Journal of English Language Teaching and Islamic Integration Vol. 7 No. 2, July 2024 ENHANCING STUDENTS' UNDERSTANDING OF PAST TENSE THROUGH QUIZIZZ: A GAME-BASED EDUCATIONAL TOOL

1st Heri Miarto and 2nd Haris Dibyaningsih 1st 2nd STKIP Al Hikmah Surabaya Surabaya, Indonesia

heri.miarto@hikmahuniverdity.ac.id, haris@hikmahuniversity.ac.id Abstract: Quizizz is a game-based educational platform. Quizizz becomes one of educational technology most applied since the pandemic of Covid-19. It provides both lives and assignment quiz. Since the past tense is one of important grammar that can help students to deliver their ideas about past event or experience. This paper will explore some steps of using Quizizz in teaching Past Tense. Moreover, this paper describes the benefit of Quizizz in upgrading students' understanding about past tense. Finally, the paper hopefully can help teachers in creating interactive quiz in teaching Past tense. **Keywords:** Quizizz, Past Tense, Game-Based, Teaching

Learning media

INTRODUCTION

Quizizz is a game-based educational platform. Quizizz becomes one of educational technology most applied since the pandemic of Covid-19 appears which makes all of teachers and students stay in their home to avoid infected by the virus. On the other hand, the class should be going ahead and all of students have to conduct the class online. In this occasion, as a teacher have to improve their ability in teaching online and makes the students keep their motivation in studying the certain course. One of the most popular online quizzes is Quizizz.com. Quizizz provides

two features, an online live game and assignment mode with certain schedule just like a homework.

Both of live game and assignment in Quizizz will help teacher to control the class and make the students happy with a certain assessment which have various interesting features. During online class, live game becomes very interesting because students can challenge their ability with their friends just like playing online game. Moreover, for assignment feature, students will have extra hours and free scheduling assignment. It is because teacher cannot control all of the time the activities of the students during the school hours. According to Dibdyaningsih (2019), when teaching grammar, teachers should use engaging and interactive media. Then, Quizizz is chosen as a useful platform that can help teacher to checking students' understanding about the lesson given in interactive way. Quizizz also help teachers to get the score easier. Especially in checking students' understanding of tenses, teacher will not get dizzy when checking the students' result.

In teaching English as a foreign language, tense becomes one major course which very important. It is important because good tense can explain about the students' ideas clearer. Two common tenses used in our daily activities are present and past tense. Past tense is more difficult than present tense because we have to memorize past participle verb and there is irregular past participle used in past tense. Furthermore, the researcher will describe the advantages and disadvantages in using Quizizz for Teaching Past Tense.

It leads the reader from a general subject area to a particular topic of inquiry. It includes the scope, context, and significance of the research being conducted by summarizing current understanding and background information about the topic, stating the purpose in the form of the research problem (that could be supported by a hypothesis or a set of questions), explaining briefly the research methodological approach

Journal of English Language Teaching and Islamic Integration Vol. 7 No. 2, July 2024 implemented to examine the research problem, highlighting the potential outcomes, and outlining the remaining structure and organization of the

paper.

LITERATURE REVIEW

Using Quizizz for Teaching Past Tense

Past tense is one type of grammar which important in explaining ideas which happen in the past. So, it is very important to mastering past tense form in order to deliver ideas about past event and both of speaker needs to understand the past tense. Moreover, Vocabularies of past participle is the main things that differs past tense with another type of tense. Students have to know about past participle form of verb that should be use in Past Tense. In addition to the past tense, kids are now receiving extra attention, as noted by Wright, Betteridge, and Buckby (2005), who also noted that language acquisition is challenging and necessitates sustained work.

The simplest way to engage past participle is quiz. In the pandemic era, all of lessons should conduct through online class and lecture needs to engage the quiz online. One of the most popular online quizzes is Quizizz which have interactive features and let students compete each other during the online quiz. Moreover, Technology may consist of strategies which supporting learners and teachers in order to gain more advantages from it (Basak, 2018). Quizizz become more popular during pandemic era because its features which provide both interactive live quiz and scheduled quiz.

Quizizz is one of program for e-learning. Quizizz is a game-based online platform that makes classroom interactive. With this platform,

students can do the quiz interactively with their gadgets. They can achieve better learning experience with this platform, and they can compete with other players. During the quiz, students can monitor their position with other players. Quizizz is a formative test platform that can be used as final test to recognize the quality of the subject being learned (Permana & Permatawati, 2020). Quizizz can be accessed online at http:/Quizizz.com. This program is free and runs on a range of browsers, including Android and IOS devices. Based to Chaiyo, Yanawut & Nokham, (2017) Quizizz also provides hundreds of quiz that can be used or we can make our own.

