

THE INFLUENCE OF QUIZIZZ AS LEARNING MEDIA TOWARDS STUDENT LEARNING MOTIVATION IN LEARNING ENGLISH

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ABSTRACT

The study aimed to find out the influence of Quizizz as a learning media towards student learning motivation in English learning among tenth grade students at MAN 1 Surakarta during the 2023/2024 academic year. A quantitative method was used with a One Group Pretest-Posttest design, with 26 students selected through random sampling method. Data was collected through pre-test, post-test, and questionnaire. The researcher used a paired sample t-test formula and SPSS 16 application to analyze the data. The results showed a significant influence of Quizizz on student motivation in English learning. The t-test resulted in a t_{count} value of 37,787, which was greater than the t_{table} at a 5% significance level of 2,060. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The study highlights the importance of using Quizizz as a learning media for English learning among tenth grade students.

Keywords: Quizizz, Learning Media, Learning Motivation, Learning English.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh *Quizizz* sebagai media pembelajaran untuk memotivasi dalam pembelajaran bahasa Inggris di kalangan siswa kelas sepuluh MAN 1 Surakarta selama tahun ajaran 2023/2024. Metode yang digunakan adalah metode kuantitatif dengan rancangan *one group pretest-posttest*, dengan jumlah siswa adalah 26 orang yang dipilih melalui metode random sampling. Pengumpulan data dilakukan melalui proses pretest, posstest, dan angket. Peneliti menggunakan rumus uji T sampel berpasangan dan juga menggunakan aplikasi SPSS 16 untuk menganalisis data. Hasil penelitian menunjukkan adanya pengaruh yang signifikan dari penggunaan *Quizizz* terhadap motivasi siswa dalam pembelajaran bahasa Inggris. Uji T signifikan 5% sebesar 2,060. Oleh karena itu hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Penelitian ini menyoroti pentingnya penggunaan *Quizizz* sebagai media pembelajaran untuk pembelajaran bahasa Inggris di kalangan siswa kelas sepuluh.

Kata kunci: *Quizizz*, Media Pembelajaran, Motivasi Belajar, Belajar Bahasa Inggris.

INTRODUCTION

As a developing nation, Indonesia has to keep improving the standard of education. In order to effectively develop human resources, education is essential. These days, it's necessary to integrate technology into every aspect of their education. Teachers play a critical role in every educational program's ability to work efficiently. Because of this, the discussion on transforming curriculum or acquiring materials for teaching to fulfill the need for human resources resulting from educational programs consistently starts with the teacher. (Syah, 2014:222). This indicates the importance of the teachers position in the world of education. Teachers as a educator also has the challenge to use technology and the internet with learning that ultimately get learning that is fun, and more modern or following the development of the times.

Learning by using technology has now begin to be used such as power point, google classroom, google meet or zoom. As noted by Vijayalakshmi in Fadlilah and Sari (2023), Technology now controls every aspect of teaching and learning and this has enabled students to create more efficient learning plans. In accordance with the statement by Mustaqim and Nurfadhilah in Marganis, Handayani, and Prihastari (2023) that stated with the presence of this digital education then gives benefits (1) adding information (2) increasing the learning interest of students (3) facilitating educators in the learning process (4) improving the learning ability of students (5) material presented more interesting. However, giving questions during the learning activity still needed with the use of learning media with technology, as learning is a process of effort made by an individual to achieve new changes in behavior as a result of his own interactions with the surroundings (Komsiyah, 2012:1).

The development of particular learning outcomes is mostly the responsibility of teachers. The motivation of students to obtain high learning outcomes is also closely related to effective achievement in all aspects of technology. In order for motivation to be acquired by a student, one of them is by using technology that is very useful in this modern era. It is supported by Sari, Suryani, Rochsantiningsih, and Suharno (2019) in their journal stated, using digital based instructional materials encourages students to use electronic devices with awareness and provides a wide range of academic information (e.g. tablet, cellular phone, and hybrid). Research conducted by Rahman, Kondoy, & Hasrin (2020) states that utilizing the application the Quizizz software can be utilized for providing quizzes to students, with the results having a significant influence on their motivation. The theory used in this relevant research by Sardiman is motivation, that is commonly defined as the general energy within students that contributes to learning activities, is what empowers students to achieve the learning subject goals (Rahman et al., 2020).

