

CHAPTER I

INTRODUCTION

This chapter provides a comprehensive overview of the research background, discussion of the research questions, objectives, significance, scope, conceptual framework, and insights from previous research. It also offers a structured conceptual approach to the research's relevance pressures. Previous studies related to this research are presented at the end of the chapter.

A. Background of Study

Technology has become an essential part of education in the digital learning era, including English as a Foreign Language (EFL) learning. The use of digital tools allows teachers to create more flexible, interactive, and student-centered learning environments (Alqahtani, 2020). Integrating technology into EFL learning enhances student engagement and language development by allowing access to authentic materials and multimedia resources not always available in traditional classrooms..

EFL learners often consider listening to be the most difficult of the four language skills reading, writing, speaking, and listening. Listening activities require students to process sounds, vocabulary, grammar, and meaning simultaneously and directly (Rahmawati and Fitriani, 2021). According to Gilakjani and Sabouri (2021), listening is a fundamental skill because students acquire much of their vocabulary, grammar, and pronunciation through listening before they can produce spoken or written language. Thus, success in language learning depends on the ability to listen and understand.

Theoretically, the use of multimedia in supporting listening comprehension can be explained through the Dual Coding Theory (Paivio, 1986), which proposes that information can be processed through both verbal and visual channels, allowing learners to construct and retain information from different forms of representation. In addition, Yeldham (2021) explains that listening comprehension involves the interaction of bottom-up and top-down processing, in which learners process

linguistic information while also using contextual and background knowledge to construct meaning. Nasim (2022) further emphasizes the role of cognitive and metacognitive strategies in listening comprehension, including predicting, monitoring, and evaluating understanding. Newer frameworks such as the Multimodal Integrated Listening Comprehension (MILC) model also show that listening comprehension can be supported when learners receive multimodal input (audio + visual), as it strengthens mental representations and memory (Chen & Liu, 2020). In conclusion, these theories and models collectively highlight that the integration of auditory and visual input, supported by appropriate listening processes and strategies, can facilitate learners' listening comprehension.

Empirical research supports these theories. Pratiwi (2020) found that video-based learning significantly improved students' listening comprehension because audiovisual input made the message more meaningful. Yuliana (2021) reported that interactive quizzes increased student motivation and engagement by providing immediate feedback. Similarly, Putri (2022) in a pre-experimental study showed that podcasts improve students' listening comprehension, as evidenced by increased post-test scores. At the international level, a study with Saudi EFL learners revealed that exposure to video podcasts significantly improved students' listening skills compared to traditional methods (Al-Jarf, 2020). A systematic review by Ahmad (2023) also concluded that authentic audiovisual materials (AAM) improve listening comprehension, vocabulary, and cultural understanding. Overall, these findings indicate that authentic audiovisual materials supported by technology play an important role in improving listening comprehension and overall engagement among EFL students.

One promising tool that combines these principles is Educaplay. Educaplay is an online platform that allows teachers to create interactive activities, including video quizzes. Video quizzes combine audiovisual input with comprehension questions, requiring learners to listen carefully when answering activities that assess their level of understanding. According to Sari and Kurniawan (2021), this interactive design makes listening activities more interesting and meaningful than

conventional listening exercises. Despite its potential, research on the use of Educaplay in improving listening comprehension is still limited, especially in the context of EFL classrooms. Thus, exploring the use of Educaplay as a tool for enhancing EFL learners' listening comprehension offers valuable insights into more engaging and effective language learning practices.

The need for creative media is particularly important in Islamic boarding schools, where students often have limited exposure to authentic English outside the classroom. Technology-based tools such as Educaplay can provide additional opportunities for learners to practice listening in an engaging and interactive way. Thus, integrating creative media like Educaplay can enhance English learning in Islamic boarding schools by bridging students' limited exposure to authentic language with engaging, technology-based practice.

Considering these issues, the study entitled "The Use of Educaplay Video Quiz in Improving EFL Students' Listening Comprehension: A Pre-Experimental Study at Miftahul Ulum Islamic Boarding School" aims to determine whether Educaplay video quizzes can actually improve the listening comprehension of students in the eighth grade of junior high school. This study aims to provide empirical evidence on the use of technology-based interactive media in improving listening skills among young EFL learners. Thus, this study concludes that the use of Educaplay video quizzes contributed to an improvement in the listening comprehension of junior high school EFL students, as indicated by the differences between their pre-test and post-test scores.

