



QUIZIZZ APPLICATION ON STUDENTS' WRITING ACHIEVEMENT AT SENIOR HIGH SCHOOL BANGKALAN

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ABSTRACT

The purpose of this study is to look into how the Quizizz application affects students' writing achievement in the tenth grade at Bangkalan Senior High School. Writing is an essential ability for academic and professional success; nonetheless, many students struggle with grammar, sentence structure, and coherence, particularly in narrative works. This study used a pre-experimental design with 36 tenth-grade pupils. The data were gathered by pre- and post-tests and analyzed with SPSS. The data show that using the Quizizz program considerably enhanced pupils' writing skills. Quizizz increased student enthusiasm and involvement throughout writing lessons. Based on the findings, it can be concluded that the Quizizz program is an effective digital tool for improving students' writing abilities, particularly in narrative text writing. Thus, including Quizizz into English language instruction can improve the teaching and learning process.

Keywords: : *Quizizz, Writing Achievement, Narrative Text, Digital Learning.*

1. INTRODUCTION

Writing is a fundamental skill in English language development. It is critical to students' ability to properly convey their ideas, emotions, and feelings in writing (Witantina et al., 2020; Waruwu, 2022; Lim & Polio, 2020; Zhang, 2022). Writing helps pupils strengthen their communication skills as well as their critical thinking and analytical abilities. According to Shrestha (2020); Kozakli Ulger et al. (2022), writing ability is critical for academic performance and future job advancement. However, writing is still one of the most difficult talents for pupils to acquire, particularly at the senior high school level.

At SMA Negeri 2 Bangkalan, the researcher discovered that a considerable percentage of tenth-grade students struggled with writing, particularly when creating narrative texts. Most pupils struggled with language usage, phrase construction, and paragraph arrangement. These factors contributed to

the low level of writing performance (Mohammadzadeh et al., 2020; Guo et al., 2020; Ditania, 2022). As a result, there is a need for new and interesting learning aids to assist students in developing their writing skills (Fahmi & Rachmijati, 2021; Wei, 2023; Bai, 2022; Zulkifli et al., 2022). One potential option is to leverage digital learning systems like Quizizz. Quizizz is an online game-based learning program that allows students to take interactive quizzes on multiple platforms, including smartphones and desktops. Previous research has demonstrated that Quizizz increases student enthusiasm and engagement while also improving language learning, especially writing (Asma, 2021; Zulfi & Kiptiyah, 2024; Alharbi, 2023; Solikhah, 2023; (Bertacchini et al., 2022). Furthermore, Quizizz has features that allow teachers to track student progress and provide timely feedback, which can help improve the learning process.

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Despite the increased interest in using Quizizz in English learning, most prior research has concentrated on teaching vocabulary or reading, with little emphasis paid to writing abilities (Waruwu, 2022; Al-Bahadli et al., 2023; Su'udah, 2021; Ishak et al., 2022). In addition, few research have looked into how teachers' Quizizz tactics affect student writing outputs. This study intends to fill that gap by looking into the impact of the Quizizz application on students' writing achievement in the tenth grade at Bangkalan Senior High School.

Based on the background of the research problem as formulated as follows :

1. Do students' have higher writing achievement after Quizizz application treatment at Senior High School?

Research Objective:

Based on the research problem, the aim of this study is to:

To investigate whether the Quizizz application improves students' writing achievement at the tenth grade of Senior High School Bangkalan.

2. LITERATURE REVIEW**2.1 Writing Skill**

Writing is a productive talent in English that needs the capacity to produce ideas, organize them clearly, and communicate them using proper language and structure. Harmer (2004) defines writing as the process of discovering and organizing ideas, putting them on paper, and then reshaping and editing them. Writing necessitates several skills, including vocabulary knowledge, grammar proficiency, coherence, and cohesion (Gustiningsi et al., 2024; Lesiana et al., 2023; Oktari, 2024; Sherine et al., 2020). Writing is vital in educational settings for strengthening students' critical thinking and communication skills (EF-EPI, 2024; Palah et al., 2022; Zaim, 2021; Van, 2020). However, many students

struggle with writing due to a restricted vocabulary, poor grammar comprehension, and a lack of confidence.

2.2 Quizizz Application in English Language Learning

Quizizz is a game-based learning platform that allows students to participate in interactive quizzes on their cellphones or PCs. According to Asma (2021), Quizizz is more than just an assessment tool; it is also a medium that boosts student engagement and participation in class. The program delivers rapid feedback, competitive features, and a pleasant learning environment, all of which are essential for keeping students interested and engaged. Zulfi and Kiptiyah (2024) ; Cortázar et al. (2021) also state that Quizizz can aid improve learning outcomes by providing a variety of question kinds and encouraging active learning.

