The Effect of Using Quizizz Web-Based Learning Media on Students' Grammar Inquiry at SMA Negeri 1 Situbondo

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Abstract	One of learning application that is commonly used in learning English is Quizizz. The purpose of this study is to determine the effect of Quizizz web-based learning media on students' grammar inquiry. This research used quasi experimental research. The data collection method used was pre-test and post-test of grammar. The sample of this research was class XII MIPA 1 which consisted of 31 students and XII MIPA 2 which consisted of 34 students. The research variable was the Quizizz web-based learning media as independent variable and students' grammar inquiry as dependent variable. The findings indicated that the mean score of the students' before using Quizizz web-based learning media got 51.25 in experimental group and got 55.71 in control group. The mean score after using Quizizz web-based learning media was 77.68 in experimental group and 75.36 in control group. This educational research uses 5% significance level. The t-test analysis is used in this research based on the sample size that is below 30 samples with t-score 1.729. based on output pair 1 on table 4.6, t value 0.184 < 1.729, there is no difference between the average student learning outcomes for the experimental group post-test and control group post-test. So, it can be concluded that there is no effect of using Quizizz web-based learning media on students' grammar inquiry.
Keywords	Grammar; Learning Media; Quizizz.

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INTRODUCTION

The developments of technology which increase rapidly, make the world more advanced. Technology makes the human activities easier to do, to find information, communication with other people and for teaching and learning (Purba, 2020). The technology gets more sophisticated. it can create new technology, new strategies in learning and also new resources on education (Pertiwi, 2020). The technology may provide learning media and produce many products in education, including gamification that makes teaching and learning more fun. Through gamification approach, the students' are interested to study and could form ambition for success (Bicen & Kocakoyun, 2018).

The integrated game in web-based or mobile-based as a learning media can help the teachers in teaching the students. Using technology in learning process can make teaching and learning more effective, attractive and joyful. The use of mobile applications, internet platforms

and technology urgently need to be used in learning activities in this nowadays era to cope with the dynamic situation(Goumas et al., 2020). Kahoot, Edu-Puzzle, Quizlet and Quizizz are several application tools which can be utilized as learning media to support the effectiveness of learning (Pertiwi, 2020).

Degirmenci (2021) states that Quizizz is an online quiz platform in which learners compete against one another to get the highest point. Quizizz is free online-based of a formative assessment tool that allows the teacher to conduct both assessments in class and as homework. It ends to be effectively used, helped to stimulate meta-cognitive of the students, liveliness in class and student attendance in advanced education which demanding the limited participation of lectures and students (Bicen & Kocakoyun, 2018). By using Quizizz web-based learning media, teachers can also give summative and formative test to the students. Quizizz can be an assessment tool which help to evaluate the learning outcomes and their progress in learning process. Through Quizizz, teachers can make assessment, test, even homework (Rahayu & Purnawarman, 2019).

Quizizz is a game-based educational software example provides online questionnaires, discussions or exams. It can be designed in different formats such as true or false, multiple choices, etc (Munawir & Hasbi, 2021). In the settings, the users can set the quizzes application as public or private. For public mode, the teacher can share his/her quizzes result with other teachers around the world. The teacher can register the account on https://*Quizizz*.com/. Students must not sign up to join the game. Students can participate in the game by accessing https://joinmyquiz.com, enter the game code and type their nickname. The password is given randomly. Each game can have different password which is created automatically. The link can be shared by Google Classroom, Zoom, or other online classroom.

In 2015 by Deepak Joy Cheenath and Ankit Gupta created Quizizz as a tool in increasing students' satisfaction and involvement in their education (Syafriafdi, 2023). The Quizizz application is suitable to teach for elementary school students, junior high school and high school students,as well as in university students. The purpose of the Quizizz application is to provide a foundation for developing children's knowledge and assessment of presentation efforts that have been achieved by students through a digital application called Quizizz. The benefit of the Quizizz application is that it can be used as an alternative application for teachers to carry out the teaching and learning process in online schools (Darmawan et al., 2020; Lim & Yunus, 2021; Muji et al., 2021; Setiyani et al., 2021; Zuhriyah & Pratolo, 2020). The implementation of online interactive games such as Quizizz can be seen as an exhilarating,

creative, and impactful means of shifting from the conventional way of imparting knowledge, especially to millennials (Anak Yunus & Hua, 2021).

Quizizz can apply the quiz for some skills, such as speaking, reading, writing, listening to vocabulary and pronunciation. However, some of the skills taught become a unified English language, meaning that they become one. This is because there are no special skills taught in middle school such as in the university. At the high school level, it is only known as English lessons, speaking, listening and writing are not separated in the teaching, as well as others.

