Tackling and Handling Students' Grammar Mastery on Passive Voices in a Higher Education: Quizzes Application Power

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Abstract

This research aimed to boost the grammar mastery of 24 students, particularly passive voices by using the quizzes application and to discover their reactions to the usage of that platform for learning and assessing Passive Voices at a Private University in Blitar. This research used a classroom action research design with the following procedures: planning, acting, observing and evaluating, and reflecting. The research results revealed that the usage of the quizzes application increased the mastery of passive voices of 24 students from 54.75 on the Pre-action Test to 87.25 on the post-action test. Furthermore, the respondents responded positively toward the usage of the quiz platform to learn and assess Passive Voices. Referring to the findings, we can sum up that using the quizzes application in passive voice learning is extremely beneficial in improving the students' learning outcomes since the students can learn passive voice material such as they are playing games anywhere and anytime. Therefore, the researchers suggest that teachers or lecturers may apply this application to their classrooms to make fun and enjoyable learning for the students.

Keywords: Grammar, Passive Voices, Quizizz Application, Classroom Action Research

INTRODUCTION

Grammar is a prominent element to master a foreign language, without good grammar knowledge, it will be difficult for students to write or speak properly (Fadhilawati, 2019). The students' Grammar mastery especially passive voices at English Education Department in a private university in Blitar needed to be improved. Passive voice is a

sentence structure in which the subject is impacted by the verb's actions (Agustini, 2017). The passive voice is not something we use in our daily lives. Therefore, it is challenging for the students to learn. Many students failed to learn this topic because of its complexity. Scholastica (2018) contend that there are numerous difficulties in learning passive voice, including; 1) the use of transitive verbs which students must first learn in active phrases because only transitive verbs can be passivized; 2) the use of active sentence subject and object. This results from their shifting positions within the passive sentence., 3) The passive auxiliary verb "be" contrasted with its other uses as the main verb, the linking word, or to express the progressive tense, 4) The usage of verbs with the past participle form; the past participle structure of verbs should be properly taught and learned because it is a consistent component of the passive verb category. 5) Tense/Aspects, this must be correctly taught and learned since the element of "be" in the active sentence is the same as the element of "be" in the auxiliary phrase, and it is "be" that is used in the active sentence, and it is "be" that changes depending on elements or tense, 6) The agreement of subject and object in the sentence. At least one subject and one object must be present in the active sentences because the passive phrase's subject-object inversion and the sentence's meaning are both made possible by the active sentence's effective subject-object arrangement, 8) The use of active sentence subject-object position exchange. This introduces the passive construction since it includes the inversion of subject-object positions, and 9) The use of "by + agent": This marks the beginning of the handling of passive phrases with an agent or without an agent should be taught to the students to decrease the ambiguity.

Furthermore, based on the pre-test of passive voice which covered 50 items in the form of a multiple choices test that was done on Monday, 5 April 2021, the student's mastery of passive voices was poor in terms of using appropriate "to be" in passive form, in understanding tenses, and the concepts of singular and plural. For example, in the active form "They translated some old documents last week" most of the students answered "Some old documents are translated by them last week" and parts of them answered, "Some old documents were translated by them last week". Moreover, they were also having problems understanding regular and irregular verbs, in this case, we can say that they failed to use appropriate V3 for passive form, for example: in active form; "Many people begin new projects in January" most of the students answered, "New projects are began in January". Of 24 students who joined the pre-test, only 4 (16.7 %) students passed the minimum score of mastery (75.00), and 20 students (83.3%) failed to reach the minimum score of mastery. The mean score of the students was (54.75).

Based on the lecturer's reflection, the unsatisfactory result of the students was caused by some factors such as 1) The conventional method that the lecturer used. In this case, the lecturers led the students to learn the passive voice materials in the grammar books, then explained the lesson to them. After that the lecturer asked them to do the exercises provided in the book individually, 2) The limited time for studying Passive voice despite the complexity of the materials that the students must learn. In this case, the lecturer only scheduled I meeting for this topic, and 3) lack of reviews. In this case, the students only did the exercises provided in the grammar book, although most of the results were look good but they did not reflect their real ability because they did the exercises by opening the grammar book as well as asking the smartest friend was also possible. 4) The class was conducted in the last period (14.00-16.00), in this case, most of the students felt tired, bored,

anxious, sleepy, hungry, and could not focus on the lecturer's explanation. 5) The absence of interesting media in Passive voice instruction made the students unmotivated to the lesson and difficult to grasp the complex material.