Making consideration to the less inventive, purposeful, and dynamic use of technology in the classroom, there is one alternative to increase student learning motivation by using appropriate and effective learning media by using the "Quizizz" application. Based on the description above, the research entitled "The Influence Of Quizizz As Learning Media Towards Student Learning Motivation in Learning English" was conducted at tenth grade students of MAN 1 Surakarta. To address the research aims, the following research questions were created:

- Is there any influence of using Quizizz as learning media towards students learning in learning english at the tenth grade students of MAN 1 Surakarta in the 2023/2024 academic year ?

METHODS

Research Participants

The population is required to be the study's subject. As part of study teachers and students were taken from them. Sugiyono (2013:16) states in Statistics for Research that a population is an object in Research that shows specific features that can be studied in order make conclusions. Based from expert statement above lead to the conclusion that the population is a collection that is contained inside a single area and represents the conclusion of the research. The research participants are primarily all members of the Class X population of MAN 1 Surakarta. Students from class X IPA 2 MAN 1 Surakarta were the selected with a total 26 students for the sample, which was obtained through the use of a random sampling technique. Then, the data was analyzed by using SPSS for descriptive and inferential statistics.

Data Collection Method

Data were gathered in two different strategies in order to determine the influence of Quizizz as a learning media towards students' learning motivation in learning English. using a questionnaire and test with One Group Pretest-Posttest design. According to Kuntjojo (2009:38), test is a method for obtaining data that often consists of providing the subject that data is desired with a set of questions or tasks along with additional instruments. In this study, the test are conducted to the student in two stages, the first one is pretest, the test that completed before using Quizizz, then are continued by the posttest the test that completed by using Quizizz in the process of learning English.

The test was followed by an assessment to find out the students' motivation for learning. The students were subsequently given a questionnaire as part of the study's ongoing effort to measure their motivation for studying throughout each test. This research using questionnaire as a measurement instrument. Nunan (1998:231) explains that a questionnaire is a tool used to gather data, most of which is written. For collecting data from respondents, the author used a closed questionnaire. Scoring was conducted using the Likert Scale Type. Likert Scale Type is a scale that used to measure person's attitude towards an object (Sugiyono, 2010:138). The questionnaire about the influence of Quizizz towards Student learning motivation consists of 20 items based on indicator by Uno (2012:23) consist of the existence of needs, individual perception about themselves, self-esteem and achievement, goals and hopes for the future, desire about his/her self-improvement, satisfaction performance, prize giving, competency, punishment, appreciation from teacher, environmental conditions, the reward system received, with the help of Google form.

Data Analysis

Data analysis in quantitative research is a process that comes after collecting the data from every respondent (Sugiyono, 2017). Testing in simple linear regression analysis has two parts, namely prerequisite analysis testing and hypothesis testing (T-Test). The data analysis are conducted with the help of IBM SPSS statistic application 16. In addition the data validity test also carried out using Arikunto (Unradjan 2019:164) with the Product Moment Formula and the data reliability are tested with Cronbach's Alpha (α) test.

RESULTS AND DISCUSSION

The research was carried out at MAN 1 Surakarta which situated at the Jl. Sumpah Pemuda No. 25, Kadipiro, Banjarsari, Surakarta. The study investigates the influence of Quizizz as a learning media towards students' learning motivation in learning english of tenth-grade students in MAN 1 Surakarta in the 2023/2024 academic year. The research, conducted three times with a sample size of 26 students, used a one-group pre-test and post-test design. The study aimed to determine the results of students' learning motivation in English through a post-test with 20 statements in a questionnaire. The study aims to provide valuable insights into the influence of Quizizz as learning media towards student learning motivation.

Data Description Before Treatment

From the research activities that have been carried out by doing learning process before using the Quizizz as learning media, after the learning process are finished the students are asked to answer some questionnaire. The analysis's findings before to treatment are displayed in the table below:

Table 1.

