QUIZIZZ EFFECT ON STUDENTS' GRAMMAR MASTERY IN HIGHER EFL CLASSROOM BASED MOBILE ASSISTED LANGUAGE LEARNING (MALL)

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Abstrak

Tujuan penelitian ini adalah untuk menyelidiki pengaruh strategi MALL melalui aplikasi *Quizizz* terhadap penguasaan tata bahasa siswa di tingkat perguruan tinggi. Desain penelitian ini adalah penelitian kuasi-eksperimen dengan desain *post-test only* untuk mengumpulkan data. Populasi penelitian ini adalah semester 4 yang terdiri dari 246 siswa di Pendidikan Bahasa Inggris UNDIKSHA. Teknik pengambilan sampel dalam penelitian ini adalah *cluster random sampling*. Sampelnya adalah 33 siswa Kelas F sebagai kelompok eksperimen yang diajar dengan menggunakan *Quizizz* dan 32 siswa kelas C sebagai kelompok kontrol yang diajar dengan menggunakan strategi konvensional. Hasil *effect size* adalah 0,92 yang termasuk efek terbesar. Hasil besar dari *effect size* membuktikan bahwa strategy MALL melalui Aplikasi Quizizz cocok untuk digunakan dalam mengajar tata bahasa Inggris terutama dalam mengajar mahasiswa perguruan tinggi.

Kata kunci: aplikasi *Quizizz*, stategi MALL, penguasaan tata bahasa

Abstract

This research aimed at investigating the effect of MALL strategy through Quizizz application towards the students' grammar mastery in higher education level. The design of this research was a quasi-experimental research with post-test only control group design. This research population was the 4th semester which consists of 246 students in English Language Education UNDIKSHA. The sampling technique of this research was cluster random sampling. The sample was 33 students of F Class as the experimental group who was taught by using MALL strategy through Quizizz and 32 students of C class as the control group who was taught by using conventional strategy. This result was also supported by the calculation result of effect size which was 0.92 that belongs to the largest effect. The large result of the effect size proven that the use of MALL strategy through Quizizz Aplication was appropriate for teaching grammar especially in higher education level.

Keywords: Quizizz aplication, MALL strategy, grammar mastery

1. INTRODUCTION

The development of technology emerges in this 21st century which is proven by the frequent use of technology in daily life by human. The uses of technology also influence the educational field. Education field on 21st century emphasizes on integrating ICT (Information, Communication and Technology) elements to create new learning environment and fulfilling English learning needs (Surf Net., 2016). The existence of technology including smartphone brings students into different atmosphere of learning English which makes English more fun for the students.

Technology can be stated to be taking fundamental role in this term. Smartphone seems to influence the learners significantly and also being used by most students recently. The integration of Smartphones makes the process in English language learning become more effective and also enable the learners to be Self-Assessed Language Learning (SALL) (Lekawael, 2017). Surf Net (2016) states that most of the children nowadays already have

their own mobile technology. They live in the surroundings in which they learn, play and socialize using technology as well as learning through technology. It can be said that they are kind of digital native. That is why Mobile learning is quite familiar to be used by the learners. Mobile learning itself can be considered as handheld devices, which emphasize in informal learning situation. Mobile learning which discusses about second language acquisition is called Mobile Assisted Language Learning (MALL) (Yang, 2013).

a. Mobile Assisted Language Learning

MALL (Mobile Assisted Language Learning) deals with the use of mobile technology in language learning (Miangah & Nezarat, 2012). Students may have the opportunity to learn it using mobile devices whenever they want and wherever they are, which means that they do not always have to study a foreign language in a classroom.

b. The Importance of Grammar in Learning English as a Foreign Language

Learning a foreign language is needed since it enables us to communicate with people around the world. Learning a language means that we have to study the structure of the language, as well as the pattern to enables us to communicate properly. In other word, we have to learn about grammar to be able to communicate using a more structured language. Grammar is a part of component in learning a language beside the four important skills such as listening, speaking, reading, and writing. Subasini & Kokilavani, (2013) emphasizes that on the process of mastering those four skills, Grammar is considered as important part and its importance cannot be neglected because it is the term that makes it possible to talk about the language. Basically we do not study about the grammar of our own mother tongue in order to use it in daily speaking, but in learning a foreign language dialect or to refine our own mother tongue (Debata, 2013).

