



Implementation Of Quizizz-Based Learning Media In General English Lessons In The Stkip Al Maksum Elementary School Teacher Education Study Program

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Abstract

This study investigates the utilization or implementation of Quizizz, an internet-based questionnaire platform, as an instructional tool for general English courses in the STKIP AL Maksum Primary School Teacher Education Study Program. The objective of this study is to examine the media planning procedure, its execution, and the determinants that impact the utilization of Quizizz. This study employs a qualitative descriptive methodology and collects data through triangulation techniques, including documentation, interviews, and observation. Quizizz is a game-based learning platform that enhances student engagement and offers adaptable assessment alternatives, according to the literature review. The results of studies indicate that Quizizz has a beneficial impact on student motivation by enhancing the relevance and interest of the learning process. In spite of this, obstacles associated with technological infrastructure must be taken into account in order to achieve maximum efficacy. This study enhances comprehension regarding the incorporation of technology in English education, placing particular emphasis on the significance of cutting-edge learning tools like Quizizz in contemporary educational advancements.

Key words: Quizizz, Media, General English.

I. Introduction

English courses at the college level become increasingly complex and in-depth educational experiences. In addition to honing fundamental linguistic abilities such as reading, writing, speaking, and listening, students are encouraged to comprehend more intricate linguistic concepts (Kyle et al., 2021). Typically, lecturers instruct advanced grammar, literary analysis, and English-speaking world cultural studies. Academics have

the opportunity to further their understanding of linguistic elements, including semantics and syntax, while delving into more intricate literary and textual pieces (Kodrle & Savchenko, 2021). Additionally, critical thinking abilities for analyzing texts, constructing convincing arguments, and comprehending the cultural context of those works are frequently emphasized in college English courses.

The capacity of English courses at the collegiate level to broaden students' perspectives on intellectual and cultural diversity is another indication of their significance (Couper-Kuhlen, 2021). Through this educational experience, pupils not only enhance their comprehension of English as an instrument for global communication, but also cultivate an awareness of the multifariousness and intricacies of the individuals who utilize this language (Sutthinaraphan, n.d.). This not only enhances linguistic proficiency but also equips pupils with the necessary tools to engage in discourse in an ever more interconnected global society, where appreciation and comprehension of cultural distinctions are paramount (Dutta, 2020).

The availability of pre-programmed application-based learning media makes it simpler for educators to engage in conversation with students on course materials, assignments, and other issues that are connected to the education process. "Quizizz" is a category of application that may be found in Indonesia (Henukh et al., 2022). The learning process can benefit from utilizing the online platform known as Quizizz, which is a form of educational media. The Quizizz application is a quiz builder that can be obtained for no cost from either the Playstore or the Appstore. The process of answering questions posed by the instructor during the course of learning is facilitated by Quizizz through the medium of a game or other enjoyable activity (Rahmah et al., 2019).

Teachers or lecturers can use Quizizz as a learning medium to foster an environment that cultivates students' enthusiasm for learning (Irwansyah & Izzati, 2021). This is due to the fact that Quizizz is structured as a "quiz game" that encourages students to compete in a healthy manner by securing first place and attaining the highest possible scores; thus, this structure can boost students' motivation to learn. The utilization of Quizizz as an application-based learning medium is anticipated to enhance students' motivation to acquire English subjects. It is anticipated that the incorporation of the "learning while playing" feature into the Quizizz application, which enhances the learning experience and makes English subjects more engaging for students, will contribute to the application's appeal (Razali et al., 2020). In addition, it is anticipated that this application will facilitate students' comprehension of English learning materials, thereby boosting their motivation to learn in the twenty-first century.

Students will not become disinterested in their studies or become bored as a result of the use of gaming application media, which will ultimately lead to improved student learning results. Before STKIP AL Maksum began utilizing the media application Quizizz, many students continued to receive grades that were below the school's average. This was due to the fact that the institution was still utilizing media that is generally used as well as traditional teaching techniques, which caused students to lose interest in learning. The professor then implemented an innovative strategy by using the Quizizz gaming application as a learning medium, which resulted in a significant boost in both student excitement and learning outcomes.

