

Nurmantara

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USING QUIZZ IN IMPROVING STUDENTS' ENGLISH LEARNING OUTCOMES OF NARRATIVE TEXT

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abstract

This research is a Classroom Action Research aims to improve English learning outcomes on Narrative Text material for students in class X.6 which amounted to 32 people at SMAN 11 Palembang. This research activity aims to help improve knowledge and develop skills in the selection of learning media so as to improve student learning outcomes, in order to support the improvement of the quality of education and the quality of graduates at SMA Negeri 11 Palembang. This research was conducted in two cycles and used data such as observation and Pre-Test and Post-Test. The average score obtained by students in the first cycle was 50 with a percentage of Learning Objective Completeness Criteria of 28.12% which was still below the desired percentage of 80%. While the average value of cycle 2 was obtained 81 with a percentage of 81.25% which was categorized as "very good" because it experienced a very significant increase of 53.13% compared to the previous cycle.

INTRODUCTION

Educators are professionals who are entrusted with planning and implementing the learning process, assessing learning outcomes, offering advice and training, and performing research and community service, according to Law No.20/2003 Article 39. Educators are expected to be knowledgeable about education and learning in order to perform effectively and efficiently. An educator must possess pedagogical, professional, personal, and social competences. These competencies must be strengthened systematically and sustainably through multiple professional development systems in order to increase educator quality.

Technology has extended around the world and is being used by the global community in the twenty-first century. Technology has permeated practically every element of human life, including education. As mentioned in the 2013 curriculum, technology has become a new idea in teaching and learning activities in the field of education because it is the trend of the digital era of globalization. Schools are beginning to offer technology-based learning, in which teachers help students in using technology to study. Because technological advancement has aided people's activities, technology-based learning has emerged as a new concept in 21st century learning. Furthermore, mastery of technology is regarded as one of the requirements for keeping up with the changing world in the twenty-first century (Pacific Research Center, 2010, cited in Inderawati, Petrus, and Jaya, 2019). As a result, technology cannot be avoided by 21st-century society in many ways.

Most educators in Indonesian high schools adopt the use of tools and gadgets in delivering learning materials by using projectors and laptops as one approach to include technology in the teaching and learning process to help students get the material faster. It appears that educators are quite assisted in completing subject matter in a non-boring manner because technology such as attaching a laptop to a projector may display many things, such as Powerpoint slides of a subject, presenting photographs, or displaying movies. However, projectors and laptop computers are not the only technical equipment that are appropriate for this era. In our digital age, using both tools in a semester to convey curriculum is also a repetitive approach of teaching. More modern media, as well as resources like the internet and social media, can be utilised (Inderawati, 2017).

Educators are more concerned with how to expedite the delivery of material in the learning process than with whether or not the learning objectives are being met. This, of course, will make classroom conditions unfavorable, causing students to become less enthusiastic and motivated to participate in the learning process, which will eventually have an impact on the learning outcomes themselves. (Ramadhany, Koryati, & Deskoni, 2017).

Many of us are familiar with the four talents of English: speaking, listening, reading, and writing. Reading as a passive or receptive talent is one of them. Students should be able to comprehend the message or a portion of the text in order to gain knowledge and information. Reading, according to Johnson (2008), is the act of constructing meaning from text. There will be no reading activity if no meaning is established. This suggests that the core of reading is grasping the substance of the written word, and we will struggle to understand something without reading. As a result, reading is one of the most important skills in English that pupils must be able to master if they want to learn anything.

Teaching reading is a difficult undertaking since students must comprehend the meaning conveyed in the texts that they have read in addition to reading words, phrases, paragraphs, and texts. Because they are tired and lazy to read English texts, the majority of students regard reading as a difficult task and an uninteresting ability. It is the teacher's obligation in this scenario to figure out how to get pupils enthused about reading English materials while also ensuring that they understand the meaning of the written content. According to Priyanti et al. (2019), because the younger generation does not appear to be capable of living without the use of technology, incorporating technology into the learning process is critical.

