Implementing Quizziz as Game Based Learning in Teaching Grammar in Written Discourse

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Abstract. The aimed of this research was to investigate the effect of implemening quizziz in the teaching grammar in written discourse class. The population of this research were semester four studens of English department, and the samples were twenty two students.the instruments of this research was test. This is a classroom action research conducted in universitas Majalengka. The research figured out that there was a significant improvement from cycle one into cycle two, proven by pre test and post test in each cycles. Cycle I the students score was seventy five poin ninety seven (75,97). In cycle II the students' average was seventy eight point seventeen (78,17). After implementing quizziz, the data showed that the students can master Grammar in written discourse easily and the students became active in participating in the Grammar class like asking and answering question.
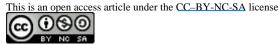
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Introduction

Learning is the primary activity of students in the classroom. Good method can make the students easier in understanding the material. The teacher must apply more attractive teaching method in classroom, because if the teacher is attractive, the students will have spirit to study, especially English. Hamalik (2011:28) said that learning is a process of change of one's behavior because of his interaction with his environment. The behavior can be explained as knowledge, understanding, habit, skill, appreciation, emotional, social relationship, physical, ethic, and manner. According to Norfolk and Nicolich in Saleh (2009:37) learning will always cause a transformation in someone's life.

Game can be used to give practice in all language skills and be used to practice many types of communication. People can learn English more easily by using game. Based on theory above, it can be explained that technology can help teacher to explain learning topic to their students, and it can help students to enhance their comprehension in learning English especially grammar in written discourse.

According to Deepak Joy Cheenath and Ankit Gupta (2015) Quizizz is a game-based educational online platfroms, which brings multiplayer activities to classrooms and makes in-class exercises interactive and fun. Using Quizizz, students can do in-class exercises on their

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electronic devices. Unlike other educational apps, Quizizz has game characteristics like avatars, themes, memes and music, which are entertaining in the learning process.

Based on theory above, Quizizz also allows students to compete with each other and motivates them to study. Students take the quiz at the same time in class and see their live ranking on the leaderboard. There are types of word games, for example crossword puzzle, scramble word, scramble sentences etc, (9). Singing games: here, students sing songs that require movement.In Quizizz, the question order is randomized for each student. In a classroom activity game must have good characteristics. According to Tyson (2000:2), there are many criteria games that can be used as media for teaching English:

1. A game must be more than just fun
2. A game should involve friendly competition
3. A game should keep all of the students involved and interested
4. A game should give students a chance to learn, practice, or review specific language material.

Based on theory above, it can be explained that selecting technology in teaching English can be useful for students and lecturer. It make teacher easy to prepare teaching material before explain to students. Technology give students oportunity to become an active learner.

The purposes of games is to attract the students to learn English more fun which is hoped it can make the students to study English more deeply, discover and interact with their environment. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language (Lewis in Salim, 2009:2). Based theory above, it can be explain that students motivation in learning english is very low. It is influenced by their perception about English it self. Some of students think english is difficult language to be master. They need time to learn especially grammar. Mastering grammar for some students are diffiult. Grammar become an obstacle in learning English.

Mastering second language especially English is one of students cahllenges. Learning use technology can help students to enhance their skill. One of application is quizziz. Lecture is able to give exercise and conntrol students execrcise activity through Quizizz. Each questions are multiple choices with two or four possible answers. Quizizz is free, user-friendly online formative assessment tools which help teachers assess students' language as well as their curriculum knowledge.Quizizz is an educational app that applies the concept of gamification (MacNamara & Murphy, 2017). Based on theory above , it can be explained that this application is not only help students in their learning activity, but the application can raise students motivation in learning English through this application. It will be easy for students in mastering English.

The colorful interface, avatars and music provide students a similar experience as a game does. After students answer eachquestion, Quizizz will show pictures with memes to tell whether the answer is right or wrong. This is a treat to students(Miller, 2017). Based on theory above, it can be explained that the application have more various instruction to make students follow every course explanation. Hamilton-Hankins (2017) introduce Quizizz in an English Language Arts Classroom and find it has positive impact on student engagement. Chaiyo and Nokham (2017) find differences in students'perception of using different educational apps. Based on the explanatn above, the researcher interested in the implementing quizziz in teaching grammar in written discourse, and formulatig reasarch questino in students results learnig grammar in written discourse throuh quizziz.

Method

This research is categorized into descriptive quanlitative method in collecting and analyzing the data the, the classroom action research design was applied. According to Nunan (1992: 3),

research is a process of formulating questions, problems, or hypotheses, collecting data or evidence relevant to these questions/ problems/ hypotheses; and analyzing or interpreting it. It means that formulating a research should begin with research topic. Research topic can help the researcher to break down the next research procedure. According to Fitrah and Luthfiyah (2017:44), qualitative research is a research procedure that uses descriptive data in the form of written or oral words from people or actors that can be observed. Hopkins (2008), classroom Action analysis is associate act undertaken by academics, to reinforce their own or a colleague's teaching, to checkthe belief of instructional theory in follow, or as a way of evaluating and implementing whole faculty priorities. Based on theory above, it can be explained that classroom action research focuses in the students improvement during teaching and larning activity. Cohen, (2005) outline that classcroom action analysisis alsoemployed in any setting wherevera retardant involving individuals, during this case is that the students, tasks, and procedures do for answer, or wherever some changes of future end in a additionalfascinating outcome. Based on theory above, it can be explained that the classroom action research procedure focuses in the students attention, motivation and students improvement during their learning activity.