c. Obstacles in Mastering English Grammar

Grammar seems to be a crucial obstacle faced by most students, especially for EFL students. In writing a text in English, the students often commit grammatical mistakes (Singh, et.al 2017). In terms of speaking in English, students also face difficulty in managing their grammar to produce correct sentences in appropriate grammar structure. Students who are using English as their native language already know about the correct grammar structure and how to produce words in a good and correct grammar structure. They are able to perceive the sound of English words, the meanings, and compile those words together to make meaningful sentences (O'Hare (1973) in Subasini & Kokilavani, (2013). Meanwhile in the case of Indonesian students, as English is not their native language that they use to communicate in daily life, they are observed to face difficulty in comprehending the structure of English grammar and producing correct sentences based on the rules of grammar itself. Mostly within the classroom, grammar is commonly mentioned as the causes of the learners feel uncomfortable in producing several words in English and sometimes they feel like getting a pressure in learning English because of the grammar (Al-Mekhlafi & Nagaratnam, 2011).

In line with this problem, lots of teachers have tried to make grammar teaching fun, imaginative and useful activity within the English curriculum, yet they still find it difficult to make students interested and catch up the grammar rules well. Various ways of teaching have already been conducted by the teacher and one of them is implementing technology. The use of E-book and online learning proved that technology takes role in the learning process fundamentally.

d. The Role of Quizizz as Gamification in EFL Classroom

One of the application that is proven to be effective in teaching a foreign language is Quizizz application. Quizizz application is a part of gamification which belongs to MALL strategy in which this application operated through mobile phone (Icin, 2018). (Mei, Ju, & Adam, 2018) stated that Quizizz is a kind of digital game that provides a multiplayer classroom activity that allows all your students to practice together by computer, IPad, tablet and smartphone and create a fun learning activity for the students. They also stated that

Quizizz can effectively enhance the attention, interest, creativity, and community relationships of students. That is why Quizizz is one of the most frequently used application used by the teacher.

There have been several studies conducted to investigate the use of Quizizz platform in teaching and learning process. A research conducted by Mei, Ju, & Adam (2018) evaluates about the implementation of Quizizz application in Arabic class. The result shows that by using Quizizz in teaching and learning process, it make the students become more interested in learning because an interesting class condition which makes the students focus to the lesson.

Another research was conducted by Icin, (2018) with an International Journal about the use of Quizizz platform to enhance pre-intermediate students' vocabulary knowledge". The result shows that the use of Quizizz to enhance students' vocabulary is successfully becoming an effective way in teaching vocabulary for pre-intermediate students.

Those researches above are used as consideration for the researcher to investigate about the effect of MALL strategy through Quizizz application in Grammar class of English Language Education students. This study chose English Language Education department because this department was observed to have already implemented a web-based learning namely Schoology before and also the use of mobile phone is allowed in this department. The novelty of this research was the previous study investigating the implementation of MALL strategy though Quizizz application on students' vocabulary in higher education, meanwhile the present study emphasized in investigating the effect of MALL strategy using Quizizz application on students' grammar mastery of the English Language Education students in specific population of students. Therefore in this present research, the researcher tested MALL theory to be implemented in college level especially in teaching grammar.

2. METHOD

This research was a quasi-experimental research. It is because this research aim was to find the significance difference on students' grammar mastery who were taught by using Mobile Assisted Language Learning (MALL) through Quizizz application and the students who are taught by using the conventional strategy. According to Creswell (2012) experimental design is a research design which is used to test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. This research also used post-test only control group design.

According to Gay, Mills, & Airasian, (2012), the post-test only control group design is the same as the pre-test and post-test, but the pre-test will not be applied. In this design, which uses two groups, one group is given the treatment and the results are gathered at the end. The control group receives no treatment, over the same period of time, but get the same tests at the end. The treatment was given six times. The illustration of how the treatment given to the experiment group as follow.

Table 1. Post-Test Only Control Group Design

Types of Group	Treatment	Post-test
E.G	X	O
C.G	Y	O

The sample population of this study was taken from the fourth semester which consists of 246 students for the fourth semester only. They were divided into 7 classes, from A class until G class. The sample of the study was taken from 2 classes of the fourth semester, which is C class and F Class, in which C class consist of 32 students which has 26 females and 6 males and F class consist of 33 students which has 20 females and 13 males. The course of the study was English Complex Grammar class.

