USING QUIZIZZ APPLICATION FOR LEARNING AND EVALUATING GRAMMAR MATERIAL

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Abstract

   This research aims to enhance the students' grammar achievement in learning relative pronouns by applying quizizz application The Subjects of the research are 24 students of Second semester who take Intermediate English Grammar Course in Balitar Islamic University. The design of the research is classroom action reseach which covers 4 main steps: Planning, Acting, Observing, and Evaluating.The researcher uses test and Questionnaire for gaining the data of the research. The research findings shows that the students' achievement in learning relative pronouns increase after they learned the materials and evaluated by applying quizizz Application. Moreover, they' also present positive views to the use of Quizizz for Learning and evaluating RelativePronouns.

Keywords: Quizizz, Grammar, Relative Pronouns, Classroom Action Research

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1. INTRODUCTION

Grammar is one of the essential sub-skills in learning English. By learning Grammar appropriately, we can communicate well in formal Situation (Ismail, 2010). Furthermore (Fadhilawati, 2019) argues that Learning Grammar is very important for the students in order they can speak and write English appropriately. However, teaching and learning grammar at English Education Department in Balitar Islamic University was need improvement. In this case, the students had problem in understanding the form, and the use of Relative Pronouns. Based on the result of pre-test done on Tuesday, 6 February 2020 the students' achievement on Relative Pronouns was not satisfactory, the class avarage score was (64.25). That achievement was lower than the mimimum criterion mastery of Grammar (75.00). Actually Relative Pronouns is already introduced and taught by the lecturer in the first semester, but there were many students who still have difficulties in understanding the form and the use of Relative Pronoun, therefore, the researcher wanted to review the material and improve it in the second semester by applying Quizizz Application.

Quizizz application is one of educational applications that applies the concept of gamifation. It has some interesting features such as: avatars, music, leaderboard, and theme that make the students learn something like they are playing game (Mac Namara & Murphy, 2017). Furthermore, (Zuhriyah & Pratolo, 2020) argue that quizizz application can provide the students with interactive and joyful experience of doing exercise especially to answer the questions. After the students answering the question, Quizizz automaticallly presents the memes to inform if their respon is correct or not .

Moreover, (Zhao, 2019) states that Quizizz application is an educational game- based software that takes interactive activities into classrooms and provides the students with enjoyable learning experience. In this case, the Students can do the exercises of the materials that they have learned on their laptop, samarthphone or other electronic devices, they can have a healty competition in doing the quiz with their friends because Quizizz complete with the leaderboard to show the rank of the students lively. In addition (Zhao, 2019) informs that the teacher can track the process and download the summary at the end of the quiz to measure the success of the students.

From the explanations above we can sum up that Quizzz is an Educational platform thas has incredible features like, memes, music, avatars, themes to arouse the students' motivation and participation in learning as well as in doing the quiz. Furthermore, the teacher can see the students' quiz result in report and download it as a guidline to give feedback to the students.

The use of Quizizz in education had been applied by many educators. For examples: Quizizz can be applied to plan the class programs and arrange the assessment (Mac Namara & Murphy, 2017). Furthermore, (Cadieux Bolden, Hurt, & Richardson, 2017) applied Quizizz application for assisting the students to determine the types of questions wheter they are productive or non productive. (Rahayu & Purnawarman, 2019) used Quizizz as a tool for assessing the students' self assessment to improve grammar understanding. They reported that the students have been able to self-evaluate their strengths and weaknesses by applying Quizz. Furthermore, Most of the students also demonstrated considerable progress in their grammar achievement.

Moreover, (Yan mei, Yan Ju, & Adam, 2019) proved that Quizizz application is effective to improve the students' learning outcomes in the Arabic classroom. Besides, (Aşıksoy & Sorakin, 2018) revelaed that Quizizz application is effective for enhancing the students' learning achievement and reducing their learning anxiety. Furthermore, (Zhao, 2019) reported that quizizz application is effective to enhance the learning achievement of the students in accounting classroom. Besides, (Hamilton-Hankins, 2017) reported that Quizizz application can increase the students' motivation in the Classroom of English Language Arts. (Cadieux Bolden et al., 2017) stated the students presented a higher rate of exercise through Quizizz Application than Kahoot.

