



The Implementation of Quizizz Media to Improve Students' English Learning Achievement at SMP Negeri 9 Ambon

Mega Victoria Relmasira¹, Rosina Lekawael², Rice Pesiwarissa³

^{1,2}Universitas Pattimura

³SMP Negeri 9 Ambon

✉ megarelmasira@gmail.com¹, rosina.lekawael@gmail.com²,
ricepesiwarissa2014@gmail.com³

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This study aims to improve the English learning achievement of eighth-grade students at SMP Negeri 9 Ambon. The research was motivated by preliminary observations indicating low students interest, poor concentration, and minimal classroom engagement, which resulted in achievement scores below the school's minimum mastery criteria of 72. Employing Classroom Action Research (CAR) based on the Kemmis and McTaggart model, the study was conducted in two cycles with 31 students from class VIII-10 as participants. Data were gathered through observation, documentation, and tests, and analyzed using a descriptive comparative approach. The results demonstrated a marked improvement in students' achievement: the average score increased from 69 in the pre-cycle (50% mastery) to 78.75 in Cycle I (70% mastery), and further to 88.1 in Cycle II (100% mastery). In addition, Quizizz was found to foster greater motivation, attention, and active participation, highlighting its potential as an innovative and effective tool for English instruction in Junior High School..

INTRODUCTION

English is an essential international language to learn, as it is the main language used in many international academic program. However, many students still face difficulties in learning English because of various reasons. Harmer (2007) stated that these difficulties are often influenced by low levels of motivation, limited vocabulary, and a lack of diverse teaching methods. Based on a preliminary study conducted at SMP Negeri 9 Ambon, it was revealed that most students had low learning interest, poor concentration, and minimal engagement during the learning process. This condition obviously can affect their learning outcomes, as the majority of students had not yet reach the KKM set by the school, which was 72.

To solve these problems, it is essential for teachers to select effective learning media that can stimulate students' interest and support interactive

learning. One of media that can be used for this purpose is Quizizz. Quizizz is a digital platform that offers interactive and engaging learning experiences for students. Through Quizizz, teachers can develop interactive online questions and students can answer them quickly by using their phone. According to Wahyuni et al., (2023) Quizizz is a learning-based platform that can improve student' learning outcomes and optimize the classroom learning process. Similarly, Zhao (2019) argued that Quizizz provides a gamified learning improvement that motivates students to actively participate and improve their academic performance.

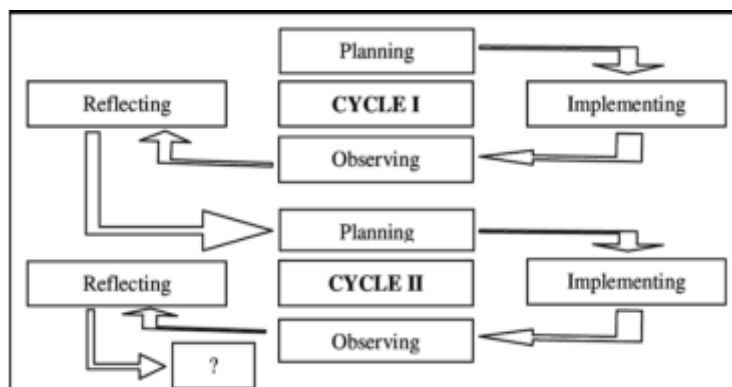
In relation to the facts and theories above, there are some previous studies regarding the use of Quizizz in the learning process. First, a study conducted by Lisda et al., (2023) at SMA N 9 Pangkep. The findings revealed that Quizizz can improve students' English vocabulary, as evidenced by the increase in scores from the pre-cycle (52,6), to cycle I (68,4), and cycle II (77,6). Then, a case study was conducted by Putri et al., (2024) on students' perceptions of using Quizizz in English language learning. The results showed that students gave positive responses toward the use of Quizizz in the classroom. It was found to enhance their attention and motivation during the learning process, as it provided a more engaging learning experience and encouraged them to participate more actively in classroom activities.

Based on previous and preliminary studies, this study was conduct to improve students' English learning achievement through the use of Quizizz among eighth-grade students at SMP Negeri 9 Ambon.