In conclusion, the application of technology in EFL classrooms supported by theories such as Dual Coding Theory, Cognitive , and the Multimodal Integrated Listening Comprehension model demonstrates the potential of multimedia in improving listening comprehension by combining auditory and visual inputs to optimize cognitive processes and strengthen memory. Further empirical research supports the success of video-based learning, interactive quizzes, and authentic audio-visual materials in improving listening comprehension, motivation, and

student engagement. In this context, Educaplay emerges as a promising tool by providing interactive video quizzes that allow learners to engage in meaningful listening activities while receiving immediate feedback. Technology-based tools such as Educaplay are crucial for creating a more engaging and efficient learning environment, especially in Islamic boarding schools, where students' exposure to direct English instruction is often limited. In conclusion, this study aimed to provide empirical evidence on the use of Educaplay video quizzes in improving the listening comprehension of eighth-grade EFL students at Miftahul Ulum Islamic Boarding School. The study concluded that interactive media can be an effective method for improving students' listening skills.

B. Research Questions

This study examines the use of Educaplay video quizzes in improving EFL students' listening comprehension at Miftahul Ulum Islamic Boarding School. The study seeks to answer three key research questions:

1. What is the listening comprehension level of EFL students at Miftahul Ulum Islamic Boarding School before the use of Educaplay video quizzes?
2. What is the listening comprehension level of EFL students at Miftahul Ulum Islamic Boarding School after the use of Educaplay video quizzes?
3. How does EFL students' listening comprehension change after the use of Educaplay video quizzes?

C. Research Purposes

The purpose of this study was to determine the use of the Educaplay video quiz in improving EFL students' listening comprehension at Miftahul Ulum Islamic Boarding School. The following are the specific objectives of this study:

1. To determine students' listening comprehension abilities before the use of Educaplay video quizzes at Miftahul Ulum Islamic Boarding School.

2. To determine the level of EFL students' listening comprehension after the use of Educaplay video quizzes at Miftahul Ulum Islamic Boarding School.
3. To examine the changes in EFL students' listening comprehension after the use of Educaplay video quizzes at Miftahul Ulum Islamic Boarding School.

D. Research Significances

It is hoped that this research will provide theoretical and practical contributions to the field of English language teaching, particularly in the area of listening comprehension in EFL contexts. Theoretically, this study contributes to the growing body of research on the use of technology-based and interactive learning tools in language education. By examining the use of Educaplay video quizzes, this study contributes to the current discussion on how interactive and multimedia-based platforms can provide meaningful opportunities for students to engage with spoken English and develop their listening comprehension. In addition, this study enriches the growing literature on digital learning tools that can support student engagement and the development of listening as a core language skill in EFL learning. Thus, this study highlights the potential of interactive, technology-based tools such as Educaplay video quizzes to support EFL learners' listening comprehension and their active involvement in the learning process.

In terms of practical contributions, this study provides a number of benefits for various parties involved. For students, the use of Educaplay video quizzes offers interesting and interactive listening exercises. Through audiovisual materials, interactive questions, and immediate feedback, students can practice identifying main ideas, recognizing specific details, and understanding spoken texts. This process may also encourage greater motivation and active participation in language learning. For teachers, this study introduces an innovative and accessible tool that can enrich listening instruction beyond conventional methods, such as passive listening or repetition exercises. By using Educaplay video quizzes, teachers can provide interactive listening activities, monitor students' learning progress, identify

areas of difficulty, and provide appropriate support to develop students' listening comprehension.

Additionally, for schools and educational institutions, these findings highlight the potential benefits of integrating technology-based media into English language teaching. This is in line with the needs of 21st-century education, which emphasizes digital literacy, interactive learning, and student-centered instruction. Schools, particularly Islamic boarding schools, may consider the use of digital learning platforms such as Educaplay as an alternative medium for enriching English language instruction. Thus, this study demonstrates the potential contribution of Educaplay video quizzes to EFL listening instruction while supporting the development of interactive, technology-assisted, and student-centered learning.



