

Effectiveness Of Using Quizizz In Teaching English

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Abstract

In principle, E-learning is learning that use electronic service as a tool. Quizizz is one of these E-learning web applications. Quizizz is a competitive games. This application has been widely used by teachers around the world in learning activities, such as making online quizzes which are currently rife. This study use a quantitative descriptive method through a survei approach that focuses on effectiveness in using Quizizz in teaching english. This research was conducted at the Junior High School Beringin in Deli Serdang district. The subject of this study were 9th grade of Junior High School students in Beringin, totaling 26 students who were studying English with using Quizizz application. The researcher collected data by using a questionnaire, in collecting data the researcher used several method, namely (1) the researcher gave 10 statement related to Quizizz in teaching English, these statements were sent via google drive, (2) then students choose the answer SS, S, TS, STS on the questionnaire. To analyze the data the researcher determined the percentage of each questionnaire answered by the students. So the results of this research that average percentage of effectiveness was strongly agree (SS) 53,6%, agree (S) 60,7%, disagree (TS) 39,3%, strongly disagree (STS) 10,7%.

Keywords: quiziz application, effectiveness, learning application

INTRODUCTION

Education is a process of changing individual behavior for a better direction. Education is actually carried out through a process of interaction between educators and students. Instilling educational values can be described in learning situations starting from the planning, organizing, implementing, controlling, and evaluating stages. The development of information and communication technology in the industrial era has a very large influence on the teaching and learning process. Easy of access to technology has been used by teachers to facilitate the learning process. Access to technology is also able to improve the quality of education. Since the discovery of internet technology, almost anything as become possible in the world of education. According to Rizqiningsih & Hadi (2019) said that currently students can study not only anywhere but they

can learn anytime with the facilities of an electronic learning-based system. So that the teacher not only use appropriate media but also method that can improve the learning process.

E-learning is now increasingly recognized as a way to solve education and training problems, both in developed and developing countries, especially in Indonesia. In principle, E-learning is learning that uses electronic services as a tool. As stated by Keengwe & Georgina (2012) in their research, it has been stated that technological development makes changes to the implementation of teaching and learning. Wekke & Hamid (2013) also stated that information technology can be accepted as a medium in carrying out the educational process, including assisting the teaching and learning process, which also involves searching for references and sources of information. The media has a very important role in ensuring the success of the learning process, this is in accordance with Hadi (2019) stated learning without appropriate media and strategies will only result in failure.

According to Hadi & Emzir (2016) said that the use of learning media in the teaching and learning process is an effort to increase the effectiveness and quality of the learning process which can improve the quality of student learning outcomes. Good media will certainly provide opportunities for students to learn in a fun way and their learning motivation will increase. According to Wesha (1992) effectiveness is the condition or ability of the success of a work performed by humans to provide the expected benefits to see the effectiveness of the work that is generally used four kinds of considerations, namely economic consideration, physiological consideration, psychological consideration, and social considerations. The teaching and learning process that exists both in school, of course has teaching material targets that must be achieved by each teacher, which is based on the curriculum that was in effect at that time. The current curriculum is clearly different from the old curriculum, where the curriculum aims to increase students' effectiveness in the learning process.

Deterding et al (2011) stated that gamification in general can be interpreted as the use of game design elements in non-game contexts. Botras et al (2004) also stated that gamification refers to the application of game mechanics and dynamics used to increase user motivation, enthusiasm and engagement. Robson (2015) said that the concept of gamification applies from lessons about using the game domain to change user behavior in non-gaming situations. The user in question is a set of consumers of a product, employees of an organization, students in the learning environment and other gamification users, depending on the domain of gamification usage. Saputra & Hadi (2019) said that the use of game in the learning process can attract students' interest in participating in the learning process in a fun way. Same like Yolanda & Hadi (2019) also said that the existence of games can help students participate in learning in the way they like so that learning objectives can be achieved as expected. The use of gamification in learning is expected to increase students' motivation to access and actively participate in learning, but keep in mind, gamification is often developed not for the purpose of long term memory.

