

Quizizz; An Interactive Game to Enhance Students' Speaking

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ABSTRACT

Less excited and less motivated are the problems that usually happen among the students. One of the factors that cause them become less excited and less motivated is due to teaching method. Teaching methods affect students' outcome. The more creative the teacher is the more enjoyable the class will be. Quizizz is one of the interactive digital games that can improve students' speaking skill. This study aims to analyze how quizizz could improve students' ability in reading. To support their analysis, the writers employed a qualitative approach and applied the Teaching by Principle theory of H. Douglas Brown and Heekyong Lee. The scope of the study was determined by the Quizizz results of 35 students in grade XII Technical Engineering 7 at SMK Binakarya Mandiri Bekasi. The authors selected three of them as samples. Observation, interviews, and some supplementary articles were utilized to obtain data. The findings of the study revealed the viewpoints of students regarding the use of Quizizz. They concur that the Quizizz application is an engaging and entertaining way to learn English.

Key words: Digital Games; Enjoyable; Interactive; Quizizz

INTRODUCTION

Technological advancements make the world more evolved, making it simpler for humans to do tasks, obtain information, communicate with others, and learn. Now that technology is becoming more advanced, it can produce new technologies, learning methodologies, and resources. Education is becoming more advanced as technology becomes more complex (Pertiwi, 2022). According to Holmes and Gardner (2011) in Sihombing & Lestari (2022), the current young generation is part of the Internet generation and has easy access to digital technology, which is a force of social transformation. Due to the existence of technology, society can work digitally, and indeed the students can also learn digitally. It means, the students can have a different learning atmosphere. In this study, the researchers view that in the process of teaching and learning, the teachers are suggested to be more creative and initiative in delivering the material. They do not teach conventionally, but they teach with various activities.

Conventional teaching entails memory and repetition of knowledge; students should work independently and follow the teacher's lecture, presentation, or explanation. Modern education includes cooperative learning, in which students and teachers work together to solve challenges presented by the instructor. In this setting, the instructor facilitates and changes the learning process (Cucoş, 2006). In addition, classical or traditional education emphasizes the teacher's role in conveying information through the supplied curriculum (Aunurrahman, 2009). The classical method of education depends on classroom instruction to encourage learning. In the past, despite its implementation being controlled by "teacher-centered" teachers, this learning paradigm made tremendous progress. The development of information technologies (IT) is today one of the key drivers of transformation. It indicates that Web-based remote education contributes to the democratization of learning access (Sadeghi & Moslehpour, 2007). Thus, the authors see that in the teaching and learning process, media learning plays a key role.

As briefly mentioned above, education is one of the sectors impacted by technology's development. Future development in Indonesia's education system will shape open education. This type involves sharing shared learning resources amongst educational institutions in a network, the use of interactive information technology devices, and the optimal application of internet technology to the advancement of learning. This circumstance presents a chance for instructors to modify and vary technology-based learning models to assist students in achieving their learning objectives (Ekayati, 2018).

Quizizz, according to Degirmenci (2021), is an online quiz platform in which students compete to obtain the highest score. Quizizz is an online assessment tool that allows students to test their knowledge and skills and track their English-language development (Rahayu, 2018). According to Rahayu (2018), by using the Quizizz program, teachers can provide students with practice tasks or homework in addition to administering assessments. In addition, this application is a learning tool with numerous learning-related functions. This program is accessible to teachers and students at no cost and is very simple. Quizizz is a game-based educational application that introduces multiplayer activities into classrooms, making in-class exercises enjoyable and participatory. It refers to a learning medium with enjoyable activities. Students can do in-class exercises on their electronic devices using Quizizz. Unlike other educational programs, Quizizz incorporates gaming elements such as avatars, themes, memes, and music to make learning fun (Prasongko, 2021).

Furthermore, Quizizz also encourages pupils to study by allowing them to compete with one another. Students take the test simultaneously in class and can view their real-time standing on the leaderboard. Teachers can evaluate students' performance by monitoring the quiz's completion and downloading a performance report. Quizizz is an educational software that employs the game fixation principle (MacNamara & Murphy, 2017). In addition, the avatars and music give pupils a gaming-like experience. After students answer each question, Quizizz will display

meme-based images to indicate whether their response was correct or incorrect. It will delight students (Miller, 2017).

