

# BOOSTING THE STUDENTS' GRAMMAR MASTERY OF PASSIVE VOICES BY APPLYING QUIZIZZ APPLICATION IN A HIGHER EDUCATION

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## BOOSTING THE STUDENTS' GRAMMAR MASTERY OF PASSIVE VOICES BY APPLYING QUIZIZZ APPLICATION IN A HIGHER EDUCATION

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### Abstract

The aims of this research were to boost the grammar accomplishment of 24 students, particularly Passive voice by using the Quizizz app. as well as to discover their reactions to the usage of that platform for learning and assessing Passive Voices at the Islamic University of Balitar. This research used a classroom action research design with the following procedures: planning, acting, observing and evaluating, and reflecting. According to the findings of this study, the usage of the Quizizz application increased the mastery of passive voices of 24 students from 54.75 in the Pre-Test to 87.25 on the pre-test. Furthermore, the students responded positively to the usage of the Quizizz Application for studying and assessing Passive Voices. Based on the findings, it can be inferred that using Quizizz Application in Passive Voice learning is extremely beneficial in improving the students' learning outcomes since the students can learn passive voices material such as they are playing games anywhere and anytime. Therefore, the researcher suggests that teachers or lecturers may apply this application to their classroom in order to make fun and enjoyable learning for the students.

**Keywords:** Grammar, Passive Voices, Quizizz Application

### INTRODUCTION

The fourth-semester students' Grammar mastery at the English Education Department Islamic University of Balitar needed to be improved; in this situation, the students of English Education Department had difficulty in grasping the form and using Passive Voices. According to the result of the pre-test on Monday, 5 April 2021, the students'

accomplishment on Passive Voices was poor, with the mean score of the students reaching (54.75). This result fell short of the minimal minimum criteria for topic mastery (75.00). Passive voice is a challenging concept for the students to grasp. It is the responsibility of English instructors to devise efficient methods of conveying the passive voices materials (Agustini, 2017; Esmaili & Shahrokhi, 2020; Fathi et al., 2018; Haris et al., 2017). In learning passive voice firstly, the students should understand 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, the appropriate media which is fun and facilitates the students to do a lot of practice for reviewing the materials is absolutely needed.

One of the media that can be implemented for assisting the students in learning and reviewing the lesson in a fun way is Quizizz application. Quizizz Application is an educational app-based game, the platform itself has many elements for examples leaderboard, themes, Music and avatars which provide the learners with an incredible and joyful learning environment since they can learn anything such they play their favorite game (Chen, 2021; Rachmawati & Purwati, 2021; Waluyo & Bakoko, 2021). Additionally, Quizizz as online platform may give students with an engaged and enjoyable experience when performing exercises, particularly when they are responding to the test items given. Furthermore, they will have direct feedback from this application after they answer the test item. In this case, Quizizz will automatically offer the memes to determine if the student's response is wrong or right (Fathi et al., 2018; Fathoni et al., 2019; Zou et al., 2019; Zuhriyah & Pratolo, 2020).

Furthermore, according to Zhao (2019), Quizizz app. is an instructional game-based application that incorporates activities and games into classrooms and gives students an engaging and fun learning environment. Throughout this application, the students could review the materials and do the exercises more and more on their hand-phone, laptop, smartphone, or other compatible devices for learning. Besides, the students can compete with others fairly 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).

There were many experts who have used the platform of Quizizz in the Education field. For example, it was used successfully to increase the Senior High School students' Grammar accomplishment specifically Conditional sentences (Mansur & Fadhilawati, 2021). In line with that result, Fadhilawati (2021) reported that incorporating of Quizizz was able to improve the students' grammar learning outcomes of relative pronouns in higher education. In addition, applying 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 students' self-assessment in order 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 students' learning outcomes. In additions, Amalia (2020) explained that this application is fruitful to enhance the learners' learning results. Furthermore, it is beneficial for decreasing the anxiety of the learners and enhancing the students' learning outcomes in accounting classrooms by integrating it with fun multiplayer activity (Al-Hamlan & Abdallah Ahmad Baniabdelrahman, 2015; Alabbad & Huwamel, 2015; Zhao, 2019).