The learning application makes it easier for teachers, for example Quiz maker (Muslimah & Ardi, 2012), Quizlet (Suprianti, 2018). Even the presence of these various applications also attracts a lot of attention from students and teachers (Bury, 2017; Degimerchi, 2021). Not only that, based on the result of his research, students also have high motivation when using an application in learning. The one of the application is Quizizz application. Quizizz is one of these E-learning web applications. Basuki & Hidayati (2019) said that Quizizz is a competitive game. This application has been widely used by teachers around the world in learning activities, such as making online quizzes which are currently rife. By using Quizizz, students can

provide answers to questions prepared by the teachers, can track progress in their learning activities, and they can take online quizzes repeatedly (Rahayu & Purnawarman, 2019) which has an impact on student activities in active and interactive learning (Zhao, 2019).

LITERATURE REVIEW

1. Effectiveness

The definition of effectiveness according to Abdurahmat in Othenk (2008) is the utilization of resources, facilities and infrastructure in a certain amount in a predetermined manner to produce a number of jobs on time. The definition of effectiveness according to Sondang in othenk (2008) is the utilization of resources, facilities and infrastructure in a certain amount that is consciously determined in advance to produce a number of goods or services activities carried out. According to Rosy et al (2013) effectiveness is another meaning of effective, namely an achievement of the selection of goals appropriately and appropriately from several alternatives or the choice of ways to determine choices from several other options. Meanwhile, according to Sesana (2020) Effectiveness can be used as a benchmark to compare between plans and processes carried out with the results achieved. So to determine the effectiveness or not of a program, measures of effectiveness are needed.

According to Murphy (2012) Effectiveness is a level of success for a learning. Effectiveness can be measured based on the scores achieved by students, both through test scores, assessment of work results, and observation of behavior in students. Based on the statement above, effectiveness can be interpreted as results that provide benefits, useful that can be used as a benchmark for a plan or process to be carried out which can be seen based on student achievement scores or assessment of student learning outcomes. The effectiveness in this study is to provide an overview of how to use, constraints, benefits of using the quizizz application.

2. Quizizz Application

The Quizizz application is one of the effective applications used to assess student work. In this Quizizz application, students will be invited to stay relaxed in doing questions that have been made by the teacher. As Rajagukguk (2020) said that Quizizz is a game-based educational app, which brings multiplayer activities to the classroom and makes them in practice classes interactive and fun. Using Quizizz, students can do exercises in the classroom or anywhere on their electronic devices. The Quizizz application also has game characteristics such as avatars, themes, memes, and entertaining music in the learning process.

Orhan et al (2019) said that for the characteristics of quizizz is that questions and answer choices are presented individually on the participant's screen in different order. Each participant can answer the next question after he answers the previous question on his screen or the time allowed to answer that question expires. Based on the correct or incorrect answer of a particular answer of the participant, a positive or negative message is presented immediately after the response, Internet-connected devices such as smartphones, tablets, laptops or computers where instructors can start quizzes and participants can answer questions, No character limit, The number of multiple-choice

answers is flexible. Question and answer options can include visuals. Previews are available when developing questions.

METHOD

This study use a quantitative descriptive method through a survei approach that focuses on effectiveness in using Quizizz in teaching english. This research was conducted at the Junior High School Beringin in Deli Serdang district. The subject of this study were 9th grade of Junior High School students in Beringin, totaling 26 students who were studying English with using Quizizz application. The researcher collected data by using a questionnaire, in collecting data the researcher used several method, namely (1) the researcher gave 10 statement related to Quizizz in teaching English, these statements were sent via google drive, (2) then students choose the answer SS, S, TS, STS on the questionnaire. Here the some aspect that include in the statement :

