the author will use modern media such as video for learning listening. Because the author wants to keep in students' mind that listening is easy to learn.

2. Quizizz Platform

1. Definition Quizizz Platform

Quizizz is an online assessment instrument as a fun multiplayer classroom action that allows all students to practice at the side of their computer, Smartphone, or iPad. Ju (2018), states that the most reason of this research is assessing the successful curiosity of students for Arabic course by actualize of Quizizz. Quizizz is an elective to Kahoot! and constitutes an incredible online instrument which helps students check their information and advance in learning. In Quizizz, the question order is randomized for each student. With Quizizz, teachers can also assign homework to provide students' additional practice. Each question has to be numerous choices with two or four

conceivable answers. Baeta Bury (2007), argue that friendly online developmental assessment instruments which help teachers survey students' language as well as their curriculum knowledge.

2. Purpose of Quizizz Platform

Quizizz could be a wonderful instrument comparable to Kahoot in merely can make online tests. It is much less competitive than Kahoot and students can actually see the question on the gadget. All students work at their own pace and clocks can be turned off. You'll be able make a Quizizz a homework task or have students complete them in lesson. You'll effectively send out the results into an Excel spreadsheet and the program saves the information. You'll be able log in simply along with your (google) mail address. This takes absent the stress of students knowing that they are in final place. You'll be able to make your own memes which are amusing pictures. It is additionally very simple to form your own tests by building from other people's public tests. It saves a part of time in reviewing. Medvedovska et al., (2016), said that allows users to complete the quiz with music and silly "correct" or "incorrect" pictures from popular media. These pictures of amusing or humorous messages are a wonderful sight. They show after a question has been answered to suggest whether the answer is correct or incorrect.

You can also make your own quizzes on Quizizz. Students can use photos that have already been pre-loaded or you can upload your own. As the

teacher, after the quiz is completed, you will have access to data and reports, making it simple to determine the students' literacy skills. The teacher will see the average class performance on a quiz, as well as the breakdown of individual students. Quizizz also has a Google Classroom integration. So, if your students are using the blended learning model, you can easily send your quizzes to them, and they will already be encrypted with their school emails. The following are some of the features of Google Classroom integration: Integrated Reports in Google Classroom and Quizizz is a wonderful experience. However, the enthusiasm is reduced as someone answers different questions at different times. According to Medvedovska, et al., (2016), once a Quizizz game is completed, you can revisit all of the questions at once, which eliminates the self - doubt.

According to Chandler (2015), The following are some of the benefits of using Quizizz: First, Quizizz is a software service that allows teachers to easily transform introductory and review exercises into interactive, multiplayer activities for students. It runs on any browser-enabled platform and allows you to create your own activities or use those created by others. There are no usernames or passwords required.

Second, students can use Quizizz to play by going to the Quizizz website and entering the game code given by their teacher. Teachers are given a full summary of student responses after the quiz is completed, which they can download and save.

Third, Quizizz has some functionality that most free gamification tools miss. Quizizz, for example, is designed to be student-led rather than teacher-led. The teacher dashboard not only gives teachers excellent real-time feedback on their students' progress, but it also let them customize each learning experience.

Finally, you can jumble the question order, choose whether or not to use timers or leaderboards, and even have a list of correct questions and answers at the end of the quiz. Quizizz infuses some much-needed humor into quizzes. It also provides teachers with outstanding input on how their students are learning.

Previous Study

There were several researchers who performed research on teaching listening. In the following section, some of the results of related research were discussed:

Andi Nur Rahmah (2018) has been done the research by the title Improving the Students' Listening Ability through Tune in, Question, Listen, and Review (TQLR) Technique (A Classroom Action Research. This research aims to find out the improvement of the students' listening ability through Tune in Question, Listen Review (TQLR) Technique at the Eleventh Grade of SMA Negeri 9 Makassar. The method of this research was a Classroom Action Research that consisted of two cycles. One cycle consisted of four meetings. It means that there were eight meetings for two cycles. The instrument of the research was observation and

listening test indicated that the students have high score in listening achievement. The subject of this research was the eleventh-grade student class in SMA Negeri 9 Makassar academic years 2015-2016 by Tune in Question, Listen Review (TQLR) Technique as Technique in teaching learning process. It consisted of 25 students. The finding of the first cycle indicated that the students' listening skill improved along with a lot of listening practices. The result of the second cycle shows that the implementation of Tune in Question Listen Review (TQLR) Technique improves the students' listening skill, especially their spelling, vocabulary mastery and motivation by providing them a lot of listening activities. It was also found that using the classroom language more often can improve their vocabulary. The indicators of the success of the implementation were that: (1) the students were familiar with English sounds; (2) the students were more enthusiastic in doing listening activities; and (3) the students' vocabulary mastery was improved.

Furthermore, Siti Reski Nanda (2018), was did a research by the title The Use of Quizizz Application in Improving Students' Reading Comprehension Skill (A Pre-Experimental Research at the 10th Grade Students' of SMKN 3 Takalar Kab. Takalar). The research aimed at investigating the use of Quizizz application in improving students' reading comprehension skill. A Pre experimental design was employed only one classes of the tenth graders at one school Kab. Takalar selected with total sampling as sample. The data were obtained through a pre-test, a post-test. The Reading comprehension assessment was covering identify main idea, identifying supporting details, identifying reference, understanding vocabulary, and

making inference. The computation showed that the used Quizizz application was improving the students' reading comprehension skills, students' reading comprehension skill using the Quizizz application show better learning outcomes than before the Quizizz application was applied. The results of inferential statistical analysis using the t test formula, it is known that the value of t Calculations obtained are 6.25 with frequency $db = 25 - 1 = 24$, at the 50% significance level obtained $t\text{-table} = 2.064$. So, $t\text{-count} > t\text{-table}$ or null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. The use of Quizizz application was very enjoyable in the learning process and it could help the students' to improve their reading comprehension skill. It can be concluded that designing the learning purpose appropriately considers language level may ease teacher to use the Quizizz application in improving students' Reading comprehension skill.

Another research conducted by Anggraini Roza (2019) Developing English Reading Materials for Eight Grade Of islamic Junior High School Jambi. The research aimed at developing reading materials that have a good effect on students' interest. According to the Background above, the problem statement was How was developing English reading materials based on syllabus for the eight grade of students at Assas islamiyyah Islamic Junior High School Jambi in first semester and second semester. Next, about the process of development, in this case the researcher used ADDIE model by Dick and Carry. First, analyz students need and problem in reading materials. Second, researcher designs the product of reading materials that appropriate with the syllabus. Third, development of the reading

materials. Then, expert validation in this case there were English teacher, material expert, and media expert. Fourth, tried out the product in order to see the response of the product. Fifth, produced the final product of reading materials for the eighth grade of students at Assas Islamiyyah Islamic Junior High School Jambi. Researcher hopes this study would be able to support learning process and give new great information to the teacher and students. And give the teacher a new experience to get a new way to do teaching.

From the all-research findings above, the researcher concludes that in teaching and learning listening process, the teacher has to catch the students' attention and involve them to learn actively by creating varieties of technique. The result of creating good technique in learning English can bring the students to interest with English, especially in listening. The differences of previous findings above with this research is the researcher want to developing the English listening materials using Quizizz, which is will help students to get a new experience in learning English listening materials with an interesting digital media. Quizizz Platform is very suitable to be applied to the eighth grade of students at SMP Islam Brawijaya Kota Mojokerto. It is very helpful and good strategy for the students to give solution to improve the students' listening skill.