The Effect of "Quizizz Application" on Learning Motivation of Tenth Grade Students At Ma Mamba'ul Ulum Mambak in Academic Year 2024

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Abstract: The application of learning technology is one of the keys to achieving successful learning goals. In English classes, supporting media are needed to help students learn more easily understood. Alternative media in learning are used to help teachers make learning activities more innovative and students are more motivated in learning English compared to using conventional media. One of the application-based learning media is Quizizz. This study aims to determine the effectiveness of using the Quizizz application media to increase student motivation in learning English. The design of this study uses pre-experimental research using class X MA Mamba'ul Ulum Mambak students as a research population consisting of 25 students. The research activity begins with a pre-test, treatment and post-test to collect research data. Then the data is processed using SPSS 25.0 to obtain data results. The findings in the study showed that there was a significant difference in the average score, namely Mean Pre-test and Post-tess -26.20000, The lowest difference between Pre-test and Post-test is -29.53220 and the highest difference between Pre-test and Post-test is -22.86780. The T-test value based on the results of the Independent Sample T-test is -16.228 df: 24. The T-table is 0.000. The T-table value is smaller than 0.05 (0.000 <0.005). indicating that there is a significant difference before and after being given treatment. The results of the study showed that the use of the Quizizz Application was considered effective in increasing student motivation in learning English compared to using conventional media.

Keywords: Learning Technology, *Quizizz Application, Motivation.*

Introduction

English is an international language and has an important role in communication. English as a foreign language has been taught from elementary school up to the university level. English has four level skills, namely, listening, speaking, reading and writing which have to be mastered by the students (Ali, 2022). four English skills must be mastered in order to create good learning, often found obstacles in learning that become factors that hinder students in understanding. One of the keys to helping teachers in learning is to apply efficient learning media. There are many educational applications to support learning and stimulate interesting learning using english learning technology applications and platforms and as classment assessment materials (Wiwin Handoko E. M., 2020). The use of learning technology has various benefits and contributes to learning motivation feedback, understanding and makes learning more interctive, and has and impact on student motivation in learning english (Degirmenci, 2021). Student motivation to learn and attention in learning are factors in the succes of learning activities, therefore in this era of sophisticated technology must be able to utilize tchnology-based learning medi as a learning resource as optimally as possible (Suwarni, 2023).

According to Sriyanto (2023) the main function of learning media is instructional, where learning media must involve students in psychological form and

in educational activities, so that learning can take place well and achieve learning goals. The function of learning media is to generate interest, respond and attract students' attention to follow and understand during learning activities. (Thulasirini A/P Munuyandi, 2021) said the integration of game-based learning media, applications or web using technology benefits students and teachers because teaching becmes more effevtive and innovative, the use of learning media not only increases student motivation in learning and student independence but can also be used as material for independent assessment of student abilities based on feedback given after the assesssment. The selection of learning media that should be considered to increase student motivation in English class because motivation greatky affects students grades and interest in learning in english class. Learning media plays an impotant role in learning activities so that the selectio of appropriate learning media provides benefits for student interest and motivation in receiving material and has the potential to increase student motivation and knowledge in receiving material given by the teacher (Dhamayanti, EFL Students' Perception and Motivation Toward Quizizz as E-Learning Media in English E-Classroom, 2021). Motivation is they key to learning which can be said to be succesful by creating a pleasant classroom atmosphere, building stuctured two-way communication between students and teachers and ensuring students are succesful in learning english (Ruba Murad Mahfouz Siaj, 2021). Motivation is an action to achieve maximum performance or high goals and overcome existing obstacles and a person's strength in doing something with the benefits and goals they want to achieve (Hamid Tohidi, 2011). Motivation an important role in english class learning to create an active and enjoyable class. (Gustiani, 2020) argue that learners who are motivated during learning are able to carry out learning are able to carry out learning activities that will involve them actively in finding appropriate strategies to achieve learning goals to facilitate their learning so that they will enjoy learning the language diligently and creatively. Student motivation will be fulfilled if the learning method is appropriate and correct, one of which is the gamification learning method. Gamification is the process of adding game elements to something in terms of student motivation that affects student outcomes. Gamification takes on roles including points, badges, challenges, leaderboard, reward, incentives and applies to pedagogy to motivate students to a more meaningfull level of engagement. In addition, gamification can be used as an evaluation and assessment tool (Wiwin Handoko E. M., Gamification in Learning using Quizizz Application as Assessment Tools, 2020). Gamification is the use of approaches and elements as game thinking whose context is different from other games, there areseveral education-based technology media for gamification such as *Duolingo, Kahoot!, FlipQuiz, Quizizz, Ribbone Hero* and many more. The use of these learning devices is considered suitable for viewing student progress and learning outcomes automatically (N.W.I. Priyanti, 2019). The application of gamification has the aim of increasing students' motivational interest in the material presented by educators and making it easier for students to understand and create an exciting class atmosphere (Agustina Kartini, 2023).

