THE EFFECT OF USING QUIZIZZ TOWARD STUDENTS' GRAMMATICAL UNDERSTANDING

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ABSTRACT

This research aimed to know whether there was a significant effect of using Quizizz toward Students' Grammatical Understanding at the Eighth Grade of SMPN 108 Jakarta in Academic Year 2020/2021. The research was conducted from April 9, 2021 until April 30, 2021. This research used an experimental method, 36 students of 8-C class as a sample, which was determined by the English teacher herself and this research used a pre-experimental one-group pretest-posttest design. The writer collected the data using students' tests that there were pretest-posttest and observation sheet of learning process. The data were analyzed by mean, and Wilcoxon signed-rank test. The statistical results showed that there was a significant and has a positive effect of using Quizizz on the students' grammatical understanding at the Eighth Grade of SMPN 108 Jakarta in Academic Year 2020/2021 and the result of the observation sheet of learning process showed that the writer succeeded when did the learning process by using Quizizz in the class of 8-C of SMPN 108 Jakarta in Academic Year 2020/2021. Therefore, it is recommended for teachers to use Quizizz as the alternative media in grammar teaching or English teaching and this research is expected to give information, model, or reference to be developed for further research.

Keywords: Quizizz, Grammatical Understanding, Simple Past Tense

INTRODUCTION

English is a global language that is a tool for communication in daily life and the academic world. In the academic world, English is divided into two parts. The first is an ESL (English as a second language), and the second is an EFL (English as a foreign language). By definition, ESL is English that is taught to students in a country where English is the first language. While EFL is English that is taught to students in countries where English is not the first language, specifically, in Indonesia that apply EFL that is taught in school from elementary school until university and is used only in certain situations. Also, the idea of Storch & Sato (2020) said in ESL, students have many opportunities to increase their English skills both inside and outside language classes, while in EFL, students have limited opportunities to practice their English.

Those parts above need "grammar". Grammar is the fundamental component and an important guide in English language learning. Grammar has a two-part level. First, grammar word-level includes verbs, adjectives, pronouns, prepositions, etc. Second, grammar sentence-level includes clauses, phrases, tenses, etc. Similarly, according to Sargeant (2007) that tenses, phrases, prepositions, and so on are important basic standard patterns in English. The main purpose of learning grammar for students is to understand the structure of English writing. Moreover, the

more understanding about how to use grammar going up, then it can make students understand the effectiveness and meaning of the English language (Al-Jarrah et al., 2019). Also, It can minimize errors in English learning, especially to increase the score results in all TOEFL question sessions. Therefore, grammar has become an important part of English learning.

Unfortunately, based on the observation that the writer conducted, the writer found that there were three problems in grammar learning. The first problem is most of the eighth-grade students are having difficulties with grammar learning, and from the grammar material they have studied, one of them is the use of the simple past tense that still confuse students that they can not distinguish of using to be such as "was and were", and verb in the simple past tense. Because of the students still often find it difficult to use simple past tense, so it is important to teach it to them. As the idea of Winda et al. (2019) in their article that the simple past tense is one of the general and important discussions that must be mastered by students in junior high school. The second problem is there are still English teachers who used conventional methods, like using textbooks to explain grammar material. The third problem is the teacher did not use interesting media. Those problems that a lack of renewal of learning models that can lead to a lack of acceptance of English grammar discourse to students (Marsden & Slabakova, 2019).

The results of previous studies and the problems above indicate that grammar is a fundamental component in learning English. Also, in this study, the writer will focus only on discussing grammar material, namely simple past tense. Simple past tense is used to express an action that has occurred in past and has been completed or action is completely repeated in past (Mahmudah & Izzah, 2019). Time signal in simple past tense such as "yesterday, last week, two days ago, yesterday morning, a month ago, this morning, in 2007, the day

before yesterday, when I was a kid, etc". (Siregar, 2018). Moreover, the grammatical indicators in this study that the writer focuses on the simple past tense are divided into several parts which are in verbal form and nominal form of simple past tense. As according to Islami, Wangi, & Indiarti (2019) the dimensions of the simple past tense are verbal form and nominal form. In the verbal form that has two indicators, the first indicator is the use of the second form of the verb in positive sentences, the second is the use of the first form of the verb in negative sentences and interrogative sentences (Mahmudah & Izzah, 2019). For positive sentences in the verbal form that both verbs can come from regular or irregular verbs (Fasikh, 2020). Moreover, for the nominal form which according to Satria (2020) that the indicators in the nominal form are students must understand the use of to be; was, and were and pair them with the subject.

