

## **The Use of Quizizz Application to Increase the Students' Motivation in Learning English**

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### **Abstract**

*This research is based on students' motivation is still low, it is necessary to update in improving students' motivation and teachers' creativity in managing learning process. The purpose of this research was to identify whether the use of Quizizz application increases the students' motivation in learning English at the 11th Grade of SMK YPKK Limbung and whether the use of Quizizz application as a medium for giving English exercises increases the students' motivation in learning english at the 11th Grade of SMK YPKK Limbung. This research uses a quantitative approach method. The subjects of this research were all 24 students from XI.5 of SMK YPKK Limbung. the result showed that the mean of pre-test was 66,67% and the post-test was 80,42% and overall average score of students questinnnaire obtained is 51.20. It means students' motivation of the used Quizizz application are positive.*

**Keyword:** quizizz, students' motivation, student's achievement

### **INTRODUCTION**

In the learning process, we are often faced with various problems, external problems such as premises and infrastructure, the teaching model used and other problems. In addition to external problems, there are also internal problems, which in this case are students' problems. An example of internal problems in this case is the motivation of students to learn. When it comes to motivation to learn, it is certainly influenced by several factors, such as internal and external. Students are motivated to learn when they engage in interesting learning activities (Amalia, 2020). On the other hand, students' motivation to learn decreases if they do not engage in any interesting activities in the learning process.

Therefore, it is important to make the learning process as interesting as possible so the students will be more interested in participating in the learning process. To increase students' learning motivation in learning English, we look for suitable and innovative teaching methods or tools used in the learning process. Motivation to learn is important and needs to be known by every teacher in his role, which can foster passion, feel happy and enthusiastic to learn for students.

Motivation is related to a number of students' involvement in classroom activities such as encouragement to do something based on Quizizz was originally used for games and entertainment for kids who like challenges. However, recently the role of this android application has been changed by some educators as a learning medium. The change in the function of this application is very helpful for educators in evaluating the learning process that has been carried out in the classroom.

The results of a study (Mei, Ju & Adam, 2018) showed that "tests on the behavior of the researchers in the quiz during the Arabic lesson showed that all students were very active in answering the questions asked by the researchers." and concentrate on the topic. The results

of the questionnaire show that students in the Arabic class demonstrated their attitude towards the quiz as an online learning and assessment tool. " This means that the results of the study indicate that quizizz media can make students active and challenged to answer questions so that educators will more easily evaluate the learning process carried out. The results of other studies that have been conducted by (Aini, 2019) show that quizizz can be used as an alternative learning media that is creative, innovative, and fun so that student motivation is higher and learning outcomes will be better. The use of quizizz learning media is very easy and simple.

In addition, this media is included in the android application whose capacity is not too large so that users do not need a large quota and storage space when downloading. As for the educators themselves, this application has features that make it easier to carry out the learning evaluation process, educators can directly see the value obtained by each student so that the next evaluation process can be carried out quickly. Based on the background described above, the author are interested in conducting a research entitled "The Use of Quizziz Application as Media for Giving Quizzes to Increase Students' Learning Motivation At the 10th Grade of SMK YPKK Limbung"

## LITERATURE REVIEW

### 1. Definition of Motivation

Motivation comes from another word motive which means encouragement. Motive is defined as the driving force in the body that makes it act (driving force). Incentives are not isolated from each other, but interact with other factors, both external and internal. What affects motivation is called motivation. Motivation can be interpreted as the actualization of the strengths within the individual that can activate and direct behavior which is the embodiment of an integrated interaction between motives and needs with the observed situation and can function to achieve the goals expected by the individual, which takes place in a dynamic process. Thus, if a motivation (in this case helplessness and hopelessness) is removed, the flow of energy in our body can flow again.

Motivation is a psychological symptom in the form of a stimulus that consciously arises in a person to act with a specific goal. Motivation can also take the form of effort, which can lead to a particular person or group of people being motivated to do something because they want to achieve a desired goal or be satisfied with their actions. Motivation plays a strategic role in human learning activities. No one learns without motivation; lack of motivation means no learning activity. To maximize the role of motivation, the principles of motivation in learning are not only known, but must also be explained in daily activities (Ar-raniry, 2015).

