The Effect of Quizizz Media to Teach Students' Writing Skill at MA Al-Mu'tadil

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Abstract:

This research aims to improve students' writing skills. Some students consider writing skills in English to be difficult, boring and unpleasant. Because a teacher's learning model tends to be monotonous and lacking in teaching media. Many students are familiar with smartphones, and some even use them to study. Therefore, by using smartphones teachers and students can access several applications for learning such as quiz applications which have been proven to be effective in learning English. Quizizz is a form of digital instrument that requires all your students to start practicing together in class using technological tools such as computers, iPads, tablets, or smartphones, resulting in fun training for students. This research is a quantitative research using the Pre-Experimental design method using one group pretest-posttest to see the improvement in students' writing skills using media in the form of quizzes. This research was conducted in class XI MIPA MA Al- Mu'tadil. The sample was determined by total sampling technique and the number of samples was 10 people. To assist in data processing and prevent errors in data analysis, researchers used SPSS version 22 to analyze data based on data. From the results of the analysis based on the results of the Paired Sample t Test, the 2- tailed significance value of 0.000 is less than 0.005, indicating a significant difference between the pre-test and post-test with an average value of -38.00000. This shows that there is a significant effect on the difference in the treatment given to each variable.

Keywords: Writing Skill, Quizizz Application, Media

Introduction

Writing is a very complex cognitive activity where writers are asked to demonstrate variable control simultaneously (Durga & Rao, 2018). Writing skills that can improve students' chances in writing success are an important factor of language. Good writing skills are required for all students in order to qualify for education and employment.

According to (Durga & Rao, 2018), approach process involves eight stages - brainstorming, planning/structuring, mind mapping, writing the first draft, friend feedback, editing, final draft and evaluate and benefit to the teacher. Some of the steps they go through are as follows, first ideas are generated by storms and brain discussions on stage one, and then learners expand their ideas into a record form and assess quality and utility ideas, this stage helps learners create relationships of ideas of understanding organizing their ideas into mind maps or linear shapes, at this stage, students prepare the first drac in class as usual in pairs or groups, then, drafts in exchange for each other student's reading and responses. In this way, students develop an awareness of that fact, remembering the feedback of other students, a design is developed requiring restitution, finally, students prepare a final draft with the necessary changes, the final draft is evaluated by the teachers as feedback. According to (Mariyatul, 2023) Writing involves textual tasks like formulating and structuring ideas into sentences, encompassing idea creation, organization, drafting and revision.

Some students think that writing skills in English are difficult, boring and unpleasant. Because a teacher's learning model tends to be monotonous and lacking in his teaching media. Teachers teach more often using the talk model and instruct the student to work on the student worksheet in the package book. Furthermore, teachers dominate and make disciples just sit down, listen to the teacher's explanation and then do the work. Thus causing the process of teaching learning to become uninteresting and students will get bored quickly and the results of student learning become declining. Apart from the modeling and learning media factors, students also find it difficult to identify the grammar to use as well as the composition of the paragraph in the skill writing. (Hanief & Supuwiningsih, 2020) in (Aziz et al., 2021) stated that grammar is the rule that make a sentence perfect and we can communicate well in formal Situation and also grammar appears to be a significant challenge for most learners, particularly EFL students. (English as Foreign Language).

However, the models, techniques, or approaches used to teach writing skills must keep up with modern technical advances. Many students are familiar with smartphones, and some even use them to learn. Therefore, using the smartphone, teachers and students can access several applications for

study such as the quizizz application that has proved to be effective in English learning. (mei et al., 2018) in (Aziz et al., 2021) says that quizizz is a digital instrument form that requires all of your students to start practicing together in class using technology tools such as computers, ipads, tablets, or smartphones, which lead to enjoyable training for learners.

Review of Literature

According to Akbar (2020) cited in (Malvado et al., 2022) quizizz is an effective medium implied that the teachers-teachers are excited, interested, motivated and fun when playing quizizz as an online quiz application. Moreover, this statement is also supported by, (Handoko, 2021) in (Malvado et al., 2022).

