THE EFFECTIVENESS OF USING QUIZIZZ APPLICATION IN LEARNING ENGLISH AT ONLINE LEARNING AT THE ELEVENTH GRADE OF SMA N 1 PADANG GELUGUR

Rezkia Sarah Putri[1], Veni Roza[2], Reflinda[3], Merry Prima Dewi[4]
UIN Sjech M. Djamil Djambek Bukittinggi
rezkiasarah65@gmail.com; pepen2rose@gmail.com

Abstract

This research was done because the researcher found several problems in students' ability in learning English at SMAN 1 Padang Gelugur. The phenomenon was the teacher had used Quizizz application in learning English but the students' ability in learning English was still variaties: the ability in Learning English of some of students was high and of some others was not, although the theories stated that using Quizizz application can help students to solve their problems in learning English. Hence, this research was done to know whether the Quizizz application is effective or not in teaching learning English for eleventh grade students at SMAN 1 Padang Gelugur. The design of this research was a descriptive quantitative. The data was gotten through documentation of scores from students after using Quiziz application in learning English. The total of sample was 32 students of XI.1 – XI.4 classes. The researcher used simple random sampling in the determining the sample because the population was more than 100. To analyze the data collected, the researcher used rating scale table to see the level of effectiveness. The result is that Quizizz application is not effective in learning English. The result showed that the mean score of the students' writing ability gotten was 53 %. This score

lies in range 36% - 53%. It means, the Quizizz application is not effective in learning English in the eleventh grade of SMAN 1 Padang gelugur.

Keywords: Learning English, Quizizz

INTRODUCTION

English an important language to be taught for students. Teaching English expected the students master the competency of English in order to communicate and achieve the certain literacy level. In addition, English important because it can used to communicate with people in the world. The Ministry of National Education decided that English was the first foreign language that has to be taught in Indonesia. Therefore learning English important for students to help them master it easily, so they can interact with people in the world.

Nowadays, with the outbreak of the Covid-19 pandemic it caused Indonesian government applied the physical and social distancing. This policy demanded the people had to stay at home. It was not only for working communities, but also for students in the school . As the result, the method of teaching and learning process were changed from face to face learning into the online learning. It means that, students and teacher still did the teaching and learning process at home. This condition requires a lot of adjustments that must be done, not only for students, but also for teacher. Thus online learning was one of alternative way to do in teaching and learning process in Covid-19 pandemic.

Online learning did not face to face certainly have various challenges. One of the challenges was the reduce focus of students because they did not face to face directly. In addition the time for online learning was also very short so that the integrity of learning activities consisting of opening and closing activities is neglect. The use of e-learning-based learning media was one way for educators to remain responsible for the development of their students in learning.

After did the observation, the learning media that has been used is Quiziz. Quizizz is an educational app that enabled students to participate in fun multiplayer class activities (Zhao, 2019). Quizizz access via the website. The Quiziz use by students in the class to play together to learne English. The results of this assignment use to measure how capable

students understanding the lessons present. This Quizizz is very suitable to use in building interactive learning because students do it simultaneously with friends . A significant advantage, there is components that improve memory such as animation, so that students collect the material in the memory given for a longer period of time than using conventional educational methods (Vitianingsih, 2016).

The Inventor of the Quizizz is someone named Deepak Jox Cheenaath. Quizizz appeared in 2015. The Quizizz application is use for elementary schools, junior high schools and high schools, as well as in colleges. The purpose of the Quizizz application is to provided a foundation for developing children's knowledge in learning English. The benefit of the Quizizz application used as an alternative application for teachers to carry out the teaching and learning process in online schools. However, when studying, this quizizz really helped the students understand the material, because it equipped with interesting features.

The skills applied to this Quizizz were several skills. They were speaking, reading, writing, listening. However, some of the skills teach become a unified English language, meaning that they become one, because in middle school there were no special teaching skills such as in collage. At the high school level it was only known as English lessons, there were no separation among speaking, listening and writing as well as others.

In this study, the teacher used the Quizizz application in the English language teaching and learning process. During the process of learning English, the teacher used this application twice a week. The teacher using Quizizz as a media for students to learn English. The teacher used the Quizizz application as a container or media when delivering English learning material in online classes. A summary of the material presented in the Quizizz application in the form of a slide or like a power point. The teacher shared a summary of the material with the students on this Quizizz application. So that the teacher used Quizizz application when teaching English at the online course.