According to (Han & Yin, 2016), motivation determines why people decide to do something, how long people are willing to continue the action, and how intensely they will perform this action. Self-motivation to continue learning is very important for all learners as this motivation motivates the learner to remain passionate about learning. Conversely, without this motivation, it will be difficult for students to understand the material explained by the teacher. This, of course, will negatively affect its quality, as well as its future. In fact, the lack of self-motivation of students to learn was a very confusing problem for teachers and parents of students.

For example, many students fall asleep during class, students ignore teacher explanations, students are more addicted to their devices than reading books, and so on. Until now, of course, we find that many students have weak motivation in learning, especially if we are educators. For this reason, we need to know what causes the lack of self-motivation for students to remain active in learning activities (Alsri, 2018). There are several factors that weaken student motivation to learn, for example, teachers' lack of attention to their students. The most important thing a teacher needs to do is evaluate himself. School teachers act not

only as educators but also as motivators for their students. The teacher's role in motivating students is very important, especially for lazy students and students with problems. This motivation will surely penetrate the hearts of students.

Even the facts prove that their students (Alsri, 2018) prefer teachers who are closer to their students, often interact with students. When students start to think critically, of course, students must still get good supervision from those closest to them, in order to be able to distinguish which ones are good to be used as benchmarks and which are not good to be used as benchmarks. Students will definitely be more curious about their world which is growing day by day. Therefore, parents and teachers should pay more attention to the activities of their students so that students continue to realize that education is important for their future, and not sacrifice their youth for meaningless things.

## **2. Types of motivation**

Based on Self-Determination Theory (SDT), learners can be encouraged to learn from two sources - internal and external. There are usually two types of stimuli; Congenital and extrinsic motivations:

### **a. Intrinsic Motivation**

Intrinsic motivation is inner impulse for a person; it can be biological, emotional, spiritual, or social. In this case, there are no external rewards. Activities are done for the pleasure and satisfaction of people. It can be characterized by curiosity and a desire to overcome difficulties. Innate motivation is determined by the interest or pleasure a person has in completing a task. It is located inside a person and does not depend on external pressure. Inherent motivation, such as decisions that people make for their own sake, without considering external components, so that they are internally rewarded. Students are well motivated and participate in activities based on their intrinsic interests, pleasure and enthusiasm for the activity.

Matt and Dale found that intrinsic motivators were an interest in a subject, an awareness of its importance to life and the world, a sense of achievement in mastering it, and a sense of calling to it. Harter (in Chow and Yong) explained that intrinsic motivation is the true impulse of human nature that motivates people to seek and face new challenges. refers to intrinsic motivation as an activity for oneself and the joy and satisfaction of participating. Inherent motivation is an intrinsic force that motivates students to participate in learning because they are interested in learning and enjoy receiving external rewards.

Students seeking an understanding of scientific content and skills are considered motivated by him self. These can include the needs of students to achieve learning goals. For example, an English learner because they need English skills to communicate in their social life, and a learner who needs math skills to avoid shopping fraudulently in a store might show: Highly motivated to learn English or math (Filgona, Sakiyo, Gwani and Okoronka, 2020).

This will help him / her master the subject in order to survive in the social world. Seifert and Sutton argue that interest (affective and intrinsic) also plays a role in increasing student motivation. If a student is interested in studying geography, they can easily achieve the learning goal.

### **b. Extrinsic motivation.**

Here the impulse is outside the person; it can take the form of functional conditioning or social cognition. It refers to completing a task to achieve a result. It can take the form of reward, public recognition, or appreciation. Harmer explained that extrinsic motivation is caused by a number of extrinsic factors, which may include the prospect of financial reward;

must pass an exam or future level opportunity. In addition, Marsh defines motivation as an external stimulus that follows as a result of a specific response.

Extrinsic motivation is any stimulus that comes from outside the student and prompts the student in the learning process. According to Ryan and Desi, Niemek and Ryan, external learners are forced to act with an expectation of a different outcome from the learning itself. Chow and Yong postulate that extrinsic motivation drives students to solve academic problems for extrinsic reasons. According to Benab and Tyrol, extrinsic motivation promotes effort and performance, and rewards serve as positive reinforcement for desired behaviors. (Filgona et al., 2020).