The research objectives are as follows, in accordance with the described issues: (1) to ascertain the media planning process for the Quizizz application in general English courses for teacher education programs at the elementary school level; (2) to execute the Quizizz media application in general English courses during the second semester; and (3) to assess the factors that impede or support the usage of the Quizizz application media in

general English courses during the second semester within the elementary school education department.

II. Literature Review (Times News Roman Size 14, Bold)

A game-based learning platform, Quizizz enables instructors to design and distribute interactive assessments to their pupils. Designed to enhance student engagement and enjoyment during the learning process, this application also provides instructors with a means to assess students' comprehension (Lim & Yunus, 2021). In contrast to conventional examinations, Quizizz formattes questions as a time-limited game, thereby introducing students to a competitive atmosphere and a sense of challenge (Purba, 2020).

Educators possess the capability to effortlessly generate individualized exams by incorporating an assortment of question formats, such as multiple-choice, short-answer, and image-based inquiries. Students can be granted access to an exam session via an access code provided by the instructor subsequent to its creation. Students may utilize their personal devices, including smartphones or laptops, to respond to inquiries. A primary benefit of Quizizz is its adaptable time parameters and user-friendly interface (Handoko et al., 2021). By allowing them to respond to inquiries at their own pace, students are afforded the opportunity to thoroughly comprehend the material prior to proceeding to the subsequent question.

After the completion of an exam, an automated results report is generated by the system. This report enables instructors to assess student performance and pinpoint specific areas that necessitate additional focus. Teachers and students can utilize Quizizz's database of queries to generate quizzes, thereby facilitating the development of educational materials. Quizizz assists students of all educational levels in developing an engaging learning environment through the use of an interactive and entertaining methodology (Kyung-Mi, 2022).

In addition to the benefits it offers as an evaluation tool, Quizizz also facilitates cooperative educational endeavors. The instructors can organize group testing sessions or come up with problems that require the students to work together to obtain the solutions. Interaction between students is encouraged as a result, as is the development of a sense of teamwork within the learning environment (Al-Abri et al., 2017). In addition, the statistical capabilities provided by this platform make it possible for educators to track not only the development of individual pupils but also that of the group as a whole. Teachers are able to more readily spot learning trends, comprehend areas that require development, and devise teaching tactics that are more effective when they are provided with data that is presented visually.

Additionally, Quizizz can be utilized to have students complete engaging practice questions sourced from various materials, this can significantly enhance their comprehension and concentration capabilities (De & Marpaung, 2022). Quizizz is constantly expanding its feature set and working to better integrate with other educational platforms. Quizizz is an extremely beneficial educational resource due to the fact that teachers are able to access a library of quizzes that have been developed by other educators from all around the world. This platform can be combined with Google Classroom, Schoology, and other learning platforms, which makes it simpler for teachers to synchronize content and make use of quiz results in a more systematic manner in the process of teaching. Quizizz is an innovative addition to the modern digital classroom because of its combination of adaptability, interaction, and collaboration features. As a

result, the educational experience that students have is made to be more engaging and pertinent.

III. Research Method

In this study, a descriptive qualitative strategy and type of research was used. Triangulation (combination), inductive/qualitative data analysis, and the results of qualitative research emphasize meaning rather than generalization. Qualitative research is the process of collecting data in a natural setting with the goal of interpreting phenomena that occur (Hasanah, 2017), where the researcher is the key instrument; sampling data sources is carried out with purpose and using the Quizizz media application; data collection techniques are triangulation (combination); and the results of qualitative research emphasize meaning rather than generalization. In the course of this study, the researchers traveled to STKIP AL Maksum, which is located in the Langkat Regency.

Observation, interviews, and documentation are the three methods of data collecting that were utilized throughout the course of this study (Sugiyono, 2018). The author participated directly in the activities of the topic that was the focus of the research in order to collect first-hand data and make firsthand observations. The process of acquiring information for the purposes of research through the use of questions and responses during a face-to-face contact between the interviewer and the respondent or interviewee is referred to as interviewing. Documentation strategies are a form of collecting data through archives and including books on ideas, theories, postulates, or laws together with others that are related to research problems.