The researcher chose this second grade because the teacher applied Quizizz application in English lesson. Although the teacher used Quizizz in SMAN 1 Padang Gelugur at the second grade students, the researcher still found some problems in learning English. There were some reasons why learning English become the problem for students, especially in learning English at the online learning. First, some students were less interested in learning English in online course because the English lesson was difficult to be understood. These

explanations the researcher found from some of students that the researcher interviewed when the researcher. This interview on January18,2021. Second, the students bored during teaching and learning online process because the teacher was monotonous when taught. I got this statements when I did the observation on February8,2021.Third, the teacher used the Quizizz application based on the rule in learning English, but some of students did not master yet in learning English at online learning. Generally they still had bad score in learning English at online learning. I got this statement when I did the observation on February 9, 2021.

After the researcher did the observation at SMA N 1 Padang Gelugur, the teacher used Quizizz in teaching English at online course. The used of Quizizzz in learning was very helpful for the activities of the learning process in the classroom. Especially increasing

learning achievement could overcome student boredom in learning and could improve the quality of student learning both during the process and results (Kuswanto & Radiansah, 2018).

Instructors chose to set the Quizizz as public or private. If the Quizizz were public, they shared with other instructors. In class, instructors started a Quizizz by sharing a code or link to learning (generated by the website automatically) by students, students entered the code and join the Quizizz easily on their mobile devices. Each student saw a unique avatar assigned to him/her when joining the learning. The students saw the material that sent by the teacher instructors or teachers monitored students' joining the learning in Quizizz (with their names and avatars shown on the screen) .Instructors customized the learning in several ways, such as turned on (off) the background music; showed the material in Quizizz etc.

Based on preliminary researched by did observation, it was known that English teacher applied Quizizz in the English learning process for the eleventh-grade students at SMAN 1 Padang Gelugur. The researcher just did the observation the only one teacher because the teacher taught all the eleventh class. She taught XI1 until XI4. As a result of these pandemic students learned English by used Quizizz application. So, the teacher applied the quizizz application to eleventh grade students as a means when learning English (Nur, 2021) .

In the process of learning, the teacher used Quizizz application based on the rules were given. In learning, the teacher distributed the material well to students. The teacher provided a summary of the material.The material summary was given in accordance with what the students learned at that time. First, the teacher started the learning by Quizizz by sharing the game code with students, students entered the game code and joined the learning easily on their mobile devices. Each student saw a unique avatar assigned to him when joining the online class or material in the form in Quizizz. Second, The instructor or teacher monitored the students who joined the Quizizz and started the material when all students joined. The teacher customized the play in several ways, such as turned the background music on or off not only music teacher customized the picture for students. Apart from using it for in-class practice, the teachers set Quizizz as homework. So the students did work on questions on their mobile devices after understand the material that given in online class. Last, the Quizizz report was available on the website and downloaded

as an Excel file. The teacher applied Quizizz application in the learning process to help the students improved their English.

Meanwhile, after the researcher did the observation on January18,2021, on February8,2021 , to twenty of students from four classes on SMA N 1 Padang Gelugur , it turned out that the efforts made by the teacher did not improve students' competence in learning English. It found that they were less interested in learning English in online courses. With the reason learning English online made them discouraged. They bored during the online teaching and learning process because the teacher only gave the Quizizz without discussion. There are students who are sleepy while studying. And also there are also students who only talk to their friends when the teacher tells them to study in this Quizizz application. I got these statements when I did observation on February, 2021.

METHODS

This research used descriptive quantitative. Nurdin stated descriptive quantitative research is basic and systematic research to provide answers to a problem or phenomena by using the stages of research with a quantitative approach (Ismail, 2019). It means that descriptive research defined as the process of collection, analysis, classification, and tabulation of the data. Also, the data found in this research was calculated using methods of quantitative to find out the effectiveness of using Quizizz applications in learning English online course.

Quantitative research was a kind of research to collect the data in the form of numbers. According to Gay states, quantitative research is the approach was applied to describe current conditions, investigate relations, and study cause-effect phenomena (Gay, 2012). Moreover according to Gay quantitative research was the collection and analysis of numerical data to describe, explain, predict or control phenomena of interest (Gay, 2012). Besides, the purpose of a descriptive design of research was used to describe naturally the phenomena without experimental manipulation. So, this research concerned with the description of the effectiveness of using Quizizz applications in learning English online courses at the eleventh grade of SMA N 1 Padang Gelugur in academic year 2020/2021.

Creswell states a population was a group of individuals who have the same characteristics (Creswell, 2012). Then According to Schreiber, the population in social research refers to all prospective participants, like a group of people you want to examine

(Schreiber, 2011). However, the population was not only about the number of the objects or the subjects but also about all of the characteristics in the object or the subject. The population of this research was eleventh-grade students at the SMA N 1 Padang Gelugur it has consisted of four classes they are XI.1, XI.2, XI.3, and XI.4. The researcher chose eleventh grade because the teacher only used the quizizz application in the eleventh grade.