LITERATURE REVIEW

Previous Related Study

There are three previous studies that analyzed Quizizz. Firstly, the study entitled “Quizizz as Indonesian Learning Media During The COVID-19 Pandemic” which was conducted by Khairun Nisa (2021). In her study, she focused on enhancing students' fundamental Indonesian knowledge. She applied qualitative research technique. The study sample comprised 33 first-semester Indonesian Language and Literature Education Study Program students. The research instrument consists of multiple-choice questions about standard and nonstandard terms as well as Indonesian writing that are available on the website Quizizz. On the basis of the results of the analysis, it was determined that the Quizizz learning media for learning Indonesian can improve student interest in learning and is highly successful at enhancing understanding of writing or spelling Indonesian and standard Indonesian grammar. Additionally, Quizizz educates instructors and students for worldwide education standards. Both language education and digital literacy are vital for the fourth industrial revolution, and online interactive games can contribute to their improvement among young (Nisa, 2021).

Secondly, another study was taken from Angga Prasongko (2021) entitled “Quizizz as Fun Multiplying Learning Media in English Lecturing Process”. His study aims to discuss the use of technology-based learning media utilizing Quizizz as an application. This study included students of the first level of the accounting program at Universitas Islam Kadir-Kediri who had passed English Class (UNISKA). The study results indicate that the English lecture process utilizing Quizizz is a pleasant and effective activity, so it is anticipated that it will continue to be employed in future lectures (Prasongko, 2021).

The last prior study was taken from Aulia Putri Pertiwi's entitled “Using The Quizizz as an Assessment of Students' English Learning”. Her study aims to investigate students' perspectives on utilizing the Quizizz application as an English evaluation tool. This study utilizes a qualitative methodology. Three pupils from SMKN 1 Pakisjaya comprise this study's sample. Observation, interviews, and documentation were utilized to gather data. The study's findings revealed students' thoughts on Quizizz. In conclusion, the students highly agree that the Quizizz application is a medium for learning and evaluating English because of its appealing appearance (Pertiwi, 2020).

Teaching by Principle Theory

In this study, the authors utilized the theory from H. Douglas Brown and Heekyong Lee entitled *Teaching by Principle*. Interaction is an essential term for language instructors. Interaction is the core of communication in the age of communicative language instruction. We send signals, receive them, understand them in context, negotiate their meanings, and work together to achieve specific goals. According to Walsh (2011), "critically, in the classroom, it is through language and interaction that we access new knowledge, acquire and develop new abilities, detect issues in understanding, address "breakdowns" in communication, and establish and maintain connections" (p. 3)

Interaction is the collaborative exchange of thoughts, emotions, or ideas among two or more individuals. Storch (2013) explains that to cooperate is to "share labor," which requires "strong mutuality" and an attitude of equality, both of which make interaction successful and productive. Theories of communicative competence highlight the importance of interaction because humans use language in diverse circumstances to "negotiate" meaning or to convey an idea from one person's head to another's and vice versa (Brown & Lee, 2015). According to Dornyei and Murphey (2003), the success of classroom learning is highly dependent on how students interact with one another, the classroom environment, how well students cooperate and communicate with one another, and, of course, what roles the teacher and students play.

Recognizing and encouraging student roles that lead to collaborative group interaction is another way of looking at interactive students. According to Sarkisian (2010), functioning in groups is typically successful when the individuals accomplish the following:

- take the initiative (present possibilities; shift course; offer new ideas);
- seek information (ask for facts; solicit perspectives);
- question the group by requesting additional clarity;
- clarify when there is ambiguity or misunderstanding
- summarize to organize contributions into a coherent pattern

Speaking Performance

There are several principles of speaking performance proposed by Brown & Lee (2015). First, imitative. A very small fraction of classroom speaking time may legally be devoted to producing scripted, imitative speech, such as when students practice an intonation contour or strive to isolate a particular vowel sound. This imitation is performed not for meaningful engagement but to highlight a certain element of language form. Second, intensive. It is designed to practice phonological or grammatical aspect of language. Third, interpersonal (dialogue). Learners need to understand how interlocutors' relationship, informality, and sarcasm are encoded verbally in this discourse. Last, extensive (Monologue). Students at the intermediate to advanced levels are occasionally required to deliver extended monologues in the form of oral reports, summaries, or short speeches. In this instance, the register is

more formal and deliberate. These monologues may be prepared or spontaneous (Brown & Lee, 2015).