2.3 Previous Studies on Quizizz and Writing Achievement

Several studies have looked into the usage of Quizizz in English language schools, specifically its effect on students' writing skills. According to Asma (2021); Chen et al. (2020), using Quizizz considerably improved the narrative writing skills of tenth-grade pupils at MAN 2 Kampar. Similarly, Pertiwi (2020) claimed that Quizizz is a good asynchronous learning application that helps students improve their writing skills. Septiyani et al. (2023) discovered that including Quizizz into the learning process increased students' activity and engagement in writing activities. However, the majority of these research focused on certain text genres, such as narrative or recall texts, and did not fully investigate how instructor techniques in utilizing Quizizz affect the outcome.

2.4 Research Gap**QUIZIZZ APPLICATION ON STUDENTS' WRITING ACHIEVEMENT AT SENIOR HIGH SCHOOL BANGKALAN**

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Although the benefits of Quizizz have been generally acknowledged in language acquisition, there is still a paucity of studies concentrating on its specific influence on writing achievement across diverse genres. Furthermore, few research have looked into how teachers' experiences and techniques of applying Quizizz influence student learning outcomes. As a result, this study attempts to fill a gap by focusing on the use of Quizizz to improve writing skills, particularly narrative texts, and investigating the instructional practices involved.

3. METHOD

This study employed a pre-experimental design to investigate the effect of the Quizizz application on the writing achievement of tenth-grade students at a senior high school in Bangkalan. A pre-experimental design was chosen because the researcher did not randomly assign participants to groups, but still used both pre-test and post-test measurements to assess the impact of the intervention.

The participants in this study consisted of 36 tenth-grade students, selected using purposive sampling based on criteria such as availability and relevance to the research objectives. The students were given writing tests both before (pre-test) and after (post-test) the implementation of the Quizizz-based instruction.

The instrument used for data collection was a narrative writing test, aimed at measuring students' writing performance in terms of grammar, sentence structure, coherence, and overall organization. These tests were administered twice—once before and once after the intervention.

The treatment in this study involved integrating the Quizizz application into English writing lessons, particularly in teaching narrative texts. Quizizz served as an interactive digital tool to increase student engagement, motivation, and participation during the writing process.

The data analysis was conducted using SPSS (Statistical Package for the Social Sciences). Descriptive and inferential statistics were applied to compare the pre-test and post-test scores. The findings revealed a significant improvement in students' writing performance after using Quizizz.

In summary, this research methodology systematically evaluated the effectiveness of the Quizizz application in enhancing students' narrative writing skills through a quantitative approach using a pre-experimental design.

4. RESULTS AND DISCUSSION

This section presents the findings of the study based on the analysis of pre-test and post-test scores. It also discusses how the use of the Quizizz application influenced students' writing achievement, particularly in writing narrative texts. The results are interpreted in relation to previous studies and relevant theories to provide a comprehensive understanding of the impact of digital tools on English language learning.

Table 1. Pre-test and Post-test Scores of Students

No.	Name	Pre-test (X)	Post-test (Y)
1	ADP	67	84
2	AF	54	74
3	AMDB	55	70
4	AN	50	77
5	APS	57	70
6	ARDF	55	76
7	ASA	63	77
8	AW	55	72
9	BAPS	46	75
10	FCP	50	77
11	JNF	46	60
12	KDNI	55	70
13	KPZ	54	70
14	LU	50	60
15	MAN	50	70
16	MAZ	54	75
17	MD	56	80

18	MGA	55	80
19	NF	57	82
20	NH	60	82
21	NPC	57	70
22	NRP	56	80
23	NRS	60	87
24	PJ	45	60
25	PKE	50	77
26	PSY	50	80
27	RAN	60	72
28	RFB	65	85
29	RMI	51	75
30	RSL	50	70
31	SBU	60	72
32	TA	55	80
33	UF	67	80
34	ZAA	47	72
35	ZAH	54	76
36	ZAR	56	70
Total		1.972	2.687

Based on the results shown above, there is a difference between the pre-test and post-test scores, and the post-test score is greater than the pre-test. The total post-test score is 2.687, while the entire pre-test score is 1.972.

Normality Test

The normality test was carried out on the pre-test and post-test data of Senior High School 2 Bangkalan followers in grades X-6. The normalcy test yielded the following results:

Table 2. The Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		36
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.36895883
Most Extreme Differences	Absolute	.107
	Positive	.092
	Negative	-.107
Test Statistic		.107
Asymp. Sig. (2-tailed) ^c		.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.	.372
	99% Confidence Interval	Lower Bound .359
		Upper Bound .384

Based on the table above, the normality test analysis with One-Sample Kolmogorov-Smirnov yielded a significance value (Asymp. Sig. 2-tailed) of 0.200, which is greater than 0.05. This shows that the data is normally distributed.

