

DESIGNING QUIZIZZ AS MEDIA TO ASSESS THE MASTERY OF SIMPLE PAST TENSE

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Submitted: 7 June 2022

Accepted: 2 November 2022

Online Published: 31 January 2023

doi: [10.26418/jeep.v4i1.54976](https://doi.org/10.26418/jeep.v4i1.54976)

URL: <http://dx.doi.org/10.26418/jeep.v4i1.54976>

Abstract

This research study aimed to design Quizizz as media to assess the mastery of simple past tense to year-8 students of SMP Kristen Immanuel 1 Pontianak. The form of this research study was development research. The research method was design and development research. As a procedure, the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model was applied. However, due to the COVID-19 pandemic, the researcher did three phases in this study: Analyze, Design, and Develop (ADD). In the analysis phase, the researcher interviewed the English teacher to find out the actual conditions of the students, the teacher, and the school. In the designing phase, the researcher observed the textbook and the curriculum applied in the school to design a significant product of Quizizz. During the development phase, the researcher used the Quizizz platform to develop the learning media for the students by combining multimedia such as images, GIFs, videos, and sounds. Then, the designed product was completed after having two internal evaluations to ensure that the product was usable and fulfilled all the assessment criteria. In conclusion, the Quizizz multimedia assessment assesses the mastery of simple past tense for year-8 students of SMP Immanuel 1 Pontianak.

Keywords: *Designing, Quizizz, Simple past tense.*

To cite this paper (in APA style):

Hermanto, M., Sudarsono, s., & Rezeki, Y.S. (2023). Designing Quizizz as media to assess the mastery of simple past tense. *Journal of English Education Program*, 4(1), 1-10.

<http://dx.doi.org/10.26418/jeep.v4i1.54976>

INTRODUCTION

Recently, distance learning has been applied in education during the pandemic. The COVID-19 outbreak has caused school closures all over the world. In Indonesia, nearly all of the students are not in school. As a result, education is facing significant transformations with the tremendous rise of e-learning, in which teaching is done remotely and via online platforms. Learning activities done through face-to-face methods have been turned into online classes by utilizing Microsoft Teams, Google Meets, Google Classroom, and Zoom.

Distance learning can be a solution in this crisis time. The rapid developments in technology have made distance learning easy. E-learning has become increasingly important as an educational tool as technology has evolved and improved. According to Barreto and Orey (2013, p. 3), "Devices, such as computers and smartphones, are now part of individuals' interpersonal communication, work, entertainment, and even learning." It means gadgets like computers and smartphones are crucial in this era; it has become part of everyday life. Therefore, technology is not a new thing for students and teachers worldwide.

Most of the junior high schools in Pontianak, including SMP Kristen Immanuel I Pontianak, have been implementing distance learning using online platforms such as Microsoft Teams, Google Forms, and Google classroom. In SMP Kristen Immanuel I Pontianak, the teachers gave the materials for the students to study by themselves one day before, and the next day, the teachers and the students held meetings in Microsoft Teams. The students were given opportunities to ask questions if they did not understand the materials. The assessment was given through Microsoft Form and Google Classroom. Even though those applications are accessible, Microsoft Forms and Google Classroom seem to lack enjoyment and motivation for the students. Based on the information from the English teacher, the students were not motivated to do the assessment given by the teacher after the class. Furthermore, the applications did not provide many options for the teachers to make various question items. This problem can be settled down by designing an assessment that can foster student motivation and enjoyment in doing the assessment.

Nowadays, several applications can support the teaching and assessment processes for learning, such as Kahoot, Socrative, and Quizlet. One of the online applications beneficial for academic purposes is Quizizz. According to Zhao (2019), Quizizz is an educational application built in a game form that provides online multiple-player learning activities and transforms classroom tasks into more engaging and enjoyable experiences. Moreover, Mei et al. (2018) define Quizizz as a gamified assessment platform that presents digital quizzes as a fun learning experience that enables students to compete using computers, tablets, or smartphones. Furthermore, Bury (2017) urges that Quizizz is a free and open website that is easy to use and can support the teacher in assessing their students' learning competence and curricular understanding. In short, Quizizz is a game-based learning platform that allows teachers to give online quizzes that students can access through smartphones or computers. Quizizz allows grammar to be an interactive material since teachers can attach media like pictures, audio, and animation to the quiz.

