

THE USE OF QUIZIZZ APPLICATION FOR MEASURING EFL STUDENTS' ENGAGEMENT AT SD MUHAMMADIYAH MANYAR

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Abstract

Nowadays, learning through mobile phones is the best way to be applied during the teaching and learning process. The use of online applications to keep students engaged in the learning process is necessary since it will trigger their enthusiasm in obtaining knowledge of the target language. Quizizz is one online application that can be used as a learning tool. The method used in this research is quantitative research. The aim of this research is to measure the student's engagement at SD Muhammadiyah Manyar Gresik using Quizizz application. The participants were 81 EFL students. They were given questionnaire about how they are engaged with Quizizz application during learning language activity. The result showed that the engagement score of Quizizz application is located at the highest Std. Deviation of the motivating criteria in question number 24 with a score of 1.155, and the highest mean score is in question number 20 with a score of 2.8148. Therefore, researchers concluded that Quizizz application can be the right media to enhance students' engagement during the teaching and learning process.

Keywords: Quizizz, Students' Engagement, Teaching EFL

INTRODUCTION

The innovations of learning technology nowadays are gorgeous and unexpected. Based on Surf Net (2016) education area emphasizes integrating ICT (Information, Communication, and Technology) elements to create a new learning environment and fulfilling English learning needs. Technology should be integrated into the educational field nowadays. Technology can be expected as a tool that leads the students to have an interesting and fun learning atmosphere. As we can see that nowadays many students have an addiction to mobile phones. Surf Net (2016) said that most students in this era already have their own mobile phones. Most of them are familiar with the use of mobile phones. They learn and play using their mobile phone most of their time in daily life. So, mobile phones can influence students significantly. The implementation of learning tools that uses mobile phones makes the English learning process become more effective and efficient.

English is a foreign language for Indonesian students. It makes many students still struggle in acquiring the English language. So, the English teachers should apply innovative and appropriate learning media or technology during the teaching and learning process. Based on observation, there are some problems faced by the students in learning English. Here, the researcher is interested in one of the problems that is about students' engagement. Students' engagement is one of the crucial things that indicate the success of the teaching-learning process. The more students' engaged in the classroom, the more successful the teaching and learning. So in this case, being an English teacher should implement a teaching strategy that can enhance students' engagement during the teaching and learning process.

English teachers can take advantage of today's phenomenon that most of the students are using mobile phones and have an addiction to them. Here, the teacher can use it as a learning strategy. Technology is appropriate to be a learning strategy especially to enhance students' enhancement in the learning process. There are many kinds of mobile game-based learning that can be used by English teachers, but the researchers are interested in the Quizizz application. It is a tool for having assessments that can be used by the teacher in the teaching- learning activity. Quizizz provides: do the first quiz - receive feedback- review - replay the quiz - do the next quiz. Quizizz also provides a fun learning assessment that also allows them to learn using a mobile phone to which they have an addiction.

Many researchers stated that quizizz can increase students' learning ability. Mei (2018) said that researchers use this app because the media is one of the learning models. There are many previous studies that used quizizz to improve students' ability. However, they still focus on students' English skills that consist of reading, speaking, listening, and writing. So here, the researchers will take different areas to implement the quizizz application. The researchers will use quizizz as a tool for measuring students' engagement to see whether quizizz can increase or decrease students' enhancement or there is no influence of quizizz for students' enhancement in the teaching and learning process. The integration between technology and learning has been an issue in this digital era. Educators need to create creative learning sources to keep students engaged while they still can learn something. Furthermore, numerous game-based applications have been innovated to assist students to learn in a fun way, particularly in language learning.

Quizizz is one of the applications that apply the concept of gamification. It emphasizes the function of a learning media with a game-based system so, it triggers the learners to learn. More importantly, quizizz supports the interactive teaching activity since it attracts more attention and can be a medium to increase learners' engagement. With its features, it allows learners to explore their skills more. It will also lead them to successful learning (Purba:2019). In addition, using quizizz is very easy since we can create our quiz by building from other's public quizzes. Therefore, it is time-saving and more effective in grading systems (Medveoska, et.al., 2016).

Numerous studies stated the effectiveness of game- based learning to improve teaching-learning activities, especially in the education field. Moreover, it can also encourage active learning to enhance collaboration among learners during the learning activity. (Mei: 2018). Several initial studies have been conducted to observe the use of the Quizizz application. Research by Glandon and Ulrich (2005) argued that an advantage of using Games as a teaching strategy is encouraging the learners with immediate feedback through the discussion and correct answers of their rationales. Moreover, other researchers stated that the learning process using digital game-based learning allows the learners to overcome challenges to build a sense of achievement. In comparison with conventional courses, learning using digital game-based makes learners able to foster memory in terms of course content and trigger them to think critically (Ke, 2014).Moreover, the Quizizz application has positive impacts in improving language ability. It is proven by some other previous research conducted by several researchers. The research conducted by Hamid Ashraf (2014) uses a quizizz application to attract students' interest in mastering vocabulary. The post-test result showed that the group of learners that used quizizz obtained a higher score than the control group. Therefore, it shows that online games application can improve vocabulary ability.