The selection of the sample in this study were using cluster random sampling. Cluster random sampling was chosen because it was impossible for the researcher to select the individual sample from the population and the population has already divided into several

classes. Taherdoost, (2016) stated that cluster sampling is where the whole population is divided into clusters of groups. There are 7 classes exist from A to G class, and the students were formed into two groups which are the experimental group and control group to get the sample. In accordance to divide which of the group is the "Experimental Class" and "Control Class", the researcher used lottery. As the result, the F class will be used as the "Experimental Class", and C class as the "Control Class".

In order to check the homogeneity and normality of sample, the SPPS 24.0 was used as well to make sure both groups were homogenous and normal. However in order to know whether those two groups did not have any significance difference, normality test was conducted. Kolmogrov-Smirnov test was administered to prove that the classes were normally distributed.

The treatment for each group was given six times and once for the post-test. Before giving the post-test at the end of the treatment, the validity of the grammar test was tested. Validity testing was needed to know whether the instruments of the research is appropriate of not. Validity refers to the correctness, appropriateness, meaningfulness and usefulness of the specific data gathered by the researcher, Fraenkel and Wallen (2008). In this research there are two kinds of validity being conducted, namely content validity and empirical validity. In testing the content validity, there are two expert judges who evaluate the content validity of the items of the try-out test, before the test distributed to evaluate the appropriateness of the test. The result from both of the examiner was all items relevant but some questions need to be revised in the options. The result of the expert judgment was measured by using Gregory Formula in order to find out the content validity. The formula can be seen below.

Meanwhile the empirical validity was conducted in order to measure validity of the objective test in which it was done by conducting try-out test in the other class with the same level. The result of the try-out test was gathered and processed by using ANATEST program.

The procedure of colleting the data was started by deciding the participants of the research, followed by preparing the instruments. The researcher consulted the instruments with two experts and verification. Further the instrument was being tried out in order to prove the validity and reliability. The researcher further select the sample and decide which of the

$$\text{Content Validity} = \frac{D}{(A+B+C+D)}$$

ontrol group. The experimental got the treatment and nent. The researcher conduct the post-test at the end he mean score of the post-test was collected and calculated objectively by using descriptive statistics and inferential statistics using SPSS 24.00. The following procedure was measuring the effect size and also hypothesis testing. Finally the last procedure was summarizing and concluding the result of the data to determine whether or Quizizz give significant effect on students' grammar mastery. Effect size was conducted in order to verify the influence of independent variable to the dependent variable to know how the treatment works. For the independent samples T-test, Cohen's d is determined by calculating the mean difference between two groups, and then dividing the result by the pooled standard deviation. Cohen's d is the appropriate effect size measure if two groups have similar standard deviations and are of the same size. We only need to enter the sample mean (M), sample standard deviation (s) and sample size (n) for each group. The effect size calculator and the effect size category can be seen below.

Group 1		Group 2	
Mean (*M*):		Mean (*M*):	
Standard deviation (*s*):		Standard deviation (*s*):	
Sample size (*n*):		Sample size (*n*):	

Table 2. Effect size category

Effect size	r
Small	0.10
Medium	0.30
Large	0.50

3. FINDINGS

The result of the validity test was conducted in which it was calculated using Gregory formula. The result of the two expert judges can be seen as follow

Table 3. Content validity result

	The first examiner	
The second examiner	Irrelevant	Relevant
Irrelevant	0	0
Relevant	0	35

$$\text{Content validity} = \frac{D}{(A+B+C+D)}$$
$$= \frac{35}{(0+0+0+35)}$$
$$= \frac{35}{35} = 1.00$$

To know whether the result of the content validity is high or not, we can see from the table of criteria below

Table 4. Creteria of Gregory Formula

Criteria	Level
0.80 – 1.00	Very High
0.60 – 0.79	High
0.40 – 0.59	Moderate
0.20 – 0.39	Low
0.00 – 0.19	Very Low

The calculation through Gregory Formula showed that the content validity was 1.00. Based on the level of content validity in above table, the test could be classified in very high level, in which the range of very high level criteria was 0.80 – 1.00.

The homogeneity and normality of sample was checked using SPPS 24.00 and the result can be seen on the table below.

