

THE EFFECTIVENESS OF QUIZIZZ ON TENTH GRADE EFL STUDENTS' ACHIEVEMENT IN ENGLISH LEARNING PROCESS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas dari penggunaan aplikasi Quizizz terhadap hasil pembelajaran siswa kelas sepuluh (tahun pertama) dalam pembelajaran Bahasa Inggris. Untuk memilih sampel maka digunakanlah metode purposive sampling. Desain penelitian ini adalah pre-test post-test yang digunakan untuk mengumpulkan data. Penelitian ini menggunakan satu kelas sebagai sampel yakni kelas X MIPA 6 yang terdiri dari 35 siswa dari SMA Negeri 1 Negara. Selama penelitian berjalan, mereka akan diajar menggunakan Quizizz sebagai media di dalam kelas Bahasa Inggris. Untuk mengumpulkan data, diadakan metode yaitu pelaksanaan test setelah rangkaian pengaplikasian Quizizz berakhir. Data yang diperoleh menunjukkan hasil t hitung sebesar 5,757 dengan signifikansi 0,000 dan nilai t pada t tabel yaitu 1,690. Dari hasil perhitungan tersebut maka didapatkan hasil yaitu t hitung yang lebih besar dibandingkan t tabel dan hasil signifikansi yang kurang dari 0,05. Dengan demikian dapat dibuktikan bahwa terdapat perbedaan yang signifikan antara prestasi belajar bahasa Inggris siswa sebelum dan sesudah penerapan Quizizz, serta Quizizz mempengaruhi kemampuan dan prestasi belajar Bahasa Inggris siswa.

ABSTRACT

This study aimed to find out the effectiveness of the use of Quizizz application in the English learning process for tenth-grade students. To select the representative sample, a purposive sampling method was used. The research design was a pre-test post-test which was used to collect data. This research uses one class as the research sample, namely class X MIPA 6 which consists of 35 students from SMA Negeri 1 Negara. During the research, they were taught using Quizizz in English class. To collect data, a method of giving a test was used. The data obtained showed the result of t-count is 5.757 with a significant 0.000 and the value of t on the t-table is 1.690. From the calculation above, t-count is bigger than the t-table ($5.757 > 1.690$) and the result of Sig. (2-tailed) < 0.05 . Therefore, it can be stated that there is any significant difference between student English learning achievement before and after the implementation of Quizizz and Quizizz affects students' English achievement.

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1. Introduction

Today, technology is essential in all aspects of human life. People use technology to help and facilitate all works they do. Likewise, in the part of education, academic staffs often depend on technology. Technology in education that is mainly used as the media in the teaching-learning process is called gamification. It is usually used to improve the effectiveness of students' participation in classroom activities. Zichermann & Cunningham in de-Marcos et al. (2017) defined gamification as a teaching strategy involving non-game contexts in game design elements. It explains that gamification is not a pure game, but the game-based learning application uses elements to make learning activities seem like games.

There are many software tools for gamification, such as Kahoot!, FlipQuiz, Socrative, Verso, Ribbon Hero, Classmaker, Duolingo, ClassDojo, and many more. Another software that uses the concept of gamification is *Quizizz*. According to MacNamara & Murphy (2017), *Quizizz* is an application in the education aspect with rules of the problem-solving process that can help students in their learning process. Agreeing with the statement, May, Ju, and Adam (2018) stated that *Quizizz* is a digital application that allows students to learn in some aspects of fun multiplayer classroom activity games from their devices such as a tablet, Ipad, and smartphone. *Quizizz* has a function as media in the learning process in the form of classroom activity in a fun way that allows students to do quiz together with their devices based on gamification.

Based on the results of direct observation on the learning process of English subjects that the researcher did during practical field experience, the researcher found that when the teacher delivered the material, the teacher mostly used the lecture method with the help of blackboard as a learning media in the classroom. The intensity of students' attention decreased along with learning activities, and students tended to do other things that have nothing to do with the lesson.