There are types of items and tasks to assess Speaking. First, Imitative speaking tasks that include minimal pair, word, phrase or sentence repetition. Second, Intensive speaking tasks that include directed aloud, read aloud, oral sentence, oral cloze procedure, dialogue completion, directed response, picture-cued elicitation of a grammatical item and translation. Third, Responsive speaking tasks that include picture-cued elicitation of response or description, map-cued elicitation of directions, question and answer – open-ended, question elicitation, elicitation of instructions, and paraphrasing. Fourth, Interactive speaking tasks that include oral interview, role play, discussions and conversations, and games. The last, Extensive speaking task. It includes oral presentations, picture-cued story-telling, retelling a story or news event, translation of an extended text (short story, news article) (Brown & Lee, 2015).

METHOD

Design and Samples

The authors utilized a qualitative technique using H. Douglas Brown and Heekyong Lee's Teaching by Principle theory. Quizizz results from 35 students in grade XII Technical Engineering 7 at SMK Binakarya Mandiri Bekasi determined the scope of the study. The authors chose three of them as samples.

Instrument and Procedure

Observation, interviews, and supplementary articles were used to collect data. There were several stages that the authors did in this study. First, we selected certain Binakarya Mandiri students' Quizizz result as the sample of the research. Second, we observed the students' result in form of digital platform score and interviews. Third, we connected the students' result with Teaching by Principle theory by H. Douglas Brown and Heekyong Lee. The last, we concluded the whole observation by giving interpretation from the discussion.

Data Analysis

Observation, interviews, and some supplementary articles were utilized to obtain data using H. Douglas Brown and Heekyong Lee's Teaching by Principle theory..

RESULT AND DISUSSION

To observe SMK Binakarya Mandiri students' speaking enhancement, the authors provided the Quizizz result from three students of XII Technical Engineering 7 as the representatives. However, before going further to the analysis, we provided the

information about how the Quizizz display is. This information is essentially important in order to know the features of Quizizz.

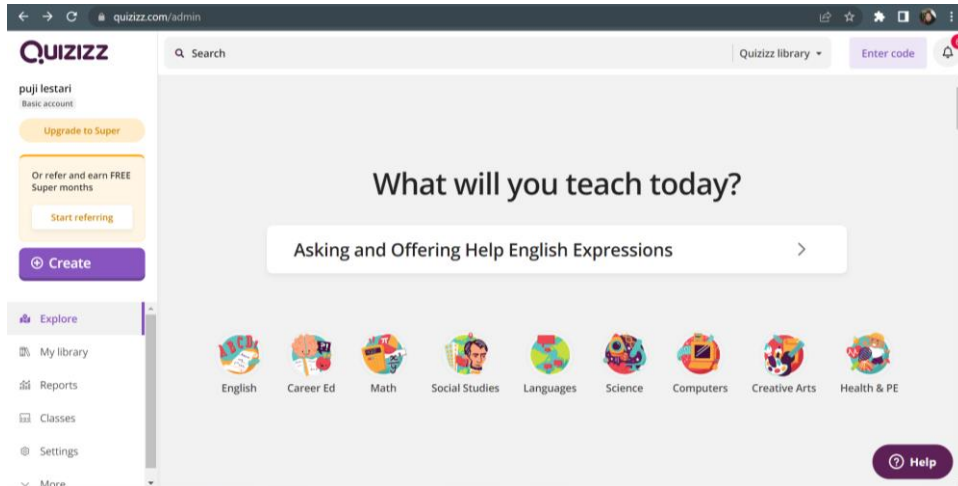


Figure 1. Quizizz features

In Figure 1, we can see the display of Quizizz. There are some features in the its display, such as Explore, My Library, Reports, Classes, Settings and more. In Explore feature, the teacher can search many topics that he or she would like to teach. From the example above, the teacher taught English lesson with the the topic “Asking and Offering Help English Expressions.” From the search feature above, we can see that teacher can explore various topics from various lessons. Regarding to the topic, we can see that one sample of English teacher of Binakarya Mandiri looked for the lesson with “Asking and Offering Help English Expressions” topic. Thus, it can be interpreted that the learning outcome is to make the students able to use the expressions of asking and offering help. The following analysis can be seen from Figure 2.