From the explanation above, the researcher was interested to use Quizizz Application as media to enhance the second semester students' grammar achievement especially on the use of Relative Pronouns at English Education Deparment Islamic Univerity of Balitar. Through this research, the researchers focused to find out 1) How the students' Relative pronouns achievement after they learnt by applying Quizizz Application, and 2) How the students' views to the implementation of Quizizz application for studying and evaluating relative pronouns.

2. METHODS

The researcher employed Classroom Action Researh to enhance the students' Grammar achievement especially on understanding the form and the use of Relative Pronouns. This research involved 24 students of the second semester who took Intermediate English Grammar Class. The researcher applied the classroom action research procedure of Kemmis and Taggart which consists of 4 main steps: (1) Planning, (2) Acting, (3) Observing and (4) Reflecting (Kemmis, McTaggart, & Nixon, 2014) Theprocedures of CAR are explained as following:

Planning

In planning, the researcher planned the strategy of learning to overcome the problem. In planning, the researcher conducted the activities such as:1) Preparing the lesson plan for teaching relative pronouns, 2) Preparing the materials and grammar quiz of Relative Pronouns in Quizizz application 3) Designing Post-Test in the form of multiple choice which covered 50 questions about relative pronouns 4) Peparing questionnaire, and 5) Deciding the research success criterion. The students said to be successful in learning relative pronouns if their score in Post test ≥ 75. Furthermore, the classical average score should achieve ≥75.00.

Acting

In Acting, the researcher taught Grammar of Relative Pronouns by applying

Quizizz. The implementation itself consisted of three meetings, the first meeting was for teaching and learning the form of Relative Pronouns by using Quizizz Aplication, the second meeting was for teaching and learning the use of relative Pronouns by using Quizizz Aplication and the third meeting used to administrate post- test and questionnaire to the students.

Observing

In observing, the researcher administered test to gain the students' score after they learnt the materials of relative pronouns through of Quizizz application. Furthermore, she also distributed the questionnaire to collect the data of the students' views to the use of Quizizz Application for learning grammar especially Relative Pronouns. Furthermore, to analyze the students' post-test results, the researchers downloaded and investigated the students' post-test reports directly from the Quizizz application. In this case, the researchers paid attention to the students' reports to know the individual achievement and the class report to determine the average class score after they learned through Quizizz Application. Moreover, the researcher analyzed the students' questionnaire by using this following formula:

$$P = F/N \times 100\%$$

P= Percentage

F= Gained Score

N= Maximum Total Score

After calculating the percentage of the students' questionnaire responses, the researcher consulted the result to know the students' responses with the following criteria of score interpretation.

Interval Score	Interpretation
0% – 20%	Very bad
21% – 40%	Bad
41% – 60%	Moderate
61% – 80%	Good
81% – 100%	Very Good

Reflecting

In a Cassroom Action Research (CAR), reflection is quite important. It has function to determine wheter the next cycle is required or not. In CAR, we may not be able to determine how many cycles we need to overcome the problem in our classroom before doing reflection to the first result. In doing Reflection, We must consult the result with the research criterion of success. If the students have reached the criteria of success, it would take just one cycle of Action. If the expectations for progress are not satisfied, the researcher should proceed with the updating of the lesson plan in the next cycle.

3. RESULTS AND DISCUSSION

The Students' Achievement after Applying Quizizz in Learning Grammar

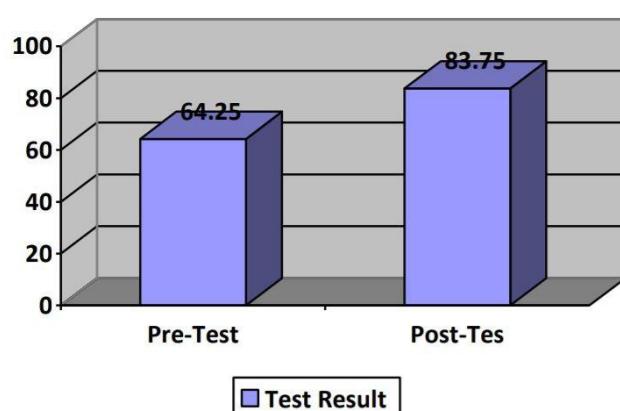**Students' Achievement in Learning Relative**

Pronouns

Figure 1. The students' achievement in Learning Relative Pronouns

From the figure 1, we can know that the students' achievement in learning relative pronouns increase significantly. It reveled by the enhancement of class average score from the pre-test 64.25 to 83.75 in the Post-test of cycle 1.Based on the result presented above the researcher stopped the research in cycle 1 because the criterion of success of the research were fulfilled in which all the individual score of the students' post test was ≥ 75. Furthermore, the classical average score achieved ≥75.00.