In assigning assignments and evaluations to measure student understanding during the learning process, English subject teachers mostly use evaluation media in the form of text taken from the book of student worksheets and questions and answers sessions. In the evaluation at the end of the lesson, students seemed less enthusiastic and ignored the teacher. It can be seen from the teacher's question and answer session, when the teacher asked questions, no one of the students answered the teacher's question before being pointed or called by their name. Also, some students already put their books in their bags even though the lesson has not been wholly completed.

Some of the problems described can be minimized by using appropriate learning media in creating an effective teaching and learning process. Learning media that use digital technology in combining information and communication technology are expected to be suitable media to be used as a means for teachers and students to facilitate the learning process in the current pandemic situation.

Quizizz as a learning medium in online learning in a pandemic situation is expected to increase students' learning motivation and become a unique attraction for students who use it in the learning process. Through the exciting and fun media with technology and gamification, researchers can expect that students can better understand the online learning material. Through the anticipated effectiveness of using *Quizizz* as a medium in the learning process, it is also likely that there will be a good perception of students about the use of *Quizizz* in the classroom during the learning process.

This research is supported by research conducted by Nanda (2018) about the use of *Quizizz* that improves the students' reading comprehension skills. Their skills when they were using *Quizizz* make better learning outcomes than before the *Quizizz* was applied. Another research that shows a positive effect of *Quizizz* is conducted by Zhao (2018). The study shows that students like *Quizizz* better than doing in-class exercises on paper because *Quizizz* makes them feel less anxious. The students strongly agreed that *Quizizz* is exciting and fun. Also, students cannot cheat during the test. It creates a competitive atmosphere in the classroom, and students feel that *Quizizz* is better than the usual traditional offline test. Besides that, Medvedovska et al. (2016), as cited on Nanda (2018), said that teachers also get the benefit from the application because the teacher can see the overall class performance result on a particular quiz or for individual students' performance in the breakdown. Another study is written by Rahayu and Purnawarman (2018). The majority of students showed significant improvement in their grammar understanding that researchers can see from their three test scores that they took before. Also, their study expected to contribute to the innovation of self-assessment with the use of educational platforms rather than trying to replace paper-pencil-test with gamified quizzes. Fauziyyaah (2019) conducted a study focusing on student motivation affected by

the use of *Quizizz* on the Civic Education Study that resulted that the subject (all students of class XI of SMA Negeri 1 Malajaya) affected by the use of *Quizizz* on their learning motivation. Sari (2019) researched students' reading achievement by applying integrated learning assisted by *Quizizz* and focused on investigating the student's activity during the implementation of using integrated learning assisted by *Quizizz*.

The result showed that the students' activity was increased and *Quizizz* as media that used was interesting. From the data above, it can be seen that the implementation of applying integrated learning by using *Quizizz* significantly improved the students' reading achievement. Another study is conducted by Kusuma (2020) about the effectiveness of *Quizizz* in physics class. The *Quizizz* was adequate to be used in physics class, and students showed an excellent perception of *Quizizz* in physics class. The latest research conducted by Amalia (2020) investigating the students' perspectives toward the use of *Quizizz* as an online assessment tool for English teaching-learning and focusing on 20 students that agree to participate. The study found that the use of *Quizizz* enriches the quality of student learning in the classroom.

Based on the previous research done by the other researchers, we can know that the use of *Quizizz* attracted interest from academics to conduct research that aims to find out about the effectiveness of using *Quizizz* as a learning media in various methods and different context. Although several kinds of research on *Quizizz* have been conducted previously, the study that implemented *Quizizz* during pandemic using a remote instruction system has never been performed. Also, even though some of the researches proved that *Quizizz* is an excellent medium to be used by the teacher to increase students' motivation in learning, but no research has been conducted on the students' perceptions about the use of *Quizizz* during the pandemic situation. Therefore, the researcher is interested to conduct the research and analyze the effectiveness of *Quizizz*, whether if it gives a significant effect on the students' English achievement during its implementation in the pandemic situation or not.