Based on the statement of Bury (2007), the Quizizz application is friendly and usable for conducting the formative assessment. It assists teachers in accessing the students' abilities.

Moreover, Quizziz application implementation is explained further by Chandler (2015) in the following:

1. Teachers can create an introductory using this tool easily. They can also review the activity with more than one player. Moreover, it is compatible with all devices and browsers and allows teachers to create and use existing activities. It does not require a username or password.
2. The teacher prepared the core beforehand, and students can log in to the Quizizz website and type the code in the account. When they have finished, the teacher will get downloadable reports of the student's performance.
3. Quizizz application has numerous game-based features that other apps do not have. For instance, the Quizizz feature is designed to be adaptive to students instead of being encouraged by teachers solely. The teacher's dashboard does not only facilitates an accurate real-time update in every student's progress. It also allows them to personalize every learning activity.
4. Another useful feature is the teacher can mix up the question order and decide if they want to utilize the timer feature. Moreover, this application provides a leaderboard with a list of the correct answers when the quiz ends. Therefore, it gives much-needed quizzes. More importantly, Quizizz gives teachers great feedback regarding their student performance.

Several studies have been conducted to observe the use of the Quizizz app in other focus, for instance, comprehension skills. Research by Nanda (2018) was focused on the role of Quizizz to improve reading comprehension skills, principally in the descriptive and narrative text of students in high school education. The result was Quizizz can be implemented to boost the reading skill since the outcome result is better than using conventional ways. Another research by Rasyid (2021) used different participants of the tenth-grade students at the high school level. The result showed that Quizizz application could increase students' reading ability, particularly in reading descriptive text. Nevertheless, researchers do not find the use of another focus. Therefore, this current research aims to explore the use of Quizizz in improving students' engagement at the elementary level.

METHOD

This study is quantitative and utilizes a survey as an investigation method. The survey helps researchers to obtain the truth about a situation and ongoing practices (Nazir:2003). This study distributes the questionnaire to investigate the level of engagement towards students in the elementary school of Muhammadiyah Manyar. Questionnaires were given to students who had the Quizizz application used on their devices. Moreover, the questionnaires used were adopted from Christanti (2018). The questions used Bahasa Indonesia to make communication easier and prevent misunderstanding. The form of questionnaires is online, and students were asked to open a web and answer 30 questions in the list provided by researchers. The scale in this study is Likert with an interval of four (a four-point Likert scale) that consists of "Very agree, agree, disagree, very disagree". The Likert scale itself is a measurement scale that is used to measure attitudes, opinions, and perceptions about social phenomena. In this scale, the answer to each item of instruments has a graduation from very positive to very negative (Sugiyono: 2001)

There are five types of Likert scale presented in the following table:

Likert's Scale Types	Scores
Very agree	4

Agree	3
Disagree	2
Very disagree	1

Researchers focused on the specific criterion that is the engagement of Quizizz application. The engagement aspect is essential to motivate students to learn the language and produce effective learning outcomes for both students and teachers.

The sampling technique used in this research is random sampling. Therefore, researchers took all students from the class population with a total of 81 students as a sample. They do not emphasize the strata in the population. The target sample in this study is sixth-grade students at SD Muhammadiyah Manyar that consists of 3 classes. The first class is called Ahmad Badawi, with 28 students (15 male, 13 female). The second class is Ar Fachrudin with 27 students (15 male, 12 female). The third class is called Azhar Basyir with 26 students (13 male, 13 female). The overall sample is 81 students with various characteristics of students' intelligence and behaviour.

The data are collected using questionnaires and presented using descriptive statistics. The data were calculated using statistical software IBM SPSS statistics program. According to Sugiyono (2008), Descriptive statistics are used to examine data by describing what has been collected genuinely without making conclusions that are generally applicable.

The steps taken by researchers in collecting data can be concluded as an answer to the problem under the study, including:

- Collection and verification data by checking respondents' answers.
- Scoring for each item based on the criteria set by the Likert scale.
- Calculate the validation and reliability of the instrument.
- Perform statistical calculations based on research variables such as normality test, simple linear analysis, T-test, and determination coefficient test.
- Presentation by describing the data that has been analyzed.
- Interpretation of the result of data analysis and hypothesis testing
- Forming discussion and conclusion of the result of research related to opinions and theories used.

RESULTS AND DISCUSSION

Results

The following step after obtaining data is gaining the result of the survey. There are several results that will be observed, which are validity, reliability, and descriptive statistics of the score.