Additionally, the use of Quizizz can boost the students' learning Enthusiasm in English language and Art Classroom (Hamilton-Hankins, 2017). Moreover, this application was helpful to be used in this pandemic situation and got 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). Not far from the results that have been mentioned before, 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 benefits of the use of Quizizz Application that have been discussed, the writer is intended to apply the platform of Quizizz as a learning tool to boost the students' grammatical mastery, particularly Passive Voices, at English Education Department of the Islamic University of Balitar. In this research, the writer focused to know the students' Grammar mastery of Passive Voices after being taught by using Quizizz Application as well as to know their reactions to the usage of the Quizizz for learning and assessing 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 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 their grammar classroom instruction. This study included 24 fourth-semester students who took the writer's class of Grammar.

The writer utilized Classroom Action research (CAR) to solve the problem. She applied Kemmis and Taggart's model of CAR which included four major steps: (1) Planning, (2) Implementing the action, (3) Observing and Evaluating, and (4) Reflecting (Kemmis et al, 2014; Creswell, 2014). The four steps above are described as following:

### **Planning**

There were many activities that were established in planning to tackle the challenges. It encompasses all actions from the beginning to the completion of the grammar instruction such as: lesson plan development, material of passive voice preparation, development of materials and Quiz or test of Passive voice in Quizizz Platforms, Evaluation (Post-Exam) development in the form of objective test, questionnaire development and success criteria establishment: The research' success criteria in this study were constructed on the grounds of the minimum accomplishment of the University. In this research, the students were regarded as successful in their grammar mastery especially passive voices if their average score in the post-test was at least 75.00 or if every student received a pass mark of 75 in the post-test.

### **Implementing the Action**

In this section, the researcher practiced grammar instruction of passive voices based on the lesson plan by implementing Quizizz Application. The actions of the researcher in boosting the students' grammar mastery of Passive voices covered 3 important meetings. Meeting 1 was used for learning the forms of Passive Voices by using Quizizz Application. Meeting 2 was applied for learning Passive Voices usage by using Quizizz Application and meeting 3 was applied for administrating the test after the action as well as for distributing the questionnaire form.

### Observing and Evaluating

In this procedure, the writer gained the data to indicate the successfulness of Quizizz for boosting the students' accomplishment of passive voices by administering Post-test. Post-Test was done to get the students' score after the implementation of Quizizz application in Grammar instruction. Moreover, the researcher also distributed questionnaire to gain the students' responses toward the Quizizz platform usage for students' learning tool and assessing Passive Voices. Moreover, after the post-test, the writer can go to Quizizz especially in "Report" part to download and evaluate the students' result. In this case, we can know the straight result of the individual or classical report of Passive Voices accomplishment. Furthermore, the writer examined the result of questionnaire by calculating the percentage of the gained score.

After obtaining the percentages of the participants' questionnaire responses, the researcher made comparisons to the following score interpretation criteria that is adapted from Fadhilawati (2021):

**Table 1.** The Score Interpretation Criteria

Interval Score	Interpretation
0% - 20%	Very bad
21% - 40%	Bad
41% - 60%	Moderate
61% - 80%	Good
81% - 100%	Very Good

### 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 researcher consulted the students' learning outcome from the post-test with the criteria of research accomplishment that have been decided before. In this research, the researcher would stop in the first cycle if the students' classical average score and individual score of the students in the passive voices post-test was equal to or greater than (75.00).

For further information about the complete research procedures that have been discussed above are figured as follows:

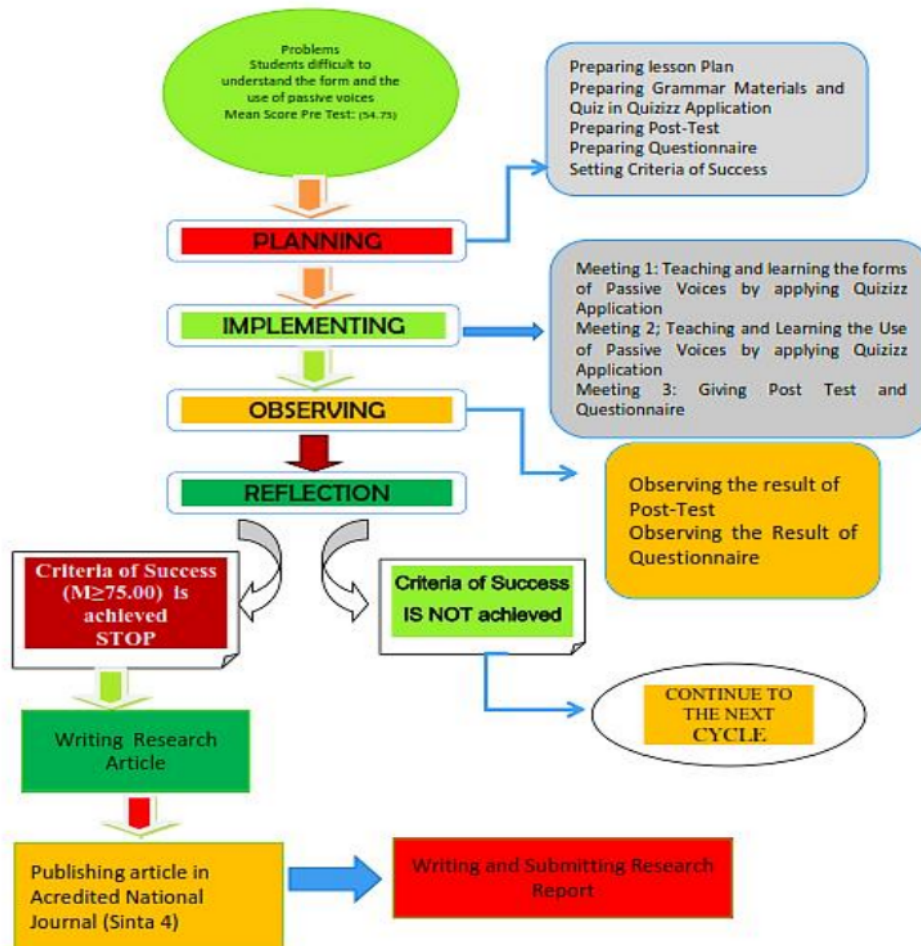


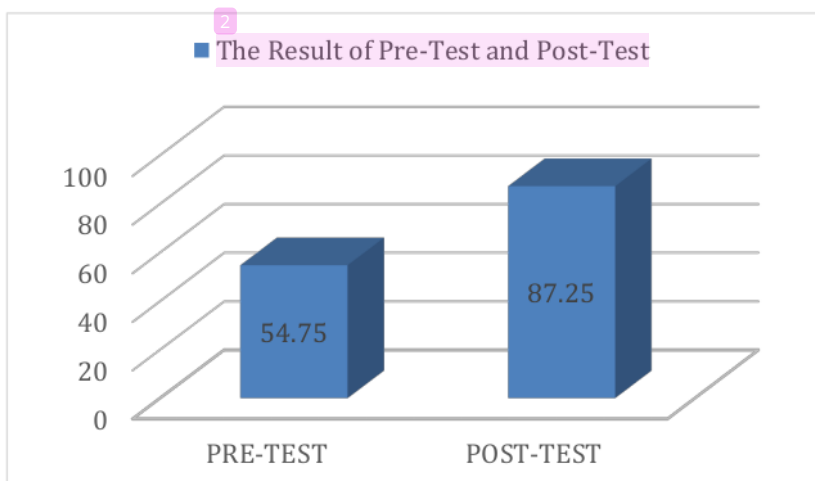
Figure1. Research Procedures

## FINDING AND DISCUSSION

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

After one cycle of action, the students' Grammar mastery of passive voice increased significantly after the use of Quizizz Application in learning Passive Voices from the pre-test 54.75 to the post-test 87.25. In this case, all the students had already passed the minimum criterion mastery that decided before (75.00). The result after the implementation of Quizizz (87.25) was categorized as very good achievement for grammar class. Therefore, based on

the result that have been achieved in cycle 1 it did not need to continue to the cycle 2. Furthermore, the accomplishment of the learners' in studying grammar of passive voices via Quizizz could be described in the following figure:



1  
Figure 2. The students' Passive Voices Accomplishment before and after Taught by Applying Quizizz Application

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

The students' responses toward Quizizz for studying and assessing grammar of Passive voice was very positive. Most of them said that they were happy and motivated to learn passive voice by applying Quizizz application. They did not have any difficulties in using this application for learning passive voice because it is easy to use. Furthermore, most of the students also reported that they learnt and did the test of passive voices through Quizizz application like they played the game. For the complete result of the students' responses are described in table 2 as follows:

1  
Table 2. The Result of the Students' Responses Toward the Use of Quizizz Application for Learning and Assessing Passive Voice