Learning in the current Independence Curriculum (*Kurikulum Merdeka*) is more adaptive because it can be adjusted to the learning needs of students. Learning in the Independence Curriculum is more emphasized on differentiated learning. In differentiated learning, educators are required to scrutinize content, processes, products, and learning environments that are adjusted to the conditions of students (Purba, 2021). There are three steps in conducting differentiated learning based on Maryam (2021), such as content-differentiated learning, process-differentiated learning, and product-differentiated learning. Content-based differentiated learning is learning that is guided by educators to learners and focuses on mapping learning needs, such as learners' learning preparedness, interests, learning profiles, or a mix of the three. In process differentiated learning, educators need to understand how learners will learn in groups or individually or independently. The teacher determines the amount of scaffolding or assistance that will be given to students. The teacher determines which students need help and which students need triggering questions and can then learn independently. In product differentiated learning, it emphasizes more on the product, which is something that has a form such as writing, essays, test results, performances, presentations, speeches, audio or

video recordings, diagrams, pictures, and so on. The most important thing in product differentiated learning is that it must reflect students' understanding related to the learning objectives to be achieved.

Quizizz is one of the alternate methods for helping students overcome difficulties in reading English literature. According to Mei et al. (2018), Quizizz, an online assessment application, includes entertaining activities that allow all students to practice together via a personal computer, smartphone, or iPad. As a result, it motivates students to study English books. Furthermore, according to Rekola and Savo (2018), integrating digital assets in the classroom provides students with more varied, appealing, and driven learning. Moreover, Priyanti et al. (2019) shown that using Quizizz to teach narrative text is an excellent method because it generates engaging and novel learning activities that engage students to learn and improve students' reading abilities. One of the appropriate texts to learn using Quizizz is narrative text. According to Latifa and Manan (2018), narrative text is made up of messages that are designed to lead readers to a conclusion about the meaning of a story.

However, at present the use of applications such as Quizizz in the world of education and for learning purposes is not very massive. In fact, as previously explained, the use of this application is very beneficial for students to improve student learning outcomes in learning English. Based on observations made by the author at the partner school for the implementation of Field Experience Practice II at SMA Negeri 11 Palembang, when educators carry out the learning process, there are still educators who are not optimal in utilizing learning media in accordance with the expected objectives of a learning process. The inclination of instructors' selection of learning media to be used in the learning process is frequently evident from the convenience of learning media throughout the learning process, without considering whether the media is in agreement with the learning objectives to be attained in the learning process.

Then, during the learning implementation process, educators tend to use the lecture method to convey the material to be taught, and use the Google form application as an assessment media that only asks students to fill in the questions given, thus causing students to feel less interested in participating in the learning to be carried out. Then, based on the results of observations made by researchers before carrying out class action research, it is known that student learning outcomes in learning Narrative Text on learning objectives such as identifying and analyzing, social functions, text structures, and linguistic elements of oral/written texts in the form of Narrative Text critically, creatively and politely related to folklore from South Sumatra correctly are with an average value of 56.03, while the Criteria for Passing Learning Objectives (*Kriteria Kelulusan Tujuan Pembelajaran*) set for English subjects is 72. These learning outcomes are certainly very far from the expectations expected by the teacher. These learning results also show that there are 7 students who have met expectations and 18 students who have not met expectations in learning narrative text.

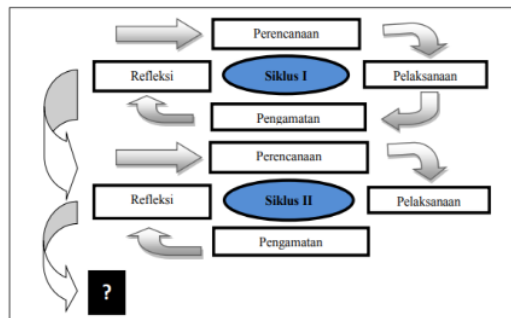
Therefore, educators in the learning process are looking for innovative learning media that can be applied in a wider range of learning environments, namely the Quizizz application. This Quizizz application can provide convenience for teachers in conducting assessments during the learning process. This study is based on a study titled "PENERAPAN MEDIA QUIZIZZ DALAM MENINGKATKAN HASIL BELAJAR SISWA PADA MATA PELAJARAN BAHASA INDONESIA KELAS X BUSANA 2" conducted by Mulya (2022), which stated that one of the actions that could be taken in order to raise the score of students' learning outcomes was by using Quiziz as an effective learning media, because the application contained an interesting game, so the students would more easily absorb the material and would

be more comfortable when participating in learning activities. For teachers who want to do interesting learning, they can use Quiz media that can attract students' interest in learning.