IV. Discussion

1. Planning for the Implementation of Learning Media with the Quizizz Application in general English Subjects

Planning can be understood as the process of generating instructional materials utilizing various forms of media, employing various techniques and learning methods, as well as evaluating one's progress within a predetermined amount of time in order to meet the learning goals that have been established. The completion of all learning materials or materials that have been specified by the curriculum is the goal that must be accomplished, and proper learning planning plays a critical role in ensuring that this objective is met. If the learning plan is not carefully written or designed, then the goals that are intended to be achieved through the curriculum will not be accomplished. The process of planning is not an easy one, and there are many considerations that need to be given in order for learning to take place in an efficient and productive manner.

Therefore, greater research into these learning elements is required so that teachers may plan for their pupils to have the best possible learning experiences as they go through the learning process. It is possible to draw the following conclusion from the information presented above: in order for a teacher to achieve good goals that are in accordance with what has been established in the learning process, the teacher must begin with a plan. In addition to this, with the planning, the teacher's method of teaching can be seen to be in accordance with the performance requirements, which enables the teacher to be considered quality.

At STKIP AL Maksum, namely in semester 2, the planning of learning throughout the pandemic with the use of the Quizizz application media has been implemented fairly successfully, and one could even say that it is effective. Learning plans are always prepared by instructors when students are using Quizizz media for

either online or offline learning. In addition, the learning outcomes are included in the learning plan. It is also mentioned in a directed manner in the learning activity points, both in the introduction and core activities, as well as in the closure. Not only that, but lecturers are also expected to make Prota, promissory notes, and have a syllabus that will create a flow of learning that will be carried out. This is done to ensure that the online learning process that is carried out by lecturers is understood and as proof that it has been implemented. Reporting online and offline learning recap data to the head of the study program as well as the curriculum section helps to make the learning process more focused.

The next step, also known as the second stage, entails the preparation of the media learning resources by the lecturer for the instructor to use later on in the process of learning and instructing. simply downloading the Quizizz application and setting up a Quizizz account, which should be done by each and every student. The third step, in which the educator is responsible for entering the questions that have been developed, is currently underway. The questions ought to be appropriate for the content that is currently being conveyed.

2. Implementation of the use of the Quizizz application in general English courses

In other words, implementing lessons should correspond to what is specified in the plan, which is what is meant by the term "learning implementation." Learning implementation is the process of realizing instructional planning in order to fulfill the planned learning objectives. Learning that takes place through the utilization of digital technologies such as multimedia software, virtual classrooms, video, online text, email, voice mail, conference calls, and online video streaming is referred to as online learning. The program Quizizz will be used throughout the second semester's implementation of online and offline learning. By utilizing the WhatsApp Group application, instructors can provide guidance for online learning and transmit course materials.

Additionally, lecturers make an effort to develop positive relationships with their students at all times. Lecturers accomplish this in a number of ways, one of which is by constantly monitoring the level of participation of students in various learning activities. They use cellphones for those who are online and access learning utilizing the Quizizz application. In an online implementation, lecturers and students are also able to use the Quizizz application smoothly and effectively. They seem to appreciate and enjoy learning using electronic media, specifically the Quizizz application, probably because they are used to using cellphones and are used to utilizing electronic media.

The implementation of the Quizizz application consists of the following phases: Initially, students are welcomed and encouraged to be enthusiastic about simultaneously receiving offline and online learning; The second component is the distribution of learning materials, which consist of the lecturer's presentation of the lesson content to the students during each learning activity.

Without a doubt, lecturers prepare the material to be taught when they prepare to teach. As determined by observations of the instructor's delivery of instructional materials, the material has been presented in a manner that facilitates student comprehension. During the learning process, it is evident that the instructor employs interactive videos as instructional media and distributes these videos to the accessible WhatsApp group in order to deliver the material. Lecturers allocate sufficient time for students to delve into the subject matter. Furthermore, in the implementation of offline and online learning through the Quizizz application, lecturers assign tasks to students after coding questions, as observed by researchers.

3. Evaluation of the Implementation of the Quizizz Application in general English courses

Due to the fact that learning evaluation is an integral component of the learning process, learning will consist of three distinct activities: preparation, execution, and assessment. The evaluation process is predominantly centered on the student, which signifies that its purpose is to assess student learning outcomes and identify areas for improvement (Morales & Fernández, 2019).