2. Method

In this study, the researcher used the quantitative method as a research design. Data about the effect of *Quizizz* was analyzed using pre-test post-test quantitative analysis. Following the field of the investigation, this study involved 35 students of X MIPA 6 of SMA N 1 Negara, Bali, Indonesia, by the beginning of even semester in 2020/2021 as the sample. To select the representative sample, researchers used the purposive sampling method. Purposive sampling is referred to judgment sampling. Sample elements judged to be typical or representative are chosen from the population (Ary et al., 2010). In other words, the researchers had to be sure that the sample is suitable for research. As the process of sampling, the researchers decided to choose X MIPA 6 that consists of 35 students by considering two factors which are:

1. Researchers assumed that X MIPA 6 class is a suitable class on the recommendation of an English teacher that handles first-grade students' of SMA N 1 Negara
2. The sample (X MIPA 6) must be average—neither too good nor bad in their English achievement.

The researchers collected data on *Quizizz* efficacy by using a test as its instrument. The implementation stage of *Quizizz* implementation was carried out based on the existing lesson plans according to the material given in the English class. The treatment-related to the use of *Quizizz* was given six times and once for the post-test. Further, to ensure the test used is a good instrument, validity and reliability tests should be carried out. In this case, after the instrument is made and grouped according to the aspects following a theory, the test is consulted with a competent or through expert judgment. This consultation is carried out with the supervisor to see the suitability and strength of each item in the posttest. The results of the consultation are then used as input to perfect the instrument to make it suitable for use in data collection.

After going through the consultation process, testing the validity and reliability of the posttest were carried out. Based on the test results of the instrument, analysis of the validity and reliability tests was carried out with the help of *SPSS 16.0 for windows*. In this validity test, the *product-moment correlation* formula is used.

By incorporating the Pearson Product Moment correlation at 5% level of significance (α), the researchers randomly took 35 students outside the sample to test the validity of 30 items of test questions. As a result of validation testing, If $r_{\text{count}} > r_{\text{table}}$, then the item tested is valid and the item tested is considered invalid if $r_{\text{count}} < r_{\text{table}}$. The coefficient of Pearson Product Moment correlation resulted from r_{count} is 0.334. Hence, items whose correlation is above 0.334 are valid, and items with correlations below 0.334 are invalid. After the calculation process, it was found that there were 20 items with correlations below 0.334 which means there were 20 valid items.

Further, the reliability of the instruments was tested by incorporating Alpha Cronbach Formula. The result of the reliability test of 30 items was 0.858. The instrument is categorized as reliable if its Alpha Cronbach's score is higher than 0.7. Therefore, the research instrument was valid and reliable.

To analyze the collected data from the test, the researchers will be processed through paired sample t-test with the help of *SPSS 16.0*. Indeed, the method in further analysis of the data is as follow:

- a) Formulating the hypotheses. The hypotheses are in the form of Null hypothesis (Ho) and Alternative Hypothesis (Ha). The hypotheses proposed in this study are:
HO: There is no significant effect on Students' learning achievement on their English competency after using *Quizizz*.
Ha: There is a significant effect on Students' learning achievement on their English competency after using *Quizizz*.
- b) Determining the value of t_{count} . It can be seen on the output of *the SPSS 16.0* analysis.
- c) Determining the significance value based on the output of *SPSS 16.0* analysis. In this case, the value of significance should be lower than 5% significance level (< 0.05).
- d) Determining hypothesis testing. Simply, the hypotheses testing are:
 - a. If $Sig < 0.05$ or $tcount > t-table$, Ho is rejected.
 - b. If $Sig > 0.05$ or $tcount < t-table$ Ho is accepted.

The conclusion is If Ho is rejected it means that there is any significant effect on the students' English competency before and after being taught by using *Quizizz*. And the opposite, if Ho is accepted, it means that there is no significant effect on the students' English competency before and after being taught by using *Quizizz*.

In other words, through the procedure of data analysis, the researchers found the result by determining the hypothesis testing through paired sample t-test with the help of *SPSS 16.0*. In the end, it will answer the research question: Is there any significant effect of the use of *Quizizz* on students' achievement in learning English?