For teaching a challenging concept like passive voice, English instructors must devise efficient methods/media/strategies to deliver the materials (Agustini, 2017; Esmaeili & Shahrokhi, 2020; Fathi et al., 2018; Haris et al., 2017; Qurrotul et al., 2022). Furthermore, before learning passive voice, the students should be introduced to all the forms of the tense in English. It is effortful for the students to memorize all the forms of the tense without having a lot of practice, therefore, it is the duty of the instructors to make sure that all of the students understood and could use the appropriate forms of the tense based on the context, by giving them a lot of practice that could be done not only in school but also at home. Besides the forms of the tense, the students must be provided with other concepts of the use of grammar such as regular-irregular verbs, singular-plural, the use of to be, transitive and intransitive verbs, verb agreement, etc. (Scholastica, 2018). From the statements above, we can conclude that in teaching complex material such as passive voice, the instructor should utilize an appropriate tool that is fun and able to facilitate the students to do a lot of practice in school for reviewing the materials.

In this digital era, the educators are required to use technologies in the classroom instruction. Raja & Nagasubramani, (2018) say that technology has 4 important functions in education such as it is part of the curriculum, it is an instructional delivery system, it is a means of instruction, and it is a tool to enhance the entire learning process. In this digital era, most students also have smartphones as media for communication or entertainment. Most of them like digital games which are provided by developers on their smartphones and play them to have fun. Therefore, the teachers should understand what the students like. Incorporating digital games not only for enjoyment purposes but also for educational purposes in the teaching-learning process can be a good solution to enhance students' learning. According to Yan mei et al., (2019) Digital games on computers, iPads, and smartphones are no longer just for fun they have also emerged as an extremely engaged education tool among students, teachers, and family members for educational purposes both in and outside of the school Particularly useful at language learning instruction

Furthermore, one of the digital games that can be implemented for assisting the students in learning and reviewing the lesson in a fun way, and has been proved by many experts can enhance learning is the Quizizz application. Quizizz is an enjoyable digital platform-based game for boosting the students' learning activities in the classroom, it can be accessed from the students' smartphones, laptops, iPad, or tablets, It also can be accessed through the devices such as android applications, Chrome applications, and iOS application (Yan mei et al., 2019). Moreover, the Quizizz platform has many elements such as leaderboards, themes, music, and avatars, those elements can provide the learners with an incredible and joyful learning environment such as they play their favorite games (Mac Namara & Murphy, 2017). Besides, Quizizz can provide students an engaged and enjoyable experience when performing exercises, particularly when they are responding to the test items given. They will have direct feedback from this application after they answer the test item. (Fathi et al., 2018; Fathoni et al., 2019; Zou et al., 2019; Zuhriyah & Pratolo, 2020). Students can use the feedback to evaluate their learning progress (Mamoon-Al-Bashir et al., 2016). Moreover, Zhao (2019) reports that throughout this application the students could

review the materials and do the exercises on their hand-phone, laptop, smartphone, or other compatible devices for learning anywhere and anytime. Besides, by using the Quizizz application, the students can compete with others fairly in doing the test because Quizizz covers a leaderboard for displaying the students' ranking automatically. Furthermore, the teachers can check the students' test results on the Quizizz report (Abarghoui & Taki, 2018; Chen, 2021; Okkan & Aydin, 2020; Zhao, 2019).