Previously, there have been some studies conducted on a similar topic. Puspitayani et al. (2020) tried to develop an online quiz prototype to assess students' reading competency using Quizizz and examine the quality. The result shows that the quality of the online quiz product is strongly suggested to be used and distributed as a formative assessment in a classroom. The product is helpful to support teachers in the process of teaching and learning and enhance their capabilities. Another study also supports Quizizz as an online assessment. Pitoyo et al. (2020) found that, after taking multiple gamified assessments in Quizizz, the students were encouraged and eager to study more. The leader board, memes, quiz timer, and test results were among the game's features that piqued their attention. Furthermore, Zhao (2019) conducted a study that investigated the use of Quizizz as both a digital assessment and an educational tool in the accounting class. The research goal was to

determine how effective Quizizz is in enhancing students' educational experiences. The result shows that after using Quizizz in the class as an exercise, students mention that the Quizizz application has a good influence on their learning experience. The incorporation of enjoyable and engaging features helps in maintaining their attention.

The preceding studies investigated the impact of utilizing Quizizz as an evaluation and learning tool in a real-world classroom setting with a variety of topic resources. As a result, this research study was carried out to expand the findings of prior studies. This research study was carried out in a different location, with a different sample, in a different learning medium focusing on online learning, and with a different research method. Furthermore, the researcher focused on designing online quizzes using Quizizz to assess the mastery of simple past tense, while other research focused on reading competency and TOEFL structure.

The product was expected to improve students' concentration, enjoyment, and motivation in doing the assessment. According to Chaiyo and Nokham (2017), the Quizizz application as an assessment tool can improve student attentiveness, involvement, enjoyment, enthusiasm, and pleasure by encouraging them to participate in the game. Based on these considerations, the researcher decided to conduct research on designing the product of Quizizz multimedia assessment which was an idea to develop an online game-based assessment using Quizizz that would provide convenience for both students and teachers.

RESEARCH METHOD

In conducting this research, the researcher employed a research approach designed by Branch, called the ADDIE Approach. According to Branch (2009), the phases of the ADDIE approach are analyzing, designing, developing, implementing, and evaluating. However, due to the limitations of conducting research during the COVID-19 pandemic, the researcher only completed three phases in this study; they were analyzing, designing and developing (ADD).

In the analysis phase, the researcher analyzed teachers, students, and the school's conditions to have the actual condition regarding the implementation of online learning during the pandemic. The analysis includes the students' condition during the current learning circumstances, the teacher's ability to use online teaching and learning applications and the school's condition in terms of adequate facilities. The data was gathered from an interview with the teacher. The accomplishment of the interview was used as a foundation for designing a proper Quizizz multimedia assessment for the teachers and students.

The researcher used the Quizizz platform to design a multimedia assessment for simple past tense during the design phase. The researcher designed the product by collecting target material in the textbook used by the school and on the internet. After having the data for the material, the researcher collected supporting multimedia suitable for year-8 students. The picture, GIF, audio and video were selected from the internet. The multimedia assessment was about simple past tense material in the curriculum applied at SMP Kristen Immanuel I Pontianak. They were about formulating positive and negative sentences and questions in the simple past tense. Then the researcher continued to the final phase of this research which was the developing phase.

In the development phase, the researcher developed the multimedia assessment product by using the Quizizz platform based on the collected data throughout the analysis and design phases. The purpose of develop phase was to create and test chosen educational materials (Branch, 2009). Accordingly, in developing the product, the researcher integrated some multimedia elements, such as images, animation, and sounds, to foster the students to answer the simple past tense assessment and help them with visuals. Multimedia can appeal to a wide range of learning styles; some students benefit more from reading, others benefit more from hearing, and others from seeing (Andresen & Brink, 2013). Based on that statement, the researcher believed that the Quizizz product could help promote students' motivation and assist them in learning grammar, especially the simple past tense. In addition, the researcher validated the product through an internal evaluation. After the researcher finished the product, it was given to the English teacher in SMP Kristen Immanuel I Pontianak.

RESULT AND DISCUSSION

The goal of this research was to design and develop Quizizz as media to assess the mastery of simple past tense to year-8 students of SMP Kristen Immanuel 1 Pontianak. The researcher went through certain processes to learn what the English teacher and the students of year-8 demanded in terms of usable content. The stages of the research which were done by adapting the ADDIE approach are described below.

To collect information about the use of multimedia in online learning, the researcher analyzed the conditions of teachers, students and schools through interviews with an English teacher of the year-8 students. Based on the interview result, the researcher found some issues regarding the online learning. The students found the learning activities during the online learning less exciting and engaging due to the use of simple technological applications such as Microsoft forms and Google forms. Second, the teacher required new media to assist with online teaching and learning. Finally, the Quizizz multimedia product would help promote students' motivation and assist them in learning simple past tense. In conclusion, the researcher discovered that the students required new multimedia to support learning simple past tense in online learning based on the interview findings.