The term "evaluation" originates from the English word "value," which is the root of the word "evaluation" (Drápela, 2022). In the context of evaluation, the term "value" pertains to the perception of whether something is adequate or insufficient, correct or incorrect, robust or feeble, and so forth. Evaluation, in a broad sense, refers to the systematic assessment of an entity or symptom by applying specific qualitative standards—such as determining its quality as positive or negative.

Academic Learning As a form of accountability for the provision of education, evaluation consists of introducing, ensuring, and determining the quality of education for various educational components at each pathway, level, and variety of education.

In addition, the Evaluation Law stipulates that evaluation is conducted as a means of holding education providers accountable to interested parties in the context of national quality control. Additionally, it is specified that independent institutions conduct routine, comprehensive, transparent, and systematic evaluations to determine whether national education standards are being met, and that the process of monitoring evaluations must be ongoing (Kohler, 2019).

An alternative viewpoint characterizes evaluation as a methodical undertaking involving the gathering, analysis, and interpretation of data in order to ascertain whether a pupil has satisfactorily acquired the intended knowledge or skills outlined in the instructional objectives. In summary, evaluation can be defined succinctly as the process of collecting data to ascertain the academic accomplishments of a cohort or class, preceding which are activities involving measurement and assessment. As stated in Law pertaining to the National Education System, learning occurs when students, educators, and learning resources interact within an educational setting (Pendidikan et al., 2022).

Consequently, learning evaluation activities consist of assessments conducted by instructors while delivering instructional content to pupils. As a lecturer acquires information regarding the attainment of learning outcomes through evaluation activities, learning evaluation is an integral component of the teaching process. In addition, an evaluation provides insights into the suitability of the material utilized by the instructor in relation to the students. The expectation is that the outcomes of the evaluation will inspire educators to improve their teaching and motivate students to accomplish more.

The assignment method, as determined by observations, is an instructional approach in which students are entrusted with learning activities for which they are responsible and within a specified time period. The author arrives at the conclusion that evaluation encompasses three distinct components: knowledge assessment, attitude assessment, and skill assessment. Evaluation The sole benefit that can be derived from the implementation of the Quizizz application is a knowledge assessment. In order to evaluate elements pertaining to attitudes and abilities, educators employ supplementary and suitable applications.

Implementing general English learning through the Quizizz application has been around for a considerable amount of time, specifically since the emergence of Covid-19, which ultimately forbade formal education from conducting independent face-to-face

teaching and learning processes. The following are examples of factors that facilitate or impede the implementation of learning with the Quizizz application:

a. Factors of Support

- Downloadable for free and accessible via the internet or Google.
- Captivating platform
- The facilities, which include LAB computers and internet networks, are sufficient and comprehensive.

b. Inhibitory elements

Furthermore, there are elements that facilitate the execution process. Undoubtedly, the utilization of the Quizizz application to study jurisprudence inhibitors involves the following elements:

- Insufficient RAM
- Disruption of Internet Access

V. Conclusions

The application of learning media based on Quizizz has proven to be beneficial within the framework of the study of the English language at the college level within the Elementary School Teacher Education Study Program housed within the STKIP AL Maksu institution. Quizizz offers a solution to this problem by offering educational resources in the form of an interactive quiz game. This is necessary since English classes taught at the university level require a more comprehensive approach. In this particular scenario, the planning, execution, and assessment of learning through the use of Quizizz have developed into an essential component of English language instruction.

Students are not only engaged in learning that is more exciting thanks to this strategy, but they also have the opportunity to increase their comprehension of English language concepts. This is a double win. Utilizing Quizizz as a kind of educational media has a number of beneficial effects, one of which is a rise in the degree to which students are motivated to learn. The fact that the quiz game structure is meant to be competitive can serve to invigorate students' desire for studying in a positive way. Students have the opportunity to answer questions at their own learning rate because to Quizizz's easy accessibility and user-friendly layout.

Even if there are variables that lend support, such as the platform's attractiveness and how simple it is to use, there are also challenges, such as a limited amount of RAM and interruptions in internet connectivity, that need to be taken into consideration in order to improve the efficiency of using Quizizz. As a result, efforts must be made to guarantee that the technology infrastructure present in the educational setting completely supports the incorporation of Quizizz. The incorporation of technology such as Quizizz is essential for developing a learning experience that is relevant to the modern period and preparing students to meet the expectations of a society that is becoming increasingly interconnected around the world in light of the digital revolution.

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