

The Effectiveness of Froggy Jumps Learning Media to Enhance the Tenth Graders' Recount Text Listening Skill at SMA N 1 Salaman

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Abstract

Listening is one of the important skills in English language learning that plays a crucial role in understanding spoken language. However, many tenth graders at SMA N 1 Salaman still experience difficulties in understanding spoken English text. This study aimed to examine whether there is any difference between students' recount text listening skill those taught using Froggy Jumps and those taught using Quizizz and to find out the effectiveness of Froggy Jumps learning medium to enhance the listening skill of the tenth-grade students at SMA N 1 Salaman in understanding recount texts. A quasi-experimental design was employed and the participant was 60 tenth graders. They were divided into the experimental class and the control class. The results show that students mean score in the experimental class increased from 59.00 in the pre-test to 87.67 in the post-test. While the mean score for control class was 69.33 in the pre-test and 84.17 in the post-test. The N-Gain score was 0.66 that is indicated a moderately effective based on Hake's criteria. It is concluded that Froggy Jumps learning media is effective to enhance students' recount text listening skill. This medium encourages students to be more active and enhance their listening skill.

Keywords: *Froggy Jumps; Listening Skill; Recount Text*

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INTRODUCTION

Listening is one of the important skills in English language learning because it plays a crucial role in understanding spoken language. It is an active process that requires listeners to construct meaning from spoken messages rather than merely hear sounds. Rost (2002) defines listening as an active process of receiving, interpreting, and responding to spoken messages, while Brown and Lee (2015) explain that listening involves recalling, processing, and storing information to achieve comprehension. Richards (2008) further emphasizes the importance of background knowledge, as listeners interpret new information by connecting it with their previous understanding. Therefore, effective listening requires attention, comprehension, and the ability to connect new information with prior knowledge. However, listening is often considered a challenging language skill because spoken language is generally received in real time and may not be repeated (Handayani & Izzah, 2020).

The importance of listening is reflected in the *Merdeka* Curriculum for Phase E, which expects high school students to comprehend various spoken texts relevant to their daily lives and interests. Students are expected to identify main ideas, supporting details, specific information, and implied meanings in spoken discourse (Kemendikdasmen, 2025). One type of text included in English learning is recount text, which presents past events chronologically for purposes such as informing, reflecting on experiences, or entertaining an audience (Anderson & Anderson, 2003; Derewianka, 2020; Knapp & Watkins, 2005). Thus, students need adequate listening skills to understand the sequence of events and information presented in spoken recount texts.

Despite its importance, listening remains challenging for students. Based on an interview with an English teacher at SMA N 1 Salaman, some students obtained low scores in listening activities, with the average score ranging from 65 to 70, while the school's minimum passing grade is 70. Students experienced difficulties understanding spoken English at a natural speed and maintaining concentration during listening activities. They also performed better when listening tasks provided cues but struggled with questions requiring deeper understanding, particularly *why* and *how* questions. In addition, the use of similar audio materials from textbooks and basic recordings made listening activities less varied and potentially reduced students' interest and motivation.

Interactive and technology-based learning media may provide an alternative to address these challenges. Zakaria and Zakaria (2025) suggest that technology-based platforms, particularly game-based applications, can make learning activities more engaging and effective. One medium that can be used for this purpose is Froggy Jumps, an interactive game available on the Educaplay platform. In this game, students answer questions by helping a frog jump from one leaf to another to cross a river (Alfianti et al., 2025). Its interactive features can encourage students to participate actively, maintain their attention, and create a more enjoyable learning environment (Aswina et al., 2025).

Several previous studies have examined the use of Froggy Jumps in educational contexts. Rachmawati and Liza (2024) found that Froggy Jumps enhanced students' attentiveness and listening comprehension in Arabic learning, although technical limitations such as internet access were reported. Aswina et al. (2025) found a significant improvement in Indonesian language learning outcomes after implementing a learning approach assisted by Froggy Jumps. Similarly, Alfianti et al. (2025) reported that Froggy Jumps increased students' focus, activeness, and enthusiasm in Islamic Religious Education. Putri and Nasution (2025) also found that the platform enhanced students' motivation and engagement in Arabic learning through game-based features. However, these studies primarily focused on other subjects, language skills, or educational levels rather than English listening, particularly listening to recount texts.

Therefore, a research gap remains concerning the use of Froggy Jumps to enhance students' English listening skill in understanding recount texts. This study aims to determine whether there is

a significant difference between students taught using Froggy Jumps and those taught using Quizizz and to determine the effectiveness of Froggy Jumps in enhancing the tenth graders' recount text listening skill at SMA N 1 Salaman. The findings are expected to provide insights for English teachers regarding the use of interactive game-based learning media in teaching listening.

METHOD

A quantitative approach was employed using a quasi-experimental design with a pre-test and post-test. The study involved two groups: an experimental group that received treatment using Froggy Jumps and a control group that received treatment using Quizizz. Both groups completed a pre-test before the treatment and a post-test afterward to examine changes in their recount text listening skill. This design was selected to determine the difference in students' listening performance following the use of the two-learning media.