In the design phase, the researcher designed the product based on the data gathered during the analysis phase by collecting target material from the textbook and the internet. According to Reddi and Mishra (2003), synchronizing the material design and learning from it requires matching learning objectives and selecting the appropriate media. After the researcher collected data for the material, the researcher gathered supporting multimedia such as pictures, GIFs, and videos that would be appropriate for Year-8 students from the internet. Branch (2009) states that performing the designing phase is to verify the desired performance and an appropriate testing method.

In the development phase, the researcher designed the material based on data from the analysis and design phase obtained from Year-8 students in SMP Kristen Immanuel 1 Pontianak. The development stage was the phase in which the researcher worked to develop the material. The researcher had done the product on simple past tense questions. The researcher chose certain multimedia such as pictures, GIFs, and videos to make the product more engaging and intriguing. The researcher described the procedure of developing Quizizz to assess the mastery of simple past tense.

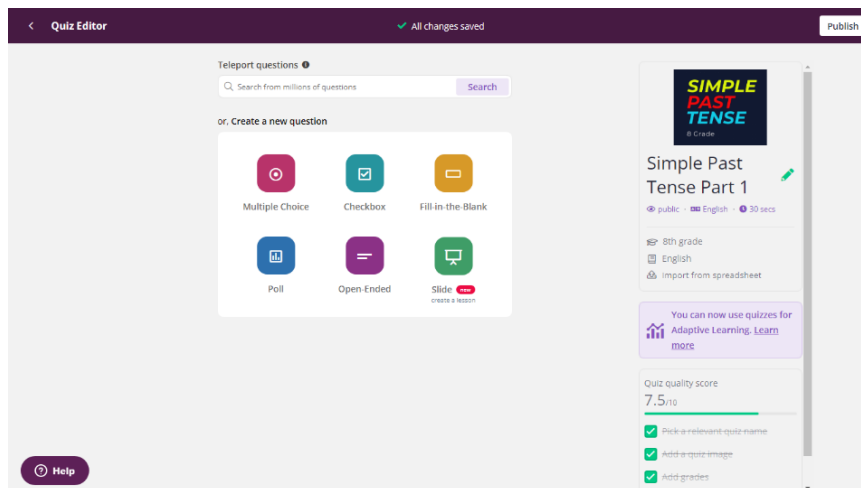


Figure 1. Types of Quizizz Question

The development process began with creating the product on the Quizizz platform. The first step of developing the product was choosing the types of Quizizz questions that would be used. On the Quizizz platform, there are five different categories of questions available, namely: multiple choice, checkbox, fill in the blanks, poll and open-ended.

The next step was inputting the questions and answers into the Quizizz quiz editor. In order to make the questions more interactive with the students, the researcher added some multimedia like pictures and GIFs.

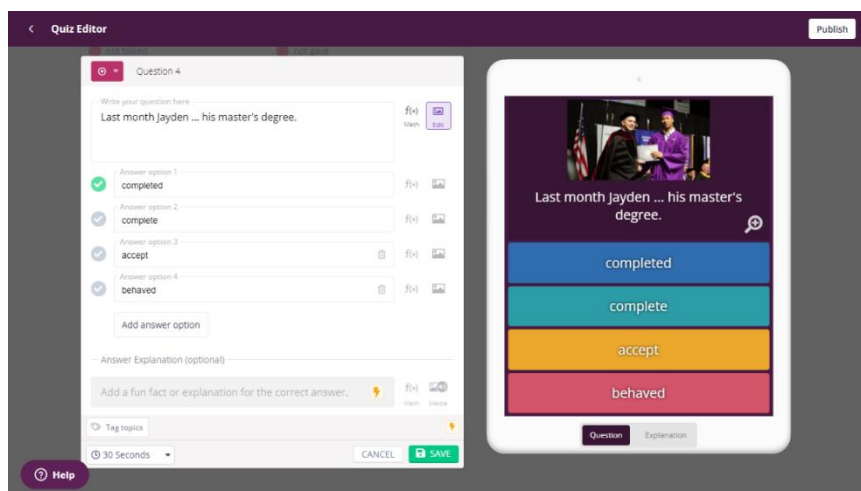


Figure 2. Designing a Quizizz question using multimedia

The researcher repeated the previous process for every question in one part; there are ten questions in each part of the Quizizz multimedia product. After completing the Quizizz product development, the researcher conducted an internal evaluation to determine the product usability. Due to the limitation of the expert, the researcher chose to implement an internal evaluation. In this section, the researcher provided several criteria to evaluate the product objectively. Criteria are the quality or standard of performance that is considered acceptable (Branch, 2009). The researcher found some pictures and GIFs that are not easy to understand based on the first internal evaluation result. As a result, some of the animations do not complement learning. Some word choices were not suitable for the students' level. It means that the Quizizz product was still not used to assess the mastery of the simple past

tense of year-8 students. Therefore, the researcher needed to revise the product to ensure that it met all criteria.