No	Statement	SS	S	TS	STS
1	Metode pembelajaran gamifikasi menggunakan Quizizz cukup efektif				
2	Metode pembelajaran gamifikasi Quizizz menyenangkan				
3	Metode pembelajaran dengan Quizizz mudah untuk dipahami				
4	Metode dengan Quizizz mudah untuk diakses				
5	Metode dengan Quizizz menguras banyak kuota saat dilaksanakan				
6	Metode pembelajaran dengan Quizizz dapat memudahkan berkomunikasi dengan guru atau teman				
7	Metode pembelajaran dengan Quizizz dapat meningkatkan semangat belajar anda				
8	Metode pembelajaran dengan Quizizz dapat menyita banyak waktu luang				
9	Anda ingin terus menggunakan metode pembelajaran dengan Quizizz				
10	Anda ingin mencoba untuk merekomendasikan metode pembelajaran Quizizz pada mata pelajaran lainnya				

To analyze the data the researcher determined the percentage of each questionnaire answered by the students. While the answer choices for the statement consist of 4 answer choices, namely strongly agree, agree, disagree, and strongly disagree. In accordance with the data previously submitted, the data obtained in this study will be processed descriptively using the following frequency tabulations based on Sudjana (1989) :

$$P = \frac{F}{N} \times 100\%$$

Keterangan :

P = Percentage

F = Frequency

N = Number of sample

FINDINGS

Based on the results of data collection from a questionnaire distributed to 28 students via Google Drive and the following responses results were obtained.

Metode pembelajaran gamifikasi menggunakan Quizizz cukup efektif
28 jawaban

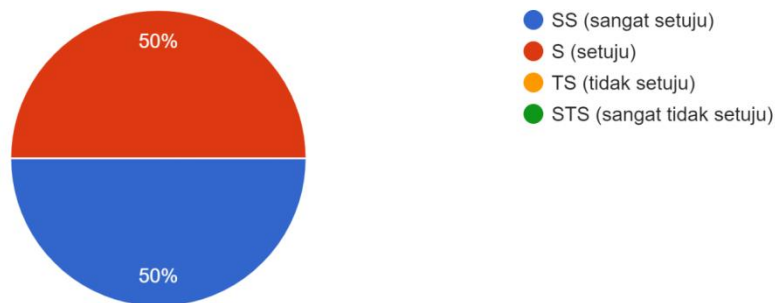


Figure 1. Effectiveness of Quizizz application

Based on the statement number one, the results obtained show that students answered strongly agree 50%, agree 50%, disagree 0%, and strongly disagree 0%. This shows that students have the same score between agree and strongly agree to use the Quizizz application in learning English.

Metode pembelajaran gamifikasi Quizizz menyenangkan
28 jawaban

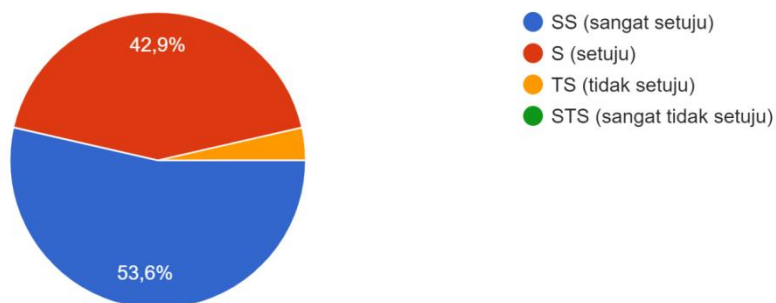


Figure 2. Interest in the Quizizz application

Based on the statement number two, the result obtained showed that students answered strongly agree 53%, agree 42.9%, disagree 3.6%, and strongly disagree 0%. Based on these result, it can be seen that strongly agree is the majority answer to students' enjoyment of using the Quizizz application in learning English.