The main goal of a person engaged in any activity is to achieve a goal that lies outside the learning activity itself or is not included in the learning activity. Extrinsic motivation means anything that is achieved through intervention, suggestions, or support from others. Extrinsic motivation is the driving force of work that comes from outside the employee as a person in the form of a condition that makes him perform optimally (Zet, 2020).

### 3. Quizizz Application

Quizizz is one of the digital and web-based learning tools (can be used with sufficient internet support) and consists of quizzes, polls, games, quizzes and discussion functions. The Quizizz app itself is described as a web-based tool for creating interactive quiz games that can be played with a smartphone and available at [www.Quizizz.com](http://www.Quizizz.com).

Quizizz has been around since 2015 and is a multiplayer quiz game that students can use both in and out of the classroom. In this application there is already a collection of quizzes, students can also easily access it. In addition, this application has the option to sign up as a teacher or as a student. If you sign up as a teacher, you can easily upload questions that can be accessed by students.

The Quizizz app allows teachers to create formative assessments that are attractive to students. This app also shows the results of each question asked by students on the site screen based on the number of correct answers. In addition, this application simplifies the work of teachers because the student response reviews are known and can be downloaded in Excel format.

- a. Steps to Access Quiz for Students Using the internet access in order to enter and be directly connected. Following are the steps to access Quizizz:
  - 1) Go to the address <https://Quizizz.com/join>
  - 2) Then enter the 6-digit code given by the teacher, then click "Join"
  - 3) Write a name, then click "start". Quiz starts then can be done immediately.
  - 4) Each question is done in the given duration determined by the teacher.

#### Advanced Description

- 1) Every time you finish answering the question correctly then points will appear in one question (points are seen from how fast the time is) and it can also be seen the ranking obtained in answering the question.
- 2) If the selected answer is wrong in the question, the correct answer will appear.
- 3) If you finish working on the questions, at the end of the quiz there will be a Review Question display to review the answers we chose.
- 4) In the quiz process, the list of questions for each user is different because the quiz is made in the form of homework or homework.

According to Kusuma (2020) Quizizz is an online grading tool that allows teachers and students to create and use it. It is quite obvious that the teacher can ask the quiz questions they want, according to the material to be used. Quizizz makes it very easy for teachers to create quiz questions because the questions asked in Quizizz can be saved and edited. And the teacher doesn't need to use printouts to present the quiz question.

There are several features of the quizizz application :

- a. The quizizz game as a multiple choice
- b. Scale from the end of the quizizz game
- c. Spin the Wheel (A student will be randomly selected to show what they know in a fun, suspenseful way.)
- d. Scribble Tool  
Scribble Tool lets students add live annotations whenever and wherever students want. Draw or highlight anything in students' lessons to emphasize, explain, and bring learning to life.
- e. Youtube Search  
Students don't have to rely on having videos saved and ready to add into activities. Instead, students can use YouTube Search to instantly add YouTube links directly into your lessons and assignments.
- f. Google Classroom Auto-sync  
Teacher or students will only need to allow Auto-Sync once, and any changes to Google Classroom classes will be reflected. For example, teacher can remove a student from Google Classroom roster, and the change will be reflected on Quizizz automatically.

#### **4. The Benefits of Quizizz Application**

One interesting learning medium with an interactive nature that prioritizes collaboration and communication and that can lead to student interaction is games that have learning-stimulating functions such as imagination, challenge and curiosity. (Salsabila et al., 2020). A variety of learning tools have been introduced that can be used by teachers, including play-based learning tools, which of course can also be used as a means of conveying material in the learning process, namely learners' understanding of the learning process to measure the material taught.

The quiz itself is a versatile narrative and educational game application that can be used not only as a way to provide material, but also as an interesting knowledge assessment tool. With the ease of access to learning media today, teachers can use, then develop evaluation media through the Quizizz application, so that they can achieve educational goals.

Before understanding in depth about the use of the Quizizz application as a learning medium, this application certainly has several advantages that can certainly support the success of the learning process for high school students:

1. For teachers / educators, it is easier to make questions.
2. When students answer questions or quizzes correctly, after that it will show how many points they get in one question, also get a ranking or rank in answering the quiz.
3. If a student answers the quiz incorrectly, the correct answer will appear, for self-correction for students.
4. When it has been declared that the quiz is finished, at the end or closing session, a review question will be displayed previously to examine the answers that have been selected.
5. In doing the quiz, each student gets a different quiz question, because it has been randomized automatically, thus minimizing cheating.