In the revision phase, the researcher replaced some pictures and GIFs with new ones to make them more understandable and complement the learning. The researcher also fixed the choice of words to fit the student's vocabulary level. After revising the product, the researcher concluded that all criteria had been met. The Quizizz multimedia product assesses the mastery of simple past tense of year-8 students of SMP Kristen Immanuel 1 Pontianak.

Discussion

The researcher developed Quizizz as media to assess the mastery of simple past tense to year-8 students of SMP Kristen Immanuel 1 Pontianak. The main obstacles found regarding the learning were the need for interactive media, students that were not motivated and unengaged with the material in the textbook, and the limited learning time during online learning. As a result, the student's learning abilities, especially understanding simple past tense, were still below the average. In line with those problems, Andresen and Brink (2013) state that multimedia which incorporates pictures, audio, video, animations, and simulations to illustrate the educational material, is more engaging to various modes of learning styles because certain students would understand more from learning by reading, while others would understand more from listening, and still others would understand more from watching. Moreover, Zhen (2016) Multimedia is a type of medium that may display diverse audio, visuals, animation, as well as other phenomena, capturing the students' attention. In summary, multimedia may be beneficial to teachers when teaching. Then, this motivated the researcher to design a Quizizz multimedia product as supporting media in the simple past tense teaching and learning process. This Quizizz product was created to help the teacher establish an intriguing and engaging classroom environment and reduce the students' unfamiliarity with the given material, simple past tense. Reddi and Mishra (2003) identify some elements that researchers must consider when designing effective multimedia. The elements were the learning objectives, the learning content, media selections, and the validation option. The primary goal of the product of this study was to provide the year eight students with exciting and engaging multimedia for the teaching and learning process of simple past tense mastery.

The English teacher of SMP Kristen Immanuel 1 Pontianak was the primary participant in this study. Moreover, the researcher adjusted the product with the schools' applied curriculum, Curriculum 2013. For this reason, the researcher concentrated on a few competencies in multimedia product design. The student should be able to distinguish the changes in verb form from present form to past form correctly and construct different kinds of simple past tense sentences. Additionally, the students were also expected to understand the meaning of the changed verb.

The second element was the content of the designed product. In this research, the goal of the Quizizz product was to promote students' motivation and assist them in learning simple past tense. The researcher developed the product content of Quizizz multimedia in a motivating and engaging format for eighth-grade students. Additionally, the Quizizz content was designed to suit students' education levels. By adjusting the Quizizz product content to the students' understanding capacity, they would not be burdened and feel bored

in learning simple past tense. The researcher designed the Quizizz product, consisting of five parts. Each part contained ten practices. They were designed constructively, such as changing verbs into the past form.

The third element was the media options. The crucial part of the media selection was finding the relevant media that combined pictures, animation, audio, and video to accomplish instructional objectives. In this research, the researcher intended to develop a multimedia product that integrates pictures, animation, and audio to reinforce the learning process. The researcher decided to utilize a platform with many features to create the multimedia product. The platform was "Quizizz", a website-based platform with various features designed to make a classroom more entertaining, collaborative, and attractive. Teachers may produce and decorate their formative assessments, homework, and online quizzes with this platform. This platform provides a quiz and lesson editor with five different question types and the option to add images, video, and audio to the quiz.

The fourth element was the evaluation option. In this research, the researcher employed internal evaluation as the evaluation option. In this phase, the usability of the Quizizz multimedia product was determined. The researcher adapted some principles as the criteria for the internal evaluation of the multimedia. Branch (2009) defines criteria as the acceptable quality or standard of performance. Moreover, Reddi and Mishra (2003) point out the four essential aspects that must be taken into consideration during the development of the multimedia product: (i) educational effectiveness, (ii) entertainment value, (iii) user-friendliness of technology, and (iv) design features. The Quizizz multimedia product had fulfilled each of those principles.

The first principle was educational effectiveness; the Quizizz multimedia product fulfilled this term based on the following matters. First, the product is coherent with the learning objectives of the materials and offers a good presentation of the content area. Second, the product has learning concepts and visuals that can help students achieve the desired learning objectives. Third, the product helps the students develop a thinking process in meaningful ways for problem-solving. Fourth, the materials are simple and easy to understand and do not offend anyone based on their gender, race, ethnic group, or religion. Lastly, the product is user friendly in terms of navigation because it provides clear direction on using the program.