3. Finding and Discussion

To support the answer to the research question "Is there any significant effect of the use of *Quizizz* on students' achievement in learning English?" the result of descriptive statistics is used. Descriptive analysis is used to determine the score of student learning achievement in English learning by using *Quizizz*. Student learning achievement in class X MIPA 6 SMA N 1 Negara can be seen from the scores obtained from the English post-test. The data showed the minimum value, maximum value, mode value, and average value. The result of descriptive statistics of students' achievement is shown as follows:

Table 1. Descriptive Statistics of Students' Achievement

| | N | Minimum | Maximum | Mean | Std. Deviation |
|----------------------------|----|---------|---------|-------|----------------|
| <i>Student Achievement</i> | 35 | 60.00 | 95.00 | 80.57 | 7.743 |

The results of the analysis from 35 students contained 1 student who obtained the minimum score with a score of 65, while the student who obtained the highest score with a score of 95 was 1 student. The value that often appears is 85. The average score obtained by X MIPA 6 students is 80.57, from that score it is known that many students scored above Minimum Mastery Criteria. The following is the score of student learning outcomes.

Table 2. Post-test Score

| NO | NAME | SCORE |
|----|-------------|-------|
| 1 | A.I.P | 80 |
| 2 | A.A.S | 85 |
| 3 | C.P.P.W | 75 |
| 4 | D.P.R | 85 |
| 5 | G.A.A.R.P | 85 |
| 6 | G.A.K.N | 70 |
| 7 | I.G.B.K.A | 80 |
| 8 | K.L.A.S | 60 |
| 9 | A.A.S | 75 |
| 10 | I.P.B.P | 85 |
| 11 | I.P.G.R.N.I | 65 |
| 12 | I.A.L.D | 85 |
| 13 | I.B.G.S | 75 |
| 14 | J.H.N | 80 |
| 15 | K.A.C.P | 85 |
| 16 | K.P.L.M.S.D | 85 |
| 17 | M.D.P | 80 |
| 18 | M.V.W.P | 90 |
| 19 | M.R.P.N | 80 |
| 20 | A.P.A | 70 |
| 21 | N.K.C.A.D | 75 |
| 22 | N.K.T.P.D | 85 |
| 23 | N.K.G.V | 85 |
| 24 | N.L.S.R | 70 |
| 25 | N.M.D.A.D | 70 |
| 26 | N.M.V.R.P | 90 |
| 27 | N.P.A.C.H.P | 85 |
| 28 | M.P.O.G | 80 |
| 29 | N.P.R.A.D | 85 |
| 30 | N.P.T.A.S.P | 80 |
| 31 | N.P.W.I | 90 |
| 32 | N.T.P.D | 85 |
| 33 | P.B.W.W | 90 |
| 34 | P.J.C.P.A | 95 |
| 35 | T.D.A.A | 80 |

The results of the analysis are adjusted to the standard of completeness criteria (Minimum Mastery Criteria) and are categorized into two, namely passed and not passed. Following are the results of the category analysis with the help of SPSS version 16 for windows.

Table 3. Frequency Distribution of Categorization of Students' Learning Achievement

| Category | Frequency | Relative % | Cumulative % |
|------------|-----------|------------|--------------|
| Not Passed | 6 | 17.1% | 17.1% |
| Passed | 29 | 82.9% | 100% |
| Total | 35 | 100% | |

Based on the table above, it is known that the learning outcomes of 35 students obtained 6 students with a percentage of 17.1% are categorized as not passed when the value obtained is <75. This means that students learning ability in this material have not been good, while 29 students with a percentage of 82.9% are in the passed category because they get a value of ≥ 75 . It can be viewed from the Minimum Mastery Criteria of the learning outcomes of class X MIPA 6 SMA N 1 Negara that the category of students who resulted from score above the Minimum Mastery Criteria or in 'passed' category are more than those who do not.

