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Effectiveness of Using Quizizz Media as an Evaluation of Explanatory Text Learning for Students in Junior High School

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ABSTRACT

The objective of this study is to assess the efficacy of employing Quizizz as a learning tool in enhancing the engagement and academic performance of eighth-grade students in comprehending explanatory texts. This research used quasi-experimental methodologies, specifically utilising a pre-test and post-test non-equivalent control group design. The study's population consisted of all pupils in the eighth grade. This study employed purposive sampling procedures to choose a total of 44 students from grade seven in junior high school. The results of the study showed that the use of the Quizizz platform in evaluation activities was in the very good criteria (SB) of 55.91%, and student responses to evaluation activities were in the good category (B) of 44.01%. In the learning outcomes, students showed that the experimental class pretest data got an average of 65.05 and a posttest score of 82.10. In the control class, the pretest results got an average of 62.57, and the posttest results were 76.98. This shows that the average value result of the experimental class is higher than that of the control class. In calculating the hypothesis test sig 0.032 < 0.05, the hypothesis (H_0) was rejected and (Ha) accepted. Based on the n-gain test results 56.7% was included in the effective category. It can be concluded that the application of Quizizz media is effective in increasing interest and learning outcomes in evaluation activities for students.

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1. INTRODUCTION

Indonesian language acquisition is a mandatory component of the curriculum at all educational institutions in Indonesia. Students must attain language proficiency in four key areas: hearing, speaking, reading, and writing (Tarigan, 2013). Reading is a crucial language ability that children must acquire, as the 2013 curriculum for Indonesian language study in junior high schools places a strong emphasis on text-based education. (Culture, 2014) stated that pupils must have the competency of

comprehending explanatory material. According to Mahsun (2014), the 2013 curriculum emphasises the use of text as a learning tool, particularly in the Indonesian language subjects. Text-based learning facilitates the development of pupils' cognitive abilities.

The learning objectives for understanding explanatory texts, which students must achieve, are outlined in KD 3.9 and KD 3.10. KD 3.9 focuses on identifying information from explanatory texts by analysing their structure, linguistic elements, and written content. KD 3.10 involves studying explanatory texts by examining the occurrence of a natural phenomenon through listening or reading. An explanatory text is one that describes in great detail the workings of a natural phenomenon and the interconnectedness of various events (Isnatun, Siti, 2013). A text that describes a social or natural occurrence in great detail in accordance with its pattern of causation is an explanation text (Charlina & Septyanti, 2019). Natural disasters, such as floods, volcanic eruptions, and social and cultural events are covered in explanatory texts. Cultural and social phenomena, such as intergroup conflicts, religious observances, and traditional ceremonial practises (Kosasih, 2014). Both the "why" and "how" components of an explanation are common in Knapp and Watkins texts (Natalia, D., Surastina, S., & Hastuti, 2022). The explanatory text addresses the question "why" by outlining the chain of events that led to this occurrence. Along the same lines as the "how" statement, the explanatory text provides a logical account of how a phenomenon or event comes to pass. The driving force behind this research is to equip students better to extract meaning from written material. Indeed, pupils' proficiency in comprehending written material remains modest. When given textual explanations, the majority of students struggle to make sense of them. The dearth of instructional materials that can supplement classroom instruction is one contributing reason. To determine the extent to which pupils have succeeded, it is essential to implement learning evaluation activities.

In this case, it is necessary to have learning evaluation activities to see the success rate of students. Evaluation is an important role in every education system because the presence of evaluation can show how far the development or progress of educational outcomes. In addition, the evaluation also aims to determine the level of student achievement ability in the learning process, by placing students in learning situations according to their level of ability (Phafiandita, A. N., Tapestry, A., Pradani, A. S., & Wahyudi, 2022). Through evaluation activities, educators can measure and find out the level of understanding of students in understanding the material presented. Learning evaluation is the process of determining the value of learning outcomes through assessment or measurement activities in learning (Idrus, 2019). Evaluation in learning has many dimensions, such as ability, creativity, attitude, interests, skills, and so on. (Prijowuntato, 2016) maintained that the measurement tools used also vary with regard to the type of data to be obtained. In carrying out evaluation activities, teachers can use two techniques, namely written tests (multiple choice, description) and oral tests (observations, interviews).