One of the teaching gamification applications that is considered appropriate and has interesting and supprotive features is *Quizizz.* A research conducted b Safitry Anugrawati (2020) *Quizizz* is a game- based application that presents multiplayer activities in the classroom and makes clasroom practice more interactive and also more fun. This application is used through electronic devices and has game characterstics such as avatars, themes, memes and musing during its use.Quizizz Gamification of Student Learning Attention and Motivation, (Suwarni, 2023) said *Quizizz* is a game-based educational application in the classroom that makes classroom learning and assessment practices fun and interactive by connecting with students' electronic devices. Research by (Pramudita, 2023) *Quizizz* appication provides students with the ability to design a game that offers intellectual, speed and accuracy as well as easy-to-understand methodology and interactive elements, *Quizizz* can also be used between classes and can be used individually to measure students' ability to complete the game well. *Quizizz* is a free online formative assessment tool that allows teachers to provide in-class assessments and can be used as homework material that has the benerif of stimulating student metacognition, activeness and attendance in class during learning (Ahmad Munawir, 2021). *Quizizz* application has many supporting features and is designed very attractively, one of which is helping students' reduce feelings of anxiety and reduce students' nervousness when they are going to face an exam, because in this application there are memes that are entertaining, uplifting and funny so that students can reduce abxiety and in the selection of questions are more varied (Nurus Sulfia Itsnaini, 2023). *Quizizz* is designed to be a gamification application that attracts students' motivato to learn, which contains five focused elements, namely points, difficulty level, prizes and avatars. (N Razali, 2020). *Quizizz* provides time speed settings in answering questions and statistical ata from quiz results so that students are able to see their devices on their mobile or computer screens. (Amalia,

2020)conducted a research about the advantages to using the *Quizizz* application in learning, namel it can increase students' motivation in learning english, trigger students' interest in working on educational game-based questions and make it easier for teachers to make assessments. (Brahmana, 2022) argue that another disadvantages of the *Quizizz* application is the quality and features contained in it which are always developed follows technological developments. It contains various free questions with interesting features that can be used by teachers and students. The advantages of this application is that it provides a variety of question forms, namely multiple choice, checkboxes, fill-ins, surveys and essay.

The Effectiveness of *Quizizz* application on learning motivation has been the subject of several studies. A research conducted by (Thulasirani A/P Munuyandi, 2021)evaluate the effectiveness of using *Quizizz* applicatiob as an interactive teaching and learning media in Malay Grammar classes. The results of the study showed that the use of the *Quizizz* applicatio was assessed positively through the results of the survei questionnaire as a formative assessmenets tool for learning and teaching Malay grammar to Tamil students'. Another research was conducted by (Dhamayanti, 2021) with an artice about EFL students' perception and motivation toward *Quizizz* as E-Learning Media in english E-Classroom. The result show that most of EFL students have positive perceptions and motivations towards using *Quizizz* as an E-Learning and can support the learning process in E-Classroom and *Quizizz* indicated to appropriate E-Learnng media that can be used in English e-classroom and it can increase EFL students' motivation. (Theresia Kristriani, 2022), conducted a research about exploration of teachers' views on the use of the Quizizz application as a gamification media. The result shows that the use of gamification especially *Quizizz* is very useful and supports educators in the learning process and is considered capable of overcoming obstacles in learning. (M.R Aziz, 2021) with an article about using *Quizizz* applicaton for learning and evaluating grammar material to 24 students of second semester of English Grammar Course at Balitar Islamic University. The findings of this study indicate that students' achievement in learning relative pronouns increased after they used the *Quizizz* application and that there was a positive perspective on the use of *Quizizz* application for learning and evaluating realative pronouns. (Wiwin Handoko E. M., 2020) conducted a research about the learning using gamification *Quizizz* application as an assessment media. The study's findings indicate that the 29 studemts majoring in information systems STMIK Royal have a positive

