

USING QUIZZES APPLICATION TO IMPROVE STUDENT'S MOTIVATION IN LEARNING ENGLISH AT STTIND PADANG

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Abstract: The purpose of this study is to investigate the usage of the learning media Quizizz in English education in order to boost students' motivation to learn at STTIND Padang. The purpose of this study was to determine the impact of Quizizz on students' motivation and interest in studying, as well as to identify the media's strengths and limitations. The research approach employed was classroom action research with English Subject for Mining Engineering students. The research was carried out in numerous cycles, each of which included planning, activity, observation, and reflection. Data were gathered by observation, interviews, and questionnaires, and were examined qualitatively. This study found that using Quizizz learning material increases students' motivation and interest in learning. Students are more enthusiastic while learning with Quizizz because they take interactive quizzes and receive fast feedback. In addition, students are more interested in studying English through this application. This study suggests that using Quizizz learning media in the context of learning English at STTIND Padang can improve learning effectiveness and raise students' motivation to learn.

A. Introduction

Education has a very important meaning for humans, playing a role in self-development, improving quality of life, and advancing society. Education helps individuals acquire knowledge, skills, and character, as well as opening doors to opportunities and empowerment. The national education system is regulated by Constitutional Law No. 20 of 2003, which states that education is a deliberate, planned effort to create a learning environment in which students can develop their spiritual potential and personality, intelligence, noble character, and skills that are useful to society, the nation, and the state. Education plays an important role in preparing students to face future challenges (Primayana, 2020).

In this era of globalization, it is important for students to have good English language skills. In education, English has become one of the subjects that cannot be separated from technological developments, making it an important subject that is taught at every level of education (Nugrahani, 2007). However, this contradicts the important role of English because many people, especially students, still think that learning English is boring and difficult to understand. The difficulties students experience in learning English are related to their imperfect learning abilities (Waruwu, 2020). These shortcomings can be seen from the students' responses and participation in learning English itself. To address these shortcomings, there needs to be a continuous effort to improve students' interest and learning outcomes in this subject.

Recently, information technology has brought significant progress in the world of education (Syamsuar & Reflianto, 2019). One of the biggest contributions is the development of interactive evaluation tools that can be used in the learning process (Nurfadhillah et al., 2021). Interactive evaluation tools have several advantages, including (Iqbal et al., 2018): (1) An interactive evaluation tool can increase participant engagement in the evaluation process through interesting interactive elements such as interactive questions, games, or simulations. (2) Through the interactive exercises or practical tasks, participants can test and improve their understanding directly by applying the knowledge or skills they have acquired. (3) Interactive evaluation tools provide immediate feedback to participants, allowing them to correct mistakes, deepen their understanding, and improve their evaluation results. (4) Interactive

evaluation tools can be tailored to participants' needs, ensuring that they have a relevant and meaningful evaluation experience. (5) Interactive evaluation tools often come with the ability to track and analyse evaluation data, which helps evaluators gain useful insights and to make better decisions.

Science has produced new technical developments that mark a period of constant change. These changes have brought technology into the digital age, and in Indonesia, a number of industries, including education, have begun to apply technology in an effort to increase productivity. The variation in information transmission appears more modern due to the improved use of technology (Swasti, 2022). Students are accustomed to utilizing the internet wherever they go in today's digital world. Student learning can be made more interesting by using technology-based media or learning resources to create an original learning experience (Rusdiana, 2021). Thus, the creativity of lecture in creating learning models that encourage student participation plays a major role in determining how well the learning process takes place in the classroom (Nurhadiani et al., 2023).