The next step that did by the researcher was to choose the sample of the research. The sample was the process of selecting number of individuals to study in such a way that the individual represents the large group of which they were selected (Gay, 2000). There were some techniques to determine sample in this research. In this descriptive research, the researcher used simple random sampling because the population was more than one hundred students. So the researcher can not using total sampling in this research. According to Sugiyono (2014:124) said that total sampling is a sampling technique when all members of the population are used as samples. Total sampling is a sampling technique where the number of samples is the same as the population (Sugiyono, 2007). The reason for taking total sampling is because according to Sugiyono (2007) the total population is less than 100 and the entire population is used as a research sample.

According to Arikunto, he stated that simple random sampling technique which was used by the researcher randomly to gave the same chance and rights for the subjects who the samples can be taken (arikunto, 2013). Arikunto also stated that if the research population less than one hundred respondents, it will took all of the respondents as the sample. On the other case, if the research had more than one hundred respondents, 10% to 25% taken as the sample by the researcher (arikunto, 2013). It is means that the researcher took 25 % of total the sample of the research because total of students are 126 students.

In this research, the researcher used documents as a sources of instrument. Documents that was used by researches are students' scores in learning English by using Quizizz application in the second grade of students in SMA N 1 Padang Gelugur.

In this study the data were collected through documentation.. according to Sugiyono, documentation was the data of past events. The researcher was aplied this method to collect the data from documents related to the research. In this research, researcher used documents in the form of students achievements in learning English by using Quizizz application. The data analyzed in this research was score of students in learning English by using Quizizz application in online learning.

After getting the data, the researcher analyzed the data. In this research, the data can be analyzed with several steps (Burke, 2014): 1) Collected the data of students' score in learning English by using Quizizz. 2) Analyzed the students' scores in. 3)Found the interval of the data (grouped frequency distribution). 4) Put the scores into distribution table. 5)Determined the mean, median, and mode. 6) Arranged the percentage into a diagram of ranting quality percentage. 7) The Next, arranged the percentage into a table of ranting scale. As the result, the researcher used ranting scale to arrange the level of effectiveness. 8) The researcher made the conclusion: what percentage and what ranting quality of using Quizizz in learning English at the online course.

Table 1 Ranting Scale

Percentage	Explanation
90% - 100%	Very Effective
72% - 89%	Effective
54% - 71%	Sufficiently Effective
36% - 53%	Not Effective
18% - 35%	Less than Effective
0% - 17%	Not Very Effective

Source: arikunto, 1998

RESULTS

The data description was the focus of that kind of part. This research's data came from the scores of students at the eleventh grade of SMAN 1 Padang Gelugur. The scores get from quizzes, daily test, mid test and the last from final test. The score was attended by 32 students. In this research, the using of descriptive test was based on what students have learned in the eleventh grade. After conducting the test by the teacher, the researcher collected the scores of the students.
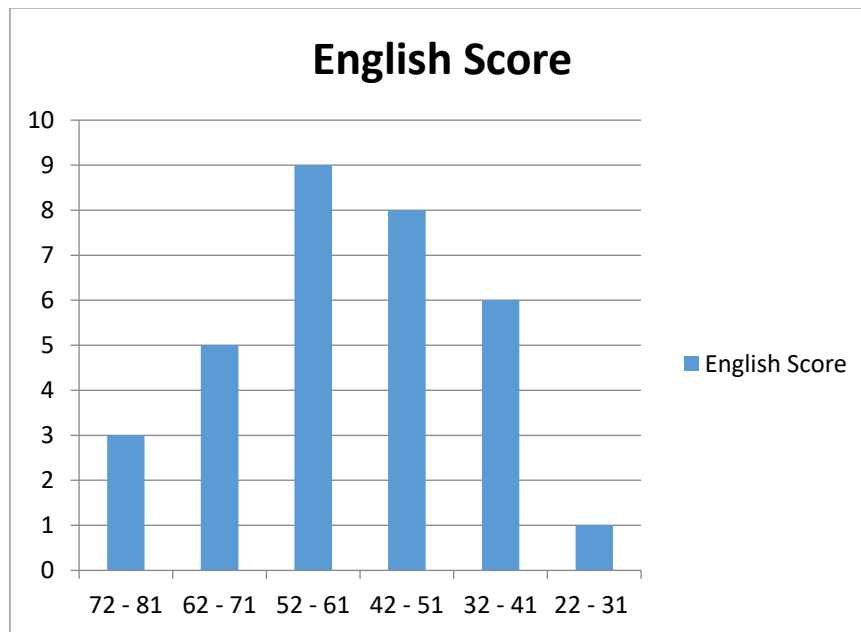
English Score