Grammar is essentially about the systems and patterns people use to select and combine word (Burns, 2016). Grammar as the way a language operates and combines words so as to express certain kinds of meaning, some of which cannot be conveyed adequately by vocabulary alone (Hinkel, 2016). Grammar can also serve to express relations of time, the difference between singular or plural and many other aspects of meaning. It can be concluded that grammar may speak even louder and more insistently than those of its denotation; most of the connotations carry a negative overtone, and yet many of the connotations are based on misunderstandings of the basic definitions of the word (Bircan, 2015). Learning English grammar means learning the basic of language such as tenses, subject-verb agreement, proper used of conjunction, parallel structure, kind of sentences, sentence pattern, etc (Yuliawati, 2021).

In English, tenses have four kinds, they are simple present tense, simple past tense, simple perfect tense and simple future tense. Grammar tenses are the verb forms which is used to indicate the time of action. Tense is a form of verb which shows time (A. S. Hornby, 1989). In English grammar, there are two kinds of voices that we know. The simple present tenses express habitual action. It says something true in the present or general truth. It is used for general statements of facts. The simple present tenses may indicate a situation that exists right now, at the moment of speaking (Hall et al., 2010). Frank (1972), defines that past tense expresses something or event happened in the past. The past term can be summed up as an activity or situation starts occur, and end in the past, whether the time signal is mentioned or not. Be, Have, and Do are the most important irregular verbs. Be is ordered to be most difficult one, because its form is different depending on the subject.

METHOD

The research uses quantitative method. Quantitative research is a systematic scientific on parts and phenomena and their relationships. It develops and uses mathematical models, theories, and or hypotheses relating to natural phenomena as their goals. Therefore, inferential statistics is the main tool to analyze data (Žukauskas et al., 2018).

Quasi-experimental research is used as the type of this research. Experimental research methods are carried out to find the effect of certain treatments or actions on others under controlled conditions. The action in this research is the use of Quizizz web-based learning media. In a quasi-experimental method, the researcher tries to determine whether Quizizz web-based learning media as the treatment can affect the results of a study. The students are devided into two groups to find out This effect is assessed by applying a particular treatment to experimental group and to the control group, then determining how the two groups determine the final outcome.

In this study, the quasi-experimental method used a non-equivalent control group design, where the experimental group (A) and the experimental group (B) were selected without random assignment procedures. In both groups, both pertest and post-test were carried out. Only the experimental group (A) was treated. There are 65 students as the population, and 56 students as the sample, counted by Slovin formula (Sugiyono, 2018). Then the sample is divided into two groups as the experimental group and the control group.

The variable independent (X) of this research is Quizizz web-based learning media, and the variable dependent (Y) of this research is grammar inquiry. The data collected by using tests instrument. The test is multiple choice consists 20 item questions about grammar to measure variable-grammar inquiry that is held at the 28 students of XII MIPA 1 and 28 students of XII MIPA 2 at SMA Negeri 1 Situbondo.

RESULT

The purpose of this research is to reveal the effect of using Quizizz web-based learning media on students' grammar inquiry. There are 65 students for the population and 56 students for the sample at XII MIPA 1 and XII MIPA 2 SMA Negeri 1 Situbondo. There are two classes, experimental group (Group A), and control group (Group B). Quizizz web-based learning media is treated in the teaching and learning process in the experimental group, while in

the control group without treatment, the conventional media is used in the teaching and learning process. Then, the students are asked to do grammar test in passive voice sentence.

Descriptive Test Pre-Post Experimental Group and Control Group

The result of exposure and explanation of the data in the table were gained from descriptive statistical analysis finding that was done in the pretest and the posttest to the experimental group and control group. This research used 28 students of the experimental group sample and 28 students of the control group sample. The range value of the pretest was 30 of the minimum score, and 65 for the maximum score. The control group resulted 30 of minimum score, and 75 of maximum score for the pretest. In the posttest, the minimum score of experimental group was 60, while the maximum score was 90. On the other hand, the minimum posttest score of control group was 65, while the maximum score was 85.

Table 1. Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. deviation
Pretest experiment	28	30	65	51,25	10,596
Posttest experiment	28	60	90	77,86	8,325
Pretest control	28	30	75	55,71	14,058
Posttest control	28	65	85	75,36	6,929

In the standard deviation table, the experimental group's score in the pretest was 10,596, while the post test score was 8,325. It means that the score of experimental group implies a significant change. Besides, the standard deviation of control group in the pretest was 13,058, while in the post test was 6,929. These two figures imply that there was an increase in the students' learning outcome.

Normality Test

In this research, the researcher used the Kolmogorov-Smirnov or Shapiro-Wilk test to reveal the normality test. It is used to determine whether the data is normally distributed or not. If the sig value criteria > 0.05, it means that the data is normally distributed. For more details, the results of the normality test for the experimental group and the control group is served in the table as following.