In learning evaluation activities, the teacher feels that there is a tendency for students to cheat. The same type of questions and the existence of opportunities become factors for students to cheat. In addition, teaching and learning activities tend to be boring because the learning process is not interesting and students find it difficult to focus on the learning process. This causes a lack of student learning motivation in the face of evaluation so that it has an impact on the value of student learning outcomes. Based on a preliminary interview that the author conducted with one of the teachers in the field of Indonesian studies, the evaluation activities carried out so far still used conventional learning media, namely using student question sheets. Obtained data on student learning outcomes in understanding the explanation text for class VIII is in the low category with an average student getting a score of 65 from the KKM score of 70. From the data above it can be seen that students are less enthusiastic about learning using conventional methods carried out by the teacher. This is evidenced by research conducted by (Simanjuntak, A. V., & Baharuddin, 2018) that students still found it difficult to analyze the subject matter of explanatory texts. In analyzing explanatory texts students tend to have no interest and feel bored with these learning activities. Students tend not to pay attention to the teacher when the teaching and learning process takes place. This has an impact on student learning scores that

do not reach the completeness level of 70. Other problems which also show the same problem can be proven from (Nasution, 2021) that students have difficulty understanding the structure and linguistic elements of explanatory text. One of the reasons why students have difficulty understanding explanatory texts is the learning model used by the teacher. The conventional learning model used by teachers requires teachers to be more active than students. The low ability of students to understand explanatory text material makes student learning outcomes decrease.

Learning media is a tool used to convey messages learning and communication processes between students, teachers and teaching materials. Communication will not work without help means of conveying messages or media (Hasnah Faizah, Charlina, Arini, 2015). According to (*Law No. 20 of 2003 Concerning National Education System*, n.d.) article 40 paragraph 2 which states that educators and teaching staff are obliged to create an educational atmosphere that is meaningful, fun, creative, dynamic and dialogical. Along with that, educators must be even more innovative and creative in using learning media based on online media as intermediaries for online/online learning (Citra, C. A., & Rosy, 2020). Various media are used to support the implementation of online learning, such as applications Google Classroom, Quipper, Edmodo, Quizizz, Kahoot, Gmail etc. These applications can support the learning process between teachers and students which is carried out through the internet network. The success of learning will be greatly influenced by the teacher's ability to use technology in delivering learning materials (Assidqi, M. H., & Sumarni, 2020). This supports that the creativity of educators in choosing media as an appropriate learning evaluation tool can have a major influence on student learning outcomes.

One of the learning media that can be used in this study is Quizizz, an interactive multiplayer quiz application utilized as an innovation in learning evaluation activities. Quizizz can be accessed through devices such as computers, laptops, Smartphone, or a tablet to complete a quiz. This quiz provides formative questions in the form of multiple choice which creates an interesting and fun impression for students (Kusuma, 2020). On Quizizz, an already available quiz collection, students can easily access it. It is very suitable for use in building interactive learning because students can work on quizzes simultaneously with their classmates so that the rankings obtained in working on the quiz can be known.

In order to create effective learning, of course, an educator must have a learning strategy. (Syaiiful, 2014) Factors that can influence the selection of learning media include objectivity, teaching programs, program objectives, situations and conditions, technical quality, effectiveness, and efficiency of use. Selection of various methods, strategies, approaches, and learning techniques is a major component in improving student learning outcomes (Nugraha, 2018). Using the right learning media can reduce boredom and increase interaction between teachers and students in following lessons (Akrim, 2018). One of the ways that educators do in creating effective learning is by creating an interesting and interactive learning media that can create a desire and enthusiasm for student learning. The game application used in this learning media is media Quizizz. Media Quizizz is an interactive quiz application that is used as an innovation in learning evaluation activities. Quizizz is an online-based learning media that can be used in teaching and learning activities in class. Media Quizizz can be accessed through devices such as computers, laptops, Smartphone, or a tablet to complete a quiz. This quiz provides formative questions in the form of multiple choice which creates an interesting and fun impression for students (Kusuma, 2020). The use of Quizizz can increase students' activity, motivation, and interest in learning, as well as critical thinking skills, student understanding, and improve student learning outcomes (Safitri, D., & Son, 2019).

Quizizz utilization can improve student learning competence and educator competence in utilizing learning media. Instructional Media Quizizz can be used to support conventional learning media problems in technology-based learning and increase student learning competence and motivation through innovative, creative, and fun learning models (Aini, 2019).