Furthermore, one way to improve students' understanding of grammar learning, especially in the simple past tense that is to use the digital game. The use of digital games in education has shown that there are benefits to language learning practices (Al-Jarrah et al., 2019). In this case, the writer thinks to test Quizizz in learning. Quizizz is a Web 2.0 tool, which is quite popular in the field of assessment (Orhan Göksün & Gürsoy, 2019). This digital game is an interactive quiz game for use in classroom learning, especially in online learning. Quizizz has a positive effect toward students' grammatical understanding (Amalia, 2020). Moreover, it is helpful activity to answer the challenges of changing to a more digital era.

The statement above as same as in an article written on the website BDK Jakarta Kemenag RI issued a policy that the teachers are also required to be able to design learning media as an innovation by utilizing online media, it is due to the government asked all the schools to applies PJJ *(Pembelajaran Jarak Jauh)* and to

prevent the spread of Corona Virus or Covid-19 (bdkjakarta.kemenag, n.d.).

Moreover, to be able to use technology properly, students need training and competency development in using technology. Also, it is helpful to see the effects of using the digital game in English grammar learning.

Therefore, the objective of the research can be stated as to find out whether there is a positive effect of using Quizizz for students' grammatical understanding at the eighth grade.

METHOD
Time and Place of the research

The writer researched SMPN 108 Jakarta. It is located on Jl. Flamboyan No.53, RT.10/RW.10, Cengkareng Barat, Kecamatan Cengkareng, West Jakarta, Jakarta Capital Special Region, 11750. The writer chose this school because there were some problems with the English grammar learning. The writer was conducted from April 9, 2021 until April 30, 2021.

Method of the research

The type of research was experimental research and the design of this research was a pre-experimental one-group pretest-posttest design. Moreover, this research aims to find out the effect of Quizizz toward students' grammatical understanding at the eighth grade.

Table 1.1. Pre-Experimental Design Table

Pre-Test	Treatment	Post-Test
O_1	X	O_1

Description:

X : Treatments which is given to the experimental class.

O_1 : Test that what done in the experimental class before treatment.

O_2 : Test that what done in the experimental class after treatment.

Population and Sample

The target population of this research was students of SMPN 108 Jakarta, and the population accessed from this research was an eight-grade class of SMPN 108 Jakarta in the academic year 2020/2021 that the total of students was 288. However, The population above is large enough to be the sample in this study. Therefore, the writer determined one class, namely class "8-C" as the experimental class with totaling 36 students. This reason was based on discussions with the English teacher at SMPN 108 Jakarta whose the sample was determined by the English teacher herself.

Techique of Collection Data

The data in this research was quantitative. The writer observed the effect of using Quizizz on students' grammatical understanding at the eighth grade. Data collection was one of the important things in this research. In this research, the collected data in the form of pretest-posttest and observation sheet of learning process.

The pre-test was used to find out their grammatical understanding before being given the treatment. After that, given treatment (experimental class) with Quizizz, the last, students were given a post-test. Finally, the test results of pre-test and post-test were compared. From these results, the writer wanted to determine how big

differences were to measure the students' grammatical understanding in the experimental class. Moreover, the observation sheet of learning process that the aim was to evaluate the learning process by using Quizizz.

Test of Instrument Validity and Reliability

A test can be valid if the test has followed the existing rules, the rules here were related to making questions to test students' abilities, therefore, the writer made the test instrument according to the content validity rules. After making instrument questions based on the contents of the validation content, the next step, the writer conducted test of instrument in the form of multiple-choice questions to students first. Furthermore, after getting the score from the instrument test, the next step was to calculate the score with the SPSS version 25, then the writer got the validity and realibility result through in SPSS 25 version, this test is to know the data is valid and reliable or not, finally, the selection of questions that were suitable for pre-test and post-test instrument.

Observations Sheet of Learning Process

The learning process is an activity carried out to achieve the target of the learning itself Handoko et al., (2021). In this research, the writer used an observation sheet to evaluate the learning process. Those observation sheet aimed to evaluate the learning process by using Quizizz. The observation sheet could be seen by two aspects of assessment and some indicators. For the assessment aspect, the first was the aspect of the media or learning resources, this aspect discusses the effectiveness of the media used. Then, aspects of the implementation of learning. This section discusses how

the writer conducted learning in class, and how the writer controls the class.

The observation sheet of learning process had been filled by English teacher in 8-C of SMPN 108 JAKARTA where the writer conducted the research.

Technique of Data Analysis

The test of Analysis Assumption

Test of Normality

The normality test was to find out whether the data sample can represent the characteristics of the population under research. Also, the normality test can be used in various ways that to find out whether the data is normally distributed or not. The writer used SPSS 25 version.