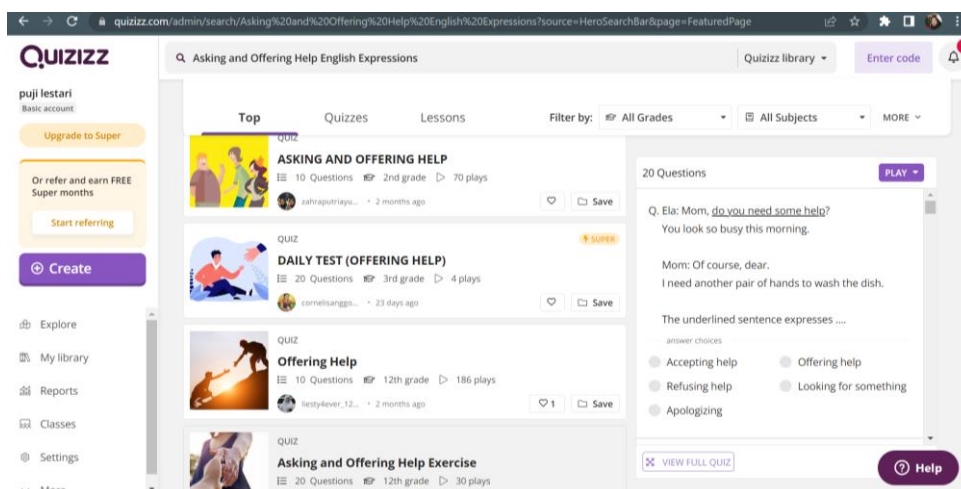


Figure 2. Various topics

In Figure 2, we can see various topics of Asking and Offering Help. We can also see there are lots of types shown when we search one topic. It means, the teachers can select and analyse which types of questions that are relatable to the topic of the discussion. The detail can be seen in Figure 3.

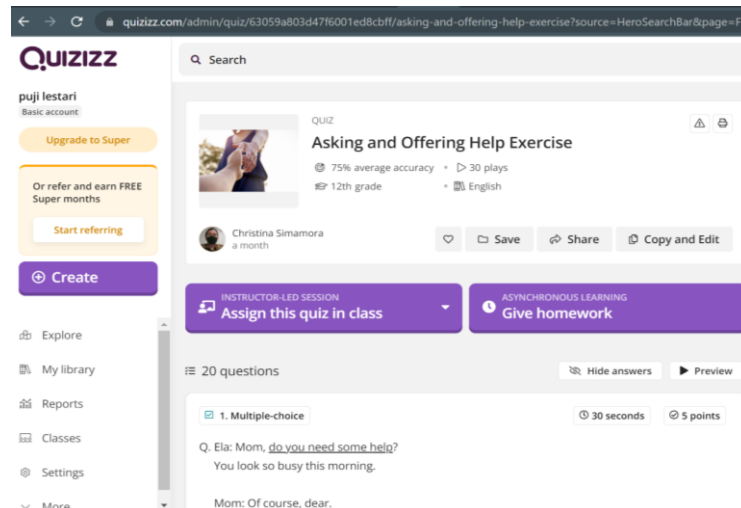


Figure 3. Analyzing types of questions

In Figure 3, we can see that Quizizz provides types of questions differently. It means, the teachers need to select and find the best and the most suitable type of questions and topics carefully. In this case, the sample from one of the English teacher of Binakarya Mandiri Vocational High School took the quiz from the specific title, “Asking and Offering Help Exercise”. It has 20 questions. It is used for the 12th graders. Aside from it, this digital learning application can let the teachers copy and edit the questions and answers. Another advantage is the teachers can also create their own questions and answers. It means, they can make a variety of questions based on the topics delivered. Below, the authors provided the way how to join Quizizz application which can be seen from Figure 4.