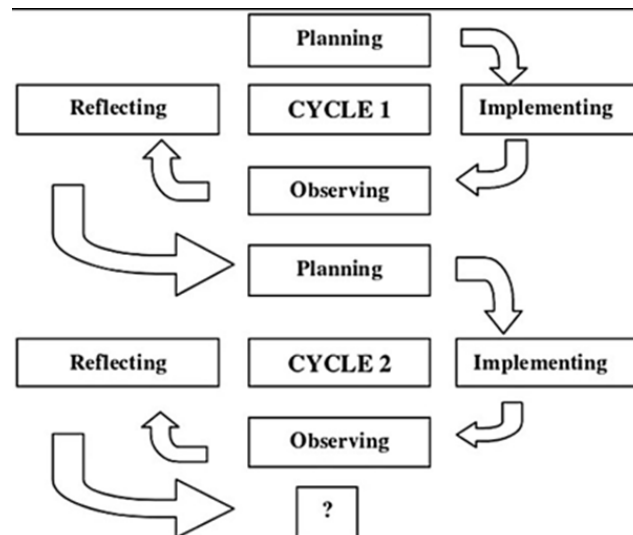
One popular tool is Quizizz. Quizizz is an online learning platform that allows lecturers to create interactive quizzes that are interesting for students. With features such as games, leaderboards, and instant feedback, Quizizz is able to create an engaging and enjoyable learning environment for students (Salsabila et al., 2020). Quizizz is a flexible, story-rich game-based learning program. Quizizz functions as an assessment tool that is both interesting and entertaining, as well as a means of delivering learning materials (Rahmawati et al. 2022). According to (Citra and Rosy 2020), Quizizz is a game-based educational application that introduces multiplayer activities into the classroom, presenting fun and interactive learning elements.

Although there is evidence showing the benefits of using interactive media in learning, further research is needed to test the effectiveness of Quizizz in increasing student interest and learning outcomes, especially in English courses. Previous studies have shown that the use of interactive media can increase student motivation and engagement in learning. However, studies that specifically test the effectiveness of Quizizz in the context of university-level education are still limited.

Therefore, the researcher intends to examine students' understanding of English courses using the Quizizz application. The object of this study is 40 midwifery students at Alifah University Padang. However, only 50% or 20 students were sampled. The sample was taken using purposive sampling, which is based on criteria determined by the researcher. Here, the researcher divided the criteria based on the scores obtained by students from the written quiz. Based on the test results, half of the students scored less than 70. Therefore, they were selected as the sample for this study.

B. Research Method

The methodology for this study will be Classroom Action Research (CAR). Classroom Action study (CAR) is a study approach that addresses difficulties in the context of teaching and learning. In classroom action research, educators actively participate as researchers in pursuit of solutions and improvements to the teaching and learning process. According to Kemmis and McTaggart, Classroom Action Research involves four major activities: preparation, execution, observation, and reflection (Arikunto, 2010). The model may be described as follows:



Picture 1: Classroom Action Research Stages

This study implemented a quantitative research design to analyze the impact of Quizizz learning media in increasing student motivation to learn English at STTIND Padang. The participants in this study are mining students from class A, which has 50 students. Surveys and pre-and post-tests were used to evaluate the impact of Quizizz learning media on students' motivation and interest in learning English. The surveys were completed both before and after the intervention to assess changes in students' views regarding English language acquisition. Pre- and post-tests will be used to assess student learning outcomes. The data acquired from surveys and tests were evaluated using Microsoft Excel software to establish the efficiency of Quizizz learning medium in increasing motivation.

C. Results and Discussion

Result

Prior to starting the study, preliminary observations were made to determine the students' real conditions during the learning process. This allowed the researcher to quickly identify any problems that needed to be solved. First of all, students struggled with desire and concentration, which frequently led to a noisy classroom and a less successful learning process. In order to obtain further information, the researcher also spoke with English lecture and students and made observations on the classroom. The findings indicated that there were insufficient educational resources to hold students' attention. Additionally, instructors were still used to traditional teaching techniques including lectures, assignments based on Student worksheet (modul) and use of chalkboards as teaching tools.