METHOD

The design of this study was Classroom Action Research (CAR). Arikunto (2010) explained that CAR is an effort to improve classroom learning conditions in order to enhance instructional quality. Meanwhile, Sugiyono (2016) viewed CAR as a scientific approach to obtain valid data that can be used to discover, develop, and verify specific knowledge for solving learning problems. This study took place at SMP Negeri 9 Ambon. The researcher selected 31 students from class

VIII-10 as the participants. In conducting this study, the researcher implemented techniques following the CAR model developed by Kemmis and McTaggart (1988) consisting of four stages: planning, implementation, observation, and reflection. The process began with the planning stage, where all necessary materials and steps were arranged, followed by the implementation stage, where the plan was put into action in the classroom. Finally, the evaluation stage involved reviewing, reflecting on, and analyzing the collected data.



Picture 1. Procedure of the Study

In collecting the data the researcher did observation, documentation, and tests to see students' learning achievement. For the data analysis, a descriptive comparative method was used, in which the test results were analyzed to determine students' learning achievement. This was done by comparing the students' scores with the KKM applied at the school, which was set at 72. Students who obtained a score of 72 or above were regarded as having successfully met the learning objectives, while those scoring below 72 were considered to have not yet reached the expected level of achievement.

To conduct the data analysis, the researcher applied the following formula:

$$M = \frac{\sum x}{N}$$

M	: The average
$\sum x$: Total students score
N	: Number of students

$$P = \frac{fx}{N} 100 \%$$

P	: Percentage of students' achievement
fx	: The number of students who scored > 72
N	: Number of students

RESULT AND DISCUSSION

Result

A preliminary observation was conducted before the implementation of the Classroom Action Research (CAR). This observation aimed to examine the teaching and learning process before applying the Quizizz media. The observation indicated that many students quickly lost interest in English lessons, had low concentration during class, and showed minimal engagement in learning activities, especially when they were asked to complete exercise from the textbook. To solve this problem, it is necessary for the teacher to find an appropriate media to improve students' engagement and their learning outcome. Therefore, the researcher applied a treatment by utilizing Quizizz while students completed practice exercise. This study was conducted in two cycles, focusing on the topic of the *Simple Past Tense*. The research findings from both of the cycles are presented below:

1. Planning

The researcher developed the lesson plan and discussed it with the English teacher. Subsequently, all necessary materials such as PowerPoint slides, videos, and worksheets were prepared. In addition, the researcher created a set of questions by using Quizizz, based on the lesson material that had been taught, which focused on the use of the Simple Past Tense.

2. Implementing

Next, the researcher conducted the learning process based on the lesson plan. The researcher delivered the material and conducted an assessment using Quizizz. Students accessed Quizizz using their mobile phones. They had to enter the join code and type their names. Students who had already joined had to wait for their classmates until the teacher started the quiz. They could see the results directly on their mobile phone screens and on the LCD projector.





Picture 2. The Implementation of Quizizz in the Learning Process

3. Observing

Observation was carried out to identify any obstacles and challenges that occurred during the learning process in the classroom. In this phase, the researcher noticed that active students were able to answer the quiz well, while passive students were still confused in answering the questions.

