USING QUIZIZZ APPLICATION TO ENHANCE STUDENTS' GRAMMAR COMPETENCE

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Abstrak

Kelas bahasa Inggris online masih menjadi acara yang umum hingga paruh kedua tahun 2021 karena pandemi Covid-19. Kondisi ini juga terjadi pada mahasiswa semester tiga Universitas Muhammadiyah Tangerang. Ada banyak keterbatasan dalam kelas online, termasuk siswa tidak dapat memiliki latihan tata bahasa Inggris yang memadai. Berdasarkan latar belakang tersebut, peneliti mencoba menggunakan aplikasi Quizizz untuk memfasilitasi siswa untuk berlatih lebih banyak tentang tata bahasa Inggris. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan aplikasi Quizizz terhadap kompetensi tata bahasa siswa. Subyek penelitian ini adalah mahasiswa semester III Universitas Muhammadiyah Tangerang. Intervensi aplikasi Quizizz diimplementasikan sebelum sesi zoom, selama sesi zoom dan setelah sesi zoom. Data diperoleh dari pretest, posttest, angket dan wawancara. Hasil penelitian ini akan menunjukkan apakah ada peningkatan kompetensi grammar siswa dan menggambarkan persepsi siswa terhadap penerapan Quizizz.

Kata kunci: tata bahasa, EFL, quizizz

Abstract

Online English classes are still common occurrences until the second half of 2021 due to Covid-19 pandemic. This situation also happens to the third semester students of Universitas Muhammadiyah Tangerang. There are many limitations in online classes, including students can not have sufficient English grammar practice. Based on these backgrounds, researcher tried to use Quizizz application for facilitating students to practice more on English grammar. This study aimed to investigate the effect of using Quizizz application on students' grammar competence. The subjects of the study were third semester students at Universitas Muhammadiyah Tangerang. Interventions of Quizizz application were implemented before zoom sessions, during zoom sessions and after zoom sessions. The data were obtained from pretest, posttest, questionnaires and interview. The results of this research would show whether there were improvements on students' grammar competence and described students' perception toward the implementation of Quizizz.

Keywords: grammar, EFL, quizizz

Introduction

Since the global spread of corona virus, online learning settings have become common occurrences in all levels of educations. Some adjustments and necessary flexibility have been adapted to new situations so that we can keep abreast with all possible new trends. Teachers begin to utilize technology which includes video conferences, learning videos, and educational games. There are considerable points to take into account when making decision and selection regarding the applications of technology as well as its helpful learning tools. The shifting of teaching methodology from face to face learning to online learning has also impacted English as Foreign Language (EFL) classes. EFL teachers have tried to explore a myriad of strategies and techniques of instructions to optimize students' online learning experience, including learning English Grammar.

Grammar is a fundamental component and an important guide in English language learning. Learning English means that we have to study the structure of the language, as well as the pattern to enable 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 generally defined as a set of rules specifying the correct ordering of words at the sentence level (Nunan, 2003) Longman dictionary of applied linguistics defines grammar as "a

description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language" (Cited in Nunan, 2003). Sentences are acceptable if they follow the rules set out by the grammar of the language. Language learners' progress is often tracked according to the accuracy of the grammatical forms that they produce (Luoma, 2004). In general, learners' progress are seen from knowing a few structures to using more and more, from using simple structures to using more complex ones and from making many errors to making few if any at all. Not only being viewed as a set of linguistic systems, grammar was also seen as a tool for communication (Nunan 2003). Grammatical competence enables learners to use and understand English language structures accurately and unhesitatingly, which eventually contributes to their fluency.