One sample T-Test

Based on the previous chapter, the One Sample T-test is used to compare averages and test statistical hypotheses. If the Sig. (2-tailed) value is < 0.05 , H1 can be accepted but H0 is rejected. The research hypothesis are stated as follows:

- 1) H0: is a hypothesis that states that there is no effect of using the Quizizz application on the writing achievement of 10th grade students of Senior High 2 School Bangkalan.
- 2) H1: is a hypothesis that states that there is an effect of using the Quizizz application on the writing achievement of 10th grade students of Senior High 2 School Bangkalan.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
t	36	74.64	6.543	1.090

The above table shows a t-value of 68.446 with 35 degrees of freedom ($df = 35$) and a significance value (2-tailed) of < 0.001 . This indicates that the mean score of 74.64 deviates significantly from the test value of zero. The mean difference is 74.639, with a 95% confidence interval of 72.43 to 76.85. Because the p-value is less than 0.05, we can conclude that the students' writing achievement is significantly greater than the test value.

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One-Sample Test						
Test Value = 0						
	t	df	Significance One-Sided p	Significance Two-Sided p	Mean Difference	95% Confidence Interval of the Difference Lower
	68.446	35	<.001	<.001	74.639	72.43

Based on the table above, Indicates a t-value of 68.446 with 35 degrees of freedom ($df = 35$) and a significance value (2-tailed) of < 0.001 . This implies that the mean score of 74.64 differs significantly from the test value of zero. The mean difference is 74.639, with a 95% confidence interval of 72.43–76.85. Because the p-value is less than 0.05, we can assume that the pupils' writing achievement is significantly higher than the test value.

Based on the answer, 7 responses highlight a variety of strengths and weaknesses in their English language skills. Participant A identifies listening and writing as their strengths, while noting that speaking poses a challenge. Participant B emphasizes pronunciation as a strong point but struggles with grammar, indicating a common area of difficulty for many learners. Participant C points out their ability to memorize vocabulary as a strength, yet acknowledges a lack of effort in mastering the language overall. Together, these responses illustrate a diverse range of language skills, with each participant recognizing both their capabilities and areas for improvement, reflecting the multifaceted nature of language learning. Furthermore, 3 respondents answered that they can't put together a sentence, students' also like write and speaking in a grammatical sentence students also worrying to learn in British accent, students' also weakness in grammar. In learning style that has been determined with the aim of developing skills especially learning in English.

Analysis of the questionnaire and interview results regarding students' views about English language learning reveals

several important themes, such as motivation, obstacles, learning methodologies, and environmental factors. First, the results show that students have a strong desire to learn English, realizing its importance for future employment opportunities. Intrinsic motivation is very significant in language acquisition and results in increased involvement and persistent effort in the process of learning. However, despite these positive attitudes, significant barriers persist, particularly with regard to speaking and grammar skills, which hinder general language proficiency. The unwillingness to use English at school suggests that students may be anxious or unprepared when participating in speaking activities. Moreover, the interviews pointed out a range of self-directed learning strategies that students engage in outside the classroom using language learning apps and looking at English-language TV shows, movies, music, and social media all of which are important in supporting classroom instruction.

However, the effectiveness of these methods varies, implying that some students may require additional support to maximize their learning potential. Additionally, the influence of the students' environment plays a vital role in their language learning process; supportive family structures and exciting learning experiences increase their interest in English from a young age. This highlights the importance of creating an enabling learning environment, both at home and in schools, to encourage active participation in language acquisition. In a nutshell, the interaction of motivation, challenges, learning strategies, and environmental factors presents a complex picture of experiences that students undergo while acquiring the English language. The challenges they face, especially in speaking and grammar, will be very key areas to address in enhancing their language acquisition. These factors should be considered by educators and policymakers when designing curricula and support

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systems for a more successful and engaging language acquisition environment that will help students harmonize their goals with their actual language abilities.

5. CONCLUSION

The results of this study reveal that implementing the Quizizz application has a positive and significant impact on the writing performance of tenth-grade students at Senior High School 2 Bangkalan. Statistical analysis showed a marked improvement in students' writing scores between the pre-test and post-test after using Quizizz as an instructional tool. The increase in the average post-test score, supported by one-sample t-test results, confirms the effectiveness of Quizizz as a digital educational platform.

Furthermore, the interactive and engaging nature of Quizizz appears to enhance students' motivation, focus, and participation during writing activities. The improvement in students' narrative writing skills also highlights the potential of game-based digital tools like Quizizz in supporting English language instruction. Therefore, English teachers are encouraged to integrate Quizizz into their teaching approaches to improve students' writing outcomes. Future research is recommended to explore the use of Quizizz in developing other language skills or applying it to various types of writing to broaden its pedagogical benefits.

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