Distribution of Questionnaire Score Before Treatment

| Score | Frequency | Percentage |
|-------|-----------|------------|
| 38-43 | 3 | 12% |
| 45-50 | 5 | 19% |
| 52-57 | 9 | 35% |
| 59-64 | 5 | 19% |
| 66-71 | 2 | 2% |
| 73-80 | 2 | 2% |

Based on table 1, data can be seen that the interval class 38-43 has a frequency or frequency value that appears, namely as many as 3 students, interval class 45-50 as many as 5 students, interval class 52-57 as many as 9 students, interval class 59-64 as many as 5 students, interval class 66-71 as many as 2 students, interval class 73-80 as many as 2 students. The data that has been presented in the table is used to help researchers calculate the mean, mode, maximum value, minimum value, and standard deviation. Data analysis conducted with SPSS 16 obtained values the mean 54,53, median 54, mode 57 and standard deviation 9,737 values were obtained. Is shown in the following table:

Table 2.
Descriptive Statistics of Pre-Test Score

| | | Statistic Pretest |
|----------------|---------|----------------------|
| N | Valid | 26 |
| | Missing | 0 |
| Mean | | 54.53 |
| Median | | 54.00 |
| Mode | | 57.00 |
| Std. Deviation | | 9.737 |
| Variance | | 94.81 |
| Range | | 37.00 |
| Minimum | | 38.00 |
| Maximum | | 75.00 |

From the table 2, we can get from the pretest results the mean 54,53 median 54, mode 57, from the maximum value 75, minimum value 38, and get the standard deviation at 9,737. The data is obtained after processing with the help of SPSS 16.

Data Description After Treatment

Table 3.
Distribution of Questionnaire Score After Treatment

| Score | Frequency | Percentage |
|-------|-----------|------------|
| 54-60 | 5 | 19 % |
| 61-67 | 3 | 12% |
| 68-74 | 7 | 27% |
| 75-81 | 7 | 27% |
| 82-88 | 2 | 8% |
| 89-95 | 2 | 8% |

From the table 3, data can be seen that the interval class 54-60 has a frequency or frequency value that appears, namely as many as 5 students, interval class 61-67 as many as 3 students, interval class 68-74 as many as 7 students, interval class 75-81 as many as 7 students, interval class 82-88 as many as 2 students, interval class 89-100 as many as 2 students. The data that has been presented in the table is used to help researchers calculate the mean, mode, maximum value, minimum value, and standard deviation.

Data analysis conducted with SPSS 16 obtained values the mean 72,26, median 73, mode 74 and standard deviation 10,689 values were obtained. Can be seen in the following table:

Table 4.

Descriptive Statistics of Post-Test Score

| | | Statistic Posttest |
|----------------|---------|-----------------------|
| N | Valid | 26 |
| | Missing | 0 |
| Mean | | 72.26 |
| Median | | 73.00 |
| Mode | | 74.00 |
| Std. Deviation | | 10.697 |
| Variance | | 114.445 |
| Range | | 41.00 |
| Minimum | | 54.00 |
| Maximum | | 100.00 |

From the table 4 we can get from the pretest results the mean 72,26, median 73, mode 74, from the maximum value 100, minimum value 54, and get the standard deviation at 10,697. The data is obtained after processing with the help of SPSS 16.

The Influence of Quizizz as learning media towards student learning motivation

After the data are obtained, then the researcher takes it to the next step, there are determine the normality of the data, and then carried out the hypothesis test (T Test). The one sample Kolmogorov-Smirnov test is used in this case's normality test, and the results indicate that both the pretest and the posttest display a normal test distribution.

| Pretest | Posttest |
|---------|----------|
| 0,763 | 0,715 |

Based on the table above, it can be seen that the criteria for normal distribution data at a significant level of 5% If the sig value is $> 0,05$ then the data is normally distributed, otherwise if the sig value is $< 0,05$ then the data is not normally distributed. The results of the normality test of the sig value (2-tailed) with the student learning motivation obtained a significant value of $0,715 > 0,05$. It can be concluded that the data is normally distributed because it is greater than the significance of 0,05 so it is suitable for use.

The purpose of this hypothesis test is to determine whether Quizizz instructional tools have an influence on students' motivation to learn.

| Paired Samples Test | | | | | | | | | |
|---------------------|--------------------|--------------------|----------------|-----------------|---|---------|---------|----|-----------------|
| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | PRETEST - POSTTEST | -17.730 | 2.392 | 4.692 | -18.697 | -16.764 | -37.787 | 25 | .000 |

The difference in mean value is 17,730, std deviation of 2,392, lower 18,697, upper 16,764, t_{count} of 37,787, $df(N-1) (26-1) = 25$ ($t_{\text{table}} = 2,060$) and significant 0,000. So the t_{count} value is greater than the t_{table} or $37,787 > 2,060$ and seen from the significant value of 0,000. So $0,000 < 0,05$ then null hypothesis is rejected and alternative hypothesis is accepted.