impact in using *Quizizz* as an assessment media. Including 51% os students are correct in answering questions and 66% of students like the use of *Quizizz* gamification to assessment tool compared to assessments using paper and google forms. A research conducted by (Nur Faathinah Mohammad Roshdan, 2021) evaluates about students perspective using *Quizizz* application to improving reading skills. The outcomes of this study are that *Quizizz* provides benefits as an alternative learning media for educators and students in the teaching and learning process. (Norma Shinta Andari Fitriani, 2022) conducted a study on the understanding of mathematical literacy concepts in improvig six levels of mathematical ability using *Quizizz* as a media for understanding and concentration of V grade students at SDN Karangtoeo. This study found results through the results of the pretest dan posttest scroes showing that key were normally distributed. Judging from the *Lmaks,* thw pretest was 0.107 and posttest was 0.108, the value is from the *Ltable,* which is 0,110. The hypothesis testing in the form of *a t-test (paired sample test)* show that there is effectivenes *Quizizz* application to improve students understanding and concentration for the better learning.

The studies that have been described above are used as considerations for researchers to determine the effectiveness of using the *Quizizz* application as a medium to increase motivation in learning English. Researchers chose this *Quizizz* media as a material to increase student motivation. Researchers chose this *Quizizz* gamification application to teach students that learning English is very fun through the application of current technology which is certainly easy and fun. This *Quizizz* is also used as a game-based student assessment material so that students do not need to worry and are more enthusiastic in doing English assignments. Because in this *Quizizz* there are interesting features, songs and memes that make students more enthusiastic in working on questions and learning English. Researchers tried to use the *Quizizz* application with several previous studies. First, the study used the *Quizizz* application as a medium for learning and teaching Malay grammar. Second, student perceptions in increasing learning motivation using the *Quizizz* media in English classes. Third, the *Quizizz* application as a teacher exploration material as a gamification medium in the learning process. Fourth, the *Quizizz* application as a medium for learning English grammar in learning relative pronouns. Fifth, the *Quizizz* application as a technology-based student assessment medium. Sixth, the *Quizizz* application as an application to improve students' reading skills. seventh, the research design used is pre-experimental.

The novelty in this study is the focus on the effectiveness of using the *Quizizz* application as a means for students to increase their learning motivation in learning English in grade ten. So, by considering the background of the research problem, the main problem of this study is

1. How is the difference between using the *Quizizz* application and using conventional media in increasing students' learning motivation?

2. How effective is the use of the *Quizizz* application in increasing the learning motivation of grade X students?

Method

This research used quantitative research approach with a pre-experimental design in order to get research data. According to (Em, 2024) Pre-experimental research design is the most basic type of experimental research design in statistics. In this approach, after identifying certain elements as causes and effects, one or more groups are examined. The pre-experimental approach is usually used to determine whether more research is needed for a target population. In pre-experimental design research, one or more dependent groups are examined to determine the effect of an independent variable that is thought to be the cause of change, pre-experimental is the most basic type of experimental study design and does not have a control group.

The population in this study were students of class X MA Mamba'ul Ulum Mambak. The total number of students in the population was 25 students consisting of 1 class. Sampling was carried out using a saturated sampling technique where all members of the population were used as samples and the population size was relatively smaller. The instrument used in this study was a descriptive text test, namely pre-test and pst-test questions. The test consists of 20 multiplw-choice questions that require students to answer, identify incomplete texts, undesrtand vocabulary, analyze sentences and identify information in detail.

Before the descriptive test test is given to studnets as a pre-test and post-test, the question will first be tested and analyzed using SPSS. Validity testing is a test that researches must conduct to determine in advance whixh questions can be used to colect data in the next stage (Fikri Hilaikal, 2023). In addition, this study uses instrument reliability testing to measure and determine consistency shen used at different times (Lukluan Mansuro, 2024).