Several studies show that learning media Quizizz is effectively used in learning evaluation activities. One example of research conducted (Noviyani, 2021) is the results of the average value pre-

test of 64.75 and value post-test after using the medium Quizizz of 72.25. Thus the average value of student learning outcomes using the media Quizizz is higher than before using Quizizz. This can be seen from the results of the t test obtained by the value of $t_{count} > t_{table}$ with a significance of 0.016 < 0.05. Another study conducted (Citra, C. A., & Rosy, 2020) obtained better experimental class scores than the control class, thus it can be concluded that the use of educational game-based learning media Quizizz effectively improves student learning outcomes.

Media presence Quizizz can enable students to compete with each other thereby encouraging students to be more active, creative, interesting and not boring, so as to motivate students to complete quizzes on explanatory text material. Media Quizizz reduces the level of cooperation of students in solving Quizzes, because each question and answer is randomized by the system so that students get different questions. This is what encourages students to study optimally, because to get good grades students must master the material. Therefore, this game-based learning is used as a tool that can help students solve problems, improve critical thinking and make an assessment in the learning process.

Based on the description above, the researcher intends to conduct research on the Effectiveness of Media Use Quizizz In the Evaluation of Explanatory Text Learning for Class VIII Students. With the application of Quizizz media, it is hoped that it will be able to increase student interest, motivation, and learning outcomes. Based on this background, it is necessary to conduct research on the problems studied in this study, namely: 1) How is the interest in learning students using Quizizz media in evaluating the learning of explanatory texts for class VIII students, 2) Is the use of Quizizz media effective in learning explanatory text for class VIII students.

The aims of this research were as follows: 1) to describe students' learning interests by using Quizizz media in the evaluation of explanatory text learning for class VIII students 2) to describe the effectiveness of using Quizizz media in learning explanatory text for class VIII students. The results of this study can also be used by teachers as one of the innovations in supporting evaluation activities of learning explanatory texts and other Indonesian language learning materials.

2. METHODS

This research was conducted for class VIII students in the 2022/2023 academic year. The population in this study were students of class VIII, with a total of 72 students. Sampling in this study was a purposive sampling technique, namely taking samples selected based on considerations for a particular purpose, so two classes were obtained in this study, namely class VIII 1 as the experimental class and class VIII 3 as the control class. The research method used by researchers is an experimental method with a quantitative approach to obtain an overview of the learning process.

The experimental research design used by the author is the Quasi Experiment. Types of research QuasI Experiment lead to application Pre-test Post-test non-equivalent control group design in which the test is carried out by comparing the results of the scores (values) obtained from the experimental group with the control group after learning activities (Sugiyono, 2017). In carrying out this research, the research subjects were first given an initial test (pre-test) to find out how far students' initial abilities were before being given explanatory text learning material then in evaluation activities using platform Quizizz. After that, students are given a final test (post-test) to determine student learning outcomes in explanatory text using platform Quizizz.

Table 1 Pretest Posttest Experimental ModelControl Group Design

Class	Pretest	Treatment	Posttest
X	O_{A1}	X_1	O_{B1}
Y	O_{A2}	X_2	O_{B2}

(Sugiyono, 2016)

Note:

X : Experiment class

Y : Control class

O_{A1} : Pretest experimental group

O_{B2} : Pretest control group
X_1 : Treatment of experiment classes using Quizizz media
X_2 : Control class treatment using conventional media (student question sheets)
O_{B1} : Post-test experiment group
O_{B2} : Post-test control group

To support the data in this study, two research instruments were used, namely questionnaires and tests. Questionnaires were conducted to collect data related to student activities in evaluation activities using Quizizz. While the test is used to collect data regarding students' abilities in learning explanatory text after receiving treatment. The data analysis technique uses normality, homogeneity, N-gain, and hypothesis testing.

Table 2. Student Questionnaire Grid in Using Quizizz

No	Observed Aspects
1	Feelings of pleasure towards the use of Quizizz media in evaluation activities.
2	Students' attention to the use of Quizizz media in evaluation activities.
3	Students are interested in the use of Quizizz media in evaluation activities.