Quizizz that was reported to be a very effective instrument of gamification. Quizizz is a perfect strategy for developing an assessment class learning environment. Quizizz produces a detailed analysis of student test responses, which can be used as a learning assessment tool for a potential increase. On the student's side, they're quite excited about utilising quizizz to complete the test.

Quizizz offers an interactive and entertaining learning experience for students, featuring game elements like scores, limited time, and leaderboards. Its flexibility in creating quiz questions allows teachers to easily adapt material. Students can access Quizizz via personal devices, promoting independent learning and tailored to preferences. Quizizz's reporting and analysis system provides in- depth insights into student performance, allowing teachers to monitor individual scores and class statistics. Instant feedback helps students understand mistakes and improve understanding. Overall, Quizizz is a valuable learning tool for students.

Method

This research is quantitative research using the pre-experimental design method. This method aims to find out whether there is an increase in students' writing skills after using quizizz media. The researcher chose the pre-experimental research design method using one group pretest-posttest to see the improvement in students' writing using the media in the form of quizizz.

This research was conducted on eleventh grade students of MA Al-Mu'tadil. Pre-experimental designs still include external factors that affect the emergence of independent variables (Nuryanti, 2019). Therefore, the independent variables are not the only factors that affect the experimental findings, which are the dependent variable. This occurs as a result of the sample not being randomly chosen and the lack of a control variable

Research design One group pretest – posttest design (Sugiyono, 2010, p. 211) in (Nuryanti, 2019). The mechanism of this research is as follows.

Tabel 1. Research Design

Pre test	treatment	Post test
O1	X	O2

Information:
O1 = Pretest value before giving treatment
X = Treatment (given treatment)
O2 = Post test value after giving treatment

The term "population" usually refers to the number of people living in a particular location. The population of this study consist one class with 10 students of MA Al-Mu'tadil, and the purpose of the study was to determine whether students' writing abilities had evolved. sample is part of the number and characteristics possessed by the population. According to Sugiyono (2018) in (Aziz et al., 2021) the sample represents a large part of the volume and characteristics of the population. while for this research the researcher will choose elevent Grade which will be the sample in the research at MA Al-Mu'tadil who are taken by total sampling technique because in class eleven there is only one class and the class consists 10 students.

For the data collection technique, the researcher conducted a pre-test first and then carried out treatment using predetermined media (quizizz) and after that the researcher conducted a Post-test to collect data and find out the score after getting treatment, the questions used were 10 questions regarding the material of students' writing abilities that had been studied in

class.

The data analyzing technique will be used by the researcher when the pre-test and post-test have been carried out, this section data is collected from the pretest and post test scores. The researcher uses statistical methods or quantitative analysis technique. In research with this quantitative analysis technique, researchers used the SPSS (statistical package for social science aplication) version 22.

According to (Disciplinary et al., 2019) Data collection and analysis is made easier with the help of statistical tools. researchers can construct or enter primary or secondary data collected like Microsoft Excel. Its navigation bar makes it easy to easily assess the data that has been entered. by Utilizing SPSS, a lot of statistical analysis can be done.

Results and Discussions

Research design in class XI MA Al-Mu'tadil with pretest and posttest instruments for one class, the researcher also explained the results of the pre-test and post-test that had been carried out by the students. and the researcher explained about the effectiveness of quizizz media to teach students writing skills in classes at ma Al-Mu'tadil. The sample of this research is 10 students of class XI MA Al-Mu'tadil. In this research, researchers will compare the results of the pre-test and post-test related to the effectiveness of the quizizz media used.

In order to help in data processing and prevent errors in data analysis, the researcher used SPSS version 22 to analyze the data based on the data. The Paired Sample T-Test technique was used in this research. The test is conducted by examining the difference in order to ascertain whether or not two paired samples originate from populations with the same characteristic. The results of the analysis showed that there was a significant difference between the two paired samples.