## 5. English Learning Achievement

In education, school is a place for students to explore the science, where the science will create a quality of human resources. The efforts that create the quality of human resources can be assessed through students' achievement whereas learning achievement is the success of learning (Fitriwati, 2018). Of course, all students obtain the learning outcomes through evaluation that is conducted by the teachers. Learning English has become a public image for the students that as a difficult subject. it could be one of the factors that effects the students in learning English. Students are not enthusiastic in learning English, they are not active in classroom and some of them do not have dictionary.

So, their learning achievement was not as expected. Learning achievement is about how success the students can master the materials of the learning object. Although the definition learning achievement would be argued by different views of scholars, most scholars support the notion of Chien (1987) "learning achievement is the acquisition of knowledge or skills that are developed by subject matter, usually indicated by test scores or numerical value is assigned by teachers". In short, learning achievement is target measured by competences of the students in learning which are shown by score as a sign and score is not a final expectation. So, learning achievement is the level of student success in learning the subject matter in schools that are expressed in the form of scores obtained from the results of tests on a particular subject matter.

Learning achievement to be achieved by students can be effected by several factors, i.e. the factor that is derived from the students (intrinsic) and from the outside of the students (extrinsic). In teaching and learning process, students need learning motivation for their spirit in their study. Students who have high motivation will get good learning outcomes. According to Hawley (1983:3) students who are motivated in learning process, students will do more learning activities than those who are less motivated to learn.

It means that motivation is one of the several things which determines the success of the students in learning. With motivation, students will study harder and have full concentration in teaching and learning process. In this context Biggs (1995:84) views that students' learning motivation can be low and lack of learning motivation may affect the students' learning achievement.

## METHOD

### A. Research Design

The research's experimental methodology includes both a quantitative and a qualitative approach (*mix-method*). Pre-test, treatment, post-test, and interview data were gathered. According to Gay (1981), the experimental method is the research methodology that offers the most legitimate strategy for solving educational problems, both practical and theoretical, as well as for advancing the field of education as a science. The following diagram classifies the research design:

Pre-Test	Treatment	Post-Test
O1	X	O2

#### *Research Design*

O1 :Pre-Test  
X :Treatment  
O2 : Post-Test

## **B. Research Place**

The Place where the research has been conducted in SMK YPKK LIMBUNG.

## **C. Population & Sample**

The population is the total number of the subjects to be study by the researcher. For example, 100 people are called the population because they are involvet a study. Then another opinion states that definition of population literally all variables related to research.

The population of this study will take in third year students of SMK YPKK LIMBUNG. There are 7 classes (**2 accountancy class 50 students, 2 computer class 48 students, 2 office class 49 students, & marketing class 25 students**).

**Sample** In this study, the sample is selected randomly. A population of 7 classes is randomized using cluster random sampling. The determination of the number of samples is based on the opinion of Fraenkel and Wallen (1993) in Maksum (2012) that “There is no definite measure of how many representative samples are”. Even so they recommend a number of guidelines for the number of samples of experimental research is in 15 subjects minimum. Based on the above opinion, the number of samples in each group is very representative, because the number of students per class is an average of 30 people. Based on the results of the cluster random sampling, there is one class selected to be the sample in this study. The class that became the experimental class is XI.5, and the sample totaling 24 students.

## **D. Instruments of the Research**

1. **Questionnaire** : The researcher used a questionnaire to collect the data. It aims to find out students' motivation after treatment and post-test using the Quiziz application, whether students are motivated or not. Questionnaires can be distributed to respondents by: (1) Directly by the researcher (independent); (2) Sent by post (mailquestionair); (3) Sent via computer such as electronic mail (e-mail).
2. **Test**: It aims to find out student's achievement in understanding English texts. The reading test is multiple choice consists of 5 items. Each question item provides four options (A,B,C and D). The correct answer is marked as 1 and the wrong answer is marked with 0 for each item.