Student response questionnaire data can be calculated using the following formula:

P = $\frac{F}{N}$ x 100%
P = Percentage
F = Frequency of each questionnaire answer
N = Number of Respondents

Table 3. Score Criteria in the Likert Scale

Percentage (%)	Information
0% - 20%	Very Not Good
20,1% - 40%	Not good
40,1% - 60%	Pretty good
60,1% - 80%	Good
80,1% - 100%	Very good

(Ridwan & Sunarto, 2012)

3. FINDINGS AND DISCUSSION

This research was conducted before it was carried out. The researcher prepared the tools to be used in the form of a lesson plan, which has been adapted to the learning material using the media Quizizz as learning evaluation media and accompanied by student question sheets (conventional media). The questionnaire sheet is used to see utilization of Quizizz during the implementation of learning using the media Quizizz, which students will fill in after the evaluation activity is carried out. This research questionnaire was calculated using a Likert scale consisting of Very Good (SB), Good (B), Fairly Good (CB), Not Good (KB), Very Bad (STB) categories (Ridwan, 2012).

Student learning outcomes in this study can be measured using a multiple-choice test instrument consisting of 20 questions. Material experts and linguists validated the instrument questions. Then, a feasibility test was carried out on 30 class VIII students. This test instrument is given before the implementation of learning (pre-test) and after carrying out the learning post-test. Students are asked to work on multiple-choice items to see learning outcomes and analyze the results of students' answers can be measured using four tests: validity, reliability, item difficulty level, and discriminating power. This test was carried out using the SPSS version 23 program. The results of the validity test, showed

that the results obtained from the 20 items tested were 16 questions that were declared valid. Mark pearson correlation each item > 0.361 if n = 30. Therefore, the data that can be used is 16 questions.

In the experimental class, learning activities used the media Quizizz as a learning evaluation medium. Meanwhile, in the control class, learning activities used conventional media (student question sheets). This test instrument is given before the implementation of learning (pre-test) and after the implementation of learning (post-test). This is done to see the learning outcomes of class VIII students, both from the control class and the experimental class.

3.1. Data Analysis

3.1.1. Utilization Questionnaire Analysis Media Quizizz

One of this study's data collection techniques was distributing student questionnaires in utilization Quizizz. This questionnaire contains statements related to students' interest in using Quizizz in the evaluation of explanatory text learning. Aspects related to students' interest in learning include feelings of pleasure, student attention, and student interest in Quizizz media. Researchers used a questionnaire to find out data about students' interest in learning using the Quizizz. This questionnaire comprised 10 statement items about students' interest in learning after using the platform Quizizz in class VIII learning explanatory text. The questionnaire was given to students of class VIII 1 as an experimental class using Quizizz media. The results of the student questionnaire are presented in the following pie chart;

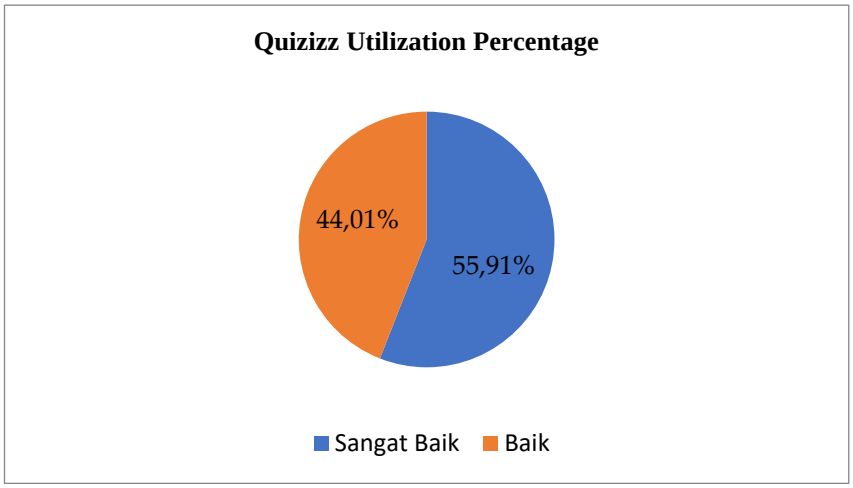

Figure 1. Quizizz Media Usage Diagram

From the measurement results through the pie chart above, students who have a very good response (SB) are 55.91% and students' responses in the good category (B) are 44.01% towards the use of Quizizz media in evaluation activities. From the data stated that all students had a response of interest in learning in evaluation activities using Quizizz in the excellent (SB) and good (B) categories, reaching 100%.

3.1.2. Analysis of Shiva Learning Outcomes

The learning outcomes in this study were measured using a multiple-choice test instrument of 16 questions. This test instrument is given before the implementation of pre-test learning and after carrying out post-test learning. This is done to see the learning outcomes of students, both from control classes and experimental classes. The following are the statistical results of comparing minimum, maximum, average, and standard deviation values of pre-test and post-test in the control and experimental classes.

Table 4 Results of Statistical Analysis of Control and Experiment Classes

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	22	50	81	65,05	9,95
Posttest Experiment	22	63	94	82,10	8,47
Pretest Control	22	38	75	62,57	10,24
Posttest Control	22	50	94	76,98	9,71

Sources of Data Processing Results by Researchers

Based on the table above, it can be concluded that there is a difference between the scores of students' learning outcomes in the experimental class and the control class. The average (mean) mark pre-test obtained by students of the experimental class is 65., and the control class's is 62.57. The difference is also seen in the average value (mean) post-test experimental class and control class. The average value of the experimental class was 82.10 and the average value of the control class was 76.98. This indicates that there is a change between values pre-test and post-test both the experimental class and control class. The tests that will be carried out are prerequisite tests including tests for normality, homogeneity, hypotheses, and score gain.

3.2 Normality Test

Normality testing is done to determine whether the data from the research sample is normally distributed. If the results are significant > 0.05, then the data is normally distributed and if the results are significant < 0.05 then the data is not normally distributed. The test data was tested using the normality test Shapiro-Wilk helped with software SPSS version 23 for windows.

Table 5. Shapiro-Wilk Normality Test

	Class	Shapiro-Wilk		
		Statistics	Df	Sig.
Student Learning Outcomes	Pre-test Experiments	922	22	**0,084**
	Post-test Experiments (Quizizz)	928	22	**0,113**
	Pre-test Control	918	22	**0,071**
	Post-test Control (Conventional)	928	22	**0,110**

Based on the normality test results, Shapiro-Wilk above shows that the data of learning outcomes pre-test post-test in the experimental and control classes have a significance value of > 0.05 normally distributed. From the results pre-test the experimental class has a sig value of 0.084 > 0.05. Significant value on post-test experiment, namely 0.113 > 0.05. sig. value pre-test the control class is 0.071 > 0.05. sig. value post-test control class 0.110 > 0.05. With level α = 0.05 up to H_0 accepted, this indicates that the test data has been normally distributed so that it can be directly used for further statistical tests.

3.3 Homogeneity Test

Homogeneity testing is carried out to test the similarity between the two variances, whether the data is homogeneous or not by comparing the two variances. The calculation of data for this homogeneity test can be done using SPSS version 23 for Windows. The criterion of significance is 0.05.

Table 6. Homogeneity Test Results

Test of Homogeneity of Variance				
	Leavene Statistik	Dfl	df2	Sig.
Student Learning Outcomes	0.050	1	42	0,825

Based on Table 4 above, student learning outcomes after being given treatment in the experimental and control classes by testing using SPSS 23 have a significant value of 0.825, which is greater than 0.05 so that the data can be said to be homogeneous because the groups come from populations with the same variance and the test assumptions are met.

3.4 Hypothesis Test

Hypothesis testing was carried out to find out whether there was a significant influence between the two samples studied, namely the media Quizizz with conventional media as a tool for evaluating student learning. This research is calculated using software SPSS version 23, with a significance level of 0.05.

Ha : There is a significant influence on the effectiveness of using the media Quizizz to improve the learning outcomes of explanatory texts for class VIII students.

Ho: There is no significant effect on the effectiveness of using the media Quizizz to improve the learning outcomes of explanatory texts for class VIII students.

Table 7. Independent T-test Results

		T	Df	Sig.(2-tailed)	Mean Difference	Std. Eror Difference
Student Learning Outcomes	Equal variances assumed	2,217	42	**0,032**	5,636	2,543
	Equal variances assumed	2,217	41,985	**0,032**	5,636	2,543

Based on the independent t-test results in the table above, the use of media Quizizz in improving student learning outcomes in learning explanatory text class VIII students obtained a significance (2-tailed) 0.032. Then, the sig value < 0.05 is obtained, and the value of $H_{0\ is}$ rejected and $H_{a\ is}$ accepted. It can be concluded that the learning model Quizizz is effective in improving the learning outcomes of class VIII students.