The Students' Views To The Implementation Of Quizizz Application For Learning And Evaluating Relative Pronouns

Table 1.The Result of Students' views to the Implementation of Quizizz Application for Learning andEvaluating Relative Pronouns

STATEMENT	AA 5	A 4	N 3	D 2	AD 1	TOTAL SCORE	%	CRITERIA
I am encouraged to learn Relative Pronouns through Quizizz Application.	15	5	4	0	0	107	89	Very good
I am happy of doing the test of relative pronouns through Quizizz Application	17	4	3	0	0	110	92	Very good
Learning through Quizizz Application is easy	20	3	1	0	0	115	96	Very good
I can reduce my anxiety in learning	15	6	3	0	0	108	90	Very good
I like the music in Quizizz Application, it makes me motivated to do the test	8	10	4	2	0	96	80	Good
I like the Avatar in Quizizz Application	10	10	1	3	0	99	83	Very good
I like the memes in Quizizz Application	9	11	4	0	0	101	84	Very good
I like the rank (Leaderboard) in Quizizz Application	16	6	2	0	0	110	92	Very good
I like the direct feedback from quizizz Application	12	9	3	0	0	105	88	Very good
Learning and doing test in Quizizz Application is like playing game	15	7	2	0	0	109	91	Very good
AVERAGE						106	88	Very good

Discussion

The researcher did the Classroom Action research to enhance the students' achievement in learning grammar especially relative pronouns. Refering to the result presented in figure 1 above, we can know that the stuents' achievement in learning relative pronouns increase from the pre-test 64.25 to 83.75 in the Post-test of cycle 1. Therefore, we can say that Quizzz application could enhance the student's achievement in learning relative pronouns. That result above is in line with (Refnita, 2017) who argued that applying quizizz regulary can enhance the students' achievement. It also strengthen the result of (Rahayu & Purnawarman, 2019) who proved that the students performed better achievement in learning grammar through quizizz.

In addition, it also supports the research result of (Aşıksoy & Sorakin, 2018) who revealed that Quizizz application is effective to enhance the learning achievement and reduce the students' anxiety in learning. Furthermore, based on the result of questionnaire presented in table 1, we can conclude that most of the students of the second semester presented positive views toward the use of quizizz for learning and evaluating relative pronouns, for examples most of the the students said that they are motivated to learn relative pronouns by applying quizizz application. It is in line with (Hamilton-Hankins, 2017) who revealed that the implementation of quizizz in the classroom can increase the students' learning motivation. In addition, it is agree with (Yan mei et al., 2019) who proved that the students presented positive attitude toward the use of quizizz application in Arabic class. In this case, by applying Quizizz, the students became more active in answering the teacher's questions and able to concentrate to the material well.

From the questionnaire given most of the students said that they felt happy in doing the test by applying Quizizz application. They also said that learning through application is easy. Those results are strengthen (Zhao, 2019) who revealed that the students can operate Quizizz application easily, and do the quiz happily. Moreover, it reported that Quizizz application assists the students in reviewing the materials and arouse their motivation to learn the materials.

Furthermore, the students also gave positive responses toward the statement about the features of quiziz (Memes, Music and Leaderboard). From the three of features asked, the students mostly like the leaderboard. It is agree with (Zhao, 2019) who said that the students preferred the leaderboard because they can know the rank of the score lively.

In addition, most of the students presented very agree that learning and reviewing the materials through quiziz is like playing game. It supported (Mac Namara & Murphy, 2017) who argued that Quizizz application is one of educational applications that applies the concept of gamifation. It has some interesting features such as: avatars, music, leaderboard, and theme that make the students learn something like they are playing game.

4.   CONCLUSION

Based on the reseach result presented above, the researcher concludes that: 1) the implementation of quizizz application could enhance the students' grammar achievement especially in learning relative pronouns, 2) The Second semester students presents positive attitude toward the use of quizizz in Learning relative pronouns.

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