The researcher used Lilifors formula with the criteria: Ho is accepted if $L_{count} < L_{table}$. It means the data distribution is normal. While, Ho is rejected if $L_{count} > L_{table}$. It means the data distribution is not normal.

Test of Homogeneity

The homogeneity test was used to determine whether the data was taken from a homogeneous sample or not. Furthermore, to test the homogeneity of the data, it can be done by using the marginal homogeneity test. The data was homogeneous if the value $F_{count} < F_{table}$ with the criteria value 0.05. The writer used SPSS 25 version.

Data Analysis

The Mean Score Test of Pre-test and Post-test

In this research, the writer analyzed the students' scores quantitatively. After the

scores had been collected, the writer analyzed the data using SPSS program version 25, to see the comparison between the pre-test, and post-test average scores, and to see the effect of using Quizizz on students' grammatical understanding.

Following the formulas:

$$X = \frac{\sum X}{N}$$

Where:

X : Mean Score

N : Number of Sample

∑X : Total of Scores

Test of Significant

$$\frac{T\text{-}\left(1 + \dfrac{1}{4N\,(N+1)}\right)}{\sqrt{\dfrac{1}{24N(N+1)\,(2N+1)}}}$$

Description of criterion as follows: If the significant values are less than < 0.05, then Ha is accepted and HO is rejected. Moreover, If the significant values are higher than > 0.05, then Ha is rejected and HO is accepted.

The Observation Sheet of Learning Process

To find the result of observation sheet uses the following formula:

$$F : \frac{Score\ obtained}{Maximum\ Score} \times 100$$

Observation sheet scores were calculated and tabulated. Moreover, to get a score of 100, the total scores

of observations are timed by one hundred, then divided by the maximum score. The maximum score of observations is 90 for each item and then the scores were interpreted using the following classifications:

Table 1.2. The Interpretation of the Score Classification

Score	Classification
80 - 100	Excellent
70 - 79	Good
60 - 69	Enough
50 - 10	Low

The statistical Hypothesis

The hypothesis is used to prove whether there is a positive effect of using Quizizz for students' grammatical understanding at the eighth grade of SMPN 108 Jakarta. In this study, the writer tested of hypothesis used non-parametric statistics by Wilcoxon Signed Rank Test through SPSS 25 Version with the following criteria: Ho: $\rho = 0$ (Null Hypotheses), it means, there is no significant effect of using Quizizz toward students' grammatical understanding at eighth-grade students of SMPN 108 Jakarta in the academic year 2020/2021. While, Ha: $\rho \neq 0$ (Alternative Hypotheses), it means, there is a significant effect of using Quizizz toward students' grammatical understanding at eighth-grade students of SMPN 108 Jakarta in the academic year 2020/2021.

FINDING AND DISCUSSION

Based on the grammatical test that was given to the eighth-grade students of SMPN 108 Jakarta, the writer found that according to the Minimum Mastery Criterion (KKM) in English Language lesson is 75, it can be concluded that 26 students cannot achieve the KKM, and only 10 students can pass the KKM in pre-test. While, in the post-test that it can be concluded that there were 19 students can pass the KKM, and 17 students cannot pass the KKM. Furthermore, based on the grammatical test that was given to the eighth-grade students of SMPN 108 Jakarta, the writer analyzed the data of the scores of the students' grammatical understanding by statistical result SPSS 25 version of pre-test, and post-test. There was a difference in the data that the pre-test which has found the minimum score was 20, and the maximum score was 100 with a mean score was 59.17. While, the post-test which was found the minimum score was 40, and the maximum score was 100 with a mean score was 71.94. It can be seen in the table of descriptive statistics as follows:

Table 1.3. Desctiptive Statistic

	N	Min	Max	Sum	Min	Std. Deviation
Pre	36	20	100	2130	59.17	25.677
Post	36	40	100	2590	71.94	19.097

Based on the statements above, it can be concluded that the score of the post-test was higher than the pre-test score, even though the score is still below the KKM.

Moreover, for questions with the "verb" dimension, most of the questions got a percentage above 50% of students who could answer the questions, which means, that dimension was most easily understood by students. While the "to be" dimension, if seen from the percentage of students who could answer each item of the question that there was still one question whose percentage was less than 50%, it can be concluded that the questions with the "to be" dimension were still confusing students.

Next, the result of observation sheet of learning process that the writer got score was 72, then based on the formula below:

Formula: $\frac{72}{90} x\ 100$

$$= 80$$

It can be concluded that the total score from the observation sheet of the learning process by used Quizizz was 80 which means that the writer succeeds when did the learning process by using Quizizz. The classification of the score observation sheet that has been obtained was excellent.