Metode pembelajaran dengan Quizizz mudah untuk dipahami
28 jawaban

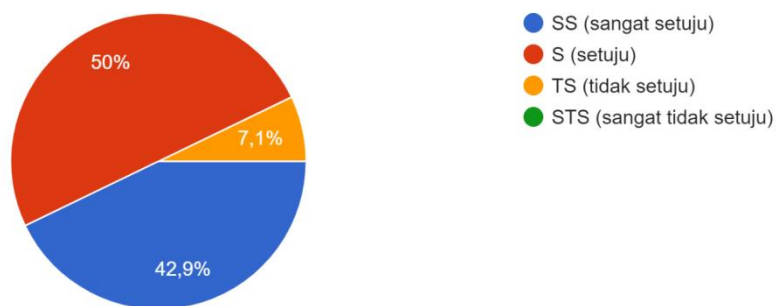


Figure 3. Understanding of the Quizizz application

Based on the statement number three, the result obtained showed that students answered strongly agree 42.9%, agree 50%, disagree 7.1%, and strongly disagree 0%. Based on the result of these answer, it shows that the majority of students agree that learning using the Quizizz application makes it easy for them to understand learning English.

Metode dengan Quizizz mudah untuk diakses
28 jawaban

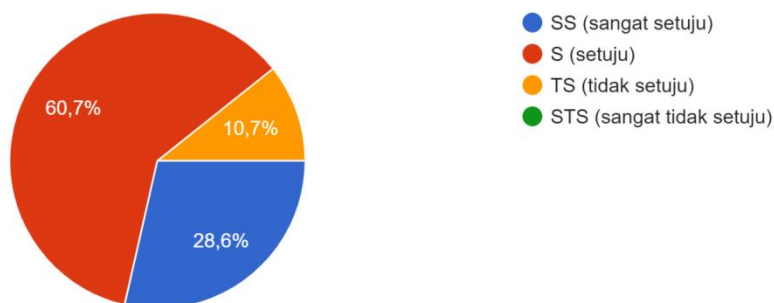


Figure 4. Ease of access to the Quizizz application

Based on the statement number 4, the results obtained show that students answered strongly agree 28.6%, agree 60.7%, disagree 10.7%, and strongly disagree 0%. Based on the result of these answers, it shows that the majority of students agree on the ease of accessing the Quizizz application in learning English.

Metode dengan Quizizz menguras banyak kuota saat dilaksanakan
28 jawaban

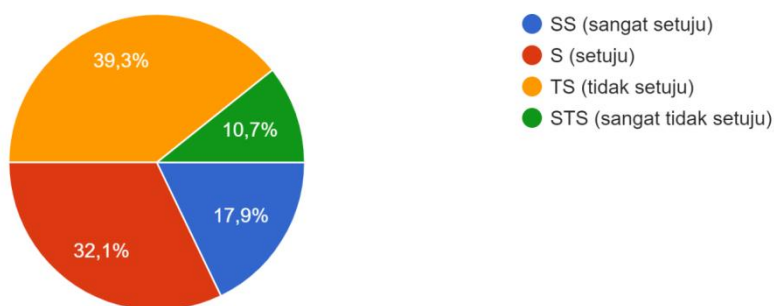


Figure 5. Quizizz application cost savings

Based on the results of the statement number 5, the results obtained showed that students answered strongly agree 17.9%, agree 32.1%, disagree 39.3%, and strongly disagree 10.7%. So this data shows that the majority of students disagree if the Quizizz application consumes a lot of quota when used in learning English.