Many experts have used the Quizizz platform in the Education field. For example, Aziz et al., (2021) revealed that the Quizizz application was effective to increase grammar achievement of Simple present tense and present continuous tense in a junior high school. Quizizz application was used successfully to increase the Senior High School students' Grammar mastery specifically Conditional sentences (Mansur & Fadhilawati, 2021). In line with that result, Fadhilawati (2021) reported that incorporating Quizizz was able to improve the students' grammar learning outcomes of relative pronouns in higher education. In addition, applying the Quizizz program could assist the students in determining whether or not the questions were productive or non-productive and it was reported that the students demonstrated a greater rate of exercise when using the Quizizz Application rather than Kahoot (Bolden et al., 2017). Moreover, Rahayu & Purnawarman (2019) employed Quizizz to evaluate the student's self-assessment to improve their grammatical accomplishment, in this case, the students could self-assess their problems and strengths by using the Quiz Application, and it was observed that the majority of the students exhibited a considerable increase in studying Grammar.

Likewise, Refnita (2017) reported that utilizing Quizizz on a constant schedule can increase the student's learning outcomes. In addition, Amalia (2020) explained that this application is fruitful to enhance the learners' learning results. Furthermore, Quizizz is very beneficial for decreasing the anxiety of the learners in classrooms by integrating it with fun multiplayer activities (Al-Hamlan & Abdallah Ahmad Baniabdelrahman, 2015; Alabbad & Huwamel, 2015; Zhao, 2019). Additionally, the use of Quizizz can boost the students' learning Enthusiasm in the English language and Art Classroom (Hamilton-Hankins, 2017). Moreover, Quizizz was helpful to be used in this pandemic situation and got a positive response from the students. It simplified the problem by evaluating the outcomes of the comprehensive responses to assist teachers or lecturers in carrying out the evaluation (Atmojo & Nugroho, 2020; Koh et al., 2015; Rachmawati et al., 2020; Sanosi, 2018), In addition, Amalia (2020) stated that students had favorable attitudes concerning the utilization of Quizizz platform such as they firmly agreed that: 1) The Quizizz application has an appealing presentation which is informative and enjoyable, 2) By applying Quizizz, the students cannot compromise during the exam, 3) Quizizz fosters a good competition environment for the students, and 4) Quizizz can be said to be a superior tool for assessment if it is compared with the traditional one.

From the background above, the researchers were interested to apply the platform of Quizizz as a learning tool to boost the students' grammatical mastery particularly Vassive voices. In this research, the researchers focused on knowing the students' Grammar mastery of Vassive voices after being taught by using the Quizizz Application as well as to know their reactions to the usage of the Quizizz for learning and assessing the grammar of passive voices.

METHOD

This study utilized a Classroom Action Research design to boost the fourth-semester accomplishment in learning Grammar, particularly in mastering the form and use of Passive voices. As discussed previously, the participants' average score in the pre-test before utilizing Quizizz was (54.75), which fell short of the minimal threshold for subject mastery (75.00). As a result, the researcher would like to improve it by incorporating the Quizizz Application into grammar instruction. The study included 24 fourth-semester students who took Grammar classes at a private university in Blitar. The researchers utilized Classroom Action research (CAR) to solve the problem by implementing Kemmis and Taggart's model of CAR which included four steps: (1) Planning, (2) Implementing the action, (3) Observing and Evaluating, and (4) Reflecting (Kemmis et al., 2014; Creswell, 2014). The elaborations of the four steps above are as follows:

Planning

In the planning stage, the researcher planned some activities encompassing all actions from the beginning to the completion of the grammar instruction. Those activities were lesson plan development, the material of passive voice preparation, development of materials and Quiz or test of Passive voice in Quizizz Platforms, Post-test development in the form of objective test, questionnaire development, and success criteria establishment. Research criteria of success referred to the minimum accomplishment of the subject stated in the University students were regarded as successful in their grammar mastery of passive voices if they got a score of at least 75 (B) in the passive voice post-test.