This research activity aims to help improve knowledge and develop skills in the selection of learning media so as to improve student learning outcomes, in order to support the improvement of the quality of education and the quality of graduates at SMA Negeri 11 Palembang. Therefore, the author wanted to conduct a Class Action Research entitled “Using Quiz in Improving Students’ English Learning Outcomes of Narrative Text at SMAN 11 Palembang”

METHOD

This research is classified as classroom action research because it seeks answers to learning challenges in the classroom. It is also descriptive study in the sense that it describes how a learning technique is used and how the desired results are obtained. Classroom action research, according to Kemmis and Taggart (Padmono, 2010), is a collective self-reflection research conducted by participants in a social situation to improve the reasoning and justice of their educational practices and social practices, as well as their understanding of these practices and the situations in which these practices are carried out. Hopkins (1993) defines classroom action research as "the planning, implementation, observation, and evaluation of the process and results of action." Meanwhile, in classroom action research, the technique consists of four components, such as planning, acting, observing, and reflecting, and so on, until the intended improvement (success criterion) is reached. The following is a diagram and description of the steps of classroom action research:



In planning, the researcher prepares lesson plans and making learning media. In acting, the researcher makes a description of the action to be taken, a working sketch of the corrective action to be undertaken, and the procedure for the action to be implemented. Observation activities can be carried out by giving observation sheets or in other methods that are appropriate for the data required. The researcher reviews the changes that occur or the results gained on what is collected as a type of impact of the actions that have been designed when reflecting. This step will reveal the changes that occur, the scope of the activities established, and whether the activity is capable of achieving major improvements or overcoming problems. Beginning with this reflection, an action enhancement in the form of replanning can be implemented.

This research is conducted at SMA Negeri 11 Palembang. In applying the Quiz application, researchers use Narrative Text as a way to convey an English lesson. The objects

of this study are all students of class X.6 which is amounted to 32 students. This research is carried out in the second semester of the academic year of 2022/2023, planned for two cycles which are adjusted to the Schedule of Field Experience Practice Activities II Pre-Service Teacher Professional Program. The time carried out begins on May 15, 2023 until May 29, 2023, the first cycle is carried out on May 15, 2023 and the second cycle is carried out on May 29, 2023.

The data used in this study are Pre-Test and Post Test, and also observation is used in this research. Observation in this study was used to collect data on the use of Quizizz in English subjects in Narrative Text material implemented by researchers. This observation sheet is filled in during the process of teaching and learning activities. The test is conducted to collect data on learners' understanding in identifying and analyzing the social function, text structure, and grammatical elements of narrative text. In this case, the researcher uses the results of the pre test and also the post test of students in collecting this data. After the researcher collects the data, the researcher will find the mean of the results of observation and test. The research results obtained will be classified into several forms of assessment using the following criteria

Score	Description
91-100	Excellent
81-90	Good
72-80	Fair
<72	Poor

Performance indicators are criteria used to see the success rate of PTK activities in improving or improving the teaching and learning process in the classroom. The performance indicators in this PTK are as follows:

1. Student activity score ≥ 90
2. Percentage of students' KKTP achievement $\geq 80\%$
3. Average score of students ≥ 72

FINDINGS AND DISCUSSION

Results of Observation

Based on the results of student observations that have been carried out in speaking learning using the Quizizz application in the first and second cycles, it can be concluded through the following diagram:

Table 1. The results of Learning Activities Observation

Heading	First Cycle	Second Cycle
Learning Activities	75	91.6

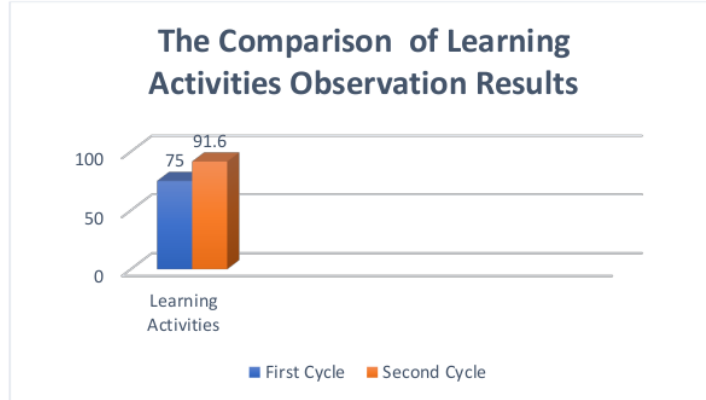


Figure 1. The Diagram of Learning Activities Observation Results Comparison

From the diagram above, it can be seen that the activity of students in the first cycle obtained a final score of 75, while the second cycle obtained 91.6. The increase in this cycle reached 16.6.