Group	Mean	Standard Deviation	Median	Mode	Max Score	Min Score	Variance
Experiment	84.21	6.52762	83.00	80.00	96.00	70.00	42.610
Control	78.15	6.52593	80.00	80.00	90.00	67.00	42.588

Table 5. Normality test before treatment

The data are normally distributed if the value of Kologomorov-Smirnov shows a significant level at >.05. From the table, it can be seen that the value of Kolmogorov-Smirnov for both groups is higher than .05 (Experiment=.136, Control=.071,). Thus, it can be said that the data are normally distributed.

Table 6. Homogeneity test of the students

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
.067	1	63	.796

The data are categorized homogeneous if the value of significant level is above .05. From the result of homogeneity test, it can be seen that the value of F=.067 with Sig. .796 This indicates that the data are categorized homogeneous.. Further the data was analyze descriptively to know the mean score of the students in both group. The data distribution can be seen below.

Table 7. Descriptive statistics analysis

From the data above, the score of the students' grammar mastery in experimental group (F class) and the control group (C class) was different. The experimental group consists of 33 students meanwhile the control group consists of 32 students. Both group show significant difference, in which the experimental group score was (mean = 84.21, variance = 42.610, std. deviation = 6.52762) and the score of the control group was (mean = 78.15, variance = 42.588, std. deviation = 6.52593).

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.067	.796	3.740	63	.000	6.05587	1.61929	2.81998	9.29176
	Equal variances not assumed			3.740	62.940	.000	6.05587	1.61928	2.81993	9.29181

	Group	Statistic	df	Sig.
Score	Experiment	.135	33	.136[*]
	Control	.148	32	.071[*]

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 8. Result of independent sample t-test on post test score

A significant mean difference is indicated if the value of Sig. (2-tailed) is lower than .05. From the result of t test, it can be seen that value of Sig. (2-tailed) is .000 which is lower than .05. This indicated that the groups have a significant mean difference. Thus, it can be concluded that there is a significant mean difference between students in experiment group and students in control group.

The result of hypothesis testing can be seen from the row 'equal variances assumed'. The t observed (tobs) of the data is 3.740 at the degree of freedom (df) 63. t observe and t critical values were compared by using the table of critical value of t-distribution as the determiner. The t critical value (tev) for degree of freedom (df) 63 was 1.669 with (α = 0.05). Therefore, the comparison between tobs and tev was 3.740 > 1.699 which indicates the value of tobs was higher than the value of tev. Moreover, the sig. (2-tailed) the result was 0.000. It means that the significance value of the data lower than the alpha level of significance (0.05). Thus, the findings show that the alternative hypothesis (Hα) was accepted. It also confirms that there is a significant effect of using MALL strategy through Quizizz application towards students' grammar mastery.

Meanwhile for the effect size of the test can be seen below

Group 1		Group 2	
Mean (*M*):	84.21	Mean (*M*):	78.15
Standard deviation (*s*):	6.52762	Standard deviation (*s*):	6.52593
Sample size (*n*):	33	Sample size (*n*):	32

Cohen's *d* = (78.15 - 84.21)/6.526775 = 0.928483.

From the result of effect size test, it was found that the value of Cohen's d is 0.928483. This indicates that the level of effect of treatment between groups is large. It means that the implementation of MALL strategy through Quizizz application give a large significant effect towards the students' grammar mastery. Moreover the MALL strategy was implemented to the students by drilling in every meeting, so it was been able to affect their behavior in using the Quizizz application as their learning media. Someone is considered to have learned something if he/she can show changes in his/her behavior. According to this behavior theory, in learning, what is important is input in the form of stimulus and output in the form of response. Stimulus is what educators give to students, while responses in the form of reactions or responses of students to the stimulus provided by the educator (Slavin, 2000: 143).

4. DISCUSSION

In this study, the F class was treated by using MALL strategy integrated with Quizizz application in which the treatment happened for six times. Cresswell, (2012) (p. 310) stated that in Quasi-experimental design, the treatment which must be given to the experimental and control group at least six times exclude the post-test at the end of the treatment. In this study the researcher focused on one topic which was about Passive Voice.