Grammar has always been considered as a crucial obstacle faced by most EFL students. In writing a text in English, the EFL students often commit grammatical mistakes (Singh, et.al 2017). In terms of speaking in English, students also experience difficulties in producing correct sentences in appropriate grammar structure. As English is not their native language that they use to communicate in daily life, it is not easy at all for EFL learners to comprehend the structure of English grammar and produce correct sentences based on the rules of grammar itself. Most EFL learners consider grammar as the causes of why the learners feel uncomfortable in producing several words in English and sometimes they feel like getting a pressure (Al-Mekhlafi & Nagaratnam, 2011). Meanwhile, lots of teachers have tried to make grammar teaching enjoyable by providing fun, imaginative and useful activities 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, such as learning applications.

One of the applications that has been proven to be effective in teaching a foreign language is Quizizz application. Quizizz application is one of educational applications that applies the concept of gamification. 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). Similarly, Sato (2019) also stated that Quizizz is a game-based application for creating quizzes which is designed in order to make students enjoy learning and be more engaged as it provides competitive, multi-player games. Sato had implemented Quizizz to make reading activity more engaging. Many other researchers also had conducted studies about the implementation of quizizz for learning. Priyanti et al. (2019) reported that students who were taught using Mobile-Assisted Language Learning (MALL) integrated with Quizizz got higher reading comprehension score than those who were taught by using conventional strategy. Amalia (2020) had used Quizizz website for online assessment and reported that the students strongly agreed Quizizz has an attractive display and it is better than the offline traditional test. Rahayu and Purnawarman (2018) also confirmed that using Quizizz for self-assessment had successfully improved students' grammar understanding. Meanwhile, Fadhilawati (2021) had found out that the students' achievement in learning relative pronouns increased after they learned the materials and evaluated by applying quizizz application and they also presented positive views to the use of Quizizz. In addition, Ahlina and Forsia (2021) also reported that there had been a significant and positive effect of using Quizizz on the students' grammatical understanding for junior high school students.

Based on those backgrounds, this study aims to analyze the use of Quizizz in enhancing college students' grammar competence. The research questions for this study are:
1. Can game-based application "Quizizz" improve students' grammar competence?
2. How do students perceive the implementation of Quizizz for learning grammar?

Researcher expected this study can give insights on how to implement Quizizz for teaching grammar especially for higher education learning environment.

Method

The subjects of this research comprised sixty eight third semester students of Universitas Muhammadiyah Tangerang. The research took place at Universitas Muhammadiyah Tangerang during online learning and was conducted from October 5th to November 30th 2021.

This classroom action research was conducted to investigate how the implementation of Quizizz can facilitate students to learn grammar. According to Arikunto (2010) a class action research covers four phases in each cycle; planning, implementing and observing, and reflecting. These four phases were reflected in this research. The first stage of the cycle was the planning where a pre-

intervention test was given, lesson plans were designed, teaching schedules were determined, and teaching materials were prepared. The second stage included implementing Quizizz intervention and observing parts which were conducted simultaneously. The implementing phase was the online teaching and the learning process was based on the designed lesson plans. Quizizz was alternatively used before zoom session, during zoom session, and after zoom session. During the implementing phase, observation was also conducted. Here, the observer focused on students' activity while using Quizizz, their persistence and also the task completion. The last stage was reflecting phase, where the research outcomes were evaluated, analyzed and measured. In this phase, the researcher gave post-intervention, employed questionnaire and conducted interview. Finally, the researcher analyzed all the data received (figure 1).

Figure 1
Research Phases in Each Cycle

Pre-intervention questionnaire given to the participants was highlighting English online learning students had been attending. Then, the students' responses of the questionnaire result were analyzed. The analysis of pre-intervention questionnaire led to the decision of designing teaching strategy that included Quizizz to be used as parts of the online learning activities. Hence, the teaching schedules were set, the lesson plans were designed, and the teaching materials and aids were prepared. The interventions were taken in two cycles. In each cycle the quizizz interventions were done in three different sessions: before zoom session, during zoom session, or after zoom session. During these interventions, researcher observed on students' engagement, persistence, and task completion (figure 3). Then for the reflection, data were interpreted for the whole learning process.