In addition, the use of SPSS 25.0 is used to measure homogeneity and normality in the research group. Researchers use the Normality Test to determine significant differences in class. There are several techniques that can be used to test data normality, namely, Chi Square Test, Lilifors Test, Kolmogorov Smirnov Test and others. Researchers use the T-Test to determine significant differences in the effectiveness of using the Quizizz application media in motivating students to learn English. This homogeneity test is used to see that there are two or more groups of sample data from populations that have the same variation.

Result and Discussion

The results of the Validity Test were calculated using SPSS 25.0 on a sample of class X MA Mamba'ul Ulum Mambak students at a 2x45 minute meeting twice a week. The English test questions were multiple choice questions totaling 20 questions with 4 options. Significant testing was carried out using the criteria using r table at a significance level of 0.05 with a 2-sided test. If the value is positive and r count = r table then the item can be declared valid, while if r count <r table then the item is declared invalid.

Table 1. The Validity of Trying Out Instrument Test

No. Soal	Validitas		Keterangan
	r_{hitung}	r_{tabel}	
1.	0,516	0,444	Valid
2.	0,456	0,444	Valid
3.	0,575	0,444	Valid
4.	0,479	0,444	Valid
5.	0,504	0,444	Valid
6.	0,446	0,444	Valid
7.	0,516	0,444	Valid
8.	0,528	0,444	Valid
9.	0,618	0,444	Valid
10.	0,528	0,444	Valid
11.	0,446	0,444	Valid
12.	0,504	0,444	Valid
13.	0,516	0,444	Valid
14.	0,479	0,444	Valid
15.	0,528	0,444	Valid
16.	0,486	0,444	Valid
17.	0,559	0,444	Valid
18.	0,476	0,444	Valid
19.	0,528	0,444	Valid
20.	0,516	0,444	Valid

The Table 1 above shows that all 20 questions were declared valid and were tested on students. After the Validity Test is carried out, a Normality Test is carried out to determine whether the data from each variable is normally distributed or not. The normality test uses the Kolmogorov-Smirnov (K-S) test to find out from the Asymp. Sig. (2-tailed). Data requirements with

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pretest Posttest	Based on Mean	14.550	1	48	.273
	Based on Median	9.708	1	48	.359
	Based on Median and with adjusted df	9.708	1	38.141	.360
	Based on trimmed mean	14.518	1	48	.284

normal distribution if the value at Sig (2-tailed) obtained from the calculation results is greater than the

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		25
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.01932467
Most Extreme Differences	Absolute	.133
	Positive	.133
	Negative	-.108
Test Statistic		.133
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

5% alpha level or Sig. (2-tailed) <0.05.

Based on the Table below, it shows that the analysis of the Normality Test results on the variables above that the Asymp. Sig (2-tailed) .200c,d is more than or equal to 0.05, so the data distribution is normal. The results of the above analysis obtained for the variable effectiveness of using Quizizz the test statistic value is 0.133 (0.133> 0.05) with Asymp.Sig. 0,200. Therefore, the Asymp.Sig. value is greater than 0.05, so it is said that the data is normally distributed.

Tabel 2. Sample's Normality Test Result

To find out whether the research sample has a homogeneous variant or not, a homogeneity test is carried out by following the normality test. The sample is said to be homogeneous if the homogeneity test results show significant results greater than 0.05 and if the results show less than 0.05 then the sample is said to be homogeneous. The significant value of the

homogeneity test in the study is shown in the table below:

Tabel 3. The Result of The Test of Homogenity

The results of the significance value show that the results of the research on the pre-test based on the table show that based on the average value, a significant value is obtained, which is 0.273. Then these results are determined to be homogeneous because the significant value obtained is more than 0.005 (0.273> 0.005). The Lavene Statistic number shows that the smaller the value, the greater the homogeneity.

Then, using the correlation analysis test to determine the relationship between research variables which aims to measure the extent to which a variable is related to one or more other variables.

Table 4. The Result of Correlations

Correlations

		Pretest	Posttest
Pretest	Pearson Correlation	1	.762[**]
	Sig. (2-tailed)		.000
	N	25	25
Posttest	Pearson Correlation	.762[**]	1
	Sig. (2-tailed)	.000	
	N	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the correlation table above, it shows that the relationship between the pre-test and post-test results is very strong, namely 0.762, indicating a positive meaning of the relationship between variables X and Y in the same direction. This means that the use of Quizizz application media to increase student learning motivation increases.