To know if the use of *Quizizz* was effective, then the researcher determined the effectiveness of the *Quizizz* from students' learning achievement by comparing them before and after using *Quizizz* in

learning English. The following is a table of analysis results using the help of *SPSS version 16 for windows*

Table 4. *Students Score Before and After the Implementation of Quizizz*

| No | Name | Before | After |
|----|-------------|--------|-------|
| 1 | A.I.P | 87 | 80 |
| 2 | A.A.S | 80 | 85 |
| 3 | C.P.P.W | 87 | 75 |
| 4 | D.P.R | 83 | 85 |
| 5 | G.A.A.R.P | 70 | 85 |
| 6 | G.A.K.N | 60 | 70 |
| 7 | I.G.B.K.A | 77 | 80 |
| 8 | K.L.A.S | 30 | 60 |
| 9 | A.A.S | 77 | 75 |
| 10 | I.P.B.P | 50 | 85 |
| 11 | I.P.G.R.N.I | 40 | 65 |
| 12 | I.A.L.D | 70 | 85 |
| 13 | I.B.G.S | 57 | 75 |
| 14 | J.H.N | 77 | 80 |
| 15 | K.A.C.P | 83 | 85 |
| 16 | K.P.L.M.S.D | 80 | 85 |
| 17 | M.D.P | 57 | 80 |
| 18 | M.V.W.P | 87 | 90 |
| 19 | M.R.P.N | 63 | 80 |
| 20 | A.P.A | 53 | 70 |
| 21 | N.K.C.A.D | 57 | 75 |
| 22 | N.K.T.P.D | 73 | 85 |
| 23 | N.K.G.V | 60 | 85 |
| 24 | N.L.S.R | 70 | 70 |
| 25 | N.M.D.A.D | 57 | 70 |
| 26 | N.M.V.R.P | 87 | 90 |
| 27 | N.P.A.C.H.P | 80 | 85 |
| 28 | M.P.O.G | 77 | 80 |
| 29 | N.P.R.A.D | 83 | 85 |
| 30 | N.P.T.A.S.P | 77 | 80 |
| 31 | N.P.W.I | 83 | 90 |
| 32 | N.T.P.D | 60 | 85 |
| 33 | P.B.W.W | 63 | 90 |
| 34 | P.J.C.P.A | 87 | 95 |
| 35 | T.D.A.A | 67 | 80 |

Based on the table above, it can be seen that there are changes in students score before and after the implementation of *Quizizz* in the English learning process

Table 5. *Descriptive Statistics of Students' Achievement Before and After the Implementation*

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------|----|---------|---------|-------|----------------|
| Before | 35 | 30 | 87 | 69.97 | 14.294 |
| After | 35 | 60 | 95 | 80.57 | 7.743 |

Based on the results of the analysis, it is known that the average score of class X MIPA 6 after implementing *Quizizz* was 80.57, whereas before that it was 69.97. Therefore, the effectiveness of implementing *Quizizz* on student learning outcomes by comparing after and before using *Quizizz* is 10.6 (80.57- 69.97)

Table 6. Paired Samples Correlations Table

| | | N | Correlation | Sig. |
|--------|----------------------|----------|--------------------|-------------|
| Pair 1 | PRE TEST & POST TEST | 35 | .658 | .000 |

Based on the test results, it can be seen that the correlation between the two variables is 0.658 with a sig of 0.000. This shows a strong and significant correlation between the two aspects of student achievement before and after the implementation of *Quizizz*.

Further, hypothesis testing was conducted to determine whether there was a significant effect after the use of *Quizizz* in English X MIPA 6 SMA N 1 Negara as seen from the students' achievement. The hypothesis testing method proposed in this research is paired t-test with the help of *SPSS version 16 for Windows*. The hypotheses proposed in this study are:

H₀: There is no significant effect on Students' learning achievement on their English competency after using *Quizizz*.

H_a: There is a significant effect on Students' learning achievement on their English competency after using *Quizizz*.

The following is a table of analysis results using the help of *SPSS version 16 for windows*.

Table 7. Result of Hypothesis Testing Paired Sample Test

| | | Paired Differences | | | | | | | |
|--------|----------------------|--------------------|----------------|-----------------|---|--------|-------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | T | Df | Sig. (2-tailed) |
| | | | | | Lower | Upper | | | |
| Pair 1 | PRE TEST - POST TEST | -10.600 | 10.893 | 1.841 | -14.342 | -6.858 | 5.757 | 34 | .000 |

Based on the table above, it can be seen that the t count is 5.757 with the df is 34 (df= n-1). The score of English competency before being taught by using *Quizizz* is good enough, because the mean score of English competency before is 69.97, and after the students got a treatment by the implementation of *Quizizz* is 80.57. That means, the mean of students' English competency is improved, the researcher used T-test analysis and the result of tcount is 5.757.