The reflection was taken from observation in every cycle, questionnaires, and interview results.
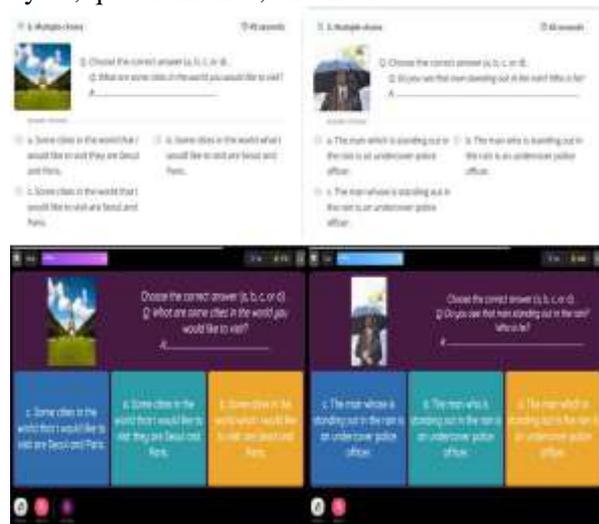

Figure 2
Quizizz Questions formats

Figure 3
Students' Task Completion

The data of this research were obtained through the analyses of pre-test and post-test, observation, questionnaires and interview. Pre-intervention questionnaire was given to the students to find out students' attitude towards online learning. Observation was conducted during the implementation of Quizizz in the online learning to identify existing problems, difficulties, and students' involvement during the implementation of Quizizz. The reflection from the observation in each cycle was analyzed to design the lesson plans for the next cycle. By the end of the research, students were given post-intervention questionnaire to find out whether or not they liked the implementation quizizz to help them practice grammar during online learning sessions. To analyze the data, qualitative approach was used in

which the collected data were elaborated descriptively.

The researcher administered pre-test and post-test to gain the students' grammar competence score, before and after they experienced using Quizizz application. The researchers investigated the students' score 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 score after they learned through Quizizz application. The students' score for their grammar competence could be achieved based on this following formula:

P= F/N X100%

P= Percentage

F= Gained Score

N= Maximum Total Score

After gaining the percentage of the students' grammar competence score, the researcher consulted the result to know the students' grammar competence with the following criteria of score interpretation (table 1).

Table 1
Criteria of Score Interpretation

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

Result and Discussion

This section presents findings and discussions of the research regarding the use of Quizizz application to enhance students' grammar competence.

Research Question 1: Can game-based application "Quizizz" help students to improve their grammar competence?

At the beginning of this study, pretest was conducted to find out students grammar competence. The result of the pretest showed that two students had very poor grammar competence, 29 students had poor competence, 23 student had moderate competence, 11 students had good

competence and only three students had very good competence (table 2). And the average score was 47.7, which was not good enough. Based on this finding, the researcher decided to implement Quizizz intervention as an effort to facilitate students to practice grammar so that they can improve their grammar competence.

Table 2
Result of Pre Test

81-100	Very good	3
61-80	Good	11
41-60	Moderate	23
21-40	Poor	29
0-20	Very poor	2
Total number of students		68
Mean Score		47.7

Researcher also employed pre-intervention questionnaire to find out students' attitude toward online learning and their experience on using game-based application. The questions were: How do you feel about face to face session; How do you feel about face to face session; How do you feel about learning grammar, vocabulary, reading, writing, speaking?; and How do you feel about using game-based learning application? Responses from the Pre-intervention questionnaire showed that more students were interested in face-to-face learning setting than online learning. Some of those students did not like online class because sometimes they had internet problem, they had difficulties to understand the material of the lesson, they found it boring and sometimes they got too many assignments. Nevertheless, they still showed interests in learning reading, listening, speaking and writing in online class. Students were also more interested in learning vocabularies than grammar.