3.5 Uji Gain Score

The score gain test was carried out to determine whether there was an increase in student learning outcomes before and after receiving the learning treatment. The gain score is obtained from the difference between the data pre-test and post-test. Furthermore, the calculation of the N-Gain test is assisted by SPSS version 23. The following is the result of the N-Gain test between the results pre-test and post-test in the experimental class and control class.

Table 8. N-Gain Test Results

	G	Percentage g (%)	Std. Error Mean
Exsperiment Class	0,56	56,7%	0,036
Control Class	0,43	43,7%	0,028

From table 7 above, the difference in the results of the N-Gain in the experimental class and the control class can be seen. The N-Gain value in the experimental class is 56.7%, which means the learning model using Quizizz was effective, while the N-Gain results for the control class were 43.7% which were included in the less effective category. So it can be concluded that the learning model uses the media Quizizz effective in improving the learning outcomes of explanatory texts in evaluation activities for class VIII students.

Discussion

The benefits of Quizizz in the world of education are that it can be used as a learning evaluation tool, especially in Indonesian language subjects, because it contains multiple choice questions in a visual form by utilizing a smartphone and the internet. One of the advantages of this media is that students can see the scores or grades obtained after finishing answering all the questions from these

questions. Quizizz used as a solution to one of the problems faced by students, namely feeling bored and less enthusiastic when completing written assignments/objectives. This quiz provides formative questions in the form of multiple choice, creating an interesting and fun impression for students. Media presence Quizizz can encourage student learning motivation and hone students' abilities in evaluation activities so as to produce maximum grades/quiz scores.

The problems faced by the teacher are the tendency of students to cheat and the difficulty in maintaining the confidentiality of questions. In this case, the researcher minimizes this possibility with the features of the test duration and the system of random questions. The existence of a test duration limit makes students only focus on questions and answers so that it minimizes the opportunity to search for answers on Google. In addition, the existence of a system of random questions can also minimize students cheating. Media Quizizz can also assist teachers in processing the assessment results obtained by students. In addition, this media can also analyze items that can be followed up by the teacher to find out students who do not understand the subject matter given before.

Learning motivation is needed to increase students' interest in learning activities. Motivation to learn comes from within the learner as well as the means of learning. One of the learning tools used by researchers in evaluation activities is the media Quizizz. Through this learning media, of course, it can increase student interest and learning outcomes in learning activities. High learning motivation will make students achieve learning achievement.

The learning result test was carried out to determine the ability of students after receiving the explanatory text learning material that had been delivered by the educator. Tests given by students must be interesting and can provide challenges so that students are motivated to solve problems carefully. An uninteresting test will make students bored and feel that the test is difficult to do. So that students will not show their true abilities and students do not perform tests optimally, even though the purpose of learning evaluation is to measure and perform data collection according to students' real abilities. On the contrary, with students carrying out tests optimally, the test results will also be good (Rukajat, 2018).

The effectiveness of learning media can be measured through questionnaires using Quizizz media and student learning outcomes in experimental classes and control classes. Researchers use student learning interest questionnaires to find out the extent to which the use of Quizizz media is used in learning evaluation activities. The aspects observed in the learning interest questionnaire are feelings of pleasure, student attention, and student interest in Quizizz media. Student learning outcomes are seen from the results of pre-test and post-test in control classes and experimental classes. There is an increase in student learning outcomes in evaluation activities using Quizizz media. Therefore, Quizizz media is declared effective/feasible to use as a learning evaluation tool for explanatory texts for class VIII students.

4. CONCLUSION

The research and data analysis show that Quizizz learning media helps junior high schools evaluate explanatory texts. According to student questionnaire analysis, Quizizz media use is very good (SB) at 55.91% and student replies in using Quizizz in evaluation activities are good (B) at 44.01%. Quizizz learning medium improves student learning. This can be seen from the average post-test numbers in the control and experimental classes: the experimental class has 82.10, whereas the control class has 76.98. Quizizz learning media's N-Gain increased 56.7%, making it effective. Thus, Quizizz learning medium improves student learning outcomes in explanatory text material in class VIII evaluation activities. Several recommendations should be examined and pursued, especially by more researchers. The idea is that teachers use more innovative learning media to improve student learning results, despite other factors. To expand study on instructional media Quizizz, further research on its use in other materials is needed.

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