The negative which appears in tcount above means the mean before treatment is lower than after treatment. Therefore, the use of *Quizizz* in English learning is effective for the students.

Then the researcher gave interpretation to t_0 . First, the researcher considered the *df*, $df = N - 1$, in here *df* is 34. The researcher consulted the score in t-table. The significant level of 0.000, the score of t-table is 1.690. By comparing the "t" that the researcher has got calculation tcount is 5.757 and the value of "t" on t-table t_0 is 1.690. From the calculation above, tcount is bigger than t-table (5.757 > 1.690). Besides that, it can be showed that the t value 5.757 has a significant 0,000 which means Sig. (2-tailed) < 0.05.

From the calculation above, t_{count} is bigger than t_{table} and the Sig. (2-tailed) is less than 0.05 so the alternative hypothesis (*H_a*) is accepted and *H₀* is rejected, which *H_a*; There is a significant effect on Students' learning achievement on their English competency after using *Quizizz*. It means that there is a significant effect on students' learning achievement after the implementation of *Quizizz*, also, student learning achievement before and after applying *Quizizz* experience differences, thus it can be stated that the application of *Quizizz* affects student learning outcomes.

As one of the subjects taught in schools, learning English can be interpreted as a learning process or a series of events against a foreign language as a second language with the aim of basic communication and mastering 4 language skills (listening, reading, writing, speaking) in its use within limits certain. Learning English is also a provision for students to understand and apply the basic concepts, principles, and procedures of speaking English that is correct and good for the benefit of continuing their education to higher education or going to the community so that it provides benefits for student life. With this, the teacher must take advantage of various learning media that can improve student understanding and improve the quality of student learning achievement in the English learning process. This is in line with the theory presented by Tejawati (2017) that argues if external factors which include human to human society also non-social environment namely

studying time, learning media, studying place, building and air condition when students are studying affecting students achievement. By this theory, the use of appropriate media for students is expected to affect their learning achievement.

One of the media that is suitable and appropriate for students in the globalization era and a pandemic situation is learning media that uses technology with the use of gamification concept (*Quizizz*). Likewise, Rahayu & Purnawarman (2018) stated that *Quizizz* is an accessible and user-friendly online gamified platform that can help teachers and students monitor their learning progress through multiple-choice quizzes game. With the existence of *Quizizz* which uses the concept of gamification and is connected with technology, it is more suitable for students in their current situation and it hoped to make students' learning achievement can be influenced and become better than before. Also, According to Basuki and Hidayati (2019) learning English through *Quizizz* is very effective because *Quizizz* can helps students to not only check their knowledge but also their progress in learning English. It makes them can realize what progress they have made in learning a material in class.

According to Amornchewin (2018), *Quizizz* is learning media that can motivate students in a learning process with its interesting features. Apart from its interesting features, this learning media has also been tested for the benefits of its use by previous researchers and provides results that are worthy of being used as a learning media.

The process of learning English at SMA N 1 Negara with *Quizizz* as a learning media was carried out based on the existing lesson plans by the teacher. Data collection related to the use of *Quizizz* was carried out for 6 meetings exclude the posttest, with song and narrative text as the materials of English learning. And based on the analysis of the English learning process carried out in class X MIPA 6, it has been going well, which can be seen from the researchers' observation' toward the learning process in English class and the data on student learning achievement based on the posttest.