E. Conceptual Framework

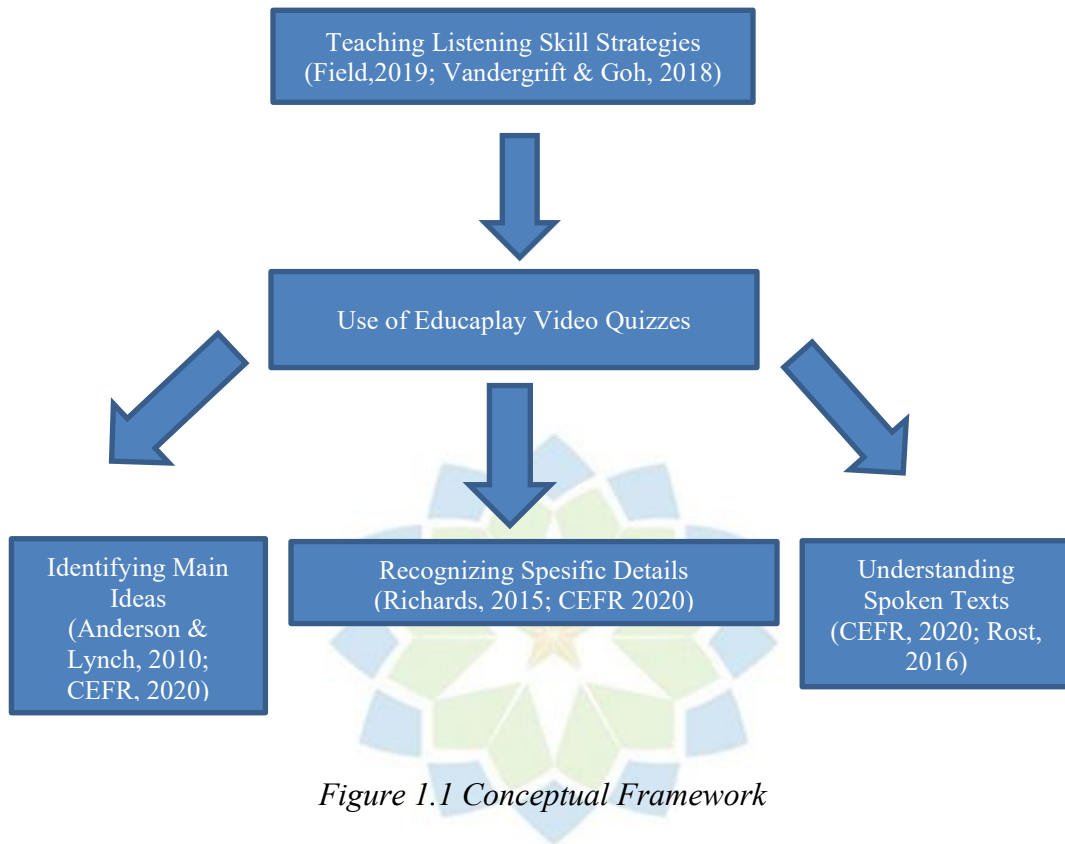


Figure 1.1 Conceptual Framework

Teaching listening skills in EFL classrooms requires a combination of structured and meaningful activities that encourage students to actively engage in understanding information received through listening. As stated by Field (2019), it's not only passive to listen reception of sound, rather than an active procedure of understanding and constructing meaning. Similarly, Vandergrift and Goh (2018) argue that effective listening instruction should provide students with strategies that guide them in understanding, verifying, and interpreting spoken text. Thus, effective listening instruction in EFL classrooms should be viewed as an active process that combines structured activities and strategic support to help learners construct meaning and develop deeper comprehension of spoken texts.

This study applies these principles by highlighting the use of technology-based and interactive strategies, where students are engaged with digital tools that support

both active listening and rapid feedback. These theories form the basis for the use of Educaplay video quizzes. Educaplay video quizzes are interactive digital tasks that combine multimedia input with comprehension questions, allowing learners to listen, process, and respond directly. The use of these quizzes is supported by the Dual Coding Theory proposed by Paivio (1986), which explains that information can be processed through verbal and visual representations, allowing learners to construct and retain information from different forms of input. In addition, Yeldham (2021) emphasizes the interaction between bottom-up and top-down processing in listening comprehension, through which learners process linguistic information while also using contextual and background knowledge to construct meaning. Nasim (2022) further highlights the importance of cognitive and metacognitive strategies, such as predicting, monitoring, and evaluating understanding, in supporting listening comprehension. Thus, the integration of Educaplay video quizzes, which combines auditory and visual input with interactive listening activities, provides an engaging approach to supporting EFL students' listening comprehension and participation in learning activities.