Independent Sample T-Test

To obtain research data, namely the effectiveness of using Quizizz application media on students' English learning motivation using the Independent Sample T-Test. Hypothesis testing using a paired Sample T-Test is a test for one or more population group hypotheses, but has two or more conditions of data or samples as a result of treatment given to a sample group. The required data is in the form of ratios and intervals. The number needed in this test model is a small sample. The paired sample T-Test is used from the population before and after receiving treatment. This test is also used to determine whether the research hypothesis is accepted or rejected.

Hypothesis

H_a = There is a significant difference in the use of Quizizz application media to increase the motivation to learn English of MA Mamba'ul Ulum Mambak class X students.

H_O = There is no significant difference in the use of Quizizz application media to increase the motivation to learn English of MA Mamba'ul Ulum Mambak class X students.

The basis for decision making on the Paired Samples Test is based on the comparison of significance values (Probability) as follows:

1) If the significance value> 0.05 then Ho is accepted and Ha is rejected.
2) If the significance value> 0.05 then Ho is rejected and Ha is accepted.

Tabel 5. UJI-T

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
P ai r 1	Pret est – Post test	-26.20 000	8.072 59	1.61 452	-29.53 220	-22.86 780	-16. 228	2 4	.00 0

Based on the results from the table, it is known that the Paired Sample T-Test Output displays the results of the comparative analysis using T-Tests. Mean Pre-test and Post-tess -26.20000, standard deviation 8, 07259, mean standard error 1, 61452. The lowest difference between Pre-test and Post-test is -29.53220 and the highest difference between Pre-test and Post-test is -22.86780. T-Test result -16,228 df: 24 and significance 0.000. It can be concluded that HO is rejected and Ha is accepted. So, the analysis found that the use of Quizizz application media can increase students' English learning motivation. Paired T-Test decision making based on the comparison of Significance values it is known that the significance is 0.000. Due to this value (0.000 <0.005), then in accordance with the decision making of the Paired Sampling Test, the Quizizz application media is effective in increasing the motivation to learn English for class X MA Mamba'ul Ulum Mambak students.

Based on the explanation of the research results, it was found that the use of the Quizizz application media in increasing students' English learning motivation showed significant results. The study was conducted in 4 meetings which included pre-test activities at the first meeting, 2 treatments at the next meeting and post-test activities at the last meeting. At the first meeting, pre-test treatment was given with conventional media, the results showed that students' scores tended to be lower and at the last meeting, post-test treatment was given, the results showed that students' scores tended to be better after being given the Quizizz application treatment as a learning tool to increase students' English learning motivation. Descriptive statistical data has been used to show the difference in class scores before being given treatment and after being given treatment using the Quizizz application media.

Conclusion

Based on the findings that have been presented previously, several conclusions are formulated as follows. The T-test value based on the results of the Independent Sample T-test is -16.228 df: 24. The T-table is 0.000. The T-table value is smaller than 0.05 (0.000 <0.005). So, the decision obtained is Ho rejects and Ha accepts. The results of the study indicate that student motivation in learning English increases by using the Quizizz application media. The answer to the research problem is "The use of the Quizizz application media is effective in increasing student motivation in learning English for tenth grade students of MA Mamba'ul Ulum Mambak. This means that teaching English using the Quizizz application media is effective in providing student enthusiasm in English classes. In addition, the research findings show that students who learn using the Quizizz application find better grades than learning activities without using the Quizizz application media as a learning medium in English classes.

Researchers allow the use of alternative learning application media to support learning in order to obtain good results. There are many learning media that can be used to help students support and increase their enthusiasm for learning, especially in English classes, to make them more varied and attractive during learning.

Knowing the effectiveness of using the Quizizz application in increasing students' enthusiasm in learning English is the purpose of this study. Knowing the effectiveness of using the Quizizz application in increasing students' enthusiasm in learning English is the purpose of this study. The Quizizz application is a

game-based learning application in which there are many supporting features in doing questions so that students feel more enthusiastic about learning and doing English questions. (Candra Hadi Asmara R. N., 2022)stated, the use of the Quizizz application is able to increase the enthusiasm and interest of students' English learning spirit in class and provide better value output than before the use of the Quizizz application.

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