Metode pembelajaran dengan Quizizz dapat memudahkan berkomunikasi dengan guru atau teman
28 jawaban

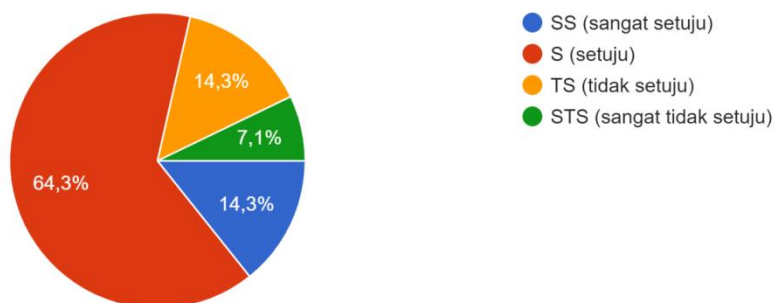


Figure 6. Ease of communication between teachers and students

Based on statement number 6 the result obtained showed that students answered strongly agree 14.3%, agree 64.3%, disagree 14.35%, and strongly disagree 7.1%. therefore, this data shows that the majority of students agree that the Quizizz application can make it easier for them to communicate with teachers and students when learning English is carried out in the classroom.

Metode pembelajaran dengan Quizizz dapat meningkatkan semangat belajar anda
28 jawaban

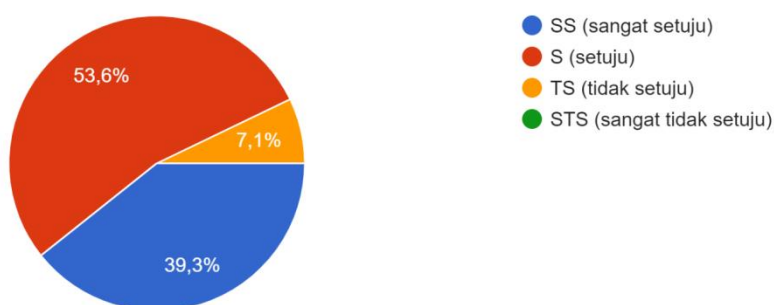


Figure 7. Increased enthusiasm for learning

Based on the statement number 7 the result obtained from the students answers indicated that the students answered strongly agree 39.3%, agree 53.6%, disagree 7.1%, and strongly disagree 0%. Therefore, the majority of students agree that the Quizizz application can increase their learning enthusiasm in learning.

Metode pembelajaran dengan Quizizz dapat menyita banyak waktu luang
28 jawaban

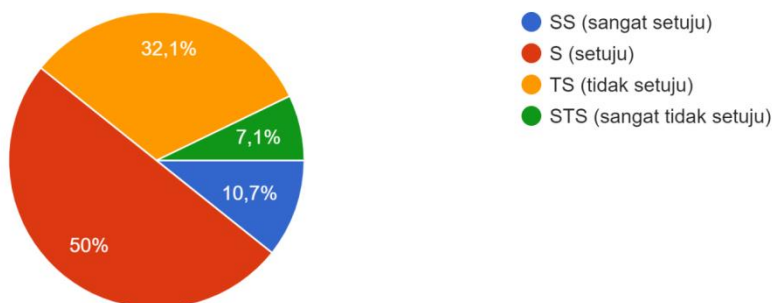


Figure 8. Time savings

Based on the statement number 8 the result obtained from the students answer indicated that the students answered strongly agree 10.7%, agree 50%, disagree 32.1%, and strongly disagree 7.1%. Therefore, based on the answers to these statements the majority of students agree that using the Quizizz application in learning English can take up their free time.

Anda ingin terus menggunakan metode pembelajaran dengan Quizizz
28 jawaban

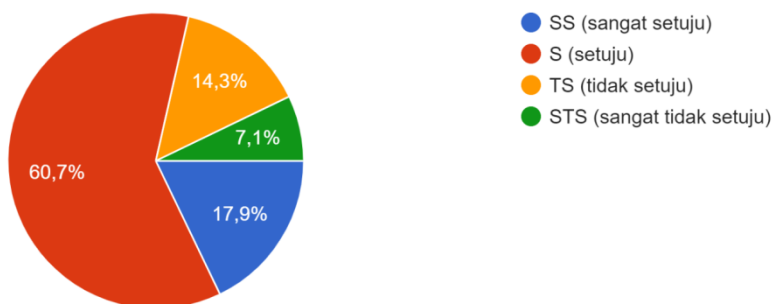


Figure 9. Desire to use Quizizz

Based on the statement number 9 the result obtained from the students answers showed that students answered strongly agree 17.9%, agree 60.7%, disagree 14.3%, and strongly disagree 7.1%. So these results indicate the Quizizz application while learning English.