In managing a quiz as a teacher using Quizizz platform, we only need to sign up as a teacher, decide and select which quiz to use or we also can create our own quiz by choosing one type of questions from 5 types of questions, insert image, put equation mark, music and design the questions based on the features given. Moreover, we can manage the setting of the quiz by its time, order and when students have to finish the quiz. For joining the quiz as a student, student will get a code number when the quiz is ready. By inputting their name and code number, students can access the quiz and begin completing the questions. To take the quiz, students do not need to log in. Students are able to access the questions. Students do not need to log in to take part in the quiz.

As described in the previous discussion that there are many advantages in using Quizizz as an interactive e-learning platform in teaching learning process. These are several features of Quizizz that we can use freely.

JELTII Journal of English Language Teaching and Islamic Integration Vol. 7 No. 2, July 2024

1. Multiple choice

| My father to the office permediag | 10 M | My father to his affice |
|---|-------|---|
| - | 10.00 | yesterday. |
| - | 1.14 | Q |
| 212 A | 10.00 | go |
| 2 1 | | ware |
| HEI BIRAH (\$550) | - 8 | Contract of the second s |
| angele bajaranan namendi | - 8 | 1991 |
| etti (Az datan segararan fa tis seren j | 11.10 | 100 |
| Taphen . | | Contra Amazon |

2. Check box

| Please choose 2 types of pest terms | 5. E | | 2 | Please choose 2 types of past tense. | | |
|--------------------------------------|--|------|------|--------------------------------------|--|--|
| C Pallange | | 11.7 | - 11 | | | |
| Extpertect | | 10 | 41 | P | | |
| Partnettet | LUAX- | - 4 | | Pastsmple | | |
| D Patterfrand | | ~ 5 | | Pasz perfect | | |
| Add arrange pp (re- | | | | Pastparningle | | |
| ware to water against | | | - 8 | Patt continuous | | |
| And the first strength second second | (1)(1)(1)(1)(1)(1)(1)(1)(1)(1)(1)(1)(1)(| 2.5 | | | | |
| O fographic | | | | Queller Terrere | | |
| (D-H Seconde) + | C CANEN | | | | | |

3. Fill in the Blank

| thad working | | 8-1 | 0 | I | Thad | working | |
|---|---------|---------|-----|---|----------|------------|-------|
| AND THE STOLEN AND AND ADDRESS STOLEN. | | | - 1 | | 0.000000 | | |
| And an amount second of a second | | | . 1 | | | | |
| transity . trans | | | | | | | ~ |
| - | | | - 1 | | | | |
| is exactly . Atomstice | | | . 1 | | | | |
| Add alternative | | | | | | | |
| Artist Tappeter (artist) | | | - 1 | | | | |
| A(k) is that the j -increases which the the same with presses | | | 2 | Ш | | | |
| 9 Agrees | | | | | Desce | - Separate | |
| B m teamb + | and the | 111 | - | | _ | | _ |

4. Pool



97

JELTII Journal of English Language Teaching and Islamic Integration Vol. 7 No. 2, July 2024



5. Open-Ended Questions

6. Start a live quiz



Homework

| And A Merry | Past Terise Exercise |
|-----------------|--|
| 1 April 4 Carl | 67 questions |
| Contraction (C) | linear and the second se |
| april . | Publication |
| 0.946 (| |
| ***** | |
| Table 1 | (M) 🔍 (M) |
| | the first the |
| here a | |
| | Performance and the second second second |
| | Wange to a state payments |
| | Statement in the second s |
| | Atomical Service + |
| | Descent and inge |
| (II) many (I) | Participant plantate |

7. Assign homework

WHITTEN BY Stephen Reid Homework Quiz Phasiltenvil, IT HOG and English teacher with a love for trying. new thirtgs and using tectricipgy to unprove stassroom Students must complete this Quizizz by matruation and modetti Nov 5 \$, 02 \$: 30 \$ PM \$ audition) Follow 1 day and 3 minutes from more C 101 Q +Proceed Bourse IntroPhilosocoutza.com/homework/

Journal of English Language Teaching and Islamic Integration Vol. 7 No. 2, July 2024

| <mark>ر ا</mark> | Report | S term Brite Berten | | _ |
|------------------|--------|--|--|---|
| + | ۲ | 2000 520 100 | _ | _ |
| | 1. | A parent of Alternating Current maters. | at manufactures | |
| | 4 | The Review of Genetics. | R Spinstering | |
| | λ. | investor of the first practical in Cores. | of Alexandric Soliday Ref. | |
| | 4 | In document the Terry of Dectoring with Reductory | of terms (Schimmer) | |
| | 1. | Discounted surface feature in 1828. | A 100-1014 | |
| | 4 | Constitution administration | A finite later | |
| | 4. | Private that the Lastin water's the version of the universe. | # Antonio | |
| | | Constant: the periods fulfile of electronity. | and the second distances in the second | |

METHODOLOGY

The methods section describes the steps to be taken to investigate a research problem and the rationale for the application of specific procedures or techniques used to identify, select, process, and analyze information applied to understanding the problem. This allows the reader to critically evaluate the study's overall validity and reliability.