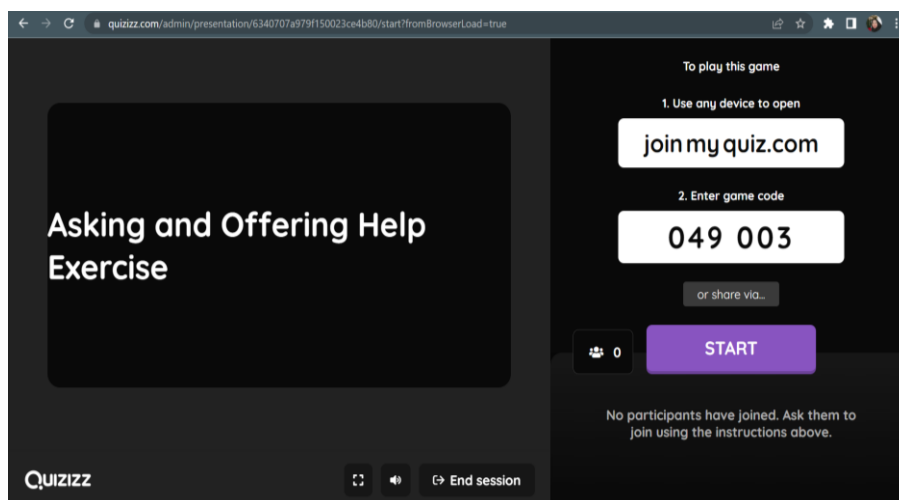


Figure 4. Quizizz tutorial

In Figure 4, we can see the topic and the way how to participate. The students can start a Live or Homework game and get 6-digit game code. As seen above, the digit game code is 049003. To join this game, they do not require passwords. They can start the game and let the fun begin. Basically, the teachers can assess the students' understanding toward the topic in the class or at home as a homework. Thus, the fun will not only got in the teaching and learning process in the class but also at home.

In a closer analysis, the authors view that this application can bring positive and interesting atmosphere for both teachers and students. Teachers can reduce their talking time as they ask their students to be more interactive and engaging in the method applied by their teachers. In this case, the perception that has been shaped in society that thinks English is hard is not the problem anymore. It has been solved by the advancement of technology nowadays. The authors view that Quizizz is one of the solutions to solve students' perception towards certain subjects particularly English.

The following observation can be seen in Figure 5.

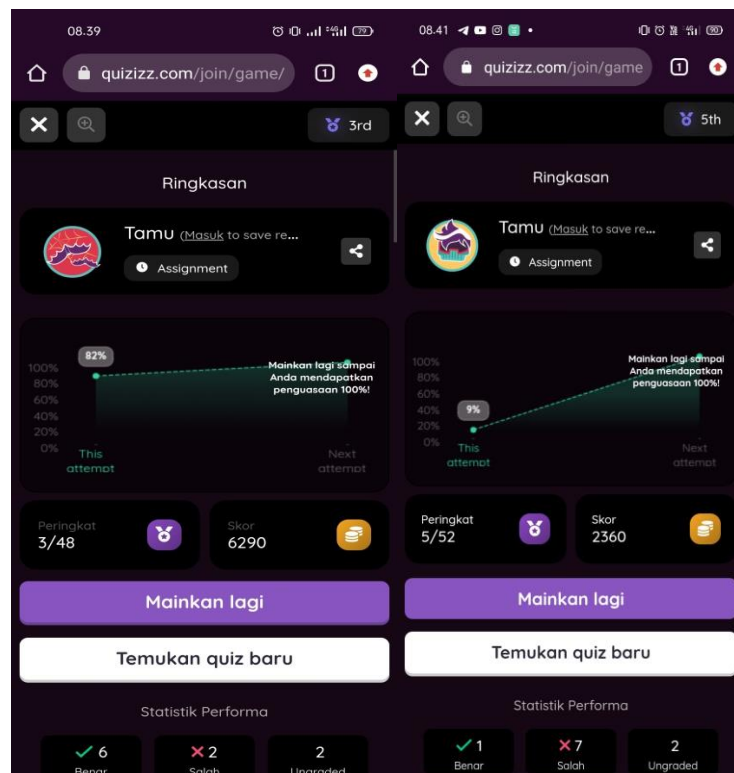


Figure 5. Samples taken from SMK Binakarya Mandiri students, XII Technical Engineering 7

In Figure 5, we can see the Quizizz results from the representatives of SMK Binakarya Mandiri, Bekasi. From the figure above, the teachers and students can see how many questions that they can answer correctly. The first student showed that he could answer 6 questions. Meanwhile, the second student could answer 1 question. The first student had 2 wrong answers while the second one had 7 wrong answers. If we take closer analysis, the questions were 20. However, when we see the result above, the total questions are not completely 20. This situation could happen due to the connection the students have. When they have unstable connection, it will be harder for the students to answer completely as it will be automatically signed out. Thus, the teachers should remind their students to prepare a stable connection.