In this research, the lecturer who taught English Complex Grammar were being observed by the researcher during the learning process. The observation started from the ninth meeting after the mid-term test for the 4th semester. In the pre-activity, the lecturer greeted the students, following by checking the students' attendance. The lecturer also checked the students' readiness in doing the learning process. After that, the lecturer inform the students about the activities that were going to be done. After that the lecturer asked the students to check the link of material which was distributed from whatsapp group. The lecturer then asking the students to read the materials while listening to the lecturer's explanation about passive voice materials. Furthermore, the lecturer asked the students to

submit the task or assignments given a week ago before the meeting. The tasks were multiple choice questions which were distributed toward Adobe Flash Player. The lecturer and the students further discuss about each questions on the task that was given through Adobe Flash Player.

During the discussion, the lecturer also clarified the students' answer whether their answer were correct or not. He also gave additional question related to the material to make the students understand deeply. Besides, for the post activity, the lecturer did evaluation by conducting quiz through Quizizz application using mobile phone. The lecturer operated the Quizizz application, which includes multiple choice questions made by the researcher. The lecturer guided the students to join the quiz on Quizizz application by telling them to join through the code given. Further, the students joined the quiz by referring to the time given by the lecturer. There were 15 questions for each meeting and the time was 1 minute for each question. Once the students finished the quiz, the lecturer and the students concluded the lesson together by asking if there were something that the students have not understood. As the closing of the lesson, the lecturer informed the students there would be the task given as follow-up activity and will be discussed on the next meeting. On the third and fourth meeting the lecturer gave the quiz through Quizizz in the beginning of the lesson followed by the discussion of materials.

The next one was the observation in the control class which was C class in which they did not get any treatment or were taught by using MALL strategy through Quizizz application. The lecturer conducted the same technique of teaching as what was implemented in the experimental class. The difference was on the evaluation part that the lecturer did not ask the students to join a quiz through mobile phone, meanwhile they got a quiz in the form of paper. They were provided with the same amount of questions as the experimental group. They also got exactly the same questions and also time allotment which was 1 minute for one question.

During the implementation of both treatments for both groups, it could be observed that students from both groups showed different interest and excitement in following the activity. In the C class, the students did not show any excitement during the meetings. Some of them said that they felt boring and tired in answering the questions of the quiz through paper. They were less interest in following the grammar class especially on the quiz part. Some of them also said that they felt insecure because they thought that the questions were difficult.

In contrast with the experimental class or F class in which they seemed very excited in answering the quiz. It can be seen when the lecturer asked them to turn on their mobile phone and get ready for the quiz. They looked very excited and interest in answering the quiz. Some of them also felt challenging in answering the quiz through Quizizz because of the limitation of time. From the first until the last meeting they always showed the positive respond towards the implementation of Quizizz inside the teaching and learning process.

The seventh meeting was the last meeting which was conducted for both experimental and control group. In this meeting the post-test was conducted related to the topic given to the students. There were 30 items given to the students from 35 questions because 5 other questions were dropped based on the result of the try-out test. The result showed that the mean score of the experimental group was 84.21 meanwhile the score of the control class was 78.15. From those findings can be concluded that the students' grammar mastery of the F class was better than C class.

Finally it can be inferred that MALL strategy through Quizizz application proven effective for improving students' grammar mastery. It was also supported by the alternative hypothesis which was accepted and there was significant effect towards students' grammar mastery of the 4th semester in English Language Education UNDIKSHA in academic year 2018/2019.

5. CONCLUSION

Based on the result of the findings and discussion of the data analysis from previous chapter, it showed that MALL strategy through Quizizz application gives significant effect towards students' grammar mastery on the 4th semester of English Language Education UNDIKSHA in academic year 2018/2019. It was proven by the result of the descriptive and inferential statistics analysis. Based on the result of descriptive analysis, the mean score of F class which was taught by using MALL strategy through Quizizz was 84.21, meanwhile the mean score of the C class which was taught without using Quizizz was 78.15. It can be concluded that the mean score of F class (experimental group) was higher than C class (control group), which means the experimental group could achieve better achievement rather than the control group based on the mean score both groups. It also proven that there is significant effect on the students' grammar mastery who were taught by using MALL strategy.

Furthermore, from the inferential analysis which includes the hypothesis testing (independent t-test) showed that the t-observed of the data was higher than the t critical value. The comparison between t-observed and t critical value was 3.740 > 1.669 which means that the value of t-observed was higher than the value of t critical value. Besides, the significance value of the data was 0.000 < 0.05. Thus, these findings proved that there was a significant effect of MALL strategy through Quizizz application on students' grammar mastery.

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