Through consistent exposure to Educaplay video quizzes, students not only gain authentic listening input but are also trained to monitor and evaluate their understanding through interactive practice. The application of this technique is expected to strengthen three important aspects of listening comprehension. First, students will improve their ability to identify main ideas by capturing the overall meaning or essence of oral passages, as emphasized by Anderson and Lynch (2010) and CEFR (2020). Second, they will improve their skills in recognizing specific details, such as names, numbers, and important information, which, according to Richards (2015) and CEFR (2020), are essential for accurate comprehension. Finally, students are expected to develop broader abilities to understand spoken texts, including the ability to interpret meaning and respond appropriately to spoken discourse (Goh & Vandergrift, 2021) and CEFR (2020). Thus, the consistent use of Educaplay video quizzes is expected to support the improvement of students' listening comprehension by strengthening their ability to identify key concepts,

recognize specific details, and understand spoken texts.

This conceptual framework illustrates how the use of interactive and technology-assisted activities, such as Educaplay video quizzes, may support the improvement of EFL students' listening comprehension. It provides a theoretical and practical basis for this study by linking existing learning theories with specific pedagogical tools. By tracing the path from teaching strategy (listening instruction) through method (Educaplay video quizzes) to learning outcomes (identification of main ideas, recognition of details, and comprehension of spoken text), this framework guides research hypotheses and measurements, ensuring that interventions are grounded in theory and classroom application. Thus, consistent use of Educaplay video quizzes is expected to significantly enhance students' listening comprehension by strengthening their capacity to successfully comprehend spoken texts, identify key concepts, and detect specific information.

This study demonstrates how incorporating Educaplay video quizzes which are backed by gamification and multimedia learning principles offers an efficient and captivating method of teaching listening in EFL classrooms since it actively improves students' capacity to distinguish between key concepts, pick out specific information, and understand spoken texts.

F. Scope of Research

This study has limitations in order to remain focused, clear, and feasible in data collection and analysis. This study specifically relates to listening comprehension, without involving additional linguistic abilities including writing, speaking, and reading. In the realm of listening comprehension, this investigation highlights pupils' capacity to comprehend spoken texts, identify key concepts, and identify particular details as described in the CEFR (2020). To address these aspects, this study uses Educaplay video quizzes as the sole teaching strategy, excluding other listening strategies such as dictation, extensive listening, or note-taking. Educaplay was chosen for its interactive and gamified features that combine multimedia input with comprehension tasks, making it suitable for the classroom learning context.

Thus, this study is limited to investigating listening comprehension through the use of Educaplay video quizzes, focusing specifically on pupils' capacity to comprehend spoken texts, identify key concepts, and identify specifics.

The study's participants were students at Miftahul Ulum Islamic Boarding School during the 2025/2026 academic year, while students from other classes or schools were not included in order to maintain the specificity of the research context. A pre-test and post-test were administered to a single group in this pre-experimental study, without a control group. The main purpose was to examine changes in students' listening comprehension after the use of Educaplay video quizzes. The treatment was carried out for approximately four to six weeks, in accordance with the school schedule and student availability, which was considered sufficient to observe changes in students' listening comprehension while remaining practical within the academic environment. By setting these limitations, the study remained focused on the use of Educaplay video quizzes in supporting students' listening comprehension, particularly their ability to identify key concepts, identify specific details, and comprehend spoken texts. Thus, this study, through its focused pre-experimental design at Miftahul Ulum Islamic Boarding School, examines the use of Educaplay video quizzes in improving students' listening comprehension within a real-world and specific academic setting. Overall, this study is restricted to examining students' listening comprehension before and after the use of Educaplay video quizzes, with particular attention to their ability to identify key concepts, identify specific details, and comprehend spoken texts. These limitations ensure that the research remains clear, focused, and practical within its specific academic context.

G. Hypothesis

A testable prediction about the relationship between variables that can be statistically examined is called a hypothesis in quantitative research. Creswell and Creswell (2018) state that a hypothesis is a tentative statement used to predict the expected results of a study based on previous theory and evidence. Similarly,

Cohen, Manion, and Morrison (2018) emphasize that hypotheses are formulated prior to data collection and guide the analysis and interpretation process. Theoretical models and prior research findings that imply the potential for skill improvement through certain treatments frequently give birth to hypotheses in the context of language acquisition. Therefore, a hypothesis in a quantitative study is a tested, theoretically supported prediction that directs the examination, analysis, and interpretation of the connection between variables.