## **E. Procedure of Collecting Data**

1. Questionnaire :
  - a. Preparing the questionnaire.
  - b. The researcher questionnaire in Google Form.
  - c. The researcher was invited to student's group class in Whatsapp by the teacher.
  - d. Before the researcher send the Google Form's links to students, he explained the purpose of the research and how to fill it.
  - e. The students were given 20 minutes to respond the questionnaire.
  - f. After collected the data, the researcher calculated it.
  - g. Transactional interaction sentence test :
    - h. Preparing the question for a transactional interaction test.
    - i. The researcher makes a transactional interaction in Quizizz Application.
    - j. The researcher writes the code application of Quizizz Application.
    - k. The researcher asked the students' to join the Quizizz Application.
    - l. The researcher was invited to student's group class in Whatsapp by the teacher.
    - m. The students were given 30 minutes to complete the test.
    - n. After collected the data, the researcher calculated it.

## F. Technique of Data Analysis

After getting the data needed, the researcher analyzed the data by using the following assessment:

### 1) Questionnaire

According to Ary et al (2002) there are two rules to dissect students' motivation and to see if the students have positive motivation or not. The first criterion is a positive motivation and the second criterion is a negative motivation. The researcher thinks about affirmation if the mean score of the post-teaching survey is more prominent than 49 ( $x = 49$ ). The least post-teaching outcome score was 38 and the highest score was 61. Consequently, the normal score was 49. Otherwise, the affirmation was considered a negative insight if the mean score of the outcome was equal to or below 49 ( $= 49$ ). Afterward, in order to count the mean score for each result of the questionnaire, Ary et al (2002) provided this following formula:

$$X = \frac{\sum x}{n}$$

Note :

X : mean score

$\sum x$  : total score

n : number of students( total of student)

Table 3.1 The Result of Questionnaire

Respondent	Statements												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
S1													
S2													
S3													
S4													
S5													

### 1) Test

a. To score the students' answer of test , the formula was

$$\text{Scoring} = \frac{\text{Student achievement}}{\text{maximumscore}} \times 100$$

Table 3.2 The Students Score Classification

Classification	Score	Predicate
Very good	93-100	A
Good	84-92	B
Enough	75-83	C
Not enough	<75	D

(Kemendikbud, 2017)



- b. The mean score of students would be found out by means, following the formula:

$$X = \frac{\sum x}{n}$$

Note :

X : mean score

$\sum x$  : total score

n : number of students (total of student)

The mean score of student's classify into seven classifications:

Table 3.3 The Students Mean Score Classification

No	Score	Classification
1.	93 – 100	Very good
2.	84 -92	Good
3.	75 – 83	Enough
4.	<75	Not enough

(Kemendikbud, 2017)

- c. To calculate the improvement of the students' in speaking. The formula as follows:

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

Note :

P : The students' percentage

X<sup>1</sup> : The mean score of pre-test

X<sup>2</sup> : The mean score of post test

- d. To find out the significant difference between pretest and posttest by calculating the value of the test. The formula as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{(\sum D)^2}{N(N-1)}}}$$

Where:

$$D = \frac{\sum D}{N}$$

Note:

T = test of significance

D = the mean score of total deviation

$\sum D$  = the sum of total score of difference

N = total number of subject

## FINDINGS

### 1. Students' Motivation used Quizziz

In this section, researcher shows students' motivation score of Quizziz application.

Table 4.1 Students' Questionnaire

Respondent	Statement												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
AQ	5	4	5	4	4	3	5	4	5	3	4	5	51
AS	5	3	5	4	3	5	4	4	4	4	5	4	50
HR	5	5	4	4	3	5	4	4	5	3	4	5	51