Anda ingin mencoba untuk merekomendasikan metode pembelajaran Quizizz pada mata pelajaran lainnya

28 jawaban

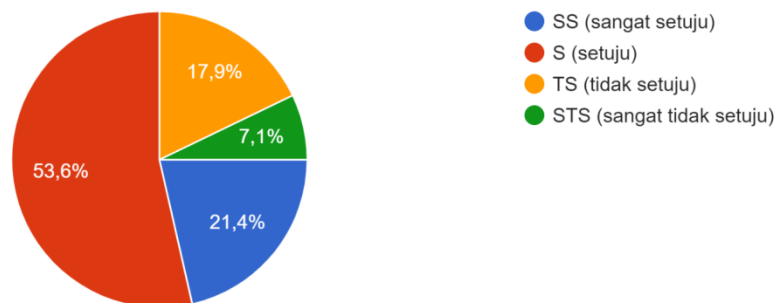


Figure 10. Recommend Quizizz application

Based on the statement number 10, the result obtained from the students answer showed that the students answered strongly agree 21.4%, agree 53.6%, disagree 17.9%, and strongly disagree 7.1%. Then the result show that the majority of students agree to recommend using the Quizizz application for other lessons.

DISCUSSION

From the results of the questionnaire that has been distributed, it can be concluded that the use of the Quizizz application in learning English is effective. This conclusion was drawn based on the result of the students answered on effectiveness, interest, understanding, ease of access to the Quizizz application, cost savings, ease of communication, increased enthusiasm for learning, saving time, desire to use Quizizz, and recommended the Quizizz application. Each of these statements leads to the answer agree 60,2%.

As in the research conducted by Sofian et al (2020), which also examined the effectiveness of gamification in teaching English online in the pandemic era. In this study, researcher concluded that technological advances have a major impact on educational development, educators use it to facilitate the teaching and learning process and improve the quality of education. Not only that, the researcher also conducted interview with research subject regarding their experiences with the atmosphere they felt when the learning process was carried out online. From the result of these interview, 10 respondents stated that learning with the gamification method, especially the Quizizz application was not very enjoyable, because students felt several obstacles such as signal disturbances during learning and didn't really understand the application used in the gamification method. Meanwhile, 21 other respondents stated that online learning was more efficient to implement. Then research conducted by Nurlin (2022) regarding gamification in online classes: utilizing Gamified Quizizz for interest in learning English at SMKN 1 Pleret. The conclusion of the study said that student achievement in teaching and learning English

online using gamified Quizizz increased and met the specified mastery standards. Then the students' interest in teaching and learning English online has different results. Researchers say, in participation, attention and involvement, the percentage is in the middle, where participation is 62.17%, attention is 65.53%, and involvement is 66.62%, different from fun, which shows that students are interested and happy with learning online English which got high results with 96.44%.

CONCLUSION

As for the results of this study, it can be concluded that the use of the Quizizz application can be said to be effective in teaching and learning activities in the classroom. This can be seen from the results of the student questionnaire where the majority agreed that the Quizizz application was easy to understand, easy to access, there were no problems in its use, it could increase enthusiasm for learning, facilitate communication between students and teachers when learning took place. But for the obstacles they experience, such as wasteful use of quotas, and consuming more free time. Therefore, we as teachers must also consider the good and bad, the weaknesses and strengths of the applications used in the teaching and learning process in the classroom. Because learning applications cannot always be used and applied in the teaching and learning process even though today's era can be said to be the digital era.

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