Implementing the Action

In this section, the researchers practiced grammar instruction in passive voices based on the lesson plans that have been made. Because of the complexity of the passive voice material, in implementing the action, the researchers added the amount of meeting for passive instruction from one meeting became three meetings, gave the students more exercises in every meeting through the Quizizz application, and taught the students by using technology (Quizizz application). The three meeting actions of the researchers in boosting the students' grammar mastery of Passive voices were: Meeting 1 for introducing the Quizizz application to the students, overviewing passive voice, reviewing the forms of passive voice, and Quiz. the second meeting for teaching and learning passive voice and active voice uses, learning the passive voice with an agent, and a quiz. meeting 3 for learning Passive Voices without an agent learning Passive Voice with Direct object and indirect object, Verbs that can be changed into Passive voice and giving daily Quiz. Furthermore, the time for conducting the teaching-learning process was also changed from the last period to the first period (08.00-10.00) based on the class agreement. Furthermore, the lecturer also asked the students to make Passive voice cards to memorize the forms of passive voices and the list of Regular and irregular verbs.

Observing and Evaluating

After conducting three meetings on the teaching-learning process of Passive voice by applying Quizizz application, the researchers gained the data to indicate the successfulness of Quizizz for boosting the students' accomplishment of the passive voice by administering a Post-test. The Post-Test was an objective test that covered 50 items of passive voice in the form of a multiple-choice test provided by researchers in the Quizizz application. The time

for doing each question of the test was 30 seconds. The Post-test covered passive voice definition, the verb used in passive voice, determining tenses used in the passive sentences, changing the active sentence into the passive sentence, and changing the passive sentences into the active sentences. The researchers could go to Quizizz "Report" to download and evaluate the students' results in the Quizizz application directly.

After conducting a post-test, the researchers distributed the questionnaire to gain the 24 students' responses to the Quizizz platform for Grammar learning tools and assessment learning. The questionnaires covered ten statements on 5 points Likert scale from strongly agree (5 points) to strongly disagree (1 point). The data of students' responses were analyzed by applying descriptive analysis.

Reflecting

In Classroom Action research, reflect what we have done is very crucial. Reflection would determine whether or not the following cycle is required in our research. In this stage, the researchers consulted the students' learning outcomes from the post-test with the criteria of research accomplishment that have been decided before. In this research, the researchers would stop in the first cycle if the student's average score and individual score of the students in the passive voices post-test reached a minimum (75.00). The complete research procedures starting from planning until reflecting can be figured out as follows:
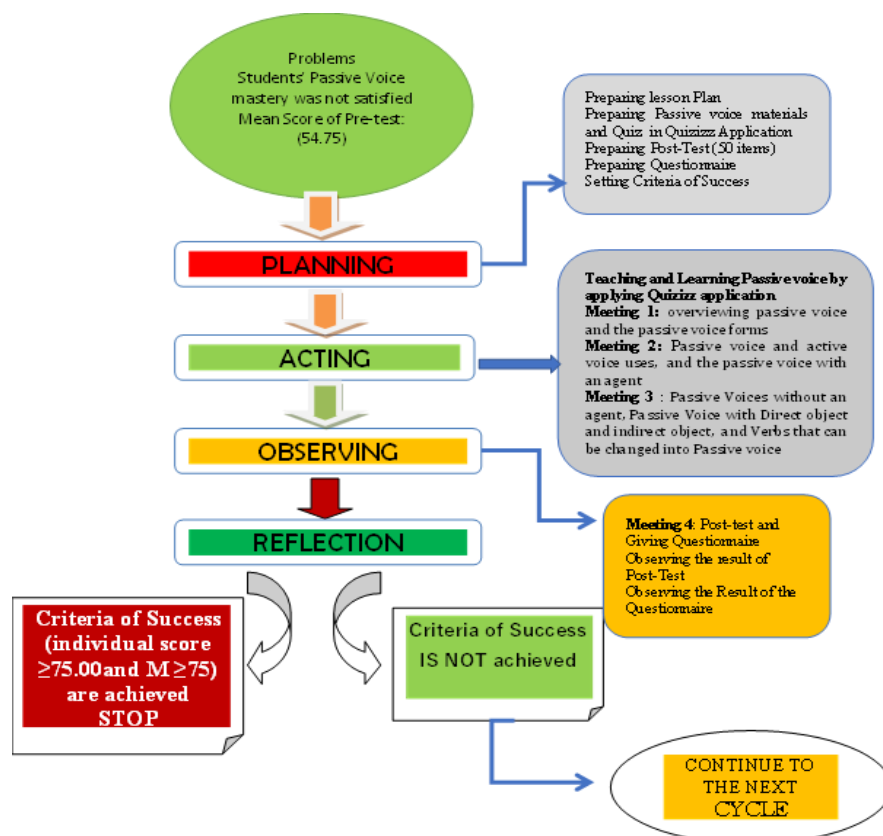