Kemmis and McTaggart in Latief (2009), suggested that components of Classroom Action Research were series of activities began from a plan of action until the last proccess was reflection. It called a cycle research. Each cycle consists of four stages: (1) action planning, (2) the implementation of the action, (3) observation and interpretation, and (4) analysis and reflection.

Subject of the Research

1. Population

According to Helaluddin and Wijaya (2019: 60), population is defined as a generalization area consisting of objects or subjects that have certain qualities and characteristics. It means that the population consist of objects or subjects who have certain qualifications or characteristics that can determined by the researcher. The participants were twenty two of the fourth semester students of the English education Department, Universitas Majalengka.

2. Sample

According to Creswell (2012:209) sample is a number of people and location of the population as a sample data in qualitative research. Based on the theory above, it could be explained that to find out the data in qualitative research, the researchers must know the number of individuals in the research sited, that was sample of population.

3. Sampling

In this research, the researcher used purposive sampling technique. According to Sugiono (2012), purposive sampling is sampling technique to determine the sample byjudgment based on a specific purpose such as to balance: focus on research, scientificjudgments, reason limited time, energy and money.

Technique of Collecting Data

Technique of collecting data in this research using qualitative data and quantitative data. In integrating both of this method, the researcher used test, and questionnaire.

1. Test

The test used in this study is the pre-test and the post-test. The pre-test was done before implementingaction learning strategy Test was a series of questions or exercies as well as

other equipment used to measure the skills, knowledge, intelligence, ability or talents of individual or groups Finocchiaro,M and Sako, S in Armasitha (2017) .

2. Questionnaire

   According to Creswell (2012:220) survey design used forms as answer question by the participant in a study completed the researcher called questionnaire. The questionnaire was a form to make sure the data, it was given to students as their answered perspective by the researcher.

Technique of analyzing the Data

According to Miles and Huberman (1984: 21-23) cited from Sailan & Hasan (2019-63) data analysis in the form of: reduction, display and classification conclusion.Data analysis was the processed of selected the data from data collection in order to produced data that could be accepted by othersAfter the researcher had collected data, the reseracher analyzed result that the researcher obtain valid data. Two techniques were used in analyzing the data. In this research, the researcher used t-test formula to find out the effectiveness of using quizziz to student's grammar in written discourse.

Findings and Discussions

Before the quizziz was implemented, the class condition could be described as a regular class. It was a lecturer centered class which lacked of students' participation during the teaching learning process. So, the students depended on lecturer's explanation. When the class began, the students would be busy speaking, taking note and playing their mobile phone at the same time and they had no initiative to initiate a discussion and ask question.

After pre cycle activity, the data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of the students' score in taking grammar test. The qualitative data were taken from questionnaire result.

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted four meetings in this research and the test was given in the last of each cycles.

Students' result toward Quizziz as Game-Based Learning in the teaching learning grammar in Written discourse class.

Table 1.

NO.	NAME	SCORE	
		Cycle I	Cycle II
1.	A. T.	70	85
2.	A. F.	80	95
3.	A. N.	65	75
4.	A. I. P.	65	65
5.	A. F. S	80	80
6.	A. P	65	75
7.	A.P. R	80	60
8.	A. Z. F	55	75
9.	B. S	65	65
10.	B. Y	75	85
11.	D. Z	80	90
12.	D.G. R	80	90

13.	F. Y.	50	90
14.	F. Z	65	90
15.	G. H	85	90
16.	H. N.	85	60
17.	J. F. R.	10	60
18.	L. F	85	95
19.	M. O. M.	40	50
20.	M. B	80	90
21.	M. K. A	80	80
22.	N. A. S	85	75
Mean of Student Score		75,97	78,17

Table 1 shows the results for all the cycles. the results showed that Quizizz enhances their learning. It can be seen form students average score from each cycles. There was improvement after learning through quiziz. The data showed that there were differentiation in each cycles. In cycle one the students average score was 75.97, and in cycle two the students average score was 78.17. After gathering all the data from each cycles, it can be explained that students faced dificulties in using application for the first time. Thy need adaptation to use the application. The data showed that before using this application, the students felt difficult to identify the courses. The application guided the students to answer and analyze the courses.

Based on explanation above, it can be concluded that implementing quizziz in teching learning in grammar class make student focus in their learning. There were improvement after implementing this application in the teaching learning process. Students follow every process in the grammar class. The students like the feature in the application, and makes them competitive and motivates them to learn better. Students' satisfaction of using an educational application may increase when they use it more because of thefamiliarity, but the satisfaction may also decrease because of the boredness and repetition

Conclusion
After conducting Classroom Action Research at semester four class, it can be concluded that quizziz as online learning platforms can fostering the students' grammar and can help them to enhance their comprehension during teaching and learning. It can be proved from the following facts.

The study revealed that, the students' score of grammar in written discourse taught by using quizziz was improved. It can be seen from students score from cycle I to cycle II. There were progress from students in learning grammar through quizziz.

The use of quizziz made learning activity more enjoyable and interesting. It was because quizziz helps the students focus on application and enhancing students motivation in learning grammar. In addition, it was fun and most students agree that enjoyment leads to better learning. The use of quizziz makes the class more active and students were not afraid in asking question.

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