HE	5	5	5	4	4	3	4	3	5	4	4	5	51
IW	5	4	5	4	4	3	5	4	5	3	4	5	51
IR	5	3	5	4	4	5	3	4	5	4	3	5	54
MA	5	5	5	4	5	5	4	3	4	3	4	4	51
MADW	5	5	5	4	5	5	4	5	5	5	3	5	55
MF	5	4	4	4	5	3	4	4	5	4	4	4	50
MIR	5	5	4	4	3	4	3	3	4	3	4	5	51
MNA	5	4	4	4	5	3	4	4	5	4	4	4	50
NA	5	4	5	4	4	3	5	4	5	3	4	5	51
NL	5	3	5	4	3	5	4	4	4	4	5	4	50
NZ	5	5	5	4	5	5	4	3	4	3	4	4	51
NIH	5	4	4	4	5	3	4	4	5	4	4	4	50
SNHAP	5	3	5	4	3	5	4	4	4	4	5	4	50
NS	5	3	5	4	3	5	4	4	4	4	5	4	50
S	5	4	5	4	4	3	5	4	5	3	4	5	51
SIW	5	5	5	3	5	5	4	5	5	5	3	5	55
SR	5	3	5	4	4	5	3	4	5	4	3	5	54
W	5	5	5	4	5	5	4	3	4	3	4	4	51
ZH	5	4	4	4	5	3	4	4	5	4	4	4	50
WJ	5	3	5	4	3	5	4	4	4	4	5	4	50
MA	5	5	5	4	5	5	4	3	4	3	4	4	51
<b>Total</b>													<b>1.229</b>
<b>Mean Score</b>													<b>51,20</b>

Based on the table above, it can be seen that overall average score obtained is 51.20. By looking back at chapter III, we can all see that students' motivation of the used Quizziz application are positive. This has been explained previously, namely the affirmation would be considered a negative insight if the mean score out of the outcome was equal to or below 49.

### 1. The students scores of pre-test and post-test

The researcher showed the mean score of students in pre-test and post-test. That the data presented in the tables. The tabulation of students' score in pre-test and post-test can be seen in table 4.2:

NO	Respondent	Pre Test Score	Post Test score
1	AQ	60	90
2	AS	50	70
3	HR	70	90
6	HE	80	90
5	IW	60	80
6	IR	70	80
7	MA	70	80
8	MADW	70	90
9	MF	60	80
10	MIR	70	80
11	MNA	60	80
12	NA	70	70

13	NL	80	80
14	NZ	60	70
15	NIH	50	80

Table 4.2. Students' Pre-test and Post-test score

Based on the table above, it showed that the mean of pre-test was 66,67% and the post-test was 80,67%. In the pre-test there were 3 student got the lowest score (50) and there were 4 students got the highest score (80), whereas in the post-test there were 5 students students got the highest score (90).

## 2. The frequency and Percentage of Pre-test and Post-Test

Table 4.3. Frequency and Percentage of Pre-test and Post-test

16	NHAP	60	70
17	NS	70	80
18	S	70	70
19	SIW	80	90
20	SR	80	90
21	W	70	80
22	ZH	50	80
23	WJ	70	80
24	MA	70	80
<b>Mean Score</b>		<b>66,67</b>	<b>80,42</b>

Classification	Range	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
<b>Very good</b>	<b>93-100</b>	-	-	-	-
<b>Good</b>	<b>86-92</b>	-	-	6	25%
<b>Enough</b>	<b>75-83</b>	4	16%	12	50%
<b>Not enough</b>	<b>&lt;75</b>	20	84%	6	25%
		24	100%	24	100%

Table 4.3 shows that in the pre-test, 4 (16%) students "Enough" scores, 20 (84%) students got "Not enough" scores. But, after the treatment the table showed that there were 6 (25%) students achieved "Good" scores, 12 (50%) students achieved "Enough" scores, and 6 (25%) students achieved "Not enough" score.

### 3. The Mean Score and Standard Deviation

This research used a pre-experimental method that only required one class as the sample, therefore the data calculation used the paired sample test.

Table 4.4 Paired Samples statistic

		Me an	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	66. 67	24	9.168	1.871
	POST TEST	80. 42	24	6.903	1.409

Table 4.4 Shows the summary of the students' mean score and standard deviation of pre-test and post-test. The mean score of the students' pre-test was 66.67 which was categorized as "not enough", which indicates that the mean score of the post test was higher than mean score of the pre-test.

Standard Deviation of pre-test was 9,168 and the standard deviation of post-test was 6.903, therefore it can be concluded that standard deviation of the pre-test was slightly lower than standard deviation of the post-test, meaning that the score students got during the post-test was higher than post-test.

Thus according to the data processing above, it was found that using Quizziz application there are chance to increase students' achievement.