The participants were drawn from the tenth-grade students of SMA N 1 Salaman in the 2025/2026 academic year. The population consisted of 11 classes with a total of 396 students. Two classes were selected through purposive sampling based on the English teacher's recommendation and the similarity of their English proficiency levels. A total of 60 students participated in the study, comprising 30 students from X.E 10 as the experimental group and 30 students from X.E 9 as the control group. The experimental group was taught using Froggy Jumps, whereas the control group was taught using Quizizz.

To obtain the required data, a listening comprehension test consisting of 20 multiple-choice questions based on spoken recount texts was administered as both the pre-test and post-test. The test indicators were adapted from the macro skills of listening proposed by Brown and Abeywickrama (2019) and *Bahasa Inggris Work in Progress untuk SMA/SMK/MA Kelas X*. The indicators covered identifying the context, identifying the main idea, and identifying detailed information, including explicit and implicit information. The same test items were used for both assessments, but their order was randomized in the post-test to reduce the possibility of students recalling the answers from the pre-test.

Data collection was conducted in three stages: pre-test, treatment, and post-test. Initially, both groups completed the pre-test to measure their initial recount text listening skill. The treatment was subsequently conducted over three meetings, with both groups receiving the same recount text materials and learning activities but using different learning media. The experimental group practiced listening through Froggy Jumps, while the control group used Quizizz. The learning activities included pre-listening activities, listening to spoken recount texts, analyzing the context, main ideas, and detailed information, completing interactive quizzes, and discussing the answers. Following the treatment, both groups completed the post-test to measure their listening performance.

For the data analysis, the collected scores were processed using IBM SPSS Statistics 27. Normality and homogeneity tests were initially conducted to examine the distribution of the data and the equality of variances between the groups. Since the data did not meet the normality assumption, the Mann–Whitney U test was employed to determine whether a significant difference existed between the experimental and control groups, using a significance level of 0.05. In addition, the N-Gain test was applied to measure the effectiveness of Froggy Jumps in enhancing students' recount text listening skill. The N-Gain scores were interpreted based on Hake's (1999) categories: high ($g \geq 0.70$), moderate ($0.30 \leq g < 0.70$), and low ($g < 0.30$).

RESULTS AND DISCUSSION

The data analysis revealed differences in the recount text listening skill of students taught using Froggy Jumps and those taught using Quizizz. This study involved 60 tenth-grade students of SMA N 1 Salaman who were divided into an experimental class and a control class. The experimental class received treatment using Froggy Jumps, whereas the control class was taught using Quizizz. Before the treatments were administered, both groups completed a pre-test to measure their initial listening ability. Following three treatment sessions, a post-test was administered to examine the students' listening performance after the learning activities.

A comparison of the descriptive statistics shows that both groups experienced an improvement in their listening scores. The experimental class obtained a mean pre-test score of 59.00 and a mean post-test score of 87.67, indicating an increase of 28.67 points. In comparison, the control class achieved a mean pre-test score of 69.33 and a mean post-test score of 84.17, representing an increase of 14.84 points. Although the control class started with a higher mean score, the experimental class achieved a higher post-test mean and demonstrated a greater improvement. These results suggest that both learning media contributed to students' listening development, with a greater increase observed among students who learned through Froggy Jumps.

Regarding the difference in the initial scores, the experimental class obtained a lower pre-test mean than the control class, with scores of 59.00 and 69.33, respectively. Nevertheless, the two classes were selected based on the English teacher's recommendation and were considered to have relatively similar English proficiency levels. Having similar proficiency levels does not necessarily mean that students possess identical abilities or demonstrate the same performance on a particular test. Individual differences in prior knowledge, learning experiences, motivation, and concentration may contribute to variations in students' initial listening performance. Therefore, the difference in pre-test scores does not necessarily indicate that the two groups were inappropriate for comparison; rather, the pre-test provided a measure of their actual initial listening ability before the treatments.

To establish whether the difference between the two groups was statistically significant, the Mann–Whitney U test was conducted. The analysis produced an Asymp. Sig. (2-tailed) value of 0.036, which was lower than the significance level of 0.05. This result indicates a statistically significant difference between the recount text listening skill of students taught using Froggy Jumps and those taught using Quizizz. Consequently, the null hypothesis was rejected and the alternative hypothesis was accepted. The finding therefore answers the first research question by demonstrating that the two-learning media resulted in significantly different listening outcomes.

Evidence from previous research further supports the present finding. Mahmud et al. (2026) investigated the use of Froggy Jumps through Educaplay to support students' vocabulary mastery, while Aswina et al. (2025) examined the influence of a Scientific Learning Approach assisted by Froggy Jumps on students' learning outcomes. Both studies reported positive outcomes following the implementation of Froggy Jumps. Although their studies focused on different learning areas, the results are consistent with the present study, particularly in demonstrating the potential of Froggy Jumps to contribute to improved learning outcomes.