The next questions were related to Quizizz application: Do you know quizizz platform?; What do you think about Quizizz?; What can you use quizizz for? What features can we find in quizizz platform? Almost all of the students (86 %) knew about quizizz and 65 % of the them felt that quizizz is interesting. They had experienced on using quizizz for tests, homework and individual practice. Thus, they understood that quizizz could be used for evaluation (individual practice or tests) as it could provide multiple choices and essay questions. They also noticed that quizizz have several features

such as music, meme, leader board and power-ups. Based on the results of pre-test and pre intervention questionnaire, the researcher decided to use quizizz to facilitate students practice English Grammar.

The researcher implemented Quizizz interventions in two cycles. Every cycle consisted of quizizz interventions before zoom session, during zoom session and after zoom session. Eventually, a posttest was administered to find out the improvement of students' grammar competence (Table 3). It shows that 16 students had poor competence, 25 students had moderate competence, 19 students had good competence and eight students had very good competence. Figured 2 showed the mean score from pretest was 47.7, meanwhile the mean score from post-test was 57.9. It can be seen that there had been some improvement on students' grammar competence.

Table 3
Result of Post Test

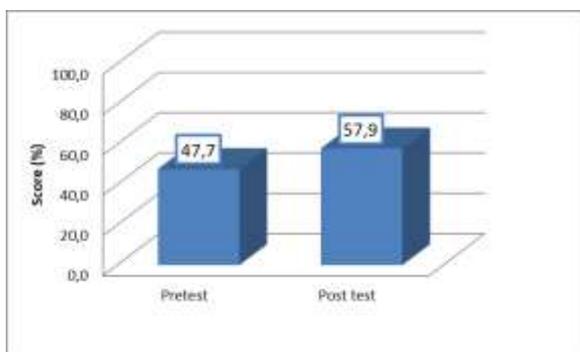| 81-100	Very good	8
61-80	Good	19
41-60	Moderate	25
21-40	Poor	16
0-20	Very poor	0
Total number of students		68
Average Score		57.9

Figure 4
Average scores of Pre-test and Post-test

Research question 2: How do students perceive the implementation of Quizizz in the online EFL classroom?

Table 4
Post Intervention Questionnaire Result

Statement	AA	A	N	D	AD	Total score	%	Criteria
	5	4	3	2	1			
I am happy to use Quizizz for learning grammar.	24	34	7	2	1	282	90	very good
It is easy to use Quizizz applicaton	12	34	18	3	1	257	82	very good
I can reduce my anxiety in learning.	9	25	26	6	2	237	75	Good
I like the music in Quizizz.	14	13	25	14	2	227	72	Good
I like the memes in Quizizz .	20	23	16	6	3	255	81	very good
I like the Power-Up feature.	39	20	6	1	2	297	94	very good
I like the direct feedback from Quizizz.	27	26	12	1	2	279	89	very good
I like the re attempt in Quizizz.	34	22	8	3	1	289	92	very good
Learning by using Quizizz is like playing game	29	28	6	3	2	283	90	very good
I am encouraged to use Quizizz for learning Grammar	15	39	11	1	2	268	85	very good

The post-intervention questionnaire and additional interviews were conducted to highlight students' perception toward the implementation of Quizizz for learning grammar. Based on the post intervention questionnaire result in table 4, we can see that most of the students had positive perception toward the use of quizizz for learning grammar. Most of them said that they felt happy in using Quizizz application. They also said that learning through application is easy. Those results are relevant to a statement said by Zhao (2019) who revealed that the students can operate Quizizz application easily, and do the quiz happily. Furthermore, most of the students presented very agree that learning by using quizizz is like playing game. They found Quizizz interesting, as it was enriched with features such as music background, colorful lay out, power up facility and funny memes. It is relevant with the statement said d by Mac Namara & Murphy (2017) that Quizizz application is one of educational applications that applies the concept of gamification. It has some

interesting features such as: memes, music, scores, leaderboard, and power-ups that make the students feel like playing games while they are learning something. From the features asked, the students mostly like the power ups as it gave them more opportunity to get better score. Power ups gave them possibility to get redemption for correcting their wrong answers and get time-bonus so that they can be more relaxed in answering a question. The students also had a very good perception toward the reattempt feature, which they could use to correct their mistakes and improve their score. Hence, all in all the majority of students found that Quizizz was fun and they showed positive perception towards Quizizz integration in learning grammar.