In this study, the subject namely X MIPA 6 students were being observed by the researchers during the learning process. In the pre-activity, the teacher greeted the students via *zoom meeting*, then the teacher asked about their condition and how was their feeling on that day, following by checking the students' attendance. The teacher then gave the brainstorming through a song lyric that showed in the presentation slide which was shared in the *zoom meeting*. After that, the teacher informed the students about the activities that were going to be done. Furthermore, the teacher asked the students to listen to the teacher's explanation about song materials while checked the material on *Quizizz* that was distributed from *Google classroom* announcement and *WhatsApp group*. Furthermore, the teacher asked the students to sing the song that the teacher used as brainstorming. After that, the teacher evaluated by conducting a quiz through the *Quizizz* application. The questions in the quiz were according to the song. Once the students finished the quiz, the teacher and students further discuss each question and the teacher clarified the answers in the quiz to make the students understand deeply about the material. For the post-activity, the teacher reviewed the material and asked if the students understand or not toward the material. At the closing of the lesson, the teacher informed the students that there would be the task given as a follow-up activity in google classroom and it will be discussed on the next meeting.

During the implementation of *Quizizz* in subject class, it could be observed that students seemed very excited in answering the quiz. It can be seen from their reaction one day before the English class, some of them would ask the teacher in *WhatsApp group* about the *Quizizz*, when would the teacher use *Quizizz*, and what type of *Quizizz* that the teacher would give during the class. Also, when the teacher asked them to get ready, they looked very excited and they already on the platform one minute after the code is given by the teacher. Their quiz score was also increased week after week during the implementation of *Quizizz*. From the first until the last meeting they always showed a positive response towards *Quizizz's* implementation in the English class.

The last meeting which was conducted for the post-test was conducted related to the topics for the students. There were 20 items given to the students from 30 questions because 10 other questions were dropped based on the result of the validity test. The result showed that the mean score of the subject after the implementation of *Quizizz* was 80.57 meanwhile the score of the subject before the implementation of *Quizizz* was 69.97. From those findings can be concluded that the mean after the implementation of *Quizizz* is higher than before the implementation. It can be inferred that the use of *Quizizz* has proven effective for improving students' learning achievement.

From the result of the data obtained by the researcher supported by the alternative hypothesis which was accepted, it can be seen that the use of *Quizizz* in learning English is effective and have an effect on student learning achievement. Quizzes in *Quizizz* can be created manually or selected

according to the needs and interests of students related to the material to be taught. A variety of new vocabulary can be introduced as well as different types of English text. This is in line with the result of Amalia (2020) that stated if learning English through *Quizizz* is very effective because *Quizizz* is a great online assessment tool that can help students check their knowledge and their progress in learning English. She also stated that students give positive perception toward *Quizizz* since *Quizizz* has an attractive display which is interesting and fun, students can't cheat during the test, *Quizizz* creates a competitive atmosphere in the classroom, and *Quizizz* is better than the traditional formative test also provide a non-threatening atmosphere for students who are usually tense when speaking English in a formal classroom. From that explanation and the result of this research, *Quizizz* is a very good medium to be used by students in the English learning process.

Based on the explanation above, the use of *Quizizz* in the English learning process surely showed the effectiveness in students' learning achievement because it affects their learning achievement in English class at the First Grade of SMA N 1 Negara.

4. Conclusion

Hence, the conclusion hold is incorporating *Quizizz* as the media in English learning during pandemic brings an efficacy on students' learning achievement. It can be seen from the result of the data which showed that there is any significant difference score of the students' achievement before and after being taught by using *Quizizz*. Also, it can be seen that using *Quizizz* in English Learning was very useful for students because it could help the students understand and master the material better. It also made all of the students got motivated to learn.

Moreover, the use of *Quizizz* in the English Learning Process made the material more accessible and made the learning process is more fun and easy. *Quizizz* also has excellent and clear instructions that suitable to the way students learn English. Also, good responses from people around the students toward *Quizizz* made the students thought that they should use *Quizizz* in learning English constantly.

The research's results are expected to be used by the teacher as a reference and evaluation material in teaching English. Using the results in the research as a reference, the teacher is recommended to use *Quizizz* as learning media in online learning activities. For other researchers, it is suggested to conduct further research on a similar area by improving the methodology or using it as a reference to conduct further research related to *Quizizz* in a different area of teaching. Other researchers can also compare the result of students' achievements by using the control and experimental group. Therefore, the information obtained from the results and findings of the further research will provide a variety of new information.

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