Figure1. Research Procedures

FINDING AND DISCUSSION
FINDING

In Finding, the researchers would present the answers to the research problems formulated. They were 1) How are the students' Grammar mastery of Passive Voices after being taught by using the Quizizz Application and 2) How are the students' responses to the usage of the Quizizz for learning and assessing grammar of Passive Voice as explained in detail as follows;

The Students' Passive Voices accomplishment after Taught by Applying Quizizz Application.

The researchers utilized the Quizizz application as media for presenting passive voice materials as well as reviewing the lesson in 3 meetings. Meeting 1 was used for overviewing passive voice, the passive voice form, and daily quiz, meeting 2 for teaching and learning passive voice and active voice uses, the passive voice with an agent, and daily Quiz, and meeting 3 was applied for learning Passive Voices without an agent, Passive Voice with Direct object and indirect object, verbs that can be changed into Passive voice, and daily Quiz. Furthermore, the researchers did a post-test in meeting 4 which covered 50 items in the form of a multiple choices test, test itself was made by the researchers in the Quizizz application and assigned to the students by copying the link of the test and sharing it through WhatsApp group as well as in the Ed link class. The students did the test on their smartphones based on the time given. Based on the result of the post-test, it was known that the students' grammar mastery of passive voice increased significantly from the pre-test 54.75 to the post-test 87.25. In this case, 24 students (100%) had already passed the minimum criterion mastery of 75. Of the 24 students, there were 9 (37.5%) students got scores as the same as or higher than 90, 10 (41.7%) students got scores as the same as or higher than 80, and 5 (20.83%) students got scores higher than 75. Because the result of the cycle1 had achieved the target, therefore, the researchers did not need to continue to cycle 2. The Chart 1 presents the result of students' pre-test and post-test,
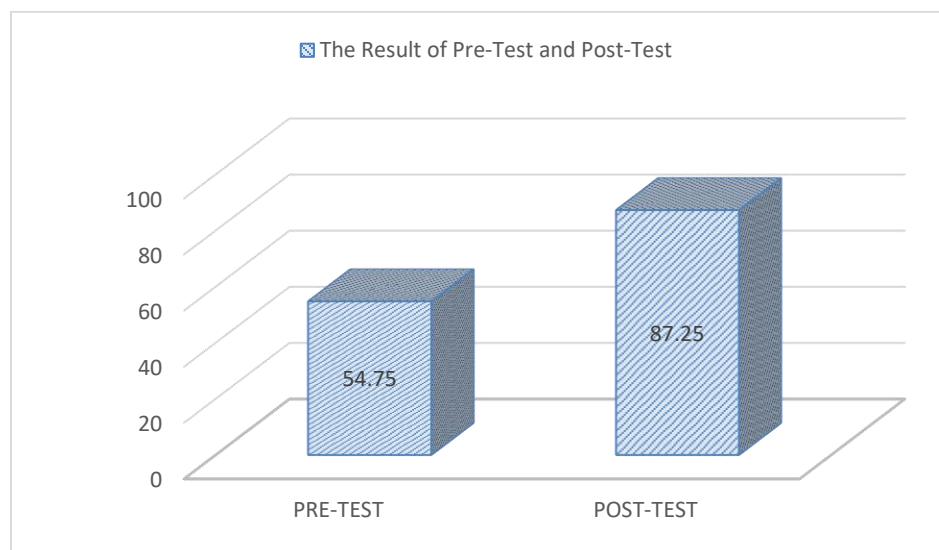

Chart 1. The students' Passive Voices Accomplishment before and after treatment

The Students' Responses to the Use of Quizizz App. for studying and assessing Grammar of Passive Voices.

