



# Using Gamified Quizzes To Improve Student's Listening Comprehension

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## Abstract

This study examines the efficacy of Gamified Quizzes in enhancing listening comprehension among junior high school students. A quasi-experimental design, specifically the Non-Equivalent Control Group Design, was utilised, incorporating two intact classes: one experimental group instructed with Gamified Quizzes and one control group instructed through traditional methods. Listening comprehension tests were given as pre-tests and post-tests to see how well the students did before and after the treatment. The data analysis comprised descriptive statistics, the Kolmogorov–Smirnov normality test, Levene’s homogeneity test, the independent samples t-test, and effect size computation utilising Cohen’s d. The results showed that both groups had similar listening skills at the start, as shown by their pre-test scores. However, following the treatment, the experimental group exhibited a markedly superior improvement compared to the control group. The independent samples t-test showed a big difference between the two groups' post-test scores ( $p = 0.006$ ), and the effect size ( $d = 0.919$ ) showed that the Gamified Quizzes had a big and important effect. These results indicate that Gamified Quizzes can significantly improve students' listening comprehension by boosting motivation, engagement, and active participation. The study finds that incorporating Gamified Quizzes into listening instruction can be an effective teaching method for helping students understand what they hear. There are suggestions for teachers, schools, students, and researchers in the future.

**Keywords:** Gamified Quizzes; Listening Comprehension; Gamification