4. Reflecting

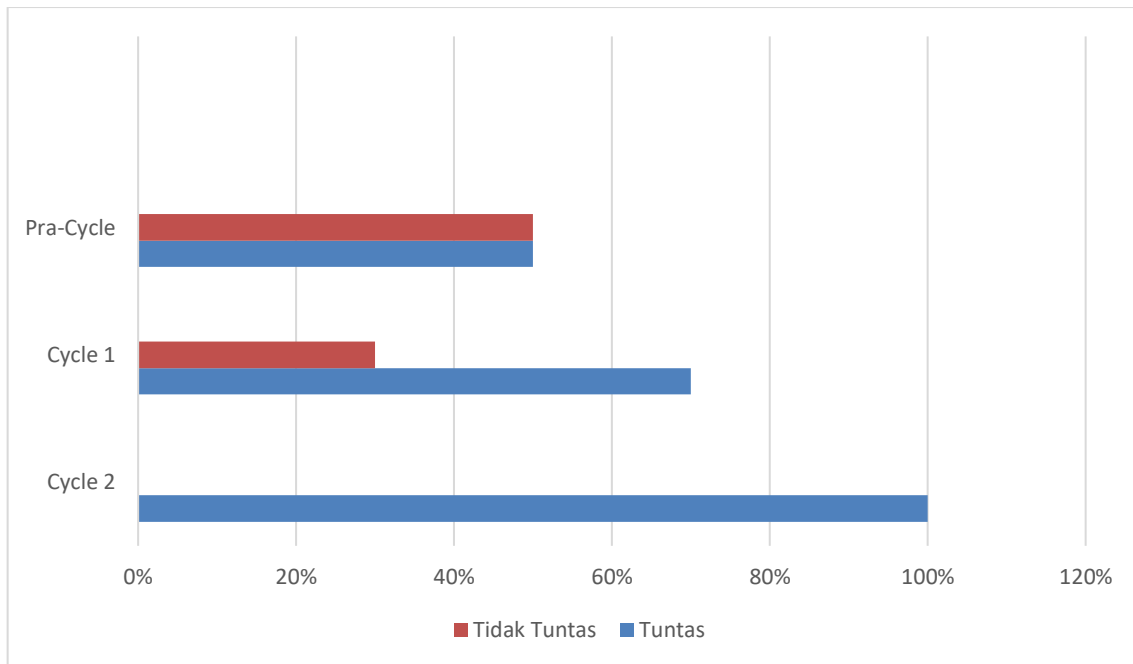
This phase reviewed what had been done as a standard for improving the next cycle. The researcher found that there was a *slight* progress in each cycle after using Quizizz in the classroom. The detail can be seen as follow:

Students' Name	Pre-Cycle	Cycle I	Cycle II
AAL	44	52	80
AS	96	100	100
EAS	92	100	100
FGN	52	76	84
GGH	68	74	76
JPL	48	64	74

JVM	58	68	80
JCL	76	92	93
KBL	88	92	100
LFK	76	80	89
LNT	58	80	92
PT	60	68	74
PFS	88	89	92
QAM	80	87	92
RAM	58	80	92
RT	79	92	100
SBL	47	56	80
TR	48	52	76
VK	92	93	95
YDB	72	80	93
Mean	69	78,75	88,1

The results of the Pre-Cycle revealed that the students achieved an average score of 69. In this cycle, 10 students (50%) succeeded in achieving the KKM, while 10 students (50%) did not reach the standard. These findings indicated that half of the students were still struggling to meet the expected level of achievement. To address this issue, Quizizz was implemented in the learning process.

After applying Quizizz, there was an improvement in both Cycle 1 and Cycle 2. In Cycle 1, the students' average score increased to 78,75 with 14 students (70%) achieving the KKM, while 6 students still fell below the standard. These results demonstrated progress compared to the Pre-Cycle, although some students still experience difficulties during the learning process. Therefore, it should be continued to Cycle 2 for further improvement. Cycle 2 revealed a significant enhancement in students' achievements as the average score increased to 88,1 and 20 students (100%) successfully achieved the KKM.



Picture 3. Comparisons Scores in Pre-Cycle, Cycle 1, and Cycle 2

Discussion

Quizizz is an interactive learning platform that engages students through timed quizzes. One of its unique features is the ranking system, which fosters a sense of competition by motivating learners to answer correctly in order to achieve the highest position. This gamified elements creates a fun and interactive learning atmosphere, allowing students to feel as though they are learning while playing (Lilawati et al., 2021)

The data analysis from both cycles revealed that the use of Quizizz media significantly contributed to improve students' learning achievement. This improvement can be seen through the clear distinction in students' achievement before and after Quizizz was applied. The application of Quizizz in the learning process has proven to be effective in enhancing students' interest and participation because of it's interactive and engaging features. Once this platform was introduced, there was a clear increase in students' enthusiasm, particularly in completing the exercises provided (Hayati et al., 2025). Learners became more actively involved with the presented material and showed a greater willingness

to respond to questions enthusiastically. Instead of acting as passive listeners, they participated actively in classroom activities, which in turn fostered a more dynamic and enjoyable learning atmosphere (Nurlela et al., 2024). Such changes brought about by Quizizz not only created a positive classroom environment but also contributed significantly to the overall success of the teaching and learning process.

This indicates that when students participate in learning activities that match their interests and are presented in an engaging way, it can strengthen their motivation and positively influence their achievement (Cholik, 2023). This is in line with Mulyati and Evendi (2020) who argