THE EFFECTIVENESS OF FLY SWATTER GAME IN TEACHING LISTENING AT ELEVENTH GRADE STUDENTS OF MAN 1 SINJAI

THESIS

As a Requirement For Compiling a Thesis
English Education Study Program

By:
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ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN
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PENGESAHAN SKRIPSI

Skripsi berjudul, The Effectiveness of Fly Swatter Game in Teaching Listening at Eleventh Grade Studets of MAN 1 Sinjai, yang ditulis oleh Jusriani, Nomor Induk Mahasiswa (NIM) 210110002, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Rabu, tanggal 11 Juni 2025 M bertepatan dengan 15 Dzulhijjah 1446 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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ABSTRACT

Jusriani. The *Effectiveness of the Fly Swatter Game in Teaching Listening to Eleventh-Grade Students at MAN 1 Sinjai*. Undergraduate Thesis. Sinjai: English Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Ahmad Dahlan (UIAD) Sinjai, 2025.

This study aimed to determine the effectiveness of the Fly Swatter game in teaching listening skills to eleventh-grade students at MAN 1 Sinjai.

This study employed a quantitative approach using a quasi-experimental design with a one-group pretest-posttest design. The participants were 29 students from class XI.2.

The results showed an improvement in students' listening skills following the implementation of the Fly Swatter game. The mean listening score increased from 58.44 on the pretest to 81.93 on the posttest. The t-test results yielded a significance value of 0.000 ($p < 0.001$), indicating a statistically significant difference between students' pretest and posttest scores. These findings suggest that the Fly Swatter game was effective in improving students' listening skills at MAN 1 Sinjai.

Keywords: Fly Swatter Game, Listening Skills, English Language Teaching.

مستخلص البحث

جوسرياني .فعالية لعبة مضرب الذباب في تعليم مهارة الاستماع لطلاب الصف الحادي عشر في المدرسة الثانوية الإسلامية الحكومية ١ سنجائي. بحث الجامعي. سنجائي: قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة أحمد دحلان الإسلامية سنجائي، ٢٠٢٥م.

يهدف هذا البحث إلى تحديد فعالية لعبة مضرب الذباب في تعليم مهارة الاستماع لطلاب الصف الحادي عشر في المدرسة الثانوية الإسلامية الحكومية ١ سنجائي.

استخدم هذا البحث النهج الكمي باستخدام تصميم شبه تجريبي يعتمد على تصميم الاختبار القبلي والبعدي لمجموعة واحدة. وقد بلغ عدد المشاركين ٢٩ طالباً وطالبة من الفصل الحادي عشر. وأظهرت النتائج تحسناً في مهارات الاستماع لدى الطلاب بعد تطبيق لعبة مضرب الذباب. فقد ارتفع متوسط درجات الاستماع من ٥٨,٤٤ في الاختبار القبلي إلى ٨١,٩٣ في الاختبار البعدي. وأسفرت نتائج اختبار تي عن قيمة دلالة إحصائية قدرها ٠,٠٠٠ ($p < 0.001$) ، مما يشير إلى وجود فرق دائم إحصائياً بين درجات الطلاب في الاختبار القبلي والاختبار البعدي. وتشير هذه النتائج إلى أن لعبة مضرب الذباب كانت فعالة في تحسين مهارات الاستماع لدى الطلاب في المدرسة الثانوية الإسلامية الحكومية ١ سنجائي.

الكلمات الأساسية: لعبة مضرب الذباب، مهارات الاستماع، تعليم اللغة الإنجليزية

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وَالْمُرْسَلِيْنَ ٱللأَنْبِيَاءِ اَشْرَفِ عَلَىَ وَالسَّلَامُ وَالصَّلَاةُ العَالَمِيْنَ رَبِّ للهِ اَلْحَمْدُ

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CHAPTER I
INTRODUCTION

A. Backgroud of The Research

In the midst of a rapidly changing world, the importance of English language education is increasingly felt, especially for the younger generation that will face global challenges (Anisa et al., 2023). In this context, English language education plays a strategic role, particularly in addressing the era of globalization and the rapid advancement of technology (Purnama et al., 2024). The ability to communicate in English is not only a requirement in the job market but also important for building social relationships and understanding global information. Therefore, mastery of English language skills is crucial for students at the school level. In the context of English language learning, there are four skills: speaking, writing, reading, and listening. These skills must be developed in a balanced manner to ensure comprehensive language proficiency.

Among these skills, listening is a component that cannot be overlooked and plays a crucial role. This skill not only supports language comprehension but also contributes to speaking, reading, and writing abilities (Wolf et al., 2018). Listening skills are the ability to receive, understand, and process information that is conveyed verbally. Listening involves a complex process, as it occurs in real time and cannot be repeated, making focused attention essential for comprehending the information presented (Zhou, 2021). Listening is one of the crucial language skills and is an essential element of communication. Through the process of listening, we can express our thoughts to others (Afriyuninda & Oktaviani, 2021).

Another perspective suggests that listening involves the process of receiving information from a speaker who conveys meaning through innovation, engagement, and empathy (Hamsia & Roifah, 2023). From the three statements, it can be concluded that listening skills are a fundamental ability in communication that involves the processes of receiving,

understanding, and processing spoken information. This process is complex and cannot be repeated, making it crucial for expressing thoughts as well as fostering empathy and engagement with others. Thus, listening is not merely about receiving information; it also contributes to more meaningful interactions. With the complex processes involved in listening, this triggers various listening challenges, especially in the learning process within the realm of education. Several studies indicate that students face various difficulties during the listening process in English language learning. According to research conducted by Kori Pamangin, students encounter several obstacles, including a lack of vocabulary, limited practice in using English for daily communication, low comprehension activity in English, poor quality of student assignments, and inappropriate teaching techniques employed by (Pamangin Teacher, 2022).

In an effort to address the challenges in teaching listening, innovative and engaging teaching methods are needed. In the context of learning theory, the constructivist approach states that students learn effectively when they are actively involved in the learning process (Manti et al., 2020). According to Piaget and Vygotsky, social interaction and practical experience are crucial in learning (Nasution et al., 2024).

In accordance with the Republic of Indonesia Law Number 20 of 2003, Article 3, regarding the National Education System, which emphasizes the importance of developing student competencies and creativity, the implementation of innovative teaching methods becomes increasingly relevant in the current educational context (UU Nomor 20 Sistem Pendidikan Nasional, 2003). In the context of implementing innovative teaching methods, games become one of the effective strategies. By integrating game elements into the learning process, students can learn in a fun and interactive way. This approach not only livens up the classroom atmosphere but also encourages students to actively participate. Furthermore, game-based learning can enhance student motivation and create a positive learning environment (Pinta et al., 2024).

The use of games in listening instruction has become one of the innovations that attract attention in the field of education. In the context of language learning, particularly in English, games offer an effective way to enhance students' listening skills. By integrating game elements, the learning process becomes more engaging and enjoyable, motivating students to actively participate. When students engage in games, they are more likely to focus and strive to understand the material being taught, thereby enhancing the effectiveness of listening instruction (Karnia et al., 2023). Research shows that students who learn through games demonstrate significant improvements in their listening skills compared to conventional methods. This aligns with the constructivist approach, where hands-on experience and social interaction are key pillars in the learning process. Students engaged in enjoyable activities tend to have a more positive attitude toward learning, which in turn enhances their learning outcomes.

In this context, one game that can be applied is the Fly Swatter Game, where students not only learn to listen effectively but also actively seek out and recognize the vocabulary being taught, making the learning process more enjoyable and interactive. Furthermore, with the Fly Swatter Game, students do not only focus on the content being taught but also experience joy in the process. This leads to a deeper and more meaningful learning experience. These statements further strengthen the argument that methods like the Fly Swatter Game are highly effective in addressing challenges in listening instruction. By combining constructivist learning theory with enjoyable practices, students can develop better listening skills, increase motivation, and build confidence in their communication abilities.

Moreover, the use of the Fly Swatter Game aligns with the principles of constructivist theory as articulated by Piaget and Vygotsky. The social interaction that occurs during the game enables students to learn from one another (Kye et al., 2021). In groups, students can share their understanding, discuss new vocabulary, and provide mutual support. This strengthens their learning experience, as they not only rely on individual comprehension but

also gain perspectives from their classmates. In this way, the learning process becomes more collaborative and meaningful.

The practical experience offered by this game is also crucial in supporting learning. Through the Fly Swatter Game, students not only listen to information but also actively practice by catching words. This physical activity can help reinforce their memory of newly learned vocabulary and phrases (Bluma & Lipowska, 2018). Direct involvement in this process can enhance long-term retention, making students better prepared to apply their listening skills in real-life situations outside the classroom. Thus, the implementation of methods like the Fly Swatter Game in listening instruction helps address existing challenges.

The Fly Swatter Game is a learning activity in which students use a Fly Swatter to catch words, phrases, or images displayed on a board. This activity aims to hone listening skills, enrich vocabulary, and deepen students' understanding of the material being taught. The game involves physical activity and interaction, which can enhance student interest and create an enjoyable learning atmosphere. According to research conducted by Samwan et al., this method has proven effective in improving various aspects that pose challenges for students (Samwan et al., 2021).

Based on the initial observations conducted by the researcher at MAN 1 Sinjai, various challenges faced by students during the listening process have been identified, such as limited vocabulary, the speed of the audio being played, and the use of monotonous methods during listening activities. This was supported by interviews with eleventh-grade students on October 3, 2024, where 15 students reported that their limited vocabulary made listening comprehension difficult. Meanwhile, 7 students mentioned that the audio played was too fast, making it hard to catch any words. Additionally, the methods used by the teacher were found to be very monotonous, limited to audio playback and filling in the blanks. This was corroborated by an interview with one of the English teachers for eleventh grade (interview: Sy)

on October 4, 2024, who confirmed that the listening teaching methods still relied mainly on audio playback and filling in the blanks.

Based on the background above, the Fly Swatter Game has the potential to address the listening and vocabulary issues faced by students, serving as an engaging and interactive medium. This study aims to analyze the effectiveness of the Fly Swatter Game in enhancing the listening skills of eleventh-grade students at MAN 1 Sinjai, thus the title of this research is ***"The Effectiveness of Fly Swatter Game in Teaching Listening at Eleventh Grade Students of MAN 1 Sinjai."*** The results of this research are expected to contribute to the development of more effective and engaging English teaching methods, as well as serve as a reference for educators in creating a dynamic learning environment.

B. Research Question

Based on the background above, the research question is: Does the use of the Fly Swatter game effectively teach listening skills to eleventh-grade students at MAN 1 Sinjai?

C. Objectiv of the Research

The purpose of this research is to determine the effectiveness of Fly Swatter game in teaching listening at the eleventh grade at MAN 1 Sinjai.

D. Significances of the Research

1. Theoretically

   This research provides insights into the enhancement of listening skills framework, focusing on specific components such as attention, comprehension, and retention. It contributes to the existing framework of listening skills in language education. Additionally, this research This research highlights the importance of enhancing listening skills, focusing on attention, comprehension, and retention. Its contribution enriches the framework of language education and explores the effectiveness of game-based learning. The research adds to the knowledge of innovative methods and their impact on student engagement and learning outcomes, and it can serve as a foundation for future research on the use of games in

language teaching. expands the existing literature by exploring the effectiveness of game-based learning in language acquisition. Thus, this research adds to the knowledge regarding innovative teaching methods and their impact on student engagement and learning outcomes. Furthermore, this study can serve as a foundational framework for future research on the use of games in language teaching, encouraging further exploration of various interactive methods and their effectiveness across different educational contexts.

2. Practically

The benefits for students include an engaging learning approach; by using interactive games, students will be more motivated and actively participate, making the learning experience more enjoyable. Additionally, through games, students will be introduced to new vocabulary, which can deepen their understanding of English.

For teachers, this research provides feedback on teaching strategies, allowing them to understand how effective the Fly Swatter game is in improving students' listening skills. This can help them design better teaching approaches in the future. By implementing new methods, teachers will also enhance their ability to use more interactive and enjoyable approaches.

The application of interactive methods also contributes to the improvement of education quality and creates a positive learning environment in schools. Schools that implement effective teaching methods can enhance their reputation in the community as quality educational institutions.

Meanwhile, for researchers, this study can encourage future research and serve as a reference for further studies in school environments, as well as promote the development of other teaching methods that can improve the overall quality of education.

CHAPTER II
THEORITICAL REVIEW

A. Some Partinent Ideas

1. The Effectiveness of Fly Swatter Game

   a. Effectiveness

According to the Great Dictionary of the Indonesian Language, the term "effective" means achieving a goal accurately or carefully selecting a goal from various available methods, as well as determining a choice from other existing alternatives. Effectiveness is the condition in which something occurs according to what has been previously established and planned, or has achieved the desired objectives (Suhada et al., 2022). Effectiveness refers to the level of activity, utility, and alignment in a process or situation that illustrates the extent to which a plan can be realized (Fahruddin et al., 2022).

Effectiveness is a measure used to assess an organization's ability to achieve its established goals and objectives, in accordance with the applicable rules and procedures (Dethan, 2019). Effectiveness is the ability of a unit to achieve the expected goals and objectives (Setiowati et al., 2023). According to Djamarah & Zain (2010) as cited in Husna et al., effectiveness is a crucial element in education because it determines the extent to which a teaching model can succeed (Husna et al., 2021). Therefore, effectiveness can be understood as the condition or ability in which a process successfully achieves the established goals, in accordance with the existing plans and procedures. In the context of education, effectiveness is crucial because it determines the success of teaching models and influences the quality of student learning outcomes. Thus, effectiveness encompasses not only the achievement of goals but also reflects the level of activity and alignment in executing the established plans.

In this context, the effectiveness of learning plays an important role as a process carried out by educators to transform students'

abilities and perspectives, from initially struggling to understand a subject to finding it easier to grasp (Hidayah et al., 2020). Learning is considered effective if it has achieved the expected goals based on a number of indicators. According to Yusuf (2017) as cited in Sumarno et al., the indicators of learning effectiveness include (Sumarno et al., 2023):

1) Implementation of Learning

   The implementation of learning pertains to the various teaching methods employed by educators within the classroom setting. This encompasses the strategies, techniques, and resources utilized to convey the instructional material. The effectiveness of this implementation is evident in how well the educator facilitates the learning experience, fosters a positive educational environment, and applies approaches that cater to the diverse needs of students (Munna & Kalam, 2021). In this context, the tool employed for assessment is an observation sheet designed to evaluate the learning process implementation.

2) Student Response

   Student response is the reaction and involvement of students in the learning process. This includes interest, motivation, and active participation of students in learning activities. A positive response indicates that students feel engaged and motivated, which can enhance their understanding and retention of the material (Martin & Bolliger, 2018). Through observation teachers can assess whether students feel comfortable and enthusiastic about learning or not. To evaluate student responses, the instrument used is a questionnaire containing questions about students' responses to the methods used.

3) Learning Outcomes

   Learning outcomes refer to the results achieved by students after participating in the learning process. This is usually measured

through tests, assignments, and other assessments. Good learning outcomes indicate that students have understood the material and can apply it in relevant contexts (Dewi & Primayana, 2019). This indicator is very important for evaluating the overall effectiveness of learning. Learning outcomes can be collected from the tests administered.

In this research, the researcher utilized three indicators proposed by Sumarno to evaluate the effectiveness of the Fly Swatter game in listening instruction. These indicators include: (1) Implementation of Learning, (2) Student Responses, and (3) Learning Outcomes. These three aspects assist the researcher in conducting a thorough analysis of the effectiveness of the Fly Swatter game in teaching listening skills to eleventh-grade students at MAN 1 Sinjai. To assess the level of effectiveness of a teaching method, the following formula can be used to calculate its effectiveness:

$$\mathbf{p} = \frac{(\mathbf{p_1} + \mathbf{p_2} + \mathbf{p_3} + \ldots + \mathbf{pn})}{\mathbf{n}}$$

Explanation:

a. p = Average percentage of effectiveness
b. P_1, P_2, ..., Pn = Percentage of each indicator
c. n = Number of indicators assessed

Based on this calculation, the effectiveness can be categorized into the following intervals:

Table 2.1
Level of effectiveness

Percentage Range (%)	Effectiveness Category
81% – 100%	Very Effective
61% – 80%	Effective
41% – 60%	Fairly Effective
21% – 40%	Ineffective
0% – 20%	Very Ineffective

(Sumiarsih et al., 2023)

This classification is taken from Sumiarsih et al., published in the Journal of Holistic Mathematics Education, and is used as a guide

to evaluate the effectiveness of the Fly Swatter game in teaching listening.

b. Fly Swatter Game

1) Definition Fly Swatter Game

The Fly Swatter game is an activity designed by Haring (2003) to teach students new vocabulary by displaying the words in large sizes on a board (Pilongo et al., 2022). The Fly Swatter game is one of the teaching tools for English that educators can use to teach and enhance students' language skills (Junaid et al., 2022). According to Rezkiah & Amri (2013) as cited in Saputra & Hadi (2019), the Fly Swatter game is an activity conducted by students in the classroom using Fly Swatters (H. N. Saputra & Hadi, 2019). Students use the Fly Swatters to mark the words that have been called out by the teacher on the whiteboard beforehand. In Indonesia, this tool is known as a Fly Swatter.

Based on various perspectives, it can be concluded that the Fly Swatter game is an effective and interactive teaching method designed to help students learn new vocabulary and enhance their English language skills. This method not only makes the learning process more engaging but also encourages active student participation in the learning experience. By displaying words in large sizes on the board, this game is not only engaging for students but also facilitates an active and enjoyable learning experience in the classroom.

2) Procedure of Using Fly Swatter Game

This procedure outlines the steps to effectively implement the game in a classroom setting.

a) Preparation of Materials

Before starting the game, the teacher must prepare the necessary materials. This includes selecting appropriate audio clips that align with the lesson's vocabulary and themes.

Additionally, a list of key vocabulary words or phrases should be created and displayed prominently in the classroom for students to see.

b) Classroom Setup

The classroom should be arranged to facilitate team play. Students are divided into two or more teams, each assigned a specific area in the classroom. The teacher should ensure that there is enough space for students to move around safely while participating in the game.

c) Explanation of Rules

The teacher explains the rules of the Fly Swatter Game to the students. Each team will take turns listening to the audio clip. When a word or phrase is mentioned, the teacher will pause the audio, and the first student from each team must rush to the board to swat the correct word or phrase with a Fly Swatter. The team that identifies the correct answer first earns a point.

d) Conducting the Listening Activity

The teacher plays the selected audio clip, pausing at intervals where specific vocabulary items are mentioned. This allows students to focus on the relevant words. As the audio plays, students listen attentively, prepared to respond as soon as the teacher indicates the word or phrase.

e) Encouraging Participation

Throughout the game, the teacher actively encourages participation and teamwork. Students are motivated to cheer for their team members, fostering a supportive atmosphere. The teacher provides positive reinforcement for correct answers and encourages students to enjoy the process.

f) Scoring and Feedback

After each round, the teacher keeps track of the scores on the board. At the end of the game, the total points for each team are calculated to determine the winner. The teacher then provides feedback, reviewing the vocabulary covered and discussing any challenges students faced during the activity.

g) Reflection and Reinforcement

After the game, the teacher facilitates a discussion to reflect on the activity. Students are encouraged to share their thoughts on what they have learned and how they experienced the game format. This discussion aims to deepen students' understanding and enhance their engagement in the learning process.

3) The Disadvantages of Using Fly Swatter Game

There are the disadvantages of the Fly Swatter game (Saputri, 2022) :

a) Limited Engagement, not all students may find the game enjoyable or engaging, which can lead to disinterest among some participants. To address this, it is important to incorporate a variety of games and activities that cater to different interests. Conducting surveys with students to understand their preferences and rotating games can keep engagement high. Additionally, students can be invited to suggest game variations or new games they would like to try.

b) Distraction, the competitive nature of the game can sometimes lead to distractions, causing students to focus more on winning than on the learning objectives. To address this issue, it is essential to establish clear rules and objectives prior to commencing the game. This ensures that all participants understand the expectations and guidelines, which can enhance the overall effectiveness of the activity and promote a

structured learning environment. Emphasizing the learning goals and how they relate to the game can help. Using a point system that rewards not only winning but also teamwork and effort can encourage students to focus more on learning.

c) Classroom Management, managing a group of excited students during the game can be challenging for teachers, potentially leading to chaos or disruptions. To address this, it is important to set clear expectations for behavior during the game. Using visual signals or cues to maintain order, such as raising a hand to speak, can also be very helpful. Additionally, dividing the class into smaller groups can minimize chaos and allow for easier supervision.

d) Superficial Learning, the game may encourage surface-level learning, where students remember answers for the game but do not retain the information long-term. To address this, it is essential to follow up the game with reflective activities such as discussions or written responses where students explain what they learned. Asking questions that require deeper thinking, such as applying vocabulary in sentences or relating concepts to real-life situations, can also be beneficial.

e) Time Constraints, setting up and playing the game can consume valuable class time that could be used for more in-depth learning activities. To address this, it is important to plan the game as a short, focused activity that fits within a larger lesson plan. Using a timer to set specific limits for each round can ensure that the game remains concise. Alternatively, the game can be used as a review tool at the end of a lesson or unit, rather than a primary teaching method.

4) The Advantage of Using Fly Swatter Game

There are the advantages of the Fly Swatter game (Junaid et al., 2022) :

a) Engagement and Motivation, the game provides a fun and interactive way to engage students. The competitive element can motivate students to participate actively and enthusiastically.

b) Active Learning, Fly Swatter encourages physical movement, which can enhance retention of information. Active participation helps students to better absorb and recall the material.

c) Instant Feedback, the immediate nature of the game allows students to receive instant feedback on their knowledge and understanding. This can help identify areas that need further review.

d) Versatility, the game can be adapted for various subjects and topics, making it a versatile tool for different learning contexts, from vocabulary building to math concepts.

e) Development of Quick Thinking, students must think quickly and react fast, which can improve their cognitive skills and ability to process information under pressure.

2. Listening

a. Definition of Listening

In linguistic terms, listening comes from the English word "listen," which means "to hear attentively." In this context, listening refers to the active process of hearing sounds or speech with the intention of understanding and processing the information conveyed (Permatasari, 2024). It involves full attention to the speaker and the ability to grasp the meaning of words, intonation, and non-verbal cues.

Etymologically, listening activities are active and conscious processes that individuals use to develop their own understanding by

utilizing cognition and relevant information (Nazarieh et al., 2022). Listening is a highly dynamic skill, despite being classified as a receptive one, as it involves the listener's ability to analyze and comprehend ideas that may be more complex than the auditory information received. This process requires active engagement and cognitive effort, allowing listeners to interpret nuances and meanings beyond the surface level of the spoken words (Intan et al., 2022). According to Howatt and Dakinin Saricoban (1999: 1), listening is the ability to recognize and understand others' statements (M. W. Saputra, 2018). This includes understanding the speaker's accent or pronunciation, the grammatical structure used, vocabulary, and grasping the conveyed meaning. A good listener is capable of performing all four aspects simultaneously.

Listening falls under receptive skills, but it is an active process (Sondy & Mandasari, 2023). Listeners need to concentrate on what they hear because it involves various mental processes. According to Vandergrift, listening is a complex and dynamic process that requires the listener to differentiate between various sounds, comprehend vocabulary and language structures, interpret stress and intonation, retain the information acquired during the process, and contextualize this information within both the broader sociocultural framework and the immediate context of the utterance. This multifaceted nature of listening underscores its significance in effective communication and language acquisition (Nazarieh et al., 2022).

From various opinions, it can be concluded that listening is an active and complex skill that involves understanding and analyzing others' statements. This process requires concentration and full awareness, as well as aspects such as recognizing accents, grammatical structures, and vocabulary. An effective listener must be able to grasp meaning within a broader sociocultural context, making listening a dynamic ability that is essential in communication.

b. Types of Listening

According to Newton & Nation (2020), the types of listening are as follows :

1) One-way Listening

One-way listening is a communication process where information is conveyed from one party to another without direct feedback (Gu, 2018). This type of listening is often found in situations where the primary goal is the transfer of information, such as in lectures, presentations, or announcements. In this context, the listener functions more as a recipient of the message rather than as an active participant in a dialogue.

For example, in an educational setting, a lecturer delivers a lecture to the class. Students listen attentively but typically cannot ask questions or provide immediate responses during the lecture (Krivosheyeva et al., 2020). A similar situation occurs in professional contexts, such as when a manager presents important information to their team during a meeting. In both examples, listeners are expected to absorb the information presented, which is often factual and structured.

Although one-way listening can be an efficient way to convey information, it is important to remember that the lack of interaction can diminish the level of understanding and engagement of the listeners (Gulnur, 2023). Therefore, while this type of listening has advantages in terms of efficiency, it should be balanced with opportunities for listeners to ask questions or provide feedback after the information delivery process is complete. This will help ensure that the information received is not only understood but also well-received by the listeners.

2) Two-way Listening

Two-way listening is a communication process that involves active interaction between the speaker and the listener

(Macnamara, 2019). In this type of listening, both parties play an active role in the exchange of information, where the speaker not only conveys a message but also creates space for the listener to provide feedback, ask questions, or express opinions. Situations where two-way listening occurs often include everyday conversations, group discussions, or team meetings, where the shared goal is to achieve a better understanding or find solutions to a problem.

The advantage of two-way listening lies in its ability to foster deeper engagement among communication participants (Canel et al., 2022). Through dialogue, listeners can better understand the speaker's perspective, while speakers can gain insights from the listener's viewpoints. For example, in a meeting, when team members share ideas and feedback with each other, this process not only enhances the quality of the decisions made but also strengthens the relationships among team members.

In addition, two-way listening also promotes more effective learning. Listeners have the opportunity to clarify information that they may not fully understand, thereby reducing the likelihood of misunderstandings (Tan et al., 2019). Thus, this process not only focuses on the transfer of information but also on building better relationships and creating a collaborative environment. In an increasingly complex world, the ability to listen in a two-way manner becomes a highly valuable skill, both in professional and social contexts (Newton & Nation, 2020).

c. Strategies of Listening

Listening strategies refer to methods or activities that directly assist in understanding and retaining the information that is heard. According to Tyagi (2013) as cited in Zulfikar (2023), these strategies can be categorized based on how listeners process the received input as follows :

1) Top-dow Strategies

Top-down strategies are an important approach in language learning, where students utilize their existing knowledge and experiences to understand new information (Schmidt et al., 2021). In this context, students not only focus on the smaller details of the conveyed message but also strive to comprehend the overall context, including the theme, situation, and purpose of the communication. This strategy helps students activate their prior expectations and mental schemas, allowing them to interpret the message more effectively.

2) Bottom-up Strategies

Bottom-up strategies are an approach that focuses on processing information from the smallest details to an overall understanding (Dupree et al., 2020). In the context of language learning, this strategy involves grasping fundamental components, such as words, phrases, and sentence structures, which are then combined to form greater meanings. This approach is particularly important for students who are learning a new language, as they need to establish a strong foundation before being able to understand and use the language effectively (Zulfikar, 2023).

d. Barriers to Listening

According to Aminah (2018), the obstacles in listening are as follows :

1) Physical Barriers

a) Physical-Interruption

Physical distractions include anything that can hinder a person's concentration while listening (Schneider et al., 2018). This can involve activities occurring nearby, such as people talking loudly or moving objects. Such discomfort can divert the listener's attention from the information being conveyed, thereby reducing the effectiveness of communication.

b) Noise

Noise is unwanted sound that occurs in the background while someone is trying to listen (Balirante et al., 2020). It can come from various sources, such as vehicles outside, machinery, or other conversations. Noise can create difficulties in understanding the conveyed message, causing the listener to miss important information.

c) Uncomfortable Environment

Unsupportive environmental conditions, such as extreme temperatures, poor lighting, or uncomfortable seating, can disrupt a person's focus. When someone feels uncomfortable, their attention is likely to be diverted from the listening process, which can negatively impact their understanding of the information being conveyed (Kriz et al., 2021).

d) Content overload

Content overload refers to the amount of information that a listener must process at one time. If the information presented is too much or too complex, the listener may feel overwhelmed (Wisniewski et al., 2019). This situation can lead to confusion and difficulty in grasping the essence of the message, making it challenging for them to follow the discussion effectively.

e) Defective sound system

A malfunctioning sound system, such as broken speakers or poor audio quality, can significantly impact the listening experience. When the sound being delivered is unclear or distorted, the listener will struggle to understand what is being said. This can lead to frustration and reduce the overall effectiveness of communication (Singh & Sharma, 2018).

2) People Related Barriers

a) Individual-Related Factors

Factors related to individuals, both listeners and speakers, significantly affect the effectiveness of communication. Two main aspects to consider are physiological and psychological factors.

i. Health of the Listener and Speaker, physical health greatly influences a person's ability to communicate effectively (Akel et al., 2021). For instance, if a listener is experiencing health issues, such as the flu or an ear infection, it may affect their ability to hear clearly. Similarly, if a speaker is unwell, their voice may not be audible or the message conveyed may become unclear.

ii. Psychological Aspects, mental health also plays a crucial role in the listening process. Stress, anxiety, or feelings of discomfort can disrupt a person's concentration and diminish their ability to understand the information being conveyed (Sanderson et al., 2020). When someone feels overwhelmed, they may struggle to focus on the conversation, hindering effective communication.

b) Disability

Disabilities can be a significant factor affecting how individuals interact and communicate. There are two types of disabilities that often arise in this context:

i. Hearing Disabilities, individuals with hearing disabilities, such as deafness or hearing impairment, may encounter challenges in the listening process. They may need to use hearing aids or alternative communication methods, such as sign language, to comprehend information (Muliani, 2019). These limitations can affect how well they can grasp the messages conveyed by the speaker.

ii. Speech Disorders, conditions such as dysarthria or aphasia may hinder individuals from conveying their messages clearly (Azizah, 2020). This can leave listeners feeling confused or unable to understand the information being presented. In such situations, it is important for listeners to be patient and seek ways to facilitate better communication.

3) Inattentiveness

Speaker on an average speaks at the rate of 150 words per minute, while human brain can process 500 words per minute (Anumanchipalli et al., 2019). This often leads to listener having more time and mind wandering.

4) Cultural and emotional block

Cultural and emotional blocks are two obstacles that often disrupt the communication process, affecting how individuals understand and interact with one another. Cultural blocks arise when differences in values, norms, or customs between two or more cultures create misunderstandings (Helmi Febrisal, 2022). For example, expressions or gestures deemed polite in one culture may be considered rude in another, leading to confusion and conflict. Additionally, a person's cultural background can influence how they express emotions and interpret messages, potentially hindering effective communication.

Meanwhile, emotional blocks relate to feelings that can disrupt a person's ability to listen or speak clearly. When someone is experiencing stress, anger, or anxiety, these emotions can influence how they respond to information. In such situations, individuals often focus more on their own feelings rather than on the message being conveyed by others. The combination of cultural and emotional blocks can create significant challenges in social interactions, making it difficult for individuals to achieve

mutual understanding. Therefore, it is important to raise awareness of cultural differences and effectively manage emotions to create a more inclusive and effective communication environment (Aminah, 2018).

e. Indicators of Listening

According to Tyagi (2013) as cited in Intan et al., the standards applied to assess student performance refer to those formulated by Babita. She states that there are four indicators for evaluating listening skills, namely: reception, comprehension, retention, and response (Intan et al., 2022).

1) Receiving

Receiving is the initial stage in the listening process, where the listener begins to take in information from the auditory source (Lestari, 2019). At this stage, the listener needs to focus on capturing audio signals, whether they are words, tone of voice, or intonation. The ability to effectively receive information is greatly influenced by physical conditions and the environment. For example, background noise or visual distractions can hinder the reception process. Additionally, attention plays a crucial role; the listener must maintain good concentration to capture all the information being conveyed. This process serves as an essential foundation, as without effective receiving, the subsequent steps in listening cannot be performed well.

2) Understanding

Understanding is the stage where the listener begins to analyze and interpret the information that has been received (Rara Saraswaty, 2018). At this stage, the listener not only hears the words but also strives to grasp the meaning behind them. This involves understanding the context, emotions, and intentions of the message being delivered. To achieve a good level of understanding, the listener needs to have a sufficient vocabulary

and knowledge about the topic being discussed. If the listener does not understand certain terms or phrases, they may miss the core of the message. Therefore, deep understanding is crucial to ensure that the information received can be processed correctly.

3) Remembering

Remembering is the process in which the listener retains the information that has been understood for future use (Rönnberg et al., 2022). The ability to remember facts, ideas, or important details from what has been heard is vital in the context of learning and communication. This process is influenced by how the information is presented and its relevance to existing knowledge. For instance, if new information closely relates to prior experiences or knowledge, the likelihood of remembering it increases. Techniques such as note-taking, summarizing, or linking new information to what is already known can help enhance remembering ability.

4) Responding

Responding is the final stage in the listening process, where the listener provides reactions or feedback to the information that has been received and understood (Rönnberg et al., 2022). This response can be verbal, such as offering comments or questions, or non-verbal, such as nodding or using facial expressions that indicate understanding. Responding appropriately demonstrates that the listener is not just passively hearing but is actively participating in the communication. Good responses can strengthen the interaction between the sender and receiver of the message, as well as help clarify or deepen the discussion. Therefore, the ability to respond well is essential in the context of effective communication.

B. Previous of Related Research

There have been several studies on the application of the Fly Swatter game techniques conducted by previous researchers. Among these studies, there are seven key concepts that will serve as references and to test the authenticity of the research to be carried out by the researcher.

1. The research conducted by Nela Sari with the title "Improving Students' Vocabulary Throught Fly Swatter Game at the Seventh Grade of SMP Negeri Satap Pongsamelung Lamasi". The purpose of this research was to assess the effectiveness of the Fly Swatter game in enhancing vocabulary mastery among seventh-grade students at SMPN Satap Pongsamelung Lamasi. Data collected from pre-test and post-test assessments were analyzed using SPSS 20. The results indicated that the average score of students in the pre-experimental test was significantly lower than that of the post-experimental test, with scores of 28.44 and 83.91, respectively. This suggests a positive impact of the game on vocabulary improvement. The researcher found a p-value of 0.00 and an alpha of 0.05, resulting in $p <$ alpha ($0.00 < 0.05$). Thus, the null hypothesis (Ho) was rejected, while the alternative hypothesis (H_1) was accepted. This indicates that the application of the Fly Swatter game to enhance students' vocabulary was proven effective (Sari, 2020).

   The main similarity between the two research is the use of the Fly Swatter game as a teaching method. Both focus on students as the subjects of research. However, there is a notable difference between them. Nela Sari's study focuses on improving the vocabulary of seventh-grade students at SMP Negeri Satap Pongsamelung Lamasi, while the research to be conducted by the researcher aims to evaluate the effectiveness of the game in teaching listening skills to eleventh-grade students at MAN 1 Sinjai.

2. The research conducted by Nurul Indah Safitri with the title "The Influence Fly Swatter Game on The Students' Vocabulary Mastery at Eight Graders of Madrasah Tsanawiyah Wali Songo Sukajadi In The Academic Years 2020 /2021" The objective of this research is to evaluate the impact of

utilizing learning media through the Fly Swatter game on students' vocabulary mastery. The findings indicate a significant relationship between the implementation of the Fly Swatter game and students' proficiency in vocabulary within English language learning. The results of the t-test revealed a calculated t-value of 1.167, which exceeds the critical t-table value of 1.161. Additionally, the two-tailed significance was found to be 2.49, surpassing the 0.05 threshold. Consequently, the alternative hypothesis (Ha) is accepted, while the null hypothesis (H0) is rejected, indicating a positive correlation between the Fly Swatter game and vocabulary mastery outcomes in the English subject (Safitri, 2021).

The main similarity between the two research is the use of the Fly Swatter game as a teaching method aimed at enhancing students' skills. Both focus on students as the subjects of research, utilizing a quantitative approach to analyze data from pre- and post-tests of the game implementation. However, there is a significant difference in the focus of the skills being studied. The research conducted by Nurul Indah Safitri concentrates on vocabulary mastery among eighth-grade students at Madrasah Tsanawiyah Wali Songo Sukajadi, while the research to be conducted by the researcher aims to assess the effectiveness of the game in teaching listening skills to eleventh-grade students at MAN 1 Sinjai.

3. The research conducted by Shella Aprilia with the title **"**The Effect Of Fly Swatter Game On Students' Vocabulary Knowledge At Mtsn-2 Kota Palangka Raya"**.** This research aims to evaluate the impact of the Fly Swatter game on vocabulary knowledge among students at MTsN-2 Kota Palangka Raya. The analysis yielded a t-test value of 4.413, with a critical t-table value of 1.99 at a 5% significance level and 2.64 at a 1% significance level, based on 77 degrees of freedom. The findings indicate that the t-test value exceeds the t-table value. Consequently, the hypothesis testing results suggest that the Alternative Hypothesis (Ha), which posits a significant impact from the Fly Swatter game on the vocabulary knowledge of first-grade students, is accepted, while the Null Hypothesis (Ho) is

rejected. This implies that utilizing the Fly Swatter game as a teaching method positively influences the vocabulary knowledge of first-grade students at MTsN-2 Kota Palangka Raya (Aprilia, 2019).

The primary similarity between the two research lies in the utilization of the Fly Swatter game as a pedagogical tool aimed at enhancing students' skills, with an emphasis on students as the central subjects in the learning process. Both studies adopt a quantitative approach to evaluate the effectiveness of the game in improving students' language abilities. However, a notable difference exists in the specific skills being investigated. The research conducted by Shella Aprilia focuses on vocabulary mastery among first-grade students at MTsN-2, whereas the present study will examine listening skills in eleventh-grade students at MAN 1 Sinjai.

4. The research conducted by Nurul Hikmah (2023) titled “Improving Students' Listening Skills Through Audio-Visual Podcast of Tenth Grade in SMA Negeri 2 Palopo.” The objective of this study is to determine the effectiveness of using podcasts to improve students' listening skills at SMAN 2 Palopo. The average score of students in the post-test was significantly higher than that in the pre-test, with values of 72.63 and 45.78, respectively. The researcher identified a significant value of 0.000, while the alpha level was set at 0.05 (0.000 < 0.05). Based on these results, it can be concluded that the researcher’s hypothesis (TT) is accepted, and the null hypothesis (T0) is rejected. This indicates a statistically significant improvement in student performance following the intervention (Hikma, 2023).

   Both research efforts share a common goal of enhancing students' listening skills at the high school level through interactive learning methods. However, a key difference lies in the specific implementation of these methods. The research conducted by Nurul Hikmah focused on tenth-grade students (X) at SMA Negeri 2 Palopo, employing audio-visual podcasts as a tool to improve listening skills. In contrast, the current

research targets eleventh-grade students (XI) at MAN 1 Sinjai and utilizes the Fly Swatter game, which incorporates game elements to reinforce both vocabulary comprehension and listening skills.

5. The research conducted by Ina Safitri Siregar (2024), titled "The Use of the Simon Says Technique in Teaching Listening Comprehension at SMA Negeri 1 Hutaraja Tinggi," this research aims to evaluate the impact of the Simon Says technique on the listening skills of tenth-grade students at SMA Negeri 1 Hutaraja Tinggi. Data analysis was conducted using a T-test via SPSS Version 23. The findings revealed a significance value (2-tailed) of 0.003, indicating that 0.003 is less than the alpha level of 0.05. Consequently, the alternative hypothesis (Ha) is accepted, while the null hypothesis (H0) is rejected. In conclusion, there is a significant difference in listening comprehension between students who were taught using the Simon Says technique and those who were not (Siregar, 2024).

   Both studies involve students from the middle school level, focusing on the use of game-based methods to teach listening comprehension. However, there are significant differences between them. The first study implements the Simon Says technique, while the second uses the Fly Swatter game. Additionally, the research locations differ; the first study was conducted at SMA Negeri 1 Hutaraja Tinggi, whereas the second was conducted at MAN 1 Sinjai.

6. The research conducted by Ewis Febriani, Sudarkam R. Mertosono, Desrin Lebagi, and Mukrim (2024), titled "Applying Whispering Game in Developing Listening Comprehension of Grade Eleven Students of SMAN 7 Palu," This research aims to examine the effectiveness of the whispering game in enhancing listening comprehension among eleventh-grade students at SMAN 7 Palu. The data collected were analyzed using SPSS Version 23. The results indicated that the mean score for the pre-test was 61.30, while the post-test score increased to 77.59. Based on the findings from the independent simple t-test, the significance value (2-tailed) was found to be 0.000, which is less than the alpha level of 0.05. Therefore, the alternative

hypothesis is accepted, leading to the conclusion that the whispering game is effective in improving listening comprehension for eleventh-grade students at SMAN 7 Palu (Febriani et al., 2024).

Both studies share the same objective, which is to evaluate the effectiveness of game techniques in teaching listening skills to eleventh-grade students, and both utilize a quantitative approach. However, there are notable differences between them. The first study applies the whispering game technique, while the second study uses the Fly Swatter game as a teaching method. Additionally, the research locations differ; the first study was conducted at SMAN 7 Palu, whereas the second took place at MAN 1 Sinjai.

C. Hypothesis

The hypotheses in this researh are :

H_0 : The Fly Swatter game is not effective in teaching listening at eleventh-grade students of MAN 1 Sinjai

H_1 : The Fly Swatter game is effective in teaching listening at eleventh-grade students of MAN 1 Sinjai

CHAPTER III
RESEARCH METHOD

A. Type and Approach of the Research

1. Type of the Research

The type of research conducted was experimental research, which aimed to identify the cause-and-effect relationship between independent and dependent variables. In this context, the independent variable was intentionally controlled and manipulated. This research employed a quasi-experimental design to effectively assess the impact of the independent variable on the dependent variable. According to Cook & Campbell, as cited by Vionny et al., a quasi-experimental design is a form of experiment that involves treatment, measurement of effects, and units of experimentation, but does not apply random assignment to generate comparisons in order to draw conclusions about the changes caused by the applied treatment (Maqrisa et al., 2024).

The design of the quasi-experimental approach employed by the researcher was a one-group pretest-posttest design. This research was conducted with only one group (the experimental group) without a control class. In this design, a pre-test was administered prior to the treatment, and a post-test was given after the treatment was applied.

At the initial stage, the researcher administered a pre-test to the students to determine their initial listening ability before the treatment was given. The pre-test served as a basis for comparison so that the researcher could identify the students' ability before they learned using the Fly Swatter Game. After the pre-test, the researcher provided the treatment in the form of listening instruction using the Fly Swatter Game. In this treatment, the students were trained to focus more on listening to information from spoken/audio stimuli, to understand the intended meaning, and then to respond to questions or choose answers quickly and accurately according to the context of the game. As a result, the classroom became more active, and the students were encouraged to be directly

involved in the listening process, so that listening practice was not only theoretical but also more practical and interesting. After the entire series of learning activities using the Fly Swatter Game was completed, the researcher administered a post-test to measure the students' listening ability after the treatment.This approach allowed for a more accurate measurement of the treatment results, as it provided a comparison with the conditions prior to the implementation of the treatment.

2. Approach of the Research

The research approach applied in this research was a quantitative approach. Quantitative research involved a process of discovering knowledge that utilized numerical data as a tool for data analysis. This method allowed for systematic measurement and evaluation of the research variables (Waruwu, 2023). This research aimed to measure the effectiveness of the Fly Swatter game in teaching listening to eleventh-grade students at MAN 1 Sinjai. Below is the experimental research design, which can be seen in the following table:

Table 3.1
One Group Pretest-Posttest Design

Group	Pre-Test	Treatment	Post-Test
Experiment	O_1	X	O_2

Source: (Sugiyono, 2021)

Note :

O_1 : Pre-test score (Before Treatment)

X : Treatment (Fly Swatter Game)

O_2 : Post-test (After Treatment)

Here is a further explanation of this research:

a. Pre-Test

The pre-test is the initial stage in this research, aimed at measuring the listening skills of students before the treatment is conducted. In this phase, students underwent a series of tests designed to assess their ability to receive and understand oral information.The results of the pre-test

provide a baseline understanding of the students' initial abilities, which are used as a reference to compare changes after the treatment.

b. Treatment

The treatment is the phase in which the intervention is conducted through the implementation of the Fly Swatter game as a teaching method. In this session, students actively participated in the game designed for the listening process. Through this interactive and enjoyable activity, it was hoped that students would find it easier to understand the material being taught. The purpose of implementing this treatment was to create an engaging and effective learning environment, allowing students to develop improved listening skills.

c. Post-Test

The post-test is the final stage of the research conducted after the treatment. In this phase, students took the same test as the pre-test to assess changes in their listening abilities after experiencing the treatment. The results of the post-test are analyzed to determine the extent to which the Fly Swatter game has contributed to the students' listening skills. By comparing the results of the pre-test and post-test, the researcher can evaluate the effectiveness of the teaching method applied.

B. Variable Defenition

1. Independent Variable

In this research, the independent variable investigated was the implementation of the Fly Swatter game as a teaching method. The Fly Swatter game was used as an interactive and engaging method to help students learn new vocabulary while improving their listening skills in English. In its implementation, students were asked to listen carefully to words or instructions given by the teacher and then identify and hit the correct word using a fly swatter. This activity provided students with opportunities to listen to, recognize, and understand vocabulary directly through active participation in the learning process.

The implementation of the Fly Swatter game also aimed to create a more enjoyable and less monotonous learning environment. Through this game, students were not only passive recipients of the material but also actively participated by listening, thinking, and responding quickly and accurately. Repeated exposure to vocabulary gave students more opportunities to remember and understand the words. In addition, the competitive and interactive elements of the Fly Swatter game could increase students' attention, motivation, and confidence during the learning process. Therefore, the Fly Swatter game was used as the main treatment in this research to support the improvement of students' vocabulary mastery and English listening skills. :::

2. Dependent Variable

The dependent variable in this research was the students' listening skills. Listening was an active and complex skill that involved understanding and analyzing others' statements. This skill was measured through the test results obtained before and after the implementation of the Fly Swatter game as a teaching method. The assessment includes the students' ability to understand oral information, identify main ideas, and capture important details from the material heard.

C. Place and Time of The Research

1. Place of the Research

This research was conducted at MAN 1 Sinjai, Baronang Tappee Street, Lappa Village, North Sinjai District.

2. Time of the Research

This research was conducted from November 2024 to May 2025, with a duration of seven months. This period was chosen to provide sufficient time for the researcher to design and implement the intervention, as well as conduct testing before and after the treatment. During this time frame, the researcher carried out the pre-test, treatment, and post-test according to a schedule, allowing for proper data analysis. With a systematic allocation of time, it is hoped that this research will yield valid

and reliable results regarding the effectiveness of the Fly Swatter game in teaching listening skills to students in class XI.2 at MAN 1 Sinjai.

D. Population and Sample of The Research

1. Population

Population referred to all elements involved in the research, including both objects and subjects that shared specific characteristics and traits. This concept was essential for defining the scope of the study and understanding the context of the research participants (Amin et al., 2023). The population of this research consists of the eleventh-grade students at MAN 1 Sinjai, totaling 198 students overall.

Table 3.2
Eleventh Grade Students MAN 1 Sinjai

Class	Amount
XI.1	26
XI.2	29
XI.3	23
XI.4	26
XI.5	23
XI.6	25
XI.7	27
XI.8	19
Total	198

(Source : MAN 1 Sinjai)

2. Sample

According to Hibberts et al. (2012), as cited by Deri and Dede, a sample was defined as a subset of elements taken from a larger group. The aim of analyzing this smaller group was to provide valuable insights into the broader population. This approach allowed researchers to draw conclusions about the entire group based on the findings from the sample (Firmansyah & Dede, 2022). The sample in this research consists of the students from class XI.2 at MAN 1 Sinjai, with a total of 29 students. The

sample selection used purposive sampling techniques, where the researcher chose participants based on specific criteria or characteristics deemed relevant to the research objectives. The criteria in this research considered that this class has a relatively uniform level of understanding in English listening comprehension, as well as a significant number of students facing challenges in listening learning.

Table 3.3
XI.2 Grade Students MAN 1 Sinjai

Male	Female
11	18
Total	**29**

(Source : MAN 1 Sinjai)

E. Techniques of Data Collection

1. Observation

   Observation is a data collection method that involves direct observation of subjects or objects in their natural context (Hasibuan et al., 2023). In this research, the researcher observed student interactions during the learning process and the implementation of the Fly Swatter game. The researcher recorded various aspects, such as the level of student participation, their responses to instructions, and group dynamics during the game, as well as how the teacher prepared the media, explained the rules of the game, and managed the implementation of the method using a Likert scale. Each observation sheet contained ten questions.

2. Questionnarie

   This questionnaire was designed to evaluate students' responses to the Fly Swatter game as a teaching method. It collected data regarding students' views on the game, including their level of enjoyment, its effectiveness in aiding their understanding of new vocabulary, and its impact on their engagement during the learning process. Additionally, the questionnaire explored students' perspectives on enjoyment, ease of use, and the overall effectiveness of the game in supporting the listening learning process. The type of questionnaire used is closed-ended.

According to Arikunto, as cited by (Sihotang, 2023), closed-ended questionnaires offer predetermined answer choices, allowing participants to select the response that best matches their opinions or conditions. Thus, respondents do not need to write their answers; they simply choose from the options provided by the researcher. By analyzing students' responses and opinions, the researcher can assess the effectiveness of the Fly Swatter game in teaching listening skills to the students of class XI.2 at MAN 1 Sinjai.

3. Test

A test was an evaluation method used to measure students' abilities or knowledge before and after the treatment. In the context of this research, the test was conducted in the form of pre-test and post-test to assess the development of students' listening skills. This approach allowed for a comparison of student performance and the effectiveness of the teaching method implemented.

a. Pre-test

In this session, students took a test specifically designed to assess their listening skills. The results of the pre-test provided an overview of the students' ability levels and served as a reference for analyzing the changes that occurred after the treatment. This assessment was crucial for evaluating the effectiveness of the teaching method implemented. This test consisted of fifteen fill-in-the-blank items.

b. Treatment

During this session, students participated in interactive activities that not only made learning more engaging but also encouraged them to actively listen. Through this game, students were expected to develop their listening skills in a fun and effective way. The material used was narrative texts.

c. Post-test

The test was conducted after the treatment to evaluate the extent to which students' listening skills had developed. This test was similar to the pre-test and aimed to assess students' abilities after participating in the treatment. It consisted of fifteen fill-in-the-blank items.

4. Documentation

Documentation is the process of collecting and storing information that is relevant to the research. By gathering documentation, the researcher can create visual and written evidence that supports the analysis of the research results. The information collected from this documentation not only provides additional context but also assists in evaluating the effectiveness of the teaching methods applied, as well as offering deeper insights into the dynamics occurring during the teaching and learning process.

F. Instruments of The Research

1. Observation Sheet

In this research, the instrument used for data collection was an observation sheet. The purpose of using the observation sheet was to obtain results directly from the field situation, rather than relying solely on respondents. This observation sheet adopted a Likert scale to assess various observed aspects. In this context, the observation sheet was used to analyze student interactions during the Fly Swatter game and the implementation of the learning process using the Fly Swatter game, with the student observation sheet covering ten aspects and the learning process observation sheet covering fifteen aspects. Direct observation of students would provide insights into how effective this method is in teaching listening skills, while observations of the teacher aimed to assess the teacher's mastery of the method.

Table 3.4
Alternative Interpretation Answer

No	Category	Score
1.	Very Good	76-100
2.	Good	51-75
3.	Sufficient	26-50
4.	Poor	0-25

Sumber : (Supri et al., 2023)

2. Questionnaire Sheet

The questionnaire in this research was designed to collect data regarding students' perceptions of the effectiveness of the Fly Swatter game in teaching listening skills. This questionnaire utilized a Likert scale, allowing students to rate statements related to their experiences during the learning process. Each statement provided response options ranging from "strongly agree" to "strongly disagree," enabling students to express their views more accurately. Through this questionnaire, the researcher obtained data on students' attitudes and experiences, which were analyzed to determine the impact of the game on students' listening skills.

3. Questionnaire Sheet

The next research instrument was the test sheet or questions used in the implementation of the pre-test and post-test. This test sheet was designed to evaluate students' listening abilities before and after applying the Fly Swatter game. It consisted of fifteen fill-in-the-blank items, aimed at assessing the students' understanding and retention of the material.

4. Documentation List

Documentation in this context includes a collection of records gathered as part of the data collection process. This documentation set comprises student attendance lists, observation sheets, questionnaires, pre-test and post-test sheets, as well as photographs that capture the execution of the research.

G. Validity dan Reliability Test

1. Validity Test

Validity testing is a procedure used to assess the accuracy of a measuring instrument in evaluating the intended aspects or variables. (Rosita et al., 2021). An instrument was considered valid if the correlation coefficient between its items was greater than 0.30, with an alpha error rate of 0.05. To test validity, the SPSS (Statistical Product and Service Solution) software was utilized. The criteria for determining the validity of the instrument items were established to ensure reliable measurement of the constructs being assessed.

a. If the p-value < 0.05, then the instrument was declared valid
b. If the p-value > 0.05, then the instrument was declared invalid

The validity test was conducted on 29 respondents with 10 questionnaire statements and 15 fill-in-the-blank questions. The following is an explanation of the results of the validity test for the questionnaire and test questions in this research.

a. Tes Sheet

Tabel 3.5

Calculation Results of Listening Test *(Pre Test)*

Correlations			
No Item Soal	Pearson Correlation	R_{tabel} (Sig. 0,05)	Ket
Item1	0,830	0,367	Valid
Item2	0,712	0,367	Valid
Item3	0,818	0,367	Valid
Item4	0,804	0,367	Valid

(Source: Data analysis results with SPSS versi 21)

From Table 4.3, it can be concluded that an item is considered valid if the Pearson correlation calculation result is higher than the table r value (Sig. 0.05). To obtain the table r value (Sig. 0.05), one can refer to the significance r table, which indicates that for 29

respondents, the table r value is 0.367. Therefore, the comparison of the calculated r values for each pre-test question item shows that all these values are greater than 0.367, thus all test items are declared valid.

Tabel 3.6

Calculation Results of Listening Test *(Post Test)*

Correlations			
No Item soal	Pearson Correlation	R_{tabel} (Sig. 0,05)	Ket
Item1	0,670	0,367	Valid
Item2	0,775	0,367	Valid
Item3	0,798	0,367	Valid
Item4	0,704	0,367	Valid

(Source: Data analysis results with SPSS versi 21.0)

The validity test results shown in the table above include four items (item 1 to item 4) with the obtained Pearson correlation coefficients. Each item was tested to assess its validity based on the table r value at a significance level of 0.05, which is 0.367 for 29 respondents. Among the four items tested, all showed Pearson correlation values greater than the table r value, indicating that all items can be considered valid.

b. Questionnaire

Table 3.7

Calculation Result of Questionnaire

Correlations			
No Item Soal	Pearson Correlation	R_{tabel} (Sig. 0,05)	Ket
Item1	0,901	0,367	Valid
Item2	0, 901	0,367	Valid
Item3	0, 901	0,367	Valid
Item4	0,772	0,367	Valid

Correlations			
No Item Soal	Pearson Correlation	R_{tabel} (Sig. 0,05)	Ket
Item5	0,901	0,367	Valid
Item6	0,772	0,367	Valid
Item7	0,901	0,367	Valid
Item8	0,772	0,367	Valid
Item9	0,772	0,367	Valid
Item10	0,901	0,367	Valid

(Source: Data analysis results with SPSS versi 21.0)

The validity test results indicate that all the tested items have Pearson correlation coefficients higher than the table r value at a significance level of 0.05, which is 0.367. With values ranging from 0.772 to 0.901, each item is deemed valid and suitable for use in the measurement instrument. This high validity suggests that the items can be relied upon to measure the intended abilities in the research. Overall, these findings support the use of all items in further analysis, ensuring that the instrument can provide accurate and representative results.

2. Reliability Test

The reliability test serves to evaluate the extent to which a questionnaire used by the researcher is consistent, making the instrument dependable for measuring research variables, even when applied multiple times with the same questionnaire (Hakim et al., 2021). A research instrument is considered reliable if its reliability coefficient is higher than 0.60 (Duli, 2019). In other words, the higher the reliability coefficient, the more dependable the instrument is.

The results of the reliability testing were presented in a table that showed the reliability coefficient values. These values provided an overview of the extent to which the items in the instrument were interrelated and consistent in measuring the same construct. A higher

reliability coefficient value indicated a more reliable instrument. The reliability results table aimed to provide clear information regarding the level of consistency of the instrument used in this research.

The reliability test in this research was conducted using Cronbach's alpha and the SPSS 21.0 software for Windows. In the decision-making process for the reliability test, the criterion used was that if the Cronbach's alpha value exceeded 0.60, the instrument was considered consistent or reliable. Conversely, if the Cronbach's alpha value fell below 0.60, the instrument was deemed inconsistent or unreliable. The results of the reliability test calculations for the test and questionnaire were provided accordingly.

a. Test Sheet

Table 3.8
Results of the Listening Test *(Pre Test)*
Reliability Statistics

Cronbach's Alpha	N of Items
.800	4

(Source: Data analysis results with SPSS versi 21.0)

The results of the reliability test for the listening test in the pre-test showed a Cronbach's Alpha value of 0.800 for the four tested items. This value indicates that the instrument has a good level of consistency, making it reliable for measuring the participants' listening abilities.

Tabel 3.9
Results of the Listening *(Post Test)*
Reliability Statistics

Cronbach's Alpha	N of Items
.721	4

(Source: Data analysis results with SPSS versi 21.0)

The results of the reliability test for the listening test in the post-test showed a Cronbach's Alpha value of 0.721 for the four tested

items. This value indicates a fairly good level of consistency, as it is above the threshold of 0.7, which is generally recognized as an indicator of adequate reliability.

b. Questionnaire Sheet

Table 3.10
Results of the Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.957	10

(Source: Data analysis results with SPSS versi 21.0)

Based on the table above, the reliability analysis results for the questionnaire show a Cronbach's Alpha value of 0.957 for the ten tested items. This figure reflects a very high level of consistency, far above the threshold generally considered adequate. With this value, it can be concluded that the items within this instrument are strongly interrelated and provide reliable results.

H. Techniques of Data Analysis

1. Prerequisite Test

a. Normality Test

The normality test was a statistical procedure used to determine whether the collected data followed a normal distribution. In the context of this research, the normality test was conducted to ensure that the pre-test and post-test results met the assumption of normal distribution, which was an important prerequisite for further statistical analysis. The normality test was performed using the Shapiro-Wilk test with a significance level (α) of 0.05. The criteria for the normality test were established to guide the interpretation of the results (Leo & Sardanelli, 2020) :

1) If the significance value is greater than 0.05 (> 0,05), the data is considered normal.

2) If the significance value is less than 0.05 (< 0,05) , the data is considered not normal.

b. Homogeneity Test

The homogeneity test is a statistical procedure used to evaluate whether the variances of two or more data groups are the same or similar. The results of this test are typically expressed in the form of a p-value. If the p-value is greater than the established significance level (0.05), it can be concluded that the variances between the groups are homogeneous. Conversely, if the p-value is less than 0.05, the variances are considered not homogeneous (Sianturi, 2022).

c. Hyphotesis Testing

Hypothesis testing was a statistical process used to determine whether there was sufficient evidence in the data to support a specific claim or hypothesis. This process began with the formulation of two hypotheses: the null hypothesis and the alternative hypothesis. The null hypothesis represented the statement of no effect or no difference, while the alternative hypothesis indicated the presence of an effect or difference. This process begins with formulating two hypotheses: the null hypothesis (H0), which states that there is no significant difference between the pre-test and post-test results, and the alternative hypothesis (H1), which states that there is a significant difference. Once the hypotheses are formulated, the researcher will use a statistical method, namely the t-test, to analyze the data. The analysis yielded a p-value that indicated the likelihood that the observed results occurred by chance. If the p-value was less than the established significance level (0.05), the null hypothesis was rejected, allowing the researcher to conclude that the Fly Swatter game had a significant impact on students' listening skills. Conversely, if the p-value was greater than 0.05, the null hypothesis could not be rejected, indicating that there was not enough evidence to support the claim that the method was effective.

The hypothesis tested in this research are:

H0: The Fly Swatter Game does not Effective in Teaching Listening at Eleventh Grade Students of MAN 1 Sinjai.

H1: The Fly Swatter Game does Effective in Teaching Listening at Eleventh Grade Students of MAN 1 Sinjai.

The decision-making criteria are based on the probability value (P) resulting from the statistical test:

a. If the P value < 0.05, then H1 is accepted
b. If the P value > 0.05, then H1 is rejected

After getting the pretest and posttest scores, the researcher will analysis the scores obtained. The analysis use is the normality gain test. This test is use to determine the effectiveness of the treatment given. The following formula is use to calculate the normality of the gain:

$$\boldsymbol{N - Gain = \frac{Spost - Spre}{Smax - Spre}}$$

Notes:

N-Gain is the normality gain test value

$Spost$ is the posttest score

$Spre$ is the pretest score

$Smax$ is the maximum score

The effectiveness criteria interpreted from the normality gain values can be seen in the following table:

Table 3.11
Clasification of Gain Normality Values

N-Gain Range	Effectiveness Level
$0.70 \leq N \leq 1.00$	High
$0.30 \leq N < 0.70$	Medium
$0.00 \leq N < 0.30$	Low

Source: (Sukarelawan et al., 2024)

Table 3.12
Interpretation of Gain Normality

Percentage (%)	Effectiveness Level
< 40	Ineffective
40-55	Less Effective
56-75	Moderately Effective
>76	Effective

Sumber: (Nawir et al., 2019)

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings of the Research

The results of this research identify three key aspects: (1) Learning process, (2) Student responses, and (3) Learning outcomes. These aspects are utilized to evaluate the effectiveness of the Fly Swatter game in enhancing listening skills among eleventh-grade students at MAN 1 Sinjai. Data were collected through observations, questionnaires, tests (pre-test and post-test), and documentation during the implementation of the Fly Swatter game in the classroom. Each subsection below will present findings based on these aspects in a structured and comprehensive manner.

1. Implementation of Learning

   a. Learning Process Observation Results

      The results of the observation of the learning process are presented in Table 4.1 as follows:

Table 4.1

Learning Process Observation Result

No	Aspects	Assessment
1.	The teacher opens the learning activity with greetings.	4
2.	The teacher and students pray before starting the learning process.	4
3.	The teacher asks about the students' news and their readiness to learn.	4
4.	The teacher inquires about attendance and records the students' presence.	4
5.	The teacher asks about the students' experience in the listening process.	4
6.	The teacher clearly explains the purpose and benefits of the Fly Swatter game.	4
7.	The teacher prepares the materials (audio and	4

	words) well.	
8.	The teacher gives instructions for the game.	4
9.	The teacher divides the students into two teams.	4
10.	The teacher encourages students to listen actively during the game.	4
11.	The teacher manages the class well.	3
12.	The teacher effectively manages the game time.	4
13.	The teacher provides feedback to the students.	3
14.	The teacher rewards active students.	4
15.	The teacher closes the lesson with a closing greeting.	4
Total Score		58

Based on the observation results of the learning process, a score of 58 out of a maximum of 60 was achieved, resulting in a final value of 96.6, indicating an excellent category. All aspects of the learning stages, from opening to closing, were carried out very satisfactorily. These findings reflect the effectiveness of the applied method, where the teacher successfully created an interactive atmosphere and encouraged students to participate actively. Overall, the teacher demonstrated good ability in managing the learning activities.

b. Student Activity Observation Results

The results of the student observation are presented in Table 4.2 as follows:

Table 4.2
Student Activity Observation Results

No	**Aspects**	Assessment
1.	Students show enthusiasm when starting their learning	4
2.	Students actively listen to instructions from the teacher	4
3.	Students collaborate well in groups	4

4.	Students demonstrate enthusiasm in competition	4
5.	Students participate actively in games	4
6.	Students follow the rules well	3
7.	Students think quickly when responding	4
8.	Students are able to maintain focus and during activities	4
9.	Students have a positive attitude towards learning	4
10.	Students listen attentively to the feedback given by the teacher after the game	4
Total Score		39

The observation results regarding student involvement in the learning process showed very positive outcomes. A score of 39 out of a maximum of 40 was achieved, resulting in a final value of 97.5, indicating an excellent category. Students demonstrated high enthusiasm from the beginning of the activity, actively listened to instructions, and collaborated well in groups. They also displayed great spirit in competition and participated actively in the game. Although most aspects received maximum ratings, there were some challenges in adhering to the game rules, which need further attention. Overall, students were able to maintain focus and showed a positive attitude towards learning, as well as listened attentively to feedback from the teacher. These findings reflect a conducive learning environment and the students' ability to engage actively in the learning process.

2. Studen Response

To assess students' perceptions of the Fly Swatter game, the researcher distributed a questionnaire consisting of 10 questions to 29 students. Each question was rated on a Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The purpose of this questionnaire is to measure students' enthusiasm for participation, their

level of interest in this method, and their responses regarding the effectiveness of the Fly Swatter game in teaching listening skills. A detailed explanation of the students' responses to each question will be presented next.

Table 4.3
Result of The Questionnaire

No	Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%
1.	The Fly Swatter game helps me improve my listening skills	11	37,93 %	18	62,07 %	-	-	-	-
2.	I can easily identify the vocabulary I hear during the game.	11	37,93 %	18	62,07 %	-	-	-	-
3.	I feel better at listening to instructions after playing this game.	11	37,93 %	18	62,07 %	-	-	-	-
4.	This game helps me stay focused while listening.	16	55,17%	13	44,83%	-	-	-	-
5.	I can accurately repeat vocabulary I heard after	11	37,93 %	18	62,07 %	-	-	-	-

	playing Fly Swatter.								
6.	I feel more confident in understanding the material taught after playing.	16	55,17%	13	44,83%	-	-	-	-
7.	I am better at capturing important information while listening during the game.	11	37,93 %	18	62,07 %	-	-	-	-
8.	This game helps me overcome difficulties in listening	16	55,17%	13	44,83%	-	-	-	-
9.	I feel more actively engaged in listening while playing Fly Swatter.	16	55,17%	13	44,83%	-	-	-	-
10.	I respond more quickly when I hear instructions during the game.	11	37,93 %	18	62,07 %	-	-	-	-

The results of the questionnaire distributed to 29 respondents indicate that 37.93% of students strongly agree that the Fly Swatter game helps improve listening skills. Additionally, 62.07% of students agree with this statement, showing that the majority of respondents, or 18 individuals,

believe that this game is effective in enhancing their listening abilities. Furthermore, regarding the game's ability to help students overcome difficulties in listening, 55.17% of respondents answered strongly agree and 44.83% answered agree, indicating that 16 respondents feel significantly supported by the game in addressing listening challenges. In detail, the questionnaire results show a positive response to the Fly Swatter game, which not only enhances listening skills but also assists students in overcoming the difficulties they face. Therefore, this study suggests that the Fly Swatter game is an effective tool for improving students' listening skills.

3. Learning Outcomes

To assess the effectiveness of the Fly Swatter game in enhancing students' listening skills, the researcher conducted two tests: a pre-test prior to the implementation of the method and a post-test following the application of the method. In both tests, students were required to listen to audio recordings and fill in the blanks with the words they heard. This approach aimed to evaluate any improvements in listening skills resulting from the intervention. The purpose of these tests is to measure students' progress and identify improvements in their performance as a result of the applied learning strategy.

Table 4.4
Students Test Results

No	Student	Pre-Test	Post-Test
1	S1	62,5	87,5
2	S2	62,5	81,25
3	S3	68,75	87,5
4	S4	56,25	81,25
5	S5	62,5	93,75
6	S6	50	87,5
7	S7	81,25	100
8	S8	43,75	81,25

9	S9	62,5	93,75
10	S10	75	100
11	S11	68,75	87,5
12	S12	56,25	81,25
13	S13	62,5	81,25
14	S14	50	93,75
15	S15	68,75	75
16	S16	62,5	75
17	S17	68,75	87,5
18	S18	56,25	81,25
19	S19	68,75	75
20	S20	62,5	81,25
21	S21	87,5	100
22	S22	50	75
23	S23	81,25	87,5
24	S24	75	81,25
25	S25	56,25	75
26	S26	68,75	87,5
27	S27	62,5	93,75
28	S28	43,75	68,75
29	S29	62,5	87,5

In this research, an analysis was conducted on the listening test scores of 29 students before and after the implementation of the Fly Swatter game. The analysis results showed a significant improvement in student performance. Most students exhibited an increase in their scores on the post-test compared to the pre-test. For example, student number 7 (S7) improved from a score of 81.25 to 100, while student number 6 (S6) progressed from 50 to 87.5. This pattern is consistently observed across nearly all participants, indicating that the Fly Swatter game has a positive contribution to students' listening skills.

To further validate the effectiveness of this method, several statistical tests were conducted. First, a normality test was applied to determine whether the pre-test and post-test data were normally distributed, which is essential for the proper application of subsequent parametric tests. Next, a homogeneity test was conducted to ensure the consistency of variance between the two sets of data obtained. Subsequently, further analysis was performed using a paired sample t-test to compare the means of the two groups. Additionally, an N-Gain test was applied to evaluate the improvement in participants' abilities after engaging in the Fly Swatter game in the context of listening instruction. These methods aimed to provide stronger evidence regarding the effectiveness of the game in enhancing students' listening skills.

a. Normality Test

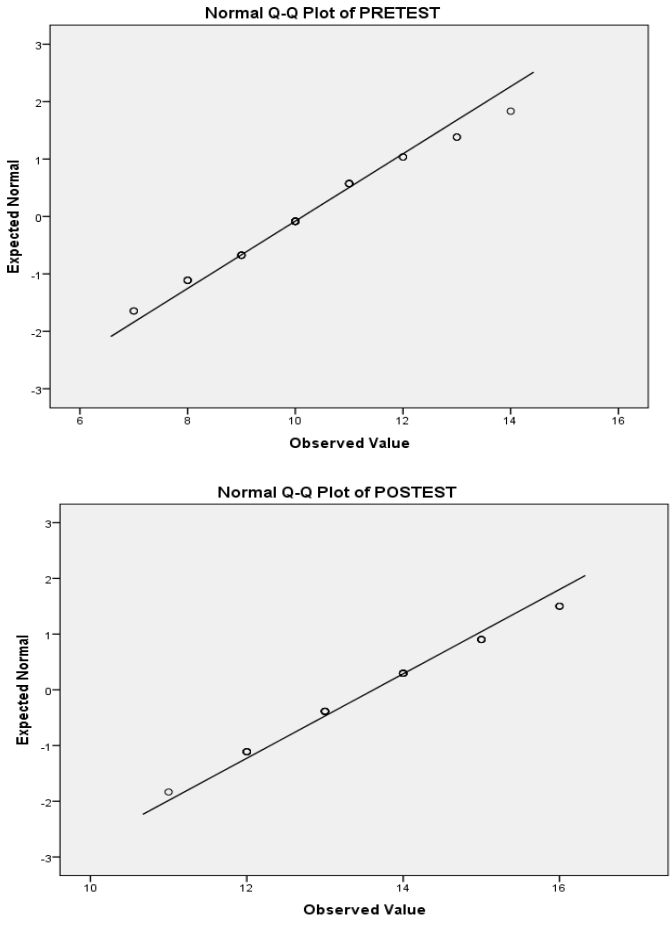
The normality test is a fundamental aspect of data analysis, designed to assess whether the distribution of the data adheres to a normal pattern. In this research, the normality test was performed to verify that the underlying assumptions necessary for the statistical analyses employed, such as regression and analysis of variance, were satisfied. This step is essential to ensure the validity and reliability of the results obtained from the analysis. The normality testing process was carried out using SPSS 20.0 with the Shapiro-Wilk method, with the criterion that the significance level must be greater than 0.05. The results of the normality test are as follows:

Table 4.5
Normality Test Result

Normality Test			
Test Result	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre Test	.958	29	.299
Post Test	.939	29	.094

(Source: Data analysis results with SPSS versi 21.0)

The results of the normality test presented in Table 4.5 indicate the Shapiro-Wilk values for both the pre-test and post-test. For the pre-test, the Shapiro-Wilk statistic is recorded at 0.958, accompanied by a significance level (Sig.) of 0.299. For the post-test, the statistic is 0.939 with a Sig. of 0.094. Both significance values are greater than the established threshold of 0.05, indicating that there is not enough evidence to reject the null hypothesis. In other words, the data in both the pre-test and post-test can be considered normally distributed.



Graph 4.1 displays the Q-Q Plot (Quantile-Quantile Plot) used to evaluate the distribution of pretest and posttest scores in this study. The Q-Q Plot serves to compare the quantiles of the obtained data with the quantiles of a normal distribution. The analysis results indicate that the data points are located around the diagonal line, suggesting that the data is approximately normally distributed.

Although there are some minor deviations, there are no significant departures from the diagonal line. Therefore, it can be concluded that the pretest and posttest scores follow a normal distribution. This normal distribution is an important requirement for conducting parametric statistical tests, such as the paired sample t-test, which is used to analyze the differences between pretest and posttest scores after treatment with a specific learning medium.

b. Homogeneity Test

The homogeneity test was conducted to evaluate the consistency of variance among the analyzed groups. The purpose of this test was to determine whether the variances obtained from various groups were similar, thus considered homogeneous. If the variances between groups were proven to be similar, it supported the assumption that the groups could be compared statistically. Conversely, if there were significant differences in variance, it indicated that the groups were not homogeneous, which could affect the results of further analysis. This test was important in the context of analysis of variance (ANOVA) and other statistical methods. By determining whether the data have homogeneous variances, the researcher can carry out the analysis more accurately and validly. The criterion for the homogeneity test is that the Sig. value must be greater than 0.05. The results of the homogeneity test in this study are as follows:

Table 4.6
Homogeneity Test Result
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
HASIL	Based on Mean	.612	1	56	.437
	Based on Median	.422	1	56	.519
	Based on Median and with adjusted df	.422	1	51.229	.519
	Based on trimmed mean	.572	1	56	.453

(Source: Data analysis results with SPSS versi 21.0)

The results of the homogeneity test presented in the table above show the Levene Statistic values for several measurement methods. For the measurement based on the mean, the Levene Statistic value is 0.612 with a significance level (Sig.) of 0.437. Meanwhile, the measurement based on the median yields a value of 0.422 with a Sig. of 0.519. Both of these values indicate that the variances among the groups are homogeneous, as the significance values are greater than 0.05. Additionally, the measurement based on the trimmed mean also shows similar results, with a value of 0.572 and a Sig. of 0.453. These findings indicate that the assumption of homogeneity of variances is met.

c. T Test (*Paired Sampel T-Test*)

After conducting the homogeneity test, the next step in data analysis is to apply the T-test, specifically the Paired Sample T-Test. This test aims to compare the two means of related groups, such as measurements taken before and after treatment. By using this T-test, the researcher can evaluate whether there is a significant difference between the two conditions measured on the same subjects. The results of the T-test will be presented in a table, providing information about the average comparison and the significance of the observed

differences. This analysis is important for understanding the effects of the treatment applied.

Table 4.7
Results of Paired Sample T-Test

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST – POSTEST	-3.483	1.526	.283	-4.063	-2.902	-12.287	28	.000

(Source: Data analysis results with SPSS versi 21.0)

The results of the paired sample T-test presented in Table 4.7 show the comparison between the average scores obtained in the pretest and posttest for the listening comprehension test. The mean difference between the two tests is -3.483, with a standard deviation of 1.526. The Standard Error Mean is recorded at 0.283, indicating how accurately this mean difference estimate is calculated. The 95% confidence interval for this difference ranges from -4.063 to -2.902, suggesting that the measured difference is significant. The obtained T value is -12.287 with 28 degrees of freedom, and the significance value (Sig. 2-tailed) is 0.000. The significance value obtained in this analysis is well below the threshold of 0.05, indicating a significant difference between the pretest and posttest scores. These findings suggest that the teaching methods applied have a positive impact on students' listening skills. This affirms the effectiveness of the learning strategies used in teaching listening.

d. Normality Gain Test

After analyzing the T-test results, the next step is to calculate the n-gain to evaluate students' improvement in more depth. N-gain is an indicator used to measure the effectiveness of learning by comparing pretest and posttest scores. By calculating the n-gain, the researcher can determine the extent of the improvement in students' abilities after participating in the learning process. The results of the n-gain calculations will be presented in the following table, providing an overview of the level of progress achieved by students in the conducted test.

Table 4.8
Results of N-gain

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	29	.20	1.00	.6010	.22643
Ngain_Persen	29	20.00	100.00	60.0999	22.64256
Valid N (listwise)	29				

(Source: Data analysis results with SPSS versi 21.0)

The descriptive statistics presented show information about the n-gain obtained from 29 participants. For the n-gain values, the minimum recorded score is 0.20, while the maximum score reaches 1.00, with a mean of 0.6010 and a standard deviation of 0.22643. This indicates that, in general, participants experienced significant improvement after the learning process. Additionally, the n-gain expressed as a percentage shows a minimum value of 20.00% and a maximum of 100.00%, with an average percentage of 60.0999 and a standard deviation of 22.64256. These results indicate that most students demonstrated good improvement in their abilities, with a considerable variation among participants.

B. Discussion of the Research

The research demonstrates that the implementation of the Fly Swatter game in listening instruction at MAN 1 Sinjai effectively meets the criteria for effective learning. This game method was successfully applied, as evidenced by students' enthusiasm during the learning process. Observations indicated that the teacher was able to initiate and manage learning activities effectively, creating an interactive atmosphere. Students appeared enthusiastic and actively participated in the game, supporting the constructivist learning theory that emphasizes active student involvement. A well-organized classroom environment allowed for healthy collaboration and competition, strengthening their learning experience.

The positive feedback from students regarding this method indicates that they felt engaged and motivated. Questionnaire results showed that the majority of students agreed that the Fly Swatter game helped improve their listening skills. This aligns with previous research indicating that game-based learning can enhance student motivation and engagement. Active student involvement in the game not only helped them comprehend the material but also built their confidence in communication skills.

The increase in students' listening scores from pre-test to post-test demonstrates a better understanding and application of listening skills. Data analysis revealed a high significance with an average listening score rising from 58.44 on the pre-test to 81.93 on the post-test, with a very low significance value (Sig. = 0.000 < 0.05), indicating the effectiveness of this game in improving students' listening abilities. This research also highlighted an increase in information retention, where students participating in the game performed better than those using conventional methods.

In this research process, the researcher observed several factors that made the implementation of the Fly Swatter game highly effective in the classroom. Students displayed great enthusiasm during the learning process, as Fly Swatter is a game-based teaching method that enhances student engagement and motivation. The game is played in teams, with the researcher

dividing the students into two teams—one consisting of 15 members and the other of 14.

During the implementation phase, each team listens to audio clips and selects the words or phrases mentioned by the teacher. Correct answers earn points, while incorrect answers cannot be attempted again by the other team. Each word or phrase carries a different point value, determined by the teacher. The team that accumulates the highest score wins.

Through the use of the Fly Swatter game, students receive immediate feedback from the teacher regarding their answers. This feedback is crucial for helping students identify errors and improve their understanding of the material being taught. With rapid feedback, the learning process becomes more effective and efficient, supported by this enjoyable method.

Various aspects mentioned above are supported by research conducted at MAN 1 Sinjai on the effectiveness of the Fly Swatter game in listening instruction, which yielded more positive results compared to Siregar's (2024) study using the Simon Says technique. Although both studies focus on student listening, the Fly Swatter game recorded a significant improvement in listening scores from pre-test to post-test, with a very low significance value (Sig. = 0.000), indicating a stronger impact from the method employed.

Additionally, the Fly Swatter game incorporates a more profound competitive and interactive element, encouraging students to actively participate and boosting their motivation through enjoyable group dynamics. In contrast, while the Simon Says technique is effective, it may not provide the same level of engagement since it relies more on following instructions without complex interaction. Thus, the Fly Swatter research not only demonstrates a more significant improvement in listening skills but also fosters a more interactive and enjoyable learning environment for students, contributing to a deeper and more meaningful learning experience.

These findings are consistent with prior studies, such as that by Sari (2020), which revealed that the Fly Swatter game significantly enhances students' vocabulary acquisition. Sari noted that students engaged in game-

based activities achieved better results compared to those in conventional settings. This indicates that using interactive methods can create a more engaging learning environment, motivating students to actively participate in the learning process.

Additionally, research by Ina Safitri (2024) reinforces these findings by showing that game techniques in listening instruction positively impact students' understanding of the material. Safitri found that using game methods not only improved listening skills but also encouraged students to be more involved and collaborate during lessons. The interactions that occurred during the game allowed students to share their understanding and discuss new vocabulary, thereby strengthening their learning experience.

Students' active involvement in the Fly Swatter game can be explained through the constructivist learning theories proposed by Piaget and Vygotsky. These theories emphasize that effective learning occurs when students engage in interactive and collaborative processes. In this context, the Fly Swatter game creates opportunities for students not only to listen but also to actively participate in grasping the vocabulary being taught. Hamsia & Roifah (2023) assert that interactive learning experiences contribute to improved understanding and information retention, as students feel more connected to the material being studied.

According to the research findings, the implementation of the Fly Swatter game is effective in enhancing listening skills among XI.2 students at MAN 1 Sinjai. This method not only increases student participation but also has a significant positive impact on mastering listening skills. Analysis results indicate an improvement in students' listening scores following the implementation of this method, with a very low significance value.

These research findings contribute to the development of more innovative and interactive English language teaching strategies. The use of the Fly Swatter game as an alternative method can create an enjoyable learning atmosphere and enhance student motivation. In line with these findings, this study recommends that teachers routinely integrate the Fly Swatter game into

their teaching processes. This method is beneficial not only for listening skills but can also be applied to vocabulary and grammar instruction. Future research could explore the long-term effects of this method, as well as its application in different educational contexts, including online learning, which is increasingly relevant in today's digital era. Thus, the results of this research not only provide empirical evidence of the effectiveness of the Fly Swatter method but also emphasize the importance of implementing more creative and adaptive teaching strategies in the classroom to meet diverse student needs.

CHAPTER V
CLOSING

A. Conclusion of the Research

The results of this research indicate that the use of the Fly Swatter game can increase students' interest and engagement in the listening learning process. In the context of English language learning, particularly listening skills, the Fly Swatter game has proven effective in presenting learning materials in an enjoyable, interactive, and easily understandable manner. The significant improvement in students' listening scores, as indicated by the t-test result (Sig. = 0.000 < 0.05), demonstrates that the Fly Swatter game can be an effective alternative teaching method for improving students' listening skills. Therefore, this research provides a strong foundation for the development and implementation of game-based learning in the English language learning process.

The use of the Fly Swatter game as a teaching method demonstrates that innovative and interactive approaches can have a positive impact on students' participation and listening learning outcomes. This is important because active student involvement during the learning process can increase their motivation and attention, which in turn can support the development of their listening skills. The effectiveness of the Fly Swatter game in improving students' listening abilities highlights the importance of using relevant, enjoyable, and student-centered teaching methods. Through the combination of listening activities and immediate responses, the Fly Swatter game can create a more dynamic learning environment and encourage students to actively respond to the learning materials presented.

Furthermore, the results of this research confirm that the Fly Swatter game is not only an enjoyable activity but can also be used as an effective learning strategy in English language teaching. Its implementation can improve students' concentration, participation, and responsiveness during listening activities. The game also provides students with opportunities to learn through direct interaction and active involvement, making the learning

process less monotonous. These findings suggest that teachers can consider using the Fly Swatter game or other game-based learning activities in listening instruction to create a more engaging and effective learning environment.

B. Suggestions of the Research

Based on the research findings regarding the effectiveness of the Fly Swatter game in teaching listening skills to eleventh-grade students at MAN 1 Sinjai, several suggestions are as follows:

1. For teachers: It is recommended that teachers regularly integrate the Fly Swatter game into the learning process. This method can be used not only for listening skills but also for teaching vocabulary and grammar. Teachers should explore variations in the game to maintain student interest and enhance classroom dynamics.
2. For future researchers: It is advisable that subsequent studies include a more in-depth analysis of the long-term impact of the Fly Swatter method on listening skills. It is also suggested to conduct research at various educational levels and in different environments, as well as to assess the effectiveness of this method in the context of online learning or in combination with digital technology.

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APPENDICES

APPENDIX I

RESEARCH INSTRUMENT VALIDITY

Appendix 1: Learning Process Instrument Validation

LEMBAR VALIDASI AKTIVITAS GURU DALAM PEMBELAJARAN

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Guru (LOAG) dalam Pembelajaran. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilian terhadap LOAG Tersebut. Penilaian dilakukan dengan memberikan tanda centang (√) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAG tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	**Aspek Petunjuk**					
	1. Petunjuk Lembar Observasi Aktivitas Guru dalam pembelajaran dinyatakan dengan jelas				√	
	2. Lembar Observasi Aktivitas Guru dalam pembelajaran mudah untuk dilaksanakan				√	
	3. Kriteria yang diobservasi dinyatakan dengan jelas				√	
II	**Aspek Isi**					
	1. Tujuan Penggunaan Lembar Observasi aktivitas guru dalam pembelajaran dirumuskan dengan jelas dan terukur			√		
	2. Aspek yang diobservasi telah mencakup tahapan dan indicator ativitas guru dalam pembelajaran				√	
	3. Item yang diobservasi untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran telah sesuai dengan tujuan pembelajaran				√	
	4. Rumusan item untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran menggunakan kata/pernyataan/perintah yang menuntut pemberian nilai				√	
III	**Aspek Bahasa**					
	1. Menggunakan bahasa sesuai dengan kaedah Indonesia yang baik dan benar				√	
	2. Kejelasan petunjuk/arahan, komentar, dan penyelesaian masalah				√	
	3. Kesederhanaan struktur kalimat			√		
	4. Bahasa yang digunakan bersifat komunikatif				√	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah* nomor/*angka sesuai dengan penilaian Bapak/Ibu* *)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

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Sinjai, 23 April 2025

Validator

(Dr. Atmaranie Dewi Parmagau)

LEMBAR VALIDASI AKTIVITAS GURU DALAM PEMBELAJARAN

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Guru (LOAG) dalam Pembelajaran. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilian terhadap LOAG Tersebut. Penilaian dilakukan dengan memberikan tanda centang (√) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAG tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	**Aspek Petunjuk**					
	1. Petunjuk Lembar Observasi Aktivitas Guru dalam pembelajaran dinyatakan dengan jelas				✓	
	2. Lembar Observasi Aktivitas Guru dalam pembelajaran mudah untuk dilaksanakan				✓	
	3. Kriteria yang diobservasi dinyatakan dengan jelas				✓	
II	**Aspek Isi**					
	1. Tujuan Penggunaan Lembar Observasi aktivitas guru dalam pembelajaran dirumuskan dengan jelas dan terukur	✓				
	2. Aspek yang diobservasi telah mencakup tahapan dan indicator ativitas guru dalam pembelajaran				✓	
	3. Item yang diobservasi untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran telah sesuai dengan tujuan pembelajaran				✓	
	4. Rumusan item untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran menggunakan kata/pernyataan/perintah yang menuntut pemberian nilai				✓	
III	**Aspek Bahasa**					
	1. Menggunakan bahasa sesuai dengan kaedah Indonesia yang baik dan benar				✓	
	2. Kejelasan petunjuk/arahan, komentar, dan penyelesaian masalah				✓	
	3. Kesederhanaan struktur kalimat				✓	
	4. Bahasa yang digunakan bersifat komunikatif				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah* nomor/*angka sesuai dengan penilaian Bapak/Ibu* *)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Tambahkan tujuan instrumen

Sinjai, 23 April 2025

Validator

(Sahruddin, M.Pd)

Appendix 2: Student Activity Instrument Validation

LEMBAR VALIDASI AKTIVITAS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Siswa (LOAS). Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilian terhadap LOAS Tersebut. Penilaian dilakukan dengan memberikan tanda centang (√) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAS tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	**Aspek Petujuk**					
	1. Petunjuk pelaksanaan observasi cukup jelas				√	
	2. Lembar observasi mudah untuk dilaksanakan				√	
	3. Kriteria yang diobservasi dinyatakan dengan jelas				√	
II	**Aspek Isi**					
	1. Kategori aktivitas siswa yang terdapat pada lembar observasi sudah mencakup aktivitas siswa yang mungkin terjadi dalam pembelajaran				√	
	2. Satuan waktu siswa untuk melakukan aktivitas dengan satuan waktu observasi dinyatakan dengan jelas			√		
	3. Kategori aktivitas siswa yang diamati dapat teramati dengan baik				√	
	4. Kategori aktivitas siswa tidak menimbulkan makna ganda				√	
III	**Aspek Bahasa**					
	1. Menggunakan Bahasa Indonesia yang benar				√	
	2. Menggunakan kalimat yang mudah dipahami siswa				√	
	3. Kejelasan petunjuk/arahan, komentar dan penyelesaian masalah			√		
	4. Bahasa yang digunakan bersifat komunikatif				√	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah* nomor/*angka sesuai dengan penilaian Bapak/Ibu* *)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

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Sinjai, 23 April 2025
Validator

(Dr. Pramarani Dewi Permana)

LEMBAR VALIDASI AKTIVITAS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Siswa (LOAS). Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilian terhadap LOAS Tersebut. Penilaian dilakukan dengan memberikan tanda centang (√) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAS tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	**Aspek Petujuk**					
	1. Petunjuk pelaksanaan observasi cukup jelas				✓	
	2. Lembar observasi mudah untuk dilaksanakan				✓	
	3. Kriteria yang diobservasi dinyatakan dengan jelas				✓	
II	**Aspek Isi**					
	1. Kategori aktivitas siswa yang terdapat pada lembar observasi sudah mencakup aktivitas siswa yang mungkin terjadi dalam pembelajaran				✓	
	2. Satuan waktu siswa untuk melakukan aktivitas dengan satuan waktu observasi dinyatakan dengan jelas	✓				
	3. Kategori aktivitas siswa yang diamati dapat teramati dengan baik			✓		
	4. Kategori aktivitas siswa tidak menimbulkan makna ganda			✓		
III	**Aspek Bahasa**					
	1. Menggunakan Bahasa Indonesia yang benar				✓	
	2. Menggunakan kalimat yang mudah dipahami siswa				✓	
	3. Kejelasan petunjuk/arahan, komentar dan penyelesaian masalah				✓	
	4. Bahasa yang digunakan bersifat komunikatif				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah* nomor/*angka sesuai dengan penilaian Bapak/Ibu* *)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah* nomor/*angka sesuai dengan penilaian Bapak/Ibu* *)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Tambahkan alokasi waktu, hindari makna ganda

Sinjai, 23 April 2025

Validator

(Sabaruddin, S.Pd., M.Pd.)

Appendix 3: Teaching Module Instrument Validation

LEMBAR VALIDASI MODUL AJAR

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Modul Ajar. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilian terhadap modul tersebut. Penilaian dilakukan dengan memberikan tanda centang (√) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Modul tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	**Format**					
	1. Kejelasan Pembagian materi				✓	
	2. Sistem Penomoran jelas				✓	
	3. Pengaturan ruang dan tata letak			✓		
	4. Jenis dan ukuran huruf sesuai				✓	
II	**Isi**					
	1. Kesesuaian materi dengan kurikulum merdeka				✓	
	2. Kesesuaian antara tujuan pembelajaran dan capaian pembelajaran				✓	
	3. Kesesuaian indicator dan capaian pembelajaran				✓	
	4. Kesesuaian materi dan tujuan pembelajaran				✓	
	5. Kesesuaian dengan Langkah-langkah pembelajaran			✓		
	6. Pemilihan strategi, metode, dan sarana pembelajaran dilakukan dengan tepat sehingga memungkinkan siswa belajar			✓		
	7. Kegiatan guru dan siswa dirumuskan secara operasional dan mudah dipahami				✓	
	8. Kesesuaian alokasi waktu yang digunakan				✓	
	9. Kesesuaian kegiatan guru dan siswa untuk setiap fase pembelajaran				✓	
III	**Bahasa**					
	1. Penggunaan Bahasa sesuai dengan penggunaan kaedah Bahasa Indonesia			✓		
	2. Bahasa yang digunakan bersifat komunikatif				✓	
	3. Kesederhanaan struktur kalimat				✓	

Lembar Validasi RPP- 1

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah* nomor/*angka sesuai dengan penilaian Bapak/Ibu* *)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Mohon Bapak/ibu menuliskan butir-butir revisi berikut dan atau menuliskan langsung pada naskah.

Disesuaikan dengan waktu yang lebih efektif

Sinjai 27 April 2025

Validator

(Dr. Ahmad Dewi Permana)

LEMBAR VALIDASI MODUL AJAR

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Modul Ajar. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilian terhadap modul tersebut. Penilaian dilakukan dengan memberikan tanda centang (√) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Modul tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	**Format**					
	1. Kejelasan Pembagian materi				✓	
	2. Sistem Penomoran jelas				✓	
	3. Pengaturan ruang dan tata letak				✓	
	4. Jenis dan ukuran huruf sesuai				✓	
II	**Isi**					
	1. Kesesuaian materi dengan kurikulum merdeka				✓	
	2. Kesesuaian antara tujuan pembelajaran dan capaian pembelajaran				✓	
	3. Kesesuaian indicator dan capaian pembelajaran				✓	
	4. Kesesuaian materi dan tujuan pembelajaran				✓	
	5. Kesesuaian dengan Langkah-langkah pembelajaran					
	6. Pemilihan strategi, metode, dan sarana pembelajaran dilakukan dengan tepat sehingga memungkinkan siswa belajar				✓	
	7. Kegiatan guru dan siswa dirumuskan secara operasional dan mudah dipahami				✓	
	8. Kesesuaian alokasi waktu yang digunakan				✓	
	9. Kesesuaian kegiatan guru dan siswa untuk setiap fase pembelajaran				✓	
III	**Bahasa**					
	1. Penggunaan Bahasa sesuai dengan penggunaan kaedah Bahasa Indonesia				✓	
	2. Bahasa yang digunakan bersifat komunikatif				✓	
	3. Kesederhanaan struktur kalimat				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah* nomor/*angka sesuai dengan penilaian Bapak/Ibu* *)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Mohon Bapak/ibu menuliskan butir-butir revisi berikut dan atau menuliskan langsung pada naskah.

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Sinjai 23 April 2025

Validator

Sabaruddin, M.TI.S.Pd

Appendix 4: Test Sheet Instrument Validation

LEMBAR VALIDASI INTRUMEN TES

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Instrumen berupa Tes. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilian terhadap Tes tersebut. Penilaian dilakukan dengan memberikan tanda centang (√) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Tes tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	**Aspek Isi**					
	1. Kesesuaian soal dengan indikator pencapaian			√		
	2. Kejelasan perumusan petunjuk pengerjaan soal				√	
	3. Kejelasan maksud soal				√	
	4. Kisi-kisi soal dinyatakan dengan jelas				√	
	5. Pedoman penskoran dinyatakan dengan jelas			√		
	6. Jawaban soal dinyatakan dengan jelas dan benar				√	
	7. Kesesuaian jumlah soal dan waktu pengerjaan soal				√	
II	**Aspek Bahasa**					
	1. Kesesuaian Bahasa yang digunakan pada soal dengan kaidah Bahasa Indonesia				√	
	2. Kalimat soal tidak mengandung arti ganda				√	
	3. Rumusan soal komunikatif, menggunakan Bahasa yang sederhana dan mudah dipahami oleh siswa.				√	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah* nomor/*angka sesuai dengan penilaian Bapak/Ibu* *)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

Validasi Instrumen Tes-1

D. Kometar dan Saran Perbaikan

Diperbaiki sesuai arahan

Sinjai 23 April 2025

Validator

(Dr. Hamarannie Fauzi Purnama)

LEMBAR VALIDASI INTRUMEN TES

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Instrumen berupa Tes. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilian terhadap Tes tersebut. Penilaian dilakukan dengan memberikan tanda centang (√) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Tes tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	**Aspek Isi**					
	1. Kesesuaian soal dengan indikator pencapaian				✓	
	2. Kejelasan perumusan petunjuk pengerjaan soal				✓	
	3. Kejelasan maksud soal				✓	
	4. Kisi-kisi soal dinyatakan dengan jelas				✓	
	5. Pedoman penskoran dinyatakan dengan jelas				✓	
	6. Jawaban soal dinyatakan dengan jelas dan benar				✓	
	7. Kesesuaian jumlah soal dan waktu pengerjaan soal	✓				
II	**Aspek Bahasa**					
	1. Kesesuaian Bahasa yang digunakan pada soal dengan kaidah Bahasa Indonesia				✓	
	2. Kalimat soal tidak mengandung arti ganda				✓	
	3. Rumusan soal komunikatif, menggunakan Bahasa yang sederhana dan mudah dipahami oleh siswa.				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah* nomor/*angka sesuai dengan penilaian Bapak/Ibu* *)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

tambahkan alokasi waktu

Sinjai 23 April 2025

Validator

(Sabaruddin, M.TESOL)

Appendix 5: Student Response Instrument Validation

LEMBAR VALIDASI ANGKET RESPONS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Angket Respons Siswa. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilian terhadap Angket Respons Siswa Tersebut. Penilaian dilakukan dengan memberikan tanda centang (√) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Angket Respons Siswa tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	**Aspek Petunjuk**					
	1. Petunjuk pengisian angket dinyatakan dengan jelas.				✓	
	2. Pilihan angket respons siswa dinyatakan dengan jelas				✓	
II	**Aspek Isi**					
	1. Tujuan Penggunaan angket dinyatakan dengan jelas				✓	
	2. Pertanyaan-pertanyaan pada angket dapat menjaring seluruh respons siswa terhadap kegiatan dan komponen pembelajaran				✓	
	3. Pertanyaan-pertanyaan yang diajukan sesuai dengan tujuan pengukuran				✓	
	4. Komponen perangkat pembelajaran dinyatakan dengan jelas				✓	
	5. Rumusan pertanyaan pada angket menggunkan kata/perintah/pernyataan yang menuntut pemberian tanggapan dari siswa				✓	
III	**Aspek Bahasa**					
	1. Menggunakan bahasa sesuai dengan kaidah bahasa Indonesia yang benar.			✓		
	2. Pilihan kata yang digunakan sesuai dengan level siswa				✓	
	3. Menggunakan kalimat yang mudah dipahami				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah* nomor/*angka sesuai dengan penilaian Bapak/Ibu* *)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

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Sinjai 23 April 2025

Validator

(Dr. Atmawarni Dewi Purnama)

LEMBAR VALIDASI ANGKET RESPONS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Angket Respons Siswa. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilian terhadap Angket Respons Siswa Tersebut. Penilaian dilakukan dengan memberikan tanda centang (√) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut.

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Angket Respons Siswa tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	**Aspek Petunjuk**					
	1. Petunjuk pengisian angket dinyatakan dengan jelas.				✓	
	2. Pilihan angket respons siswa dinyatakan dengan jelas				✓	
II	**Aspek Isi**					
	1. Tujuan Penggunaan angket dinyatakan dengan jelas	✓				
	2. Pertanyaan-pertanyaan pada angket dapat menjaring seluruh respons siswa terhadap kegiatan dan komponen pembelajaran				✓	
	3. Pertanyaan-pertanyaan yang diajukan sesuai dengan tujuan pengukuran				✓	
	4. Komponen perangkat pembelajaran dinyatakan dengan jelas				✓	
	5. Rumusan pertanyaan pada angket menggunkan kata/perintah/pernyataan yang menuntut pemberian tanggapan dari siswa				✓	
III	**Aspek Bahasa**					
	1. Menggunakan bahasa sesuai dengan kaidah bahasa Indonesia yang benar.				✓	
	2. Pilihan kata yang digunakan sesuai dengan level siswa		✓			
	3. Menggunakan kalimat yang mudah dipahami				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah* nomor/*angka sesuai dengan penilaian Bapak/Ibu* *)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Tambahkan penjelasan tentang hjuan angket,
Gunakan dwi bahasa untuk pernyataanya

Sinjai 23 April 2025
Validator

(Sabaruddin, M.TESOL)

APPENDIX II

RESEARCH INSTRUMENT

Appendix 6: Observation Sheet (Student Activities)

OBSERVATION SHEET

STUDENT ACTIVITIES DURING THE LEARNING PROCESS USING THE FLY SWATTER GAME IN LISTENING INSTRUCTION

Respondent Identity

Name :

Instructions:

Observe student activities during the learning process using the Fly Swatter Game in listening instruction over a period of 15 minutes. The observation results on this sheet follow these procedures:

1. The observer comprehensively and objectively observes student activities.
2. Focus on each aspect listed in the observation sheet.
3. Provide scores according to predetermined criteria.
4. Observation is conducted from the beginning to the end of the lesson.
5. Mark (✓) the column that corresponds to your assessment for each observed aspect.

   4 = Very Good

   3 = Good

   2 = Sufficient

   1 = Poor

Observation Aspects :

No	Aspects	1	2	3	4
1.	Students show enthusiasm when starting their learning				✓
2.	Students actively listen to instructions from the teacher				✓
3.	Students collaborate well in groups				✓

4.	Students demonstrate enthusiasm in competition				✓
5.	Students participate actively in games				✓
6.	Students follow the rules well			✓	
7.	Students think quickly when responding				✓
8.	Students are able to maintain focus and during activities				✓
9.	Students have a positive attitude towards learning				✓
10.	Students listen attentively to the feedback given by the teacher after the game				✓

Scoring Calculations :

1. **Total indicators : 10 aspects**
2. **Maximum score per indicator : 4**
3. **Maximum total score : 40**

Calculation

$$\textbf{Total Score} = \frac{\textbf{39}}{\textbf{40}} \textbf{ x 100}$$

$$= \textbf{97,5}$$

Assessment Categories

90-100= Very Good

70-89= Good

50-69 = Sufficient

25-49 = Poor

Appendix 7: Observation Sheet (Implementation of the Learning Process)

OBSERVATION SHEET

IMPLEMENTATION OF THE LEARNING PROCESS USING THE FLY SWATTER GAME IN LISTENING INSTRUCTION

Respondent Identity

Name : Azikin, S.Pd.

Date : 29 April 2025

Instruction :

1. This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic Ahmad Dahlan University in Sinjai. This is an experimental study aimed at determining the effectiveness of the Fly Swatter game in listening learning.
2. Mark (✓) in the column that corresponds to your assessment for each observed aspect.

   4 = Very Good

   3 = Good

   2 = Sufficient

   1 = Poor

Observation Aspects :

No	Aspects	1	2	3	4
1.	The teacher opens the learning activity with greetings.				✓
2.	The teacher and students pray before starting the learning process.				✓
3.	The teacher asks about the students' news and their readiness to learn.				✓

4.	The teacher inquires about attendance and records the students' presence.				✓
5.	The teacher asks about the students' experience in the listening process.				✓
6.	The teacher clearly explains the purpose and benefits of the Fly Swatter game.				✓
7.	The teacher prepares the materials (audio and words) well.				✓
8.	The teacher gives instructions for the game.				✓
9.	The teacher divides the students into two teams.				✓
10.	The teacher encourages students to listen actively during the game.				✓
11.	The teacher manages the class well.			✓	
12.	The teacher effectively manages the game time.				✓
13.	The teacher provides feedback to the students.			✓	
14.	The teacher rewards active students.				✓
15.	The teacher closes the lesson with a closing greeting.				✓

Scoring Calculations :

1. **Total indicators : 15 aspects**
2. **Maximum score per indicator : 4**
3. **Maximum total score : 60**

Calculation

$$\textbf{Total Score} = \frac{58}{60} \times 100$$

$$= 96{,}6$$

Assessment Categories

90-100= Very Good

70-89= Good

50-69 = Sufficient

25-49 = Poor

Appendix 8: Questionnaire

STUDENTS RESPONS QUESTIONNAIRE ON THE FLY SWATTER GAME IN TEACHING LISTENING

Respondent Identity

Name :

Student ID Number :

Instruction :

1. This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic Ahmad Dahlan University in Sinjai. This is an experimental study aimed at determining the effectiveness of the Fly Swatter game in listening learning.
2. Read each statement carefully.and mark (✓) in the column that corresponds to your assessment for each observed aspect.

   4 = Strongly Agree

   3 = Agree

   2 = Disagree

   1 = Strongly Disagree

Observation Aspects :

No	Aspects	1	2	3	4
1.	The Fly Swatter game helps me improve my listening skills (Permainan Fly Swatter membantu saya meningkatkan keterampilan mendengarkan saya.)				
2.	I can easily identify the vocabulary I hear during the game. (Saya dapat dengan mudah mengidentifikasi kosakata yang				

	saya dengar selama permainan.)				
3.	I feel better at listening to instructions after playing this game. (Saya merasa lebih baik dalam mendengarkan instruksi setelah memainkan permainan ini.)				
4.	This game helps me stay focused while listening. (Permainan ini membantu saya tetap fokus saat mendengarkan.)				
5.	I can accurately repeat vocabulary I heard after playing Fly Swatter. (Saya dapat dengan akurat mengulangi kosakata yang saya dengar setelah bermain Fly Swatter.)				
6.	I feel more confident in understanding the material taught after playing. (Saya merasa lebih percaya diri dalam memahami materi yang diajarkan setelah bermain.)				
7.	I am better at capturing important information while listening during the game. (Saya lebih baik dalam menangkap informasi penting saat mendengarkan selama permainan.)				
8.	This game helps me overcome difficulties in listening (Permainan ini membantu saya mengatasi kesulitan dalam mendengarkan.)				
9.	I feel more actively engaged in listening while playing Fly Swatter. (Saya merasa lebih aktif terlibat dalam mendengarkan saat bermain Fly Swatter.)				
10.	I respond more quickly when I hear instructions during the game. (Saya merespons lebih cepat ketika mendengar instruksi selama permainan.)				

Scoring Calculations :

1. **Total indicators : 10 aspects**
2. **Maximum score per indicator : 4**
3. **Maximum total score : 40**

Example Calculation

$$\textbf{Total Score} = \frac{\textbf{Score students}}{\textbf{Maximum score}} \textbf{ x 100}$$

Assessment Categories

90-100= Very Good

70-89= Good

50-69 = Sufficient

25-49 = Poor

Appendix 9: Test

TEST

Respondent Identity

Name :

Student ID Number :

Time : 30 Minutes

Instructions

1. **Purpose of the Test**

   This test is designed to assess your listening comprehension skills.

2. **Format**

   You will listen to an audio recording that tells a story. As you listen, you will need to fill in the blanks in the sentences provided.

3. **How to Complete the Test**

   a. Pay close attention to the audio as it plays.

   b. Fill in the blanks in each sentence with the correct words you hear.

   c. You may write one word or a short phrase in each blank.

A Long time ago, up on the _____ Rama mountain, there were two villages, Kamboi Rama and _____. Kamboi Rama was a _____ for Kamboi people, and Aroempu was a sago _____ owned by God Iriwonawani, who also owned a _____. Whenever the tifa is played, the Kamboi people would _____. Every day, the Kamboi women would go to _____ to cut sago for their meals. As time passed by, the sago trees were becoming scarcer. God Iriwonawani got really _____, “Get out of here! Don’t just cut but sow and _____!” Because they were scared, the Kamboi people moved to the

_____ area and named themselves Randuayaivi. However, upon the _____, there still lived a _____ of husband and wife, _____ and _____.

Answer Key

1. Kamboi
2. Aroempu
3. Residence
4. Plantation
5. Tifa
6. Gather
7. Aroempu
8. Scarcer
9. Angry
10. Plant
11. Coastal
12. Mountain
13. Couple
14. Irimiami
15. Isoray

TEST

Respondent Identity

Name : Nadiatul Adawia

Student ID Number :

Time : 30 Minutes

Instructions

1. **Purpose of the Test**

   This test is designed to assess your listening comprehension skills.

2. **Format**

   You will listen to an audio recording that tells a story. As you listen, you will need to fill in the blanks in the sentences provided.

3. **How to Compiete the Test**

   a. Pay close attention to the audio as it plays.

   b. Fill in the blanks in each sentence with the correct words you hear.

   c. You may write one word or a short phrase in each blank.

A Long time ago, up on the kamboi Rama mountain, there were two villages, Kamboi Rama and Aroempu. Kamboi Rama was a residence for Kamboi people, and Aroempu was a sago plantation owned by God Iriwonawani, who also owned a tifa. Whenever the tifa is played, the Kamboi people would gather. Every day, the Kamboi women would go to Aroempu. to cut sago for their meals. As time passed by, the sago trees were becoming scarcer. God Iriwonawani got really angry, "Get out of here! Don't just cut but sow and plant!" Because they were scared, the Kamboi people moved to the coastal area and named themselves Randuayaivi. However, upon the mountain there still lived a couple of husband and wife, irimiami and isoray.

TEST

Respondent Identity

Name : RIFALDI

Student ID Number : ♡

Time : 30 Minutes

Instructions

1. **Purpose of the Test**

   This test is designed to assess your listening comprehension skills.

2. **Format**

   You will listen to an audio recording that tells a story. As you listen, you will need to fill in the blanks in the sentences provided.

3. **How to Complete the Test**

   a. Pay close attention to the audio as it plays.

   b. Fill in the blanks in each sentence with the correct words you hear.

   c. You may write one word or a short phrase in each blank.

A Long time ago, up on the kamboi Rama mountain, there were two villages, Kamboi Rama and Aroempu. Kamboi Rama was a Rasidarde for Kamboi people, and Aroempu was a sago plantation owned by God Iriwonawani, who also owned a tifa. Whenever the tifa is played, the Kamboi people would gather. Every day, the Kamboi women would go to Aroempu to cut sago for their meals. As time passed by, the sago trees were becoming starcar. God Iriwonawani got really ahgry, "Get out of here! Don't just cut but sow and plant!" Because they were scared, the Kamboi people moved to the coasial area and named themselves Randuayaivi. However, upon the mountain, there still lived a couple of husband and wife, lamiam and Isarag.

Appendix 10: Scoring Criteria of Listening

Indicator	Description	Score 1	Score 2	Score 3	Score 4
Understanding of Content	The level of participant's understanding of the material	Very poor understanding	Partially understands	Understands well	Understands very well
Details Provided	The amount and quality of details presented	Very few details	Some details	Many details	Complete and accurate details
Clarity and Structure of Answer	How clear and structured the participant's answer is	Very unclear answer	Fairly clear answer	Clear answer	Very clear and structured answer
Relevance of Answer to Question	The relevance of the answer to the question posed	Answer is not relevant	Slightly relevant answer	Relevant answer	Highly relevant and accurate answer

(Intan et al., 2022)

Scoring Calculations :

1. **Total indicators : 4 aspects**
2. **Maximum score per indicator : 4**
3. **Maximum total score : 16**

Example Calculation

$$\textbf{Total Score} = \frac{\textbf{Score students x 100}}{\textbf{Maximum score}}$$

Assessment Categories

90-100= Very Good

70-89= Good

50-69 = Sufficient

25-49 = Poor

Appendix 11: Module

TEACHING MODULE

I. MODULE IDENTITY

Author	: Jusriani
Educational Institution	: MAN 1 Sinjai
Grade/Phase	: XI (Eleventh)/2
Subject	: English
Element	: Listening
Material	: Narrative Text
Time	: 1 Hour 20 Minutes (1x Meeting)

II. MODULE DESCRIPTION

a. Students are able to understand the concept and structure of listening activities.
b. Students are skilled in using the Fly Swatter Game method in listening exercises.
c. Students can develop listening comprehension and engagement through collaboration and interactive games.

III. PANCASILA STUDENT PROFILE

Pancasila Student Profile includes: 1) faithful, God-fearing, and of noble character, 2) independent, 3) critical thinking, 4) creative, 5) cooperative, and 6) globally aware.

IV. FACILITIES AND INFRASTRUCTURE

1. Classroom
2. Whiteboard and markers.
3. Speakers for audio.
4. Audio recording
5. Words for the Fly Swatter game.
6. Swatters for the game.

V. LEARNING MODEL

a. Learning Model: Fly Swatter Game

b. Using an interactive game to enhance students' listening skills and comprehension.

VI. LEARNING ACTIVITIES

a. First Meeting (Pre-test)

Description	Learning Activities
Initial Activities (15 Minutes)	a. The Teacher Opens The Learning Activity With Greetings. b. The Teacher And Students Pray Before Starting The Lesson. c. The Teacher Asks About The Students' Well-Being And Readiness To Learn. d. Attendance Is Taken, And Student Presence Is Checked. e. The Teacher Inquires About The Students' Listening Experiences.
Core Activities (30 Minutes)	a. The Teacher Provides A Listening Pre-Test To Assess Students' Initial Understanding Of The Material To Be Taught. b. The Teacher Collects The Students' Pre-Test Sheets.
Closing Activities (10 Minutes)	a. The Teacher Briefly Explains The Concept Of The Fly Swatter Game Method In Listening Lessons For The Next Meeting. b. The Teacher Closes The Lesson With Closing Greetings.

b. Second Meeting (Treatment 1)

Description	Learning Activities

Initial Activities (15 Minutes)	a. The teacher opens the learning activity with greetings. b. The teacher and students pray before starting the lesson. c. The teacher asks about the students' well-being and readiness to learn. d. Attendance is taken, and student presence is checked.
Core Activities (60 Minutes)	a. The teacher explains listening techniques and how to play the Fly Swatter Game. b. Students are divided into two groups. c. The teacher prepares the words to be listened to and displays them on the board. d. The audio containing the words or phrases is played. e. Students who hear the mentioned word/phrase must immediately use the fly swatter to touch the correct word. f. Points are given for each correct answer. g. The results of the game are discussed, and feedback is provided.
Closing Activities (10 Minutes)	a. Discussion about the process and results of the game, along with feedback. b. Students draw conclusions about the

	learning activities. c. The teacher closes the lesson with closing greetings.

c. Third Meeting (Treatment 2)

Description	Learning Activities
Initial Activities (15 Minutes)	a. The teacher opens the learning activity with greetings. b. The teacher and students pray before starting the lesson. c. The teacher asks about the students' well-being and readiness to learn. d. Attendance is taken, and student presence is checked.
Core Activities (60 Minutes)	a. The teacher provides a new topic for listening practice: Legend Stories. b. Students are divided into two groups. c. The teacher prepares key words from the story to be listened to. d. The audio of the short story is played. e. Students who hear the key words must immediately use the fly swatter to touch the correct word. f. Points are given for each correct answer. g. The results of the game are discussed, and feedback is provided.

Closing Activities (10 Minutes)	a. Discussion about the process and results of the game, along with feedback. b. Students draw conclusions about the learning activities. c. The teacher closes the lesson with closing greetings.

d. Fourth Meeting (Treatment 3)

Description	Learning Activities
Initial Activities (15 Minutes)	a. The teacher opens the learning activity with greetings. b. The teacher and students pray before starting the lesson. c. The teacher asks about the students' well-being and readiness to learn. d. Attendance is taken, and student presence is checked.
Core Activities (60 Minutes)	a. The teacher provides a new topic for listening practice: Legends. b. Students are divided into two groups. c. The teacher prepares phrases from the dialogues to be listened to. d. The audio of the dialogue is played. e. Students who hear the phrases must immediately use the fly swatter to touch the correct phrase. f. Points are given for each correct answer. g. The results of the game are

	discussed, and feedback is provided.
Closing Activities (10 Minutes)	a. Discussion about the process and results of the game, along with feedback. b. Students draw conclusions about the learning activities. c. The teacher closes the lesson with closing greetings.

e. Fifth Meeting (Treatment 4)

Description	Learning Activities
Initial Activities (15 Minutes)	a. The teacher opens the learning activity with greetings. b. The teacher and students pray before starting the lesson. c. The teacher asks about the students' well-being and readiness to learn. d. Attendance is taken, and student presence is checked.
Core Activities (60 Minutes)	a. The teacher provides a new topic for listening practice: Legends. b. Students are divided into two groups. c. The teacher prepares important words from the news to be listened to. d. The audio of a short news segment is played. e. Students who hear the important words must immediately use the fly

	swatter to touch the correct word. f. Points are given for each correct answer. g. The results of the game are discussed, and feedback is provided.
Closing Activities (10 Minutes)	a. Discussion about the process and results of the game, along with feedback. b. Independent assignments are given (Answering questions about the material that has been listened to). c. Students work on the assignment for 5 minutes. d. Students submit the assignment. e. Students draw conclusions about the learning activities. f. The teacher closes the lesson with closing greetings.

f. Sixth Meeting (Post-test)

Description	Learning Activities
Initial Activities (15 Minutes)	a. The teacher opens the learning activity with greetings. b. The teacher and students pray before starting the lesson. c. The teacher asks about the students' well-being and readiness to learn. d. Attendance is taken, and student presence is checked.
Core Activities (30 Minutes)	a. The teacher provides a listening

	post-test to assess students' final understanding of listening after applying the Fly Swatter Game method. b. The teacher collects the students' post-test sheets.
Closing Activities (10 Minutes)	a. The teacher and students discuss the benefits of the Fly Swatter Game method in listening lessons. b. The teacher and students conclude the listening lesson after using the Fly Swatter Game method. c. The teacher closes the lesson with closing greetings.

VII. ASSESSMENT

1. Participation in the game, observe students' engagement during the Fly Swatter game.
2. Writing assignment, evaluate the summaries written by students based on their understanding of the narrative text.
3. Discussion, ask questions to assess students' comprehension of the story's content and moral message.

VIII. ASSESSMENT INSTRUMENTS

1. Student Attitude or Activity Assessment Sheet

STUDENT ACTIVITIES DURING THE LEARNING PROCESS USING THE FLY SWATTER GAME IN LISTENING INSTRUCTION

Respondent Identity

Name :

NIS :

Class :

Instructions:

Observe student activities during the learning process using the Fly Swatter Game in vocabulary instruction. The observation results on this sheet follow these procedures:

6. The observer comprehensively and objectively observes student activities.
7. Focus on each aspect listed in the observation sheet.
8. Provide scores according to predetermined criteria.
9. Observation is conducted from the beginning to the end of the lesson.
10. Mark (✓) the column that corresponds to your assessment for each observed aspect.

    4 = Very Good

    3 = Good

    2 = Sufficient

    1 = Poor

Observation Aspects :

No	Aspects	1	2	3	4
1.	Students show enthusiasm when starting their learning				
2.	Students actively listen to instructions from the teacher				
3.	Students collaborate well in groups				
4.	Students demonstrate enthusiasm in competition				
5.	Students participate actively in games				
6.	Students follow the rules well				
7.	Students think quickly when responding				
8.	Students are able to maintain focus and attention during activities				
9.	Students have a positive attitude towards learning				
10.	Students reflect on their learning experiences				

Scoring Calculations :

1. **Total indicators : 10 aspects**
2. **Maximum score per indicator : 4**

3. **Maximum total score : 40**

Example Calculation

$$\textbf{Total Score} = \frac{\textbf{Score students x 100}}{\textbf{Maximum score}}$$

Assessment Categories

36-40= Very Good

28-35= Good

20-27 = Sufficient

10-19 = Poor

Sinjai, 2025
Researcher Student

Jusriani
NIM.210110002

APPENDIX III

DATA AND ANALYSIS DATA OF THE RESEARCH

Appendix 12: Table r

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

Appendix 13: Students' Test Results

No	Student	Pre-Test	Post-Test
1	S1	62,5	87,5
2	S2	62,5	81,25
3	S3	68,75	87,5
4	S4	56,25	81,25
5	S5	62,5	93,75
6	S6	50	87,5
7	S7	81,25	100
8	S8	43,75	81,25
9	S9	62,5	93,75
10	S10	75	100
11	S11	68,75	87,5
12	S12	56,25	81,25
13	S13	62,5	81,25
14	S14	50	93,75
15	S15	68,75	75
16	S16	62,5	75
17	S17	68,75	87,5
18	S18	56,25	81,25
19	S19	68,75	75
20	S20	62,5	81,25
21	S21	87,5	100
22	S22	50	75
23	S23	81,25	87,5
24	S24	75	81,25
25	S25	56,25	75
26	S26	68,75	87,5
27	S27	62,5	93,75
28	S28	43,75	68,75
29	S29	62,5	87,5

Appendix 14: Result of the Questionnare

No	Student	Itm 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item10
1	S1	3	3	3	4	3	4	3	4	4	3
2	S2	3	3	3	4	3	4	3	4	4	3
3	S3	3	3	3	3	3	3	3	3	3	3
4	S4	4	4	4	4	4	4	4	4	4	4
5	S5	3	3	3	4	3	4	3	4	4	3
6	S6	3	3	3	3	3	3	3	3	3	3
7	S7	4	4	4	4	4	4	4	4	4	4
8	S8	4	4	4	4	4	4	4	4	4	4
9	S9	3	3	3	3	3	3	3	3	3	3
10	S10	3	3	3	4	3	4	3	4	4	3
11	S11	4	4	4	4	4	4	4	4	4	4
12	S12	3	3	3	3	3	3	3	3	3	3
13	S13	3	3	3	3	3	3	3	3	3	3
14	S14	4	4	4	4	4	4	4	4	4	4
15	S15	3	3	3	3	3	3	3	3	3	3
16	S16	4	4	4	3	4	3	4	3	3	4
17	S17	3	3	3	3	3	3	3	3	3	3
18	S18	4	4	4	4	4	4	4	4	4	4
19	S19	3	3	3	3	3	3	3	3	3	3
20	S20	3	3	3	3	3	3	3	3	3	3
21	S21	3	3	3	4	3	4	3	4	4	3
22	S22	3	3	3	3	3	3	3	3	3	3
23	S23	3	3	3	4	3	4	3	4	4	3
24	S24	4	4	4	3	4	3	4	3	3	4
25	S25	3	3	3	4	3	4	3	4	4	3
26	S26	4	4	4	4	4	4	4	4	4	4
27	S27	4	4	4	4	4	4	4	4	4	4
28	S28	3	3	3	3	3	3	3	3	3	3
29	S29	4	4	4	4	4	4	4	4	4	4

Appendix 15: The Output of SPSS

1. Test Sheet Validity Test (Pre-Test)

Correlations

		ITEM1	ITEM2	ITEM3	ITEM4	TOTAL
ITEM1	Pearson Correlation	1	.439*	.598**	.602**	.830**
	Sig. (2-tailed)		.017	.001	.001	.000
	N	29	29	29	29	29
ITEM2	Pearson Correlation	.439*	1	.428*	.424*	.712**
	Sig. (2-tailed)	.017		.021	.022	.000
	N	29	29	29	29	29
ITEM3	Pearson Correlation	.598**	.428*	1	.518**	.818**
	Sig. (2-tailed)	.001	.021		.004	.000
	N	29	29	29	29	29
ITEM4	Pearson Correlation	.602**	.424*	.518**	1	.804**
	Sig. (2-tailed)	.001	.022	.004		.000
	N	29	29	29	29	29
TOTAL	Pearson Correlation	.830**	.712**	.818**	.804**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	29	29	29	29	29

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

2. Test Sheet Validity Test (Post-Test)

Correlations

		ITEM1	ITEM2	ITEM3	ITEM4	TOTAL
ITEM1	Pearson Correlation	1	.417*	.285	.343	.670**
	Sig. (2-tailed)		.024	.133	.068	.000
	N	29	29	29	29	29
ITEM2	Pearson Correlation	.417*	1	.530**	.315	.775**
	Sig. (2-tailed)	.024		.003	.096	.000
	N	29	29	29	29	29
ITEM3	Pearson Correlation	.285	.530**	1	.460*	.798**
	Sig. (2-tailed)	.133	.003		.012	.000
	N	29	29	29	29	29
ITEM4	Pearson Correlation	.343	.315	.460*	1	.704**
	Sig. (2-tailed)	.068	.096	.012		.000
	N	29	29	29	29	29
TOTAL	Pearson Correlation	.670**	.775**	.798**	.704**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	29	29	29	29	29

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

3. Questionnaire Sheet Validity Test

Correlations

		ITEM1	ITEM2	ITEM3	ITEM4	ITEM5	ITEM6	ITEM7	ITEM8	ITEM9	ITEM10	TOTAL
ITEM1	Pearson Correlation	1	1.000**	1.000**	.419*	1.000**	.419*	1.000**	.419*	.419*	1.000**	.901**
	Sig. (2-tailed)		.000	.000	.024	.000	.024	.000	.024	.024	.000	.000
	N	29	29	29	29	29	29	29	29	29	29	29
ITEM2	Pearson Correlation	1.000**	1	1.000**	.419*	1.000**	.419*	1.000**	.419*	.419*	1.000**	.901**
	Sig. (2-tailed)	.000		.000	.024	.000	.024	.000	.024	.024	.000	.000
	N	29	29	29	29	29	29	29	29	29	29	29
ITEM3	Pearson Correlation	1.000**	1.000**	1	.419*	1.000**	.419*	1.000**	.419*	.419*	1.000**	.901**
	Sig. (2-tailed)	.000	.000		.024	.000	.024	.000	.024	.024	.000	.000
	N	29	29	29	29	29	29	29	29	29	29	29
ITEM4	Pearson Correlation	.419*	.419*	.419*	1	.419*	1.000**	.419*	1.000**	1.000**	.419*	.772**
	Sig. (2-tailed)	.024	.024	.024		.024	.000	.024	.000	.000	.024	.000
	N	29	29	29	29	29	29	29	29	29	29	29
ITEM5	Pearson Correlation	1.000**	1.000**	1.000**	.419*	1	.419*	1.000**	.419*	.419*	1.000**	.901**
	Sig. (2-tailed)	.000	.000	.000	.024		.024	.000	.024	.024	.000	.000
	N	29	29	29	29	29	29	29	29	29	29	29
ITEM6	Pearson Correlation	.419*	.419*	.419*	1.000**	.419*	1	.419*	1.000**	1.000**	.419*	.772**
	Sig. (2-tailed)	.024	.024	.024	.000	.024		.024	.000	.000	.024	.000
	N	29	29	29	29	29	29	29	29	29	29	29
ITEM7	Pearson Correlation	1.000**	1.000**	1.000**	.419*	1.000**	.419*	1	.419*	.419*	1.000**	.901**
	Sig. (2-tailed)	.000	.000	.000	.024	.000	.024		.024	.024	.000	.000
	N	29	29	29	29	29	29	29	29	29	29	29
ITEM8	Pearson Correlation	.419*	.419*	.419*	1.000**	.419*	1.000**	.419*	1	1.000**	.419*	.772**
	Sig. (2-tailed)	.024	.024	.024	.000	.024	.000	.024		.000	.024	.000

ITEM9	N	29	29	29	29	29	29	29	29	29	29	29
	Pearson Correlation	.419*	.419*	.419*	1.000**	.419*	1.000**	.419*	1.000**	1	.419*	.772**
	Sig. (2-tailed)	.024	.024	.024	.000	.024	.000	.024	.000		.024	.000
ITEM10	N	29	29	29	29	29	29	29	29	29	29	29
	Pearson Correlation	1.000**	1.000**	1.000**	.419*	1.000**	.419*	1.000**	.419*	.419*	1	.901**
	Sig. (2-tailed)	.000	.000	.000	.024	.000	.024	.000	.024	.024		.000
TOTAL	N	29	29	29	29	29	29	29	29	29	29	29
	Pearson Correlation	.901**	.901**	.901**	.772**	.901**	.772**	.901**	.772**	.772**	.901**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	29	29	29	29	29	29	29	29	29	29	29

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

APPENDIX IV

DOCUMENTATION













APPENDIX V

CORRESPONDENCES

SURAT KEPUTUSAN
NOMOR: 779.D1/III.3.AU/F/KEP/2024

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2024/2025

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Menimbang :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2024/2025, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.

Mengingat :
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b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan.
e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
f. Statuta Universitas Islam Ahmad Dahlan.

Memperhatikan : Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2024/2025.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.

Pertama : Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Dr. Jamaluddin, S.Pd.I., M.Pd.I.	Sabaruddin, S.Pd., M.TESOL.

untuk penulisan skripsi mahasiswa:

Nama	: Jusriani
NIM	: 210110002
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effectiveness of Fly Swatter Game in Teaching Listening at Eleventh Grade Students of MAN 1 Sinjai

Kedua : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.

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Ditetapkan di : Sinjai
Pada Tanggal : 27 Rabiul Akhir 1446 H
30 Oktober 2024 M

Dekan,

Dr. Takdir, M.Pd.I.
NBM. 1213495

Tembusan Disampaikan Kepada Yang Terhormat:
1. Ketua BPH Universitas Islam Ahmad Dahlan
2. Rektor Universitas Islam Ahmad Dahlan
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM

GUGUS INSTRUMEN PENELITIAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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"The Effectiveness of Fly Swatter Game in Teaching Listening at Eleventh Grade Students of MAN 1 Sinjai"

Oleh peneliti:

Nama	: Jusriani
NIM	: 210110002
Program studi	: Tadris Bahasa Inggris

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Sinjai, 25, April 2025

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Dr. Atmaranie Dewi Purnama, M.Pd.

Validator 2

Sabaruddin, S.Pd.,M.Tesol

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Ketua Gugus Validator

Dr. Syarifuddin, M.Pd.
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Hal : **Permohonan Izin Penelitian**

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Kepala MAN 1 Sinjai
Di -
Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama	: Jusriani
NIM	: 210110002
Program Studi	: Tadris Bahasa Inggris (TBI)
Semester	: VIII (Delapan)

Akan melaksanakan penelitian dengan judul:
"The Effectiveness of Fly Swatter Game in Teaching Listening at Eleventh Grade Students of MAN 1 Sinjai".

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di **MAN 1 Sinjai.**

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Dekan,

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2. Kepala Kementrian Agama Kabupaten Sinjai

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Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri 1 Sinjai menerangkan bahwa nama tersebut dibawah ini :

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Perguruan Tinggi	: UIAD Sinjai
Pekerjaan/Lembaga	: Mahasiswa S1

Bahwa yang bersangkutan benar telah melakukan penelitian di MAN 1 Sinjai mulai tanggal 28 April s.d 10 Mei 2025 dengan judul **"The Effectiveness Of Fly Swatter Game In Teaching Listening At Eleventh Grade Student Of MAN 1 Sinjai"**

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Sinjai, 08 Mei 2025
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Saya yang bertanda tangan di bawah ini;

Nama	:	**Asriani Abbas, S.I.P.**
NBM	:	**1235305**
Jabatan	:	**Kepala Perpustakaan UIAD Sinjai**

Menerangkan bahwa,

Nama	:	**Jusriani**
Nim	:	**210110002**
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NBM. 1235305