FINDING AND DISCUSSION

Five meetings were required to complete this study. Initially, a pretest was given by the researcher. During the second, third, and fourth meetings, the researcher used Quizizz to carry out the treatment. After using Quizizz to teach the students, the researcher gave them a post-test at the fifth meeting to see how much their grasp of the past tense had improved. The pre- and post-test results from the experimental class are examined by the researcher. The study was carried out between March 2 and April 8, 2024. In order to determine students' comprehension before to the therapies, the researcher administered a pretest during the first

meeting. The pre-test was given by the researcher for fifty minutes. A brief story served as the test's subject matter. In the pretest, the researcher employed a fill-in-the-blank test. The pre-test was scored by the researcher.

The average score for the pre-test and post-test increased, according to the statistical calculation formula performed with SPSS 16. The pre-test average score was 59, whereas the post-test average was 82,6. Additionally, it was discovered that the data based on the t-table had a minimum of 2.145 and the t-value was 8.621. Consequently, the two tails indicated that p < 0.05 (p = .000) and the t-value was more than the t-table (8.621 > 2.145). Thus, it is possible to say that there is an improvement in students' knowledge between their pre- and post-test scores. It is evident from the research's findings that the students performed better on the post-test. Students' comprehension of the past tense improved quickly after role-playing was introduced. Nonetheless, we can infer from the aforementioned evidence that the researcher's theory was accepted. The researcher's hypothesis, which was accepted, is that after using Quizizz as a teaching tool, students' comprehension of the past tense has improved. In conclusion, the study has determined that Quizziz can serve as an effective medium for teaching future tense. Students improved from the first to the last therapy after using this technique.

CONCLUSION

The application of Quizizz for teaching past tense offers various advantages. As an alternative to interactive online media, it is advised that teachers attempt using this online quiz to improve students' comprehension of the past tense. Teachers and use both live quiz and assignment quiz to enhance the students' learning activities. Since the Quizizz quiz is online quiz, teacher can control the quiz and check the result anytime. Moreover, when students are mastering past tense, they will able to deliver their ideas better especially when they want to explain

Journal of English Language Teaching and Islamic Integration Vol. 7 No. 2, July 2024

about their experiences. In addition, teachers can use Quizizz to teach another courses or skills, such as reading or writing, exclude speaking..

REFERENCE

- Chaiyo, Yanawut & Nokham, R. (2017). The effect of Kahoot, Quizizz and Google Forms on the student's perception in the classrooms response system. International Conference on Digital Arts, Media and Technology (ICDAMT), 9(5), 1–14. https://doi.org/10.1016/j.tmaid.2020.101607%0Ahttps://doi.org/10. 1016/j.ijsu.2020.02.034%0Ahttps://onlinelibrary.wiley.com/doi/abs/ 10.1111/cjag.12228%0Ahttps://doi.org/10.1016/j.ssci.2020.10477 3%0Ahttps://doi.org/10.1016/j.jinf.2020.04.011%0Ahttps://doi.o
- Dibdyaningsih, Haris. Hendra, Sudarso (2020). The Implementation of Role Play in Teaching Future Tense. Journal of English Language Teaching and Islamic Integration, 3 (2), pp. 326 – 332.
- Desjardins, M. (1998). How to succeed in postgraduate study, Applied Ecology Research Group, University of Canberra, accessed on 26 April 2001, retrieved from <http://aerg.canberra.edu.au/jardins/t.htm>>.
- Kotler, P., Adam, S., Brown., L & Armstrong, G. (2003). Principles of Marketing. 2nd ed. Pearson Education Australia. Melbourne
- Kumar Basak, S., Wotto, M., & Bélanger, P. (2018). E-learning, Mlearning and D-learning: Conceptual definition and comparative analysis. E-Learning and Digital Media, 15(4), 191–216. https://doi.org/10.1177/2042753018785180
- Permana, P., & Permatawati, I. (2020). Using Quizizz as a Formative Assessment Tool in German Classrooms. 424(Icollite 2019), 155– 159. https://doi.org/10.2991/assehr.k.200325.073
- Wright, A., Betteridge, D., & Buckby, M. (2005). Games for language learning (3rd ed.). New York: Cambridge University.
- Lin, M.G., Hoffman, E.S., & Borengasser, C. (2013). Is social media too social for class? A case study of Twitter use. Tech Trends, 57(2), 39-45

Ready, R. (2000). Mothers' personality and its interaction with child temperament as predictors of parenting behavior. Journal of Personality and Social Psychology, 79, 274-285.