Pretest and Post Test Results

Based on the results of the pre-test and post-test scores of students who have been carried out in learning English on Narrative Text material using the Quizizz application in the first and second cycles, it can be concluded through the following table and diagram:

Table 2. The results of Pre-Test and Post Test per Questions

Heading	Pre-Test	Post-Test
Questions 1	9.375	16.875
Questions 2	9.375	16.875
Questions 3	11.25	14.375
Questions 4	7.5	15.625
Questions 5	12.5	15

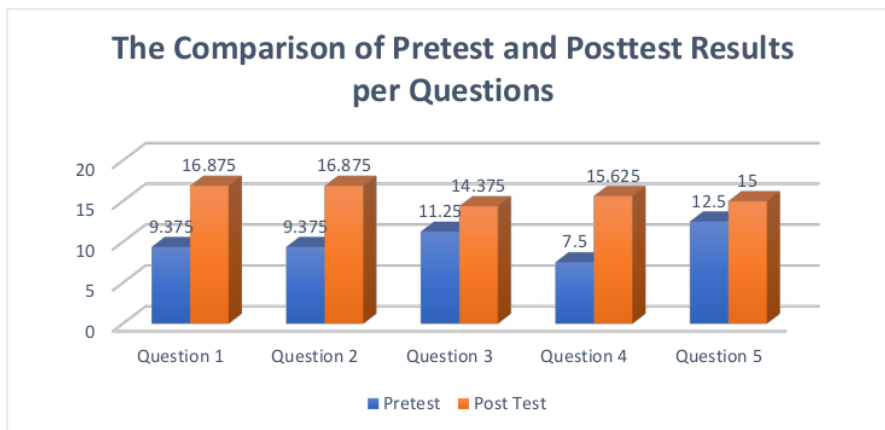


Figure 2. The Diagram of Pre-Test and Post-Test Results per Questions Comparison

From the diagram above, it can be seen that the average score of students per question in the first and second cycles has increased significantly. For a comparison of the overall average score can be seen in the following diagram:

Table 3. The results of Learning Activities Observation

Heading	First Cycle	Second Cycle
The mean of the Class	50	81
Percentage of Learning Objective Completion Criteria	28.12%	81.25%

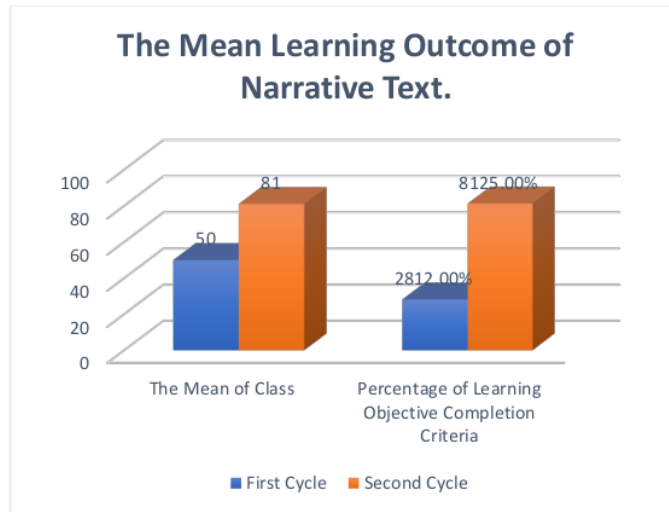


Figure 3. The Mean Learning Outcome of Narrative Text

The diagram above shows an increase in the average score and percentage of students' learning completeness in the ability to learn Narrative Text by using the Quizizz application. The class average increased by about 31 from the first cycle to the second cycle. The percentage of Learning Objective Completion also increased by 53.04% from the first cycle to the second cycle.