Table 2. Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Grammar	Pre_Experiment	.153	28	.093	.923	28	.041
	Post_Experiment	.137	28	.189	.946	28	.157
	Pre_Control	.174	28	.029	.923	28	.041
	Post_Control	.173	28	.031	.897	28	.010
Lilliefors Significance Correction							

Based on SPSS output by Kolmogorov-Smirnov test above, it shows the significance of normality test on post experimental formulation is .189. Therefore, the test is normal because .189 > 0.05.

Homogeneity Test

Homogeneity test is used to determine that the sample which taken from the population have the same or different variance each other. The result of homogeneity test can be found by looking at the value of Based on Mean. SPSS 21 statistic program is used to check the homogeneity test. The result of homogeneity test is as follows.

Table 4. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Grammar	Based on Mean	1.131	1	54	.292
	Based on Median	.792	1	54	.378
	Based on Median and with adjusted df	.792	1	49.639	.378
	Based on trimmed mean	1.075	1	54	.305

Based on SPSS output above, the sig value Based on Mean is 0.292 > 0.05, so it can be concluded that the variance of the experimental post-test and control post-test class data is the same or homogeneous.

Table 3. Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Post_Control - Post_Experiment	4.464	17.339	3.277	-2.259	11.188	1.362	27	.184

T-Test

This research uses 5% (0,005) significance level. The analysis of t-test in this research is based on the sample size which is below 30 samples with t-score 1.729. To state whether the hypothesis is accepted or rejected, the statements can be drawn as follow:

H_0 is accepted if t-score $-1.729 \le$ t-score ≤ 1.729
H_0 is rejected if t-score ≥ 1.729 or t-score < -1.729

Based on output pair 1 obtained t value $0.184 < 1.729$, the researcher can draw a conclution that H_0 is accepted and H_1 is rejected. There is no difference between the average student learning outcomes for the experimental group post-test and the control post-test (Quizizz web-based learning media).

DISCUSSION

The purpose of this study is to find out the effect of using Quizizz on students' grammar inquiry at SMA Negeri 1 Situbondo. The data collection of this research is 20 items for grammar test. Students' test score is analysed by using SPSS 21 for the test of normality, homogeneity and t-test. Based on the analysis of the results above, the researcher could conclude that the use of Quizizz web-based learning media has not an effect on students' grammar inquiry at SMA Negeri 1 Situbondo. It can be seen in the result of the pre-test of the grammar test of class XII MIPA 1 (control group) that the mean score of students is 55.71, the median score is 55.00, the mode score is 50, the minimum score is 30 and the maximum score is 75. While in the experimental group (XII MIPA 2) the mean score of students is 51.25, the median score is 50.00, the mode score is 50, the minimum score is 30 and the maximum score is 65.

This shows that the students' grammar inquiry in class XII MIPA 1 and XII MIPA 2 is not much different. This is happened due to several factors, including the lack of attention to

students in the learning process and the less varied methods used by teacher. After the researcher applied Quizizz web-based learning media, while still making class XII MIPA 1 and XII MIPA 2 into two groups, namely the control group that did not receive treatment, then based on the table 4.4, it was found the facts that occurred in the post-test results in the control group were the mean score of students was 75.36, the median score was 75.00, the mode score was 70, the minimum score was 65 and the maximum score was 85. While in the experimental group the mean score of students was 77.68, the median score was 80.00, the mode score was 80, the minimum score was 60 and the maximum score was 90. After the pre-test results were compared with the pos-test results, it showed that there was an increase in student learning outcomes, although the score was not much different. This happens because learning that uses Quizizz web-based learning media is interesting and fun. So that, it can increase students' spirit for learning.

Relevant research also said that the Quizizz helped the learners to fix course content From Sergio Amando Dextre-Vilchez and Rocio Pola Vásquez-Mercadoa with the title Percepción de la implementación de la app Quizizz en un curso virtual de microbiología. This study aimed to determine the perception of the implementation of the Quizizz application in virtual microbiology course in Medicine students (Dextre-Vilchez & Vásquez-Mercado, 2022). The results of this study could be seen that the largest percentage of students agreed with the implementation of the Quizizz application with material given was in the category of agree and strongly agree with the numbers 94.4%.

The core purpose of applying Quizizz web-based learning media is that the students can continue to study English easily. This findings implied that using Quizizz could be a useful media, because students could understand the method given. Furthermore, English teachers were expected to motivate students to learn English. The teacher gave an explanation after giving the material in Quizizz (Mahmud & Law, 2022).

CONCLUSION

Based on discussion drawn in the previous chapter, it can be concluded that the use of Quizizz web-based learning media has no effect on students' grammar inquiry, particularly in passive voice material at the twelfth grade of SMA Negeri 1 Situbondo. It was proven by the students' mean score increasing from pre-test to post-test. It means that there was a significant difference. Therefore, H_0 was rejected and H_1 was accepted.

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