Diagram 1. The Graph Diagram of the English Scores of the Students

The graph reveals that 1 students received a score of 22-31, 6 students received a score of 32-41, 8 students received a score of 42- 51, 9 students received a score of 52-61, 5 students received a score of 62-71, at the last 3 student received a score of 72-81. The result of the students' mean percentage score in English was organized into a rating scale table. As a result, the research applied a rating scale to organize the level of effectiveness of the students. . The researcher provided an interpretation of the results in the form of a table, which is described below:

Table 2 Students' percentage in English ability

Ranting scale	Percentage (mean)	Ranting quality
90% - 100%		Very Effective
72% - 89%		Effective
54% - 71%	53.3	Sufficiently Effective
36% - 53%		Not Effective
18% - 35%		Less than Effective
0% - 17%		Not Very Effective

The percentage of the students' mean score is 53.3, based on the interpretation table (Arikunto, 1998). The scores were measured using the students' writing scores. The findings revealed that the students' skill with a score of 53.3 is not effective. The percentage

of the students' mean score was 53.3, as shown in the table. This score ranges between 36% – 53%. To conclude, the Quizizz Application was not useful in learning English.

DISCUSSION

Based on the explanation and analysis of the results above, the researcher concluded that using Quizizz application was not effective in learning English at SMA N 1 Padang Gelugur. It could be seen in the mean of English scores of the students. The mean score was 53.3, with a range of 36% – 53%.Based on the table of effectiveness percentage interpretation, using Quizizz application in learning English was not effective.

After the researcher counted the scores of the students, it was known that that 1 students received a score of 22-31, 6 students received a score of 32-41, 8 students received a score of 42- 51, 9 students received a score of 52-61, 5 students received a score of 62-71, at the last 3 student received a score of 72-81.

In summary, the researcher indicated that the students" mean results of documentation of score from Quizizz application on learning English at Second grade students of SMA N 1 Padang Gelugur in academic year 2020/2021 in rating quality effectiveness of not effective by mean score 53 %. Over all, the students" results in using Quizizz application on learning English SMA N 1 Padang Gelugur at second grade students academic year 2020/2021 was not effective quality.

Based on the teacher's explanation, when students did the online learning, students did not have a strong understanding to learn to use this Quizizz application. This condition caused by lack of experience using Android. So they were not interested in learning online learning. Furthermore, students feel they are only watching when studying. Because they could not ask directly as well as learning in class. So that students did not understand learn English.

Based on the theory, the use of the Quizizz application was useful and effective as a tool for students that could help them in their English learning. According to N.Sarfarati,et al. Quizizz also helped the learners to compete with each other and to inspire them to learn. So, it can improved the quality of learning English. According to Deepak Jox Cheenaath, The purpose of the Quizizz application was to provide a foundation for developing children's knowledge and assessment of presentation efforts that had been achieved by students through a digital application called Quizizz. The benefit of the quizizz

application was that it could be used as an alternative application for teachers to carry out the teaching and learning process in online schools.

Relevant research also said that the Quizizz application had an effective impact on online learning. From Nanda Safarati, Rahma with the title Effectiveness of Online Learning Using Quizizz Educational Game Media During the Covid-19 Pandemic. This study aimed to determine the Effectiveness of Online Learning Using Quizizz Educational Game Media During the Covid-19 Pandemic. The results of this study could be seen that the largest percentage of students' understanding of the material given was in the category of agree and strongly agree with the numbers 33.3% and 53.3%. However, after did the research this contradicts the findings. Research conducted by researchers got a low score. Thus affecting the quality of the data processed making it ineffective.

Although, the teacher used the Quizizz application well, she could not explain the material directly during the learning process. This causes some students were not interested in their studies. The teacher only cared about student academic achievement. Teachers must motivated the students. So that they were more enthusiastic and motivated to study harder.

As a result of the findings, the researcher concluded that the use of the Quizizz application was not an ineffective way to support students in learning. In other words, the use of Quizizz in teaching English has not been able to help students better in learning English.

The main purpose of using the Quizizz application was so that students could continue to study easily during a pandemic. But, these findings did not support some theories and findings proposed by experts. This finding implied that using Quizizz as a learning medium in online classes could not be said to be a medium that can be used. Because students still did not understand the method given. In addition, English teachers were expected to motivate students as they learn. the teacher gave an explanation after giving the material in this online learning.

CONCLUSION

The main purpose of using the Quizizz application was so that students could continue to study easily during a pandemic. But, these findings did not support some theories and findings proposed by experts. This finding implied that using Quizizz as a learning medium in online classes could not be said to be a medium that can be used. Because students still

did not understand the method given. In addition, English teachers were expected to motivate students as they learn. the teacher gave an explanation after giving the material in this online learning. It has been shown that using Quizizz application to learning English was not effective. The mean score on the students' English test was discovered to be 53.3. The ranting scale reveals between 36% – 53%. It could be inferred that using Quizizz application at the eleventh-grade students' English was not effective.

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