Furthermore, to know the data were normally distributed or not, the writer should count the normality test. The data was processed in the calculation by used the Lilifors formula in SPSS 25 version and , the writer only used Kolmogorov-Smirnov test. The complete result of testing can be seen in a table as follows:

Table 1.4. The Normality Test

	Statistic	df	Sig.

Pre	0.223	36	0.000
Post	0.191	36	0.002

The result of this research on the statement above that Ho was rejected, and Ha was accepted, in other words, the data was not normally distributed.

Therefore, to test data of homogeneity, the writer used the Marginal Homogeneity Test in SPSS 25 version. Moreover, the test of homogeneity that aimed to know the variance of the sample was homogeneous or not. The result of the test of homogeneity could be seen as follows:

Table 1.5. Marginal Homogeneity Test

Descriptions	Pre-Test & Post-Test
Distinct Values	9
Off-Diagonal Cases	25
Observed MH Statistic	1290.000
Mean MH Statistic	1520.000
Std. Deviation of MH Statistic	62.048
Std. MH Statistic	-3.707
Asymp. Sig. (2-tailed)	0.000

In the table, the data shows that Asymp. Sig. (2-tailed) score was 0.000 that less than 0,05 (0,000 < 0,05), it means, the data was not same variant group or not homogeneous. The data was not homogeneous, and not normally distributed. Therefore, the testing and analysis of the hypothesis used non-parametric by Wilcoxon Signed Rank Test.

Furthermore, after being tested for normally and the homogeneity, the results of the data were not normally distributed and not homogeneous. Therefore, the writer tested of hypothesis used non-parametric statistics by Wilcoxon Signed Rank Test. This test aims to find out the effect of Quizizz on students' grammatical understanding of the eighth-grade students and to compare the pre-test, and post-test score. The result of Wilcoxon Signed Rank Test in non-parametric of hypothesis about students' grammatical understanding teaching by using Quizizz as follows:

Table 1.6. Wilcoxon Signed Rank Test

Description	Pre & Post
Z	-3.852
Asymp. Sig. (2-tailed)	0.000

The result above showed Asymp. Sig. (2-tailed) was 0.000 less than 0.05 ($0.000 < 0.05$). It can be concluded that Ha was accepted, and Ho was rejected. It means there was a significant and has a positive effect between pre-test and post-test using Quizizz toward students' grammatical understanding at the eighth-grade of SMPN 108 Jakarta. Therefore, Quizizz can improve students' grammatical understanding at the eighth grade of SMPN 108 Jakarta.

Based on the result of the research entitled, the effect of Quizizz toward students' grammatical understanding at the eighth grade of SMPN 108 Jakarta in academic year 2020/2021. It was known that there was a positive significant effect between pre-test and a post-test result that it means, the writer used Quizizz in

teaching grammar was good and Quizizz can improve students' grammatical understanding. While, the results of previous research that is Orhan Göksün & Gürsoy (2019) which became the main reference in this research that the results of their research said the use of Quizizz in their research received a positive response from the teacher and could motivate students in class, but student learning outcomes did not have a significant effect, this is because the visual feedback mechanism in the individual-based Quizizz application is limited.

In short, it can be concluded that the advantages of the writer's research compared to that research is that this research had a significant effect on the use of Quizizz in the classroom, while the results of other studies did not have a significant effect on the use of Quizizz in the classroom. However, apart from the advantages of the writer's research, the writer's research only uses one class and only compares test results before using Quizizz with test results after using Quizizz, while other studies use other applications which will later be compared to their research results, so that their research looks stronger.

Therefore, For that, it would be better for further research if they want to research elsewhere, they can research by comparing two different applications in learning grammar or if the next researcher just wants to use Quizizz in learning grammar, they can use a more reinforcing method.

CONCLUSION

The results can be concluded that students' grammatical understanding was good enough, especially in simple past tense that they were better able to understand and used simple past tense with dimensions of "verb or "verbal form" with some indicators, while for simple past tense with dimensions of "to be" or "nominal form" that there were still students who were confused in understanding and used it. Moreover, in the observation sheet, the writer got the total score was 80, which means that the classification of the observation score sheet is excellent, in other words, the writer was successful in carrying out the learning process using Quizizz. The last, the result of hypothesis data was tested using Wilcoxon Signed Rank Test in non-parametric, the comparison between pre-test and post-test can be concluded that there was a significant effect using Quizizz toward students' grammatical understanding at the eighth grade of SMPN 108 Jakarta in academic year 2020/2021. So, based on the result of this research that Quizizz is better than the conventional method because it can improve students' grammatical understanding, also, it can be an interesting media.

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