The mean and standard deviation serve as the foundation for descriptive analysis results. The mean and average are equivalent. Variability standard deviation is used to quantify the data. The distribution is more variable from the central point when the standard deviation is higher and less variable from the central point when the standard deviation is smaller. The

graph of the result is below:

Tabel 2.Paired Samples Statistic

	Mean	N	Std. Deviation	Std. Error Mean
air 1 re-test	44,0000	40	10,74968	3,39935
ost-test	2,0000	80	7,88811	2,49444

From the results table above, it can be seen the average score achieved by students in the pre-test was 44.0000 and a standard deviation of 10.74968. While the average value on the post test is 82.0000 and the standard deviation is 7.88811. From this score, it can be seen that there is an increase in the average value of students.

The paired sample t-test can be a useful tool for analyzing data and drawing conclusions about differences between related groups. The results of testing using SPSS version 22 are as follows:

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pre-test – Post-test	38,00000	,88811	,4 4 4	43,6 281	32,3 719	5,3		,000

Based on the paired sample t test table, a significant value of 2-tailed 0.000 is less than 0.005, indicating a significant difference between the pre-test and post-test with an average value of -38.00000. This shows a significant effect on the differences in the treatment given to each variable.

From the results of data analysis calculated through SPSS version 22 showed that the pre-test mean was 44.0000 with a standard deviation of 10.74968 while the post- test results showed a mean of 82.0000 with a standard deviation of 7.88811. From these results it can be concluded that the post-test average (82.0000) > pre-test average (44.0000) means that there is a significant influence on the results of the students' writing skills test.

In conclusion, H1 which stated that there was a significant effect on students' writing skills using quizizz media was accepted and H0 which stated

that there was no effect on students' writing skills using quizizz media was rejected.

All data for this study were computed using SPSS version 22. and 10 students in class XI MA AL-Mu'tadil provided the data.

This is evident from the pre-test and post-test results of the students, which have improved from the average student score. Average post- test students (82.0000) > average pre-test students (44.0000) indicates that students' writing abilities usisng quizizz media have a significant impact on learning outcomes. According to (Hidayati, 2021) Quizizz games- based learning activities also have a significant and effective effect on improving student learning outcomes. Quizizz provides a quiz format with game elements, enabling students to see their rankings individually or alongside their friends. This feature enhances their involvement and enthusiasm for participating in writing activities. The Quizizz program may also increase teachers' effectiveness in the classroom. In a time when the widespread use of Information and Communication Technologies (ICT) is having a significant impact, using online interactive games for game-based learning is a modern and effective method of educating students and catering to their individual learning style (Suharwipa et al., 2022).

Quizizz can be used as a tool to introduce the concept of passive voice to students. This media can provide brief explanations and clear examples of the use of passive voice in sentences. In this platform, students can be given a series of sentences and asked to mark whether the sentence uses passive voice or not. This kind of exercise helps students to recognize sentence structures that are correct. characteristics in the passive voice and improve their understanding of its use.

Conclusion

Based on the research title "Effectiveness of Quizizz Media to Improve Students' Writing Skills," which has been carried out at MA AL-Mu'tadil involving class XI, the researcher can conclude that the use of Quizizz as a learning medium has the potential to improve students' writing skills. This media can provide an interactive and in- depth learning experience through the use of questions and assignments that are relevant to writing

skills. This can be seen from the results of the average posttest of students who experienced an increase, which initially, the average student pretest results (44.0000) increased to (82.0000) after the posttest was carried out using Quizizz media.

Therefore, H1, which states that there is a significant effect on students' writing skills using Quizz media is accepted, and H0, which states there is no effect on students' writing skills using Quizz media is rejected. This shows that students' writing skills using quizizz media have a significant effect on learning outcomes. On this platform, students can be given a series of sentences and asked to mark whether the sentence uses passive voice or not. Quizizz can be used to train students in changing active sentences into passive sentences. Students can also be asked to change active sentences into passive sentences according to the instructions given by the researcher.

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