Classroom Action Research that has been conducted in the first and second cycles obtained data based on the formulation of problems that have been designed. This sub chapter will answer questions from the formulation of the problems that have been presented regarding the use of Quizizz in improving student learning outcomes on Narrative Text material in class X.6 students at SMA Negeri 11 Palembang.

In using Quizizz in the first and second cycles, there were different results. This difference can be seen from the activities of teachers and students in the learning process in each cycle. Based on the results of observations of learner activities in the first cycle, an average score of 75 was obtained and classified as the "Fair" category. This is because there are still some students who have not participated in learning English on Narrative Text material properly. Some students are also still not seen actively participating in learning activities such as identifying, analyzing, asking questions and concluding learning about folklore in South

Sumatra in the media that has been watched, heard, and seen through the Quizizz application due to unstable internet networks and inadequate quota to follow the learning process in class.

Based on the results of the pre-test conducted on students in the first cycle, the class average score was 50. Of the 15 students who scored reached the Learning Objective Completeness Criteria which exceeded the value of 72 as many as 9 people and those who had not reached the Learning Objective Completeness Criteria were 23 people. From these results, the learning outcomes in this first cycle have not been said to be complete because the percentage of achievement of the Learning Objective Completeness Criteria is only 28.12%. From the results of the study, it was obtained that the students' learning completeness had not yet reached the classical level. This is in accordance with the criteria for learning completeness according to Depdiknas (2004) classically, which is 75%. Students are said to have completed learning if they reach 72 according to school standards and 75 according to national standards. So that it has not reached the completeness category set by researchers from the beginning, which is 80%.

To improve the shortcomings in the first cycle, it is necessary to have a second cycle learning scenario. Careful planning will further support the success of teaching in the second cycle. The forms of improvement include:

- a. Before students can access the tests given by the teacher using Quizizz, students are required to create an account first before the learning starts, which is on the day before the learning starts or two hours before the learning starts so that it does not take a long time during the learning process.
- b. There needs to be an improvement in the questions when doing the post test by using simple sentences, questions that are a little bit more challenging, and different from the previous pre-test questions so that students can understand the meaning of the question, easy to answer the question, and can be adjusted to the ability of students in order to create students who are able to think critically and can solve the problems given.
- c. Educators must be more creative in choosing teaching materials and be able to motivate students to be eager to understand English lessons on Narrative Text material.
- d. Educators must pay more attention to their students so that students can follow the learning process well, and provide more guidance that is in accordance with the development of students.

In the second cycle, the results of the learning scores carried out showed a significant increase, which increased by 31 points compared to the average score in cycle 1. The average score of students in the second cycle is 81. The percentage of students' Learning Objective Completion Criteria in the second cycle is 81.25% so that it has reached the required percentage of Learning Objective Completion Criteria. This can also be seen from the results of the observation of the activities of students who have begun to be active in learning English on Narrative Text material. Almost 100% of students participate in learning English on Narrative Text material using Quizizz, which is around 91.6%. This shows that the use of Quizizz can have a significant effect on students' learning outcomes on English learning on Narrative Text material.

CONCLUSION

From these results, it can be said that the use of the Quizizz application in the learning process has been successful. Because the results obtained have met the predetermined criteria.

The success in the learning process was due to improvements made to the shortcomings found in the first cycle. Teachers become more prepared to adjust learning according to the conditions of students and other technical matters because online learning requires adequate device readiness and internet access so that learning can be carried out properly. Teachers also become more creative to choose or create learning videos that can provoke students' critical and creative thinking skills in solving the problems given. English Learning Outcomes on Narrative Text material in class X.6 SMA Negeri 11 Palembang have increased. This can be seen from the comparison of pre-test and post scores that occurred in the first cycle and the second cycle. The average score obtained by students in the first cycle was 50 with a percentage of Learning Objective Completeness Criteria of 28.12% which was still below the desired percentage of 80%. While the average value of cycle 2 was obtained 81 with a percentage of 81.25% which was categorized as "very good" because it experienced a very significant increase of 53.13% compared to the previous cycle. Therefore, it can be concluded that the use of Quizizz is able to improve students' learning outcomes in learning English on Narrative Text material.

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