Validity

Item	r score	r table	Description
Alfa = 0.05; n= 0.215			
1	0.282	0.215	Valid

2	0.272	0.215	Valid
3	0.260	0.215	Valid
4	0.380	0.215	Valid
5	0.328	0.215	Valid
6	0.268	0.215	Valid

From the table above, it can be seen that the coefficient value of the validity is higher than the relatable value.

Reliability

According to (Ary et al, 2010), the reliability of measuring instruments is the degree of consistency with measures whatever it is measuring. To make the questionnaire reliable, researchers use Cronbach's Alpha Coefficient analysis. The result showed that the alpha was 0.503 ($\alpha > 0.05$). Therefore, it can be concluded that the questionnaire was reliable.

Cronbach's Alpha	N of Items
.503	6

Descriptive Statistics of the Engagement

Activeness criteria statistics						
	Item 19	Item 20	Item 21	Item 22	Item 23	Item 24
N Valid Missing	81	81	81	81	81	81
Mean	0	0	0	0	0	0
Std. Deviation Minimum	2.7778	2.8148	2.7407	2.7531	2.6173	2.8025
	1.118	1.085	1.046	1.090	1.090	1.155
Maximum	1.00	1.00	1.00	1.00	1.00	1.00
	4.00	4.00	4.00	4.00	4.00	4.00

In the table above, we can see that the questionnaire is about student engagement of the quizizz application. The item starts from 19-24. The minimum score of each question is 1, and the maximum score of each question is 4. The highest Std. Deviation of the motivating criteria is question number 24 with a score of 1.155, and the highest mean score is question number 20 with a score of 2.8148. The total score of the students who get the value of 4 is 155. Therefore, researchers can conclude that students who get a score of 4 are 172 people.

Discussion

This part describes the result of the analysis. It looks at the questionnaire used by the researchers to investigate the use of quizizz application for measuring EFL students' engagement at SD Muhammadiyah Manyar. From the result of the analysis, the items of the questionnaire are valid if the value of the coefficient of the validity is higher than the r table or lower than the significance tolerance of 5% or 0,05. This validity test used 81 students from sixth grade in SD Muhammadiyah Manyar as a population. The result showed that the alpha was 0,612 ($\alpha > 0,05$).

It can be said that the questionnaire was reliable. There are 30 items in the questionnaire. However, in this study, the researchers focus more on EFL students' engagement. So, the items that are used to investigate students' engagement are item 19 till item 24.

Item 19 is used to investigate whether quizizz application can help EFL students in enhancing their vocabulary skills or not. Item 20 is used to see whether EFL students can understand English texts easier after they use quizizz to acquire English vocabulary or not. Item 21 is used to investigate whether EFL students have improved on English listening skills after they use quizizz in acquiring English vocabulary or not. Item 22 is used to see the improvement in EFL students' pronunciation of English vocabulary after the implementation of quizizz app. Item 23 is used to see EFL students' perspective on quizizz app whether they feel more fun in acquiring new English vocabulary or not. Item 24 is used to see EFL students' perspective on quizizz app whether they feel easier in acquiring English vocabulary that is used in the classroom teaching and learning activity.

From the result, students' vocabulary learning strategies are based on three categories mentioned; 10 students are in a low category (12,3%), 60 students are in the moderate category (74,1%), and 11 students are in the high category (13,6%). The mean score of 80,12 shows that the students' vocabulary learning strategies are at a moderate level. If the students at the low category, it can be explained that the EFL students are not interested in understanding vocabulary by using quizizz or their engagement in the learning activity is low. Here, the mean score showed a moderate level, so it can be explained that the EFL students are slightly interested in understanding vocabulary by using quizizz, or their engagement during the learning process can be said to be quite good. The results of this study are in accordance with and support the opinion of several theories from previous research as stated by Nurul (2020) the EFL students' perception of using quizizz in doing online English tests at high school. According to Rinawati (2014), the relationship between understanding vocabulary with the ability to compose fairy tales is included in the strong category. Another previous research is Sudraja (2016) that stated the significant scores are obtained when understanding students' English vocabulary after applying the bingo game method. Basuki & Hidayati (2019) have conducted research on students' choices between Kahoot! and Quizizz. the result of their research showed that quizizz was more effective to foster students' enthusiasm for learning and better than Kahoot! for some reasons. Another similar research is by Rahayu & Purnawarman (2019) that stated quizizz can be used by the students to identify their strengths and weaknesses.

CONCLUSION

Based on the result and discussion, the researchers take the conclusion that most of the students at SD Muhammadiyah Manyar give positive feedbacks toward the use of quizizz for measuring their engagement during the learning activities. The result of the questionnaire also showed that quizizz is a great tool that can make EFL students at SD Muhammadiyah Manyar become more engaged in the teaching and learning process. So here, the researchers stated that quizizz is a recommended learning tool to be used by teachers or educators to enhance EFL students' engagement during the teaching and learning process especially to make them be engaged in building their vocabulary.

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