DISCUSSIONS

The purpose of the study is to determine whether Quizizz, as a learning tool, has a significant effect on tenth-grade students' learning motivation of MAN 1 Surakarta in the 2023/2024 academic year. The basis because of boring learning activities, which decrease learning motivation, several students in MAN 1 Surakarta class X IPA 2 have not found the continuous learning process to be uncomfortable. To increase students' enthusiasm to learn the English language studies, teachers must be able to offer a variety of learning activities. Many teachers nowadays deliver instruction without the use of models or media, which makes it easy for students to become disinterested in and lose interest in what they are learning one way that this is accomplished is by implementing a variety of learning models. This can discourage students from being motivated to learn.

In considering these circumstances, the teacher applies Quizizz educational materials. Quizizz educational materials engage students in enjoyable learning activities and are complemented by minigames that serve to liven up a boring classroom environment and pique their curiosity, which encourages participation in class. Furthermore, students will find it easier to recall an engaging learning exercise because they have access to materials from other students as well as their teacher.

After being given treatment with using Quizizz as a learning media on English learning motivation in class X IPA 2 MAN 1 Surakarta, there is an influence of Quizizz as a learning media on English learning motivation in class X IPA 2 MAN 1 Surakarta. Based on the results of hypothesis test analysis using the SPSS version 16 application then using The questionnaire about the influence of Quizizz towards Student learning motivation consists of 20 items based on indicator by Uno (2012:23) consist of the existence of needs, individual perception about themselves, self-esteem and achievement, goals and hopes for the future, desire about his/her self-improvement, satisfaction performance, prize giving,

competency, punishment, appreciation from teacher, environmental conditions, the reward system received, with the help of Google form and using the formula paired sample t-test formula is used to determine whether there is an influence of Quizizz as a learning media towards student learning motivation in learning English. Obtained t count is 37,787, then the value of tcount compared to ttable with d.b (N-1) so $(26-1) = 25$ at a significant level of 5% 2,060 or $t_{\text{count}} > t_{\text{table}} = 37,787 > 2,060$ then null hypothesis is rejected and alternative hypothesis is accepted. Then there is an influence of Quizizz learning media on student learning motivation in learning English in tenth grade students of MAN 1 Surakarta in the 2023/2024 academic year.

CONCLUSIONS

The purpose of the study is to determine whether Quizizz, as a learning tool, has a significant effect on tenth-grade students' learning motivation of MAN 1 Surakarta in the 2023/2024 academic year. Based on the conclusions of a t-test data analysis carried out on Quizizz's effectiveness as a teaching media on students' learning motivation in learning English in the tenth grade at MAN 1 Surakarta during the 2023/2024 academic year. Kolmogorov-Smirnov statistical results with $N = 26$ and a significant level of 5% namely if $> 0,05$ then the data is normally distributed. Pre-test results obtained sig (2 tailed) $0,763 > 0,05$ and post-test $0,715 > 0,05$, it can be concluded that the pre-test and post-test are normally distributed.

Based on the paired sample t-test formula calculation using SPSS 16, a significance value of 0.000 is made. This indicates that the sig value is less than 0.05, meaning that alternative hypothesis is accepted and null hypothesis is rejected. The obtained t-value, which is 37,787 based on the paired sample t-test table, can be compared to the ttable with $dk = (N-1)$ thus $(26-1) = 25$ at the 5% significant level, or 2,060. Consequently, it can be said that H_0 is rejected because $t_{\text{count}} > t_{\text{table}}$, or $37,787 > 2,060$. 18.697 is the lower value and 16.764 is the upper value. If $t_{\text{count}} > t_{\text{table}}$, then alternative hypothesis criteria are accepted and null hypothesis is denied. The hypothesis that "there is an influence of Quizizz as a learning media towards student learning motivation in learning English in tenth grade students of MAN 1 Surakarta in the 2023/2024 academic year" is supported by data, according to the above statement, and it has a 5% significance level.

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