As mentioned earlier, researcher had tried to implement quizizz before zoom, during zoom and after zoom. In other words, researcher gave students experience to use quizizz synchronously (during zoom) and asynchronously. Most of the students preferred to use quizizz in asynchronously, as it is more flexible and enjoyable. They also preferred to use quizizz after zoom session, so that they could understand the material and had time to review before they had practice on grammar. Most of students complained about the limited time for doing each item in quizizz. It gave them some anxiety, especially when they did the post test. It seemed that the time limitation setting had affected the post-test result.

To find out more about students perception toward using Quizizz for learning grammar, researcher also had interviewed some students (four female students and one male students). All of them had positive impression on Quizizz application. Here are some excerpts from the interview.

Interviewer: "What is your impression about Quizizz?"

Student A: "I think quizizz is really good, especially for online class. I really like the power up, such as double score and redemption. I also like flashcards, so I can learn the correct tenses directly."

Student B: "I enjoy learning grammar with Quizizz as it is easy, it has background music, it has funny memes and I also like the power up."

Student C: "I like the direct feedback from quizizz. I will know my score and my mistakes right after I have done quizizz. I also like the memes because it is funny, one of the power up features that can eliminate some unnecessary choices."

Student D: "I like the appearance of quizizz. It has better lay out than other learning applications, so it looks more interesting."

Interviewer: "Can you tell me some aspects that you don't like about using Quizizz?"

Student B: "I don't like the limited time. Sometimes as we know the time is limited, we don't read the questions carefully."

Student C: "I don't like the limited time, especially when suddenly there was a bad internet connection. I will not have enough time to think."

Student E: "I don't like the music. I always turn it off when I use quizizz."

Interviewer: "Do you like practice grammar with quizizz synchronously or asynchronously? "

Student C: "I like asynchronous, because it is more flexible and less stressful."

Student E: "I am nervous when I have to do quizizz synchronously"

Student B: "I like synchronous, it feels more interactive and motivating.

Student D: "It is okay for me to use Quizizz synchronously or asynchronously. But I prefer to do quizizz after zoom, so I have time to review the material before I practice with quizizz"

Interviewer: "Which one do you prefer, practice grammar with quizizz before, during or after zoom?"

Student B, D and E: "I prefer using quizizz after zoom."

Student A and C: "I like to use quizizz after zoom. So I can learn before I do the grammar exercises in quizizz."

Interviewer: "Did you have any technical problem when you were using quizizz?"

Student A, C and E: "I had bad internet connection, once or twice. It affected me when I was trying to log in and it can lessen the time for me to answer the questions."

Others: "No, I didn't have any technical problem."

In short, the results from questionnaire and interview have shown us that students perceive implementation quizizz for learning grammar positively. They like quizizz as it is easy to use, it has attractive appearance, interesting features (music background, memes, power-ups) and it gives direct feedback. Moreover, Quizizz

application could help the students in reviewing the materials and arouse their motivation to learn the materials. These results are relevant to a research conducted by Zhao (2019) which stated that students like Quizizz because it is fun, interactive and it motivates them to perform better.

Conclusions

The research finally came to several points of conclusions. Based on the pre-test and post-test scores, we can conclude that using quizizz had helped students improve their grammar competence.

The majority of students had positive perception toward Quizizz. They found that quizizz is interesting and helpful for them to learn grammar. They like the features on quizizz such as music background, memes, power-ups. On the other hand, most of students dislike the time limitation setting, especially when they did the post test. It gave them some anxiety so that it also affected the post-test result.

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