In a closer observation, the figure above can also show the students score. The first student got 6.290 points while the second one 2.360 points. This game also provides the rank of the students. The first student was on the 3rd rank while the second one was on the 5th rank. Based on the data, the sample was taken from the same class but the result shows that they have different amount of students. This case could happen because one the student can try more than 1 quiz attempt. That attempt could lead double or even triple students. Hence, the authors view that the teachers have to make sure all students have stable connection in order to make everyone uses only 1 attempt. When it is all set, the students can answer it correctly and quickly without any problems on internet.

The next observation is taken from semi interviews. There were 3 students that had been used as the samples. They are Adilla Purmiahida, Adi Suwun Sitarum, and Ega Zuriad. The authors formulate their answers.

- Adilla Purmiahida : *“Ini gimana, Miss? Saya sudah log in, tapi tiba-tiba keluar.”*
 (What should I do, Miss? I have logged in, but suddenly it was signed out).
- Adi Suwun Sitarum : *“Miss, kaya gini bukan? Nilai saya yang mana Miss?”*
 (Miss, is it like this? How to know my score then?)
- Ega Zuriad : *“Miss saya udah selesai. Ayo main lagi Miss.”*
 (Miss, I have done. Let’s play another Quizizz).

From the statements above, it could be formulated and interpreted that the students still have a problem in connection. As a result, they will get trouble when they fill the answers. Besides from it, Adi’s answer represents the other students’ problem that some of them are still unfamiliar with the scoring system. Thus, the teacher needs to provide the information how they can know about the score. The last statement, it can be seen from Ega Zuriad’s. The authors view that his statement could represent the other students’ answers that at the beginning they faced the problem in answering the questions or connecting to the game. However, when they have had another attempt, they feel the joy so that they think it is fun to join another Quizizz game.

In a closer observation, the authors see that Quizizz application that had been applied by the teacher of SMK Binakarya Mandiri with the topic “Asking and Offering Help” does not only make the students engaged and have the fun, but also enhance their speaking ability. It can be seen from the types of questions the teacher had which is in Figure 7.

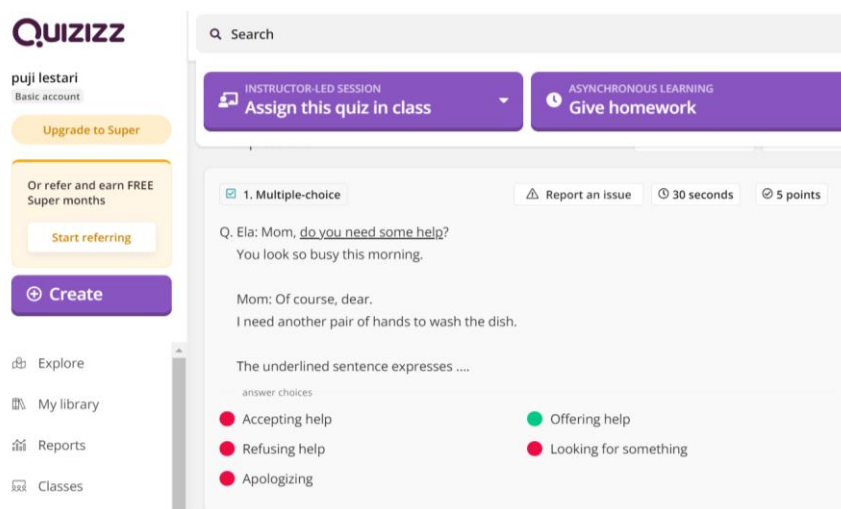


Figure 7. Type of question

In Figure 7, we can see a sample of question with the topic “Asking and Offering Help”. The underlined sentence above “Do you need some help?” drill the students’ pronunciation and expression. The authors view that the students might not notice that the questions drill their expressions and pronunciations. However, when they keep reading those types of questions, it would lead their understanding about the expressions how to ask for help or offer help. Thus, this digital game does not only give interesting atmosphere in learning but also enhances students’ ability in expressions and pronunciation.

CONCLUSION

To conclude, Quizizz is one of the interactive games that can solve conventional teaching and learning problem. Due to the advance of technology, teachers and students can cooperate to create an interesting learning process. Teachers can reduce their talking time and students can have enjoy the class but still with the sense of competition. They compete each other and they also show their understanding towards the lesson. In a deeper observation, there will not be any teachers-centered, but it becomes students-centered. Through Quizizz, the students can enhance their ability in every skill. From this study, we can see that speaking is the one that has been proven to be effective in improving the pronunciation and expression.

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