This study concept was developed based on a number of earlier investigations. According to Paivio (1986), integrating verbal and visual representations allows learners to process and retain information through different forms of representation. This principle is relevant to the use of video-based resources in language learning because such resources provide learners with both auditory and visual input. In addition, Sari and Kurniawan (2021) found that gamified platforms such as Educaplay can increase student motivation and engagement and support learning activities. Therefore, the integration of video-based materials and gamified activities through Educaplay can provide an interactive learning environment that supports EFL students' listening comprehension and engagement. Similarly, Handayani (2022) reported that students who used interactive video quizzes showed improved listening skills in comparison to those who used conventional techniques. These outcomes are in line with Vandergrift and Goh (2018), who argue that effective listening instruction should involve students in active processing and verification of the information received. Thus, previous studies collectively suggest that the use of interactive, multimedia, and gamified tools like Educaplay may support students' listening comprehension by fostering active engagement, motivation, and deeper processing of spoken input.

Based on the problem formulation and research objectives of this study entitled "The use of Educaplay Video Quizzes in Improving EFL Students' Listening Comprehension: A Pre-Experimental Study at Miftahul Ulum Islamic Boarding School," the hypotheses are formulated as follows:

1. Null Hypothesis (H_0): There is no significant difference in EFL students' listening comprehension scores before and after the use of Educaplay video quizzes at Miftahul Ulum Islamic Boarding School.
2. Alternative Hypothesis (H_1): There is a significant difference in EFL students' listening comprehension scores before and after the use of Educaplay video quizzes at Miftahul Ulum Islamic Boarding School.

A pre-experimental design with a pre-test and post-test for a single group will be used to examine these hypotheses. The objective is to ascertain if Educaplay video tests may considerably enhance students' listening comprehension, particularly in terms of identifying key concepts, identifying specifics, and comprehending spoken words.

H. Previous Studies

Numerous research have examined how well Educaplay, video-based tests, and audiovisual exercises might enhance students' language learning results, especially in the area of listening comprehension. These studies support the current research both theoretically and empirically.

Ayuningrum (2024) conducted a pre-experimental study. After using Educaplay-based media, kids' vocabulary proficiency significantly increased, according to the results. Ayuningrum (2024) concluded that gamified platforms like Educaplay can promote better retention and engagement, supporting their use as interactive tools for language instruction. Although the study focused on vocabulary, its results are highly relevant as they highlight Educaplay's potential to improve other skills such as listening.

Kabriati (2024/2025) from UIN Jakarta investigated how students' comprehension abilities may be enhanced through game-based learning using Educaplay. Using a quasi-experimental design, the researcher found that when Educaplay was implemented, pupils' motivation and performance significantly

improved. The study emphasized that interactive tools combining multimedia and gamification foster better learning outcomes compared to traditional methods. This supports the present research by highlighting the potential of Educaplay as an interactive tool for supporting students' listening comprehension in the Indonesian classroom context.

Marleni, Sari, and Hardi (2021) investigated *Listening Comprehension by Using Video in Online Class through WhatsApp* during the pandemic. The utilization of video activities greatly enhanced students' listening comprehension, according to their pre-experimental investigation, particularly in identifying gist and details. The results also indicated that students became more motivated and attentive when video was integrated into their learning. Although the medium was WhatsApp rather than Educaplay, this research supports the claim that structured audiovisual input can enhance listening comprehension.

Gonzalez-Torres and Solano (2024) carried out a quasi-experimental study in Ecuador on the improvement of EFL listening abilities through the use of video listening journals. The results indicated that students who regularly engaged with video journals and reflective tasks showed notable gains in listening comprehension when compared to the control group. Furthermore, learners reported positive perceptions regarding the activities, especially in relation to motivation and self-assurance. This research is relevant because it demonstrates the use of combining video input with interactive or reflective tasks, similar to the approach used in Educaplay video quizzes.

Terao (2024) explored the effect of video conditions on computer-based listening tests in their study *Computer-Based Listening Test with Full Video, Visual-Limited Conditions: Item Characteristics and Response Time*. Conducted in an international EFL testing context, the research showed that visual input (such as full video compared to limited visual cues) significantly influenced students' listening performance and response time. The findings suggest that audiovisual support can improve comprehension and test-taking efficiency. This study provides a theoretical

basis for employing video quizzes, such as those designed in Educaplay, to optimize students' listening comprehension.

These studies collectively suggest that the use of digital learning tools and gamification, particularly through videos and interactive quizzes, can support the development of students' language abilities, particularly vocabulary and listening comprehension. However, the majority of earlier research was carried out at high schools or universities and often emphasized general language skills rather than listening comprehension specifically. By investigating the use of Educaplay video quizzes to support junior high school students' listening comprehension through a pre-experimental design, this study seeks to address these shortcomings by focusing on measurable indicators such as students' ability to identify key concepts, recognize specific details, and demonstrate overall comprehension.