The researcher used technology in the form of interactive tests using the Quizizz platform to perform Classroom Action Research while taking into account the new challenges. Before beginning the classroom action research, the first cycle of this study involved administering a pre-test to evaluate the students' abilities. A number of learners achieved low marks and failed to meet the minimum passing requirements, according to the results of the pre-test given to students studying mining engineering. This is among the effects of students' lack of interest in the English language learning process due to their perception of the language as a challenging and dull topic. As a result, the majority of pupils lack confidence while speaking, writing, or responding to inquiries in English. This reduces the effectiveness of the research since it interferes with the pupils' ability to absorb the information. The following table displays the students' pre-test results:

Table 1: Pre Test Score

No.	Score	Pre – Test Score		Category
		Frequency	Percentage	
1	90 - 100	5	10 %	Very Good
2	80 - 89	8	16 %	Good
3	70 - 79	2	4 %	Average
4	< 70	35	70 %	Low

The data above show that more than a half got low score. Pre-test score of Mining Engineering students are 70 % low, 4 % average, 16% Good and only 10% got very good. The researcher used the latest technology in the form of Quizizz, an interactive quiz site, to focus on the topic of personal pronouns after analysing the pre-test findings from the first phase. The first cycle was put into action on Mei 9th, 2025.

This cycle is divided into four steps: preparation, action, result analysis, and reflection. The researcher's initial cycle involved providing students with materials and instructional videos, followed by separating them into multiple groups. The researcher next showed a worksheet representing a personal letter with missing pieces. The students discussed and matched the missing pieces of the previously provided personal pronoun. Each student was assigned tasks and responsibilities to complete the dispersed segments, ensuring active participation in the group discussion. The researcher then announced the highest marks displayed on the Quizizz assessment board. During this action phase, the teacher watched the students' reactions during the learning process, and the results showed that the students were enthusiastic about participating on the Quizizz platform. Some students who were initially unmotivated to study and interact in the classroom appeared to fully participate in this learning session. Following group learning, the researcher gave the students an individual test using the Quizizz platform to identify the different elements of the letter shown. The findings of Cycle I showed an improvement in the student's initial abilities. The data obtained can be viewed in the table below.

Table 2: Post Test Score

No.	Score	Post – Test Score		Category
		Frequency	Percentage	
1	90 - 100	40	80 %	Very Good
2	80 - 89	5	10 %	Good
3	70 - 79	2	4 %	Average
4	< 70	3	6 %	Low

From the data above, it can be seen that the number of students who obtained very good scores increased sharply from 10% to 80%, while the number of students who obtained low scores decreased by around 64%. The number of students who obtained good scores decreased by 6%, while those who obtained average scores remained at the same level.

D. Discussion

After conducting the classroom action research, Mining Engineering students of STTIND Padang shown a lack of motivation to participate in the classroom learning process. This was obvious in the students' responses, with many of them utilizing electronic gadgets, daydreaming, becoming confused, and even sleeping in class. Furthermore, data from interviews with students at STTIND Padang revealed that students gave passive answers throughout English language instruction in class and considered the subject as difficult and unclear. This had a significant impact on the students' learning results, as they did not fully acquire the content, resulting in the majority of students having below-average grades. According to Bishop (2006), students must be media, information technology, and

communication literate. Students that learn media literacy are required to understand, analyse, and critique media representations, as well as comprehend how media is made.

Information technology literacy also encompasses the ability to think creatively and accurately, create and produce information, and grasp information extensively. According to William (1999), digital learning, often known as e-learning, can transfer data in the form of text, messages, pictures, video, and au Quizizz is an interactive narrative educational game application that may be configured to serve as an engaging and pleasurable learning assessment tool, as well as a delivery method. Quizizz makes learning interesting without compromising or decreasing information, and students can benefit from technology improvements. Quizizz also encourages time management, creativity, critical thinking, and self-evaluation among students. According to Aini (2021), e-learning can make learning easier when applied based on students' grasp of the material. Quizizz is an e-learning platform that helps people study easier. Salsabila (2020) used Quizizz to provide materials and assess students' understanding.

E. Conclusion

Based on the research findings, it is possible to conclude that using Quizizz as a learning media can improves student motivation. Students were more enthusiastic while learning using Quizizz because they took interactive quizzes and received fast feedback. Furthermore, students expressed a greater enthusiasm in studying English through this application. The usage of Quizizz as a learning media will increase students' motivation by delivering an enjoyable and interactive learning experience. This study suggests that using Quizizz as a learning media in the context of English language learning at STTIND Padang and other universities can improve learning effectiveness and increase students' enthusiasm in learning.

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