One possible explanation for the greater improvement in the experimental class is the interactive nature of Froggy Jumps. The media incorporates game-based learning elements that create an engaging learning environment and encourage students to participate actively in learning activities. Such features may also help students maintain their attention and motivation while completing listening tasks. Alfianti et al. (2025) similarly found that Froggy Jumps created a more engaging, challenging, and less monotonous learning environment. This characteristic is particularly relevant to the context of the present study because students experienced difficulties maintaining concentration during listening activities and were exposed to relatively monotonous learning media. The incorporation of game-based activities therefore provided greater variation and encouraged students to participate more actively in the learning process.

Beyond the comparison of the two groups, the effectiveness of Froggy Jumps was examined through the N-Gain analysis. The experimental class obtained a mean N-Gain score of 0.6615, or approximately 0.66. According to Hake's (1999) criteria, an N-Gain score between 0.30 and 0.70 falls into the moderate category. Thus, Froggy Jumps demonstrated a moderate level of effectiveness in enhancing the tenth graders' recount text listening skill at SMA N 1 Salaman. This result provides an answer to the second research question concerning the effectiveness of Froggy Jumps in improving students' listening skill.

The effectiveness indicated by the N-Gain score is also reflected in the improvement of the experimental group's mean score, which increased from 59.00 on the pre-test to 87.67 on the post-test. The 28.67-point increase demonstrates considerable progress after the students received the Froggy Jumps treatment. However, the normalized gain of 0.66 places the effectiveness in the

moderate rather than high category. This means that Froggy Jumps contributed positively to students' listening development, although the improvement did not reach the high-effectiveness category. A similar positive tendency was reported by Aswina et al. (2025), whose study found improved learning outcomes following the implementation of Froggy Jumps.

The improvement may also be associated with the game-based learning environment provided during the treatment. Through visual, interactive, and gamification elements, Froggy Jumps encouraged students to participate actively and remain engaged with the learning tasks. These features may have helped reduce boredom and maintain students' motivation during listening activities. Mardatillah and Bungawati (2026) support this interpretation by finding that the use of Froggy Jumps effectively enhanced students' learning motivation, including in subjects other than English. Their finding suggests that the motivational aspect of Froggy Jumps may be one factor that contributes to its usefulness as a learning medium.

From a practical perspective, the findings provide English teachers with an alternative for making listening activities more interactive and varied. Froggy Jumps may be incorporated into listening instruction to provide students with opportunities to practice understanding spoken texts while engaging with game-based activities. The significant difference between the experimental and control groups, together with the moderate N-Gain score, indicates that the media has potential to support students' listening development. Nevertheless, Froggy Jumps should be viewed as a supporting learning medium rather than the only factor determining students' achievement, as students' learning outcomes may also be influenced by individual characteristics and classroom conditions.

Several limitations should also be acknowledged when interpreting these findings. The study involved 60 tenth-grade students from only one school, which may limit the generalizability of the results to other educational contexts. In addition, the study focused specifically on recount text listening skill, so the findings may not necessarily be applicable to other text types or language skills. The treatment was also conducted within a limited period, which may not fully represent the long-term effects of using Froggy Jumps. Future researchers may therefore investigate the use of this medium with larger samples, different educational levels, longer treatment periods, or other language skills and learning materials.

Taken together, the findings demonstrate that Froggy Jumps made a positive contribution to students' recount text listening skill. The experimental class showed a greater increase in its mean score than the control class, while the Mann–Whitney U test produced a significance value of **0.036**, indicating a statistically significant difference between the two groups. Furthermore, the N-Gain score of **0.66** placed the effectiveness of Froggy Jumps in the moderate category according to Hake's (1999)

criteria. Therefore, Froggy Jumps can be considered an alternative game-based learning medium for supporting the teaching of recount text listening skill among tenth-grade students.

CONCLUSION

This study aimed to determine the difference between the tenth graders' recount text listening skill taught using Froggy Jumps and those taught using Quizizz, as well as to determine the effectiveness of Froggy Jumps in enhancing the tenth graders' recount text listening skill at SMA N 1 Salaman. Based on the results of the data analysis, the conclusions are presented as follows.

- There was a significant difference between the students' recount text listening skill in the experimental class taught using Froggy Jumps and the control class taught using Quizizz. The experimental class obtained a pre-test mean score of 59.00, which increased to 87.67 in the post-test, while the control class obtained a pre-test mean score of 69.33, which increased to 84.17. Although the control class had a higher initial mean score, the experimental class demonstrated a greater increase after the treatment. This difference was supported by the Mann–Whitney U test, which resulted in an Asymp. Sig. (2-tailed) value of 0.036 ($p < 0.05$). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted, indicating that there was a significant difference between students taught using Froggy Jumps and those taught using Quizizz.
- Froggy Jumps demonstrated a moderate level of effectiveness in enhancing the tenth graders' recount text listening skill. The experimental class obtained a mean N-Gain score of 0.66, which was categorized as moderate based on Hake's criteria. The improvement from a mean pre-test score of 59.00 to a post-test score of 87.67 indicates that students' listening performance improved after receiving treatment using Froggy Jumps. The improvement was particularly related to students' ability to identify the context, main idea, and detailed information in recount texts. Therefore, Froggy Jumps can be considered an alternative game-based learning medium for supporting the teaching and learning of recount text listening skill at the tenth-grade level.

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