Statement	AA	A	N	D	AD	Total Score	%	Criteria
	5	4	3	2	1			
I am encouraged to learn passive voice by using Quizizz Application	16	4	4	0	0	108	90.00	1 Very Good
I am happy of doing the test of passive voice through Quizizz Application	18	4	2	0	0	112	93.33	Very Good
Learning passive voices through Quizizz Application is easy	21	2	1	0	0	116	96.67	1 Very Good
I can reduce my anxiety in learning passive voices because of Quizizz Application	15	2	1	0	0	107	89.17	1 Very Good
I like the music in Quizizz Application, it makes me motivated to do the test of passive voices	12	8	3	1	0	103	85.83	1 Very Good
I like the Avatar in Quizizz Application	11	9	4	0	0	103	85.83	Very Good
I like the memes in Quizizz Application	9	8	5	2	0	96	80.00	Good
I like the rank (Leaderboard) in Quizizz Application	15	5	4	0	0	107	89.17	Very Good
I like the direct feedback from Quizizz Application	14	6	4	0	0	106	88.33	1 Very Good
Learning and doing test of passive voices in Quizizz Application are like playing a game	18	4	2	0	0	112	93.33	Very Good
Average						107	89.17	Very Good

(Adapted from Mansur and Fadhilawati, 2021)

Based on the result of the students' achievement shown in figure 2, it can be inferred that the students' average score in mastering Passive voices improved from 54.75 to 83.75 as a consequence, the utilization of the Quizizz platform in their learning of Passive voice. The aforementioned conclusion is congruent with the finding of Mansur & Fadhilawati (2021) who claimed that using Quizizz platform could improve the students' success in learning grammar of conditional sentences in Senior High School. Furthermore, this result is matched

with research of Fadhilawati (2021) that proved using Quiziz platform could increase the students' accomplishment in learning relative pronouns in higher education. Furthermore, the research finding backs up the research result of Refnita (2017) that indicated utilizing Quizizz on a constant schedule can increase the students' learning achievement. It also supports Rahayu & Purnawarman (2019) who discovered that utilizing Quizizz platform could assist the students in learning Grammar well. Moreover, it also agrees that Quizizz is fruitful for boosting the students' accomplishment and decreasing their learning anxiety (Dizon, 2016; Lam et al., 2018; Tran, 2016).

As indicated by the participant of the reserach' replies to the questionnaire given, Quizizz was a suitable application for learning and assessing grammar of passive voices. For example, most of the students reported that utilizing Quizizz inspired them to learn passive voices. It is uniform to Hamilton-Hankins (2017)'s discovery which reported that using Quizizz in the school environment may boost students' eagerness to learn. It is also consistent with the research findings of Yan mei et al. (2019), which demonstrated that students had a positive attitude toward the use of Quizizz for understanding Arabic classes and increasing the responses rate of the students to their teachers' questions. Furthermore, according to the survey results, most of the participants indicated that the incorporation of Quiziz could assist them to learn and to do the test of passive voices easily. They also mentioned how straightforward and simple to use this game application-based learning. Those statements are in line with Zhao (2019) who reported that Quizizz is simple to operate, and most of the learners enjoy doing Quiziz in quizzes. Furthermore, it agreed with Darmawan et al., (2020) who reported that Quizizz application usage in Pandemic situation 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 the Quizizz platform. The ranking board is the feature that students prefer out of the options presented. Students liked the score board in Quizizz application because they can see their score directly and this situation motivated them to try to be the best students in their grammar class. according to Zhao (2019) lederboard motivated the students to learn since their test result could be seen directly in the leader-board in real time. This result supported Amalia (2020) who stated that the Quizizz program has intriguing elements for helping the students learning in an engaging and enjoyable manner. The last, it agrees to the idea of gaming that Quizizz employs. This concept is largely comprised of students who took part in this study. 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).

## 11 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. Moreover, the students highly presented positive reaction to the in cooperation of the application of Quizizz to learn and assess grammar of Passive voices. According to the research results, the researcher suggests the faculty members at Balitar Islamic University to try to use the application of Quizizz as an alternative media for engaging the students' learning in or outside of the classroom. Furthermore, the students must set a schedule to study the lesson in Quizizz application on a regular basis in order to retain knowledge of earlier Quizizz materials. Besides, the researcher suggests that upcoming researchers could carry out research concentrated on testing the impact of the Quizizz platform on others 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.

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