The student' mean score were initially low with an average score of 66.67 to 80.42 in the post-test. Thus, it can be said that the research question number 1 has been answered, because the students' achievement increased after using Quizziz application.

### 4. The Inferential Analysis between Pre-Test and Post-Test

Table 4.5. The Inferential Analysis between Pre-test and Post-Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE TEST- POST TEST	-13.750	8.754	1.787	-17.446	-10.054	-7.695	23	.000

The data table above is analyzed by using SPSS 22 analysis within Paired Samples Test to know significance difference of pre-test and post-test. If the level of significance ( $\alpha = 0.05$ ) is greater than value (sig. 2-tailed) means there is no significant difference. Whereas, if the level of significance " $\alpha$ " is lower than p value (sig. 2-tailed) means there is significant difference. From the table above, we can see that the p value (sig. 2 tailed) was 0.00. It is lower than the level of significance  $\alpha$  (0.05) it means that the use of Quizziz application in teaching can increase students' achievement.

## 5. The Improvement Score of Students' Test

In this section, the researcher shows the improvement score of students' test. The tabulation of students' test table 4.6.

Table 4.6 Students' test

NO	Aspect	Mean Score
1	<b>Pre-Test</b>	66,67
2	<b>Post-Test</b>	80,42
<b>Improvement</b>		20,62

Based on the table, it showed that the improvement score of the students' test is 20,62. The researcher get the score by subtracting the post-mean score with the pre-test mean score, then the result of this reduction is divided by the pre-test mean score and multiplied by 100.

## DISCUSSION

### 1. Students' Motivation

Based on the students' questionnaire showed that the used of Quizizz application are positive with mean score 51,20. The fact is used of it can improve students' motivation because it easy to used and fun for them. With high motivation can also take the form of effort, which can lead to a particular person or group of people being motivated to do something because they want to achieve a desired goal or be satisfied with their actions. Motivation plays a strategic role in human learning activities. No one learns without motivation; lack of motivation means no learning activity. To maximize the role of motivation, the principles of motivation in learning are not only known, but must also be explained in daily activities (Ar-raniry, 2015). According to (Han & Yin, 2016), motivation determines why people decide to do something, how long people are willing to continue the action, and how intensely they will perform this action.

### 2. Students' Achievement

Quizizz is one of learning platform that can used to help teacher to teach and to measure students' understanding of the material that has been taught. It offers multiple tools to make a classroom fun, interactive and engaging. This application can help students to increase their achievement in learning English because this application easy to use and teacher can create lessons, conduct formative assessments, assign homework, and have other interactions with your students (for all grades) in a captivating way.

Those are benefits using Quizizz application. First, this learning and teaching platform help students to find appropriate learning materials. Teacher can deliver material more innovative. There are no space and time contains to be faced. In fact, students' can saved material and teacher's explanation on the platform.

Disadvantages of using this application are internet dependency, less interaction between teacher and students, and need extra supervision. When using this application teacher and students need stable connection because if connection unstable it will hamper teaching and learning activity. Less interactions made some point of material not clear so that teacher need to give clear explanation. Teacher need to supervised his students so they will focus on the material.

## CONCLUSIONS

### 1. MOTIVATION

After describing and reviewing the available information, based on the results of a questionnaire with students' motivation about the use of Quizizz application as teaching and learning platform, the researcher can conclude that application is able to increase students' motivation in learning english. In addition, the teacher, must supervised the students so that they focus learning on Quizizz and cannot open other application.

### 2. Achievement:

After describing and reviewing the available information, based on the results of a english test with students', the researcher can conclude that application is able to increase students' achievement in learning english. This learning and teaching platform help students to find appropriate learning materials. Teacher can deliver material more innovative.

## SUGGESTIONS

Based on the conclusion above, the researcher would like to propose some suggestion. The suggestion are as follow:

### 1. For School

The school should provide facilities that can support students to learn. It could increase students' achievement and motivation in English.

### 2. For the Teacher

- a. Teachers should support and motivate their students to learning English. By giving support and motivation to students, it can improve their interest and achievement in English.
- b. Teachers should use more creative and fun teaching techniques in the learning-teaching process. It aims to solve students' motivation.

### 3. For Students

- a. Students should be able to focus when their learning and pay attention seriously to their teacher
- b. Students should know oparate the application

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