The second principle was entertainment value. The Quizizz multimedia product fulfilled this term since the product contains graphics and sounds that bring the target learner a fun learning atmosphere. It means the audio and display of the Quizizz multimedia product bring enjoyment to the learning. Also, the product offers much flexibility for the student to surf, for example, browse and study at their tempo and comfort. In other words, the Quizizz multimedia product offers the students flexibility to have control while using the product, such as to move at their own will and learn at their speed.

The third principle was the user-friendliness of technology. The Quizizz multimedia product fulfilled this term because the Quizizz multimedia product is commonly available and easy to access since it is an online platform. The product is also user friendly for the students and teachers as the user. The students can practice and self-evaluate by having the

report in the Quizizz multimedia product after each quiz. Students can also save the information or report on the Quizizz multimedia product if they need it.

The fourth principle was design features. The Quizizz multimedia product fulfilled this term based on the following reasons. First, the user interface of the Quizizz product is attractive and appropriate for the user. Second, the design of the Quizizz product contains icons that help the user to understand how to navigate the program. Third, the video and audio in the product are working smoothly, and students have the authority to mute the audio. Fourth, the product's pictures, animations, and videos have good quality and are perfectly visible to the students. Fifth, the product's layout makes good use of text, graphics, and background.

In some previous studies conducted on a similar topic, Puspitayani et al. (2020) mentioned that implementing online quizzes using Quizizz as a formative assessment reduced students' stress since it created a fun atmosphere and fostered students' enthusiasm. The statement was also supported by Pitoyo et al. (2020); in his study, he found that using a website-based gamification platform such as Quizizz as an assessment tool had a beneficial washback impact on students' knowledge. In this study, the researcher developed a Quizizz multimedia assessment, multimedia made exclusively to assess the mastery of simple past tense. The Quizizz multimedia assessment contained online quizzes integrating images, animation and audio. Mayer (2009) defines multimedia learning as the mixture of words, pictures, audio, animation, and video to promote learning.

The differences between this research and other previous were the types of research design and the learning material. This research focused on designing online quizzes using Quizizz to assess the mastery of simple past tense, while other research focused on reading competency and TOEFL structure. Furthermore, there were some limitations to this research. The Quizizz product is an online-based multimedia assessment, which means that without an internet connection, the product cannot be accessed by the teacher or the student. Moreover, the Quizizz product has a feature that allows the students to check their answers after the quiz. However, it was only available in English. It would be better if the researcher could provide an Indonesian language version. Thus, it would be easier for the students to do their self-evaluation.

CONCLUSION AND SUGGESTION

Conclusion

The final product of this research study is the Quizizz multimedia assessment to assess the mastery of simple past tense to year-8 students of SMP Kristen Immanuel 1 Pontianak. Based on the analysis, the product was developed to help improve students' concentration, enjoyment, and motivation in doing the assessment. Due to the use of simple technological simulations such as PowerPoint slides, students perceive the learning activities during online learning to be less fascinating and engaging. As a result, the teacher needed new media to aid with online teaching and learning. The Quizizz multimedia product, which consists of five parts, with each part containing ten practices, was designed in a formative way using the Quizizz platform. The product was designed to help the students learn the simple past tense. The students played the roles of learner, player, competitor, and evaluator in this research. The students learned by playing the game and competing against one another. Then they evaluated themselves at the end of the game by looking at the result of

the game. In these circumstances, the students learned the shifts of verbs into past form in various scenarios by answering formative game questions in the Quizizz multimedia assessment. The teacher played the roles of observer and controller. The English teacher can use the product in the class to have the students drill and practice simple past tense material in the game. Based on the result of internal evaluation, it can be concluded that the Quizizz multimedia assessment, which was the research's final product, is usable to assess the mastery of simple past tense material of year eight students in SMP Immanuel 1 Pontianak.

Suggestion

Based on the findings of this research study, the researcher made a few suggestions that can be considered. The following are the suggestions: The teacher's role should not be eliminated and must play an important role as the host while using this Quizizz product in the classroom. This is due to the product's being merely a medium to assist teachers in creating an enjoyable learning environment. Additionally, if the Quizizz product is played in a competition mode, it will also result in thrilling learning experiences. For future researchers that intend on doing similar studies, the researcher must present a more engaging guide for the users in order to produce a better learning product. Instructions should be provided for each part of the Quizizz product. Moreover, since the Quizizz product is only available online, the researcher may develop the offline application format for the future product. Finally, providing a precise evaluation for the students in the Indonesian language would be beneficial so that the students may perform self-evaluation for their own.

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