The students' responses to the Quizizz application as a tool for learning and assessing the grammar of Passive voice were very positive. Of the 10 statements given, the highest response goes to statement number 3. in this case, most of the students (87.5%) argued that learning passive voice through the Quizizz application was easy. In addition, the second statement which has a high response rate was question number 2, in this case, most of the students (75%) said that they were happy to do the test of the passive voice by applying the Quizizz application. Furthermore, the third statement which has a high response rate was statement number 1, in this case, most of the students (66.67%) reported that they were motivated to learn the passive materials by using the Quizizz application. In conclusion, mostly, the result of the student's responses to the 10 statements related to the use of Quizizz for learning and assessing passive voices was positive. The complete result of the student's responses is described in table 2 as follows:

Table 2. The Result of the Students' Responses Toward the Use of Quizizz Application

Statement	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
	5	4	3	2	1
I am encouraged to learn passive voice by using the Quizizz Application	66.67	16.67	16.67	0.00	0.00
I am happy of doing the test of passive voice through Quizizz Application	75.00	16.67	8.33	0.00	0.00
Learning passive voices through Quizizz Application is easy	87.50	8.33	4.17	0.00	0.00
I can reduce my anxiety in learning passive voices because of Quizizz Application	62.50	20.83	16.67	0.00	0.00
I like the music in Quizizz Application, it makes me motivated to do the test of passive voices	50.00	33.33	12.50	4.17	0.00
I love the Avatar in Quizizz platform, it makes me motivated to learn with Quizizz	45.83	37.50	16.67	0.00	0.00
I love the memes in Quizizz platform, it makes me happy to use it	37.50	33.33	20.83	8.33	0.00
I like the rank (Leaderboard) in Quizizz , it encourages to be the first rank in doing the test	62.50	20.83	16.67	0.00	0.00
I like the real time feedback provided in Quizizz, I can learn from my fault.	58.33	25.00	16.67	0.00	0.00
Learning and doing the test of passive voices in Quizizz Application is like playing a game	75.00	16.67	8.33	0.00	0.00

(Adapted from Mansur and Fadhilawati, 2021)

DISCUSSION

Based on the result of the student's achievement shown in Chart 1, it can be inferred that the student's average score in mastering Passive voices improved from 54.75 to 87.25. all the students passed the minimum criterion for mastery of the subject of 75. Furthermore, the students also gave positive responses to the use of Quizizz application in passive voice instruction and for assessing passive voice. The successfulness of the students in learning passive voice might be influenced by some factors firstly the lecturer changed the conventional method to the digital one in teaching learning passive voice by using the Quizizz application, Secondly, the lecturer gave additional meetings for passive voice instructions, in the lesson plan, it was planned only 1 meeting for passive voice instruction, then after knowing the result which was not achieved the minimum target, the lecturer changed it became 3 meetings in the action.

The additional time of instruction was because of the complexity of passive voice materials as in learning passive voice the students must master the use of transitive verbs, the use of active sentence subject and object, the contrast of the passive auxiliary verb "be" with its other users as the main verb, linking verb, or to express progressing tense, the use of Past participle structure of verbs (regular and irregular), the use of tense aspects, the agreement of Subject and Object in the sentence, the use of active sentence subject-object position exchange, and 9) The use of "by + agent (Scholastica, 2018)".Thirdly, the lecturer also changed the time for conducting the teaching-learning process from the last period into the first period. It is normal for the last period of learning many students felt tired, hungry, lazy, unmotivated, sleepy, anxious, boredom, etc., however, we can reduce those kinds of feelings by changing the learning time and utilizing technology in the learning process. It is in line with (Pradnyadewi & Kristiani, 2021) said that utilizing Quizizz in students' learning can reduce the monotonous class and avoid boredom for the students.

The changing time of learning was done based on the class agreement in which the students did not have class. In this case, the time of learning was changed from every Monday at 14.00-16.00 to Friday at 08.00-10.00 Furthermore, in every meeting of the instructions, the lecturer provided a quiz for reviewing the passive voice materials through the Quizizz platform, therefore in the post-action test the students are more prepared than in pre- action test, they had already provided with enough background knowledge, some concept of related materials before they learned to the complex one. They were having a lot of practice through Quizizz before they were having post-test. Therefore, their learning outcomes increase significantly. The research finding backs up the research result of Refnita (2017) that indicated utilizing Quizizz on a constant schedule can increase the student's learning achievement. It also supports (Rahayu & Purnawarman (2019); Fadhilawati, (2021) who discovered that utilizing the Quizizz platform could assist the students in learning Grammar and is appropriate for assessing the students' achievement. Moreover, it also agrees that Quizizz is fruitful to boost the accomplishments of the students and decrease the students'anxiety (Dizon, 2016; Lam et al., 2018; Tran, 2016).

Furthermore, as indicated by the students' replies to the questionnaire given, Quizizz was a suitable application for learning and assessing the grammar of passive voices. For example, most of the students reported that utilizing Quizizz inspired them to learn passive voice. It is in agreement with Hankins (2017)'s discovery which reported that utilizing Quizizz platform in the school environment could encourage the students' learning. The

eagerness of the students for learning passive voice through the Quizizz application may cause by the features of Quizizz itself. There are some incredible features of Quizizz that potent them to learn such as leaderboard, music, theme, avatar, direct and real-time feedback, etc. (Awaludin et al., 2017; Ramanair et al., 2017; Zuhriyah & Pratolo, 2020). Furthermore, according to the survey results, most of the participants indicated that the incorporation of Quiziz could assist them to learn and do the test of passive voices easily, They also mentioned how straightforward to use this game application-based learning. In this case, the students can learn the materials as well as the Quiz for every meeting of passive voice prepared in the Quizizz application through their smartphone or laptop, they can access them wherever, and whenever they want. Those statements are in line with Zhao (2019) who reported that Quizizz is simple to operate, and most learners enjoy doing Quiz in quizzes.

Besides, it agreed with Darmawan et al., (2020) who reported that Quizizz application usage in Pandemic situations received positive feedback from students and the application of this tool simplified many problems by evaluating the outcomes of the comprehensive responses to assist teachers or lecturers in carrying out the evaluation. Furthermore, the students responded positively to the statement regarding the benefits of Quizizz application. The ranking board is the feature that students prefer out of the options presented. Students liked the scoreboard in the Quizizz application because they can see their scores directly and this situation motivated them to try to be the best students in their grammar class. According to Zhao (2019), the leaderboard motivated the students to learn since their test results could be seen on the leaderboard in real time. This result supported Amalia (2020) who stated that the Quizizz program has intriguing elements for helping the students learn engagingly and having fun learning.

CONCLUSION

Based on the findings shown in the preceding section, we may conclude that using Quizizz to learn grammar, particularly passive voices, can improve the students' learning outcomes from 54.75 to 87.25. In addition, the students highly presented a positive reaction to the Quizizz application to learn and assess the grammar of Passive voices. Based on the research results, the researchers suggest that lecturers or teachers who teach English, especially Grammar which dealt with complex material such as passive voice, conditional sentences, etc. to try to use the application of Quizizz as an alternative media for engaging the students' learning in or outside of the classroom, give them a clear explanation and lot of practices about the concepts that they must understand before going to the complex materials. Furthermore, the teachers or lecturers must take account of the learning time they are teaching for the complex materials, they must consider students' anxiety, tiredness, hunger, boredom, etc. that usually happens at the ends of instruction hours, in this case, they must use an interesting media to motivate the students to learn, to make them happy and comfortable at the last period of learning. Furthermore, the teachers or lecturers are also suggested to use Quizizz as an instrument to evaluate the students because it is easy to use, fun, user, and environment-friendly.

Since it is classroom action research (for solving a problem only in a class with 24 respondents), the research result may not be generalized, because it may present different results if it is applied in different settings. However, future researchers still can apply Quizizz

application as a topic to be researched by applying different methods and settings, for example, the upcoming researchers could carry out research concentrated on testing the impact of the Quizizz platform on other skills or sub-skills such as vocabulary, or do a comparative study to know its effectiveness compared with others online learning applications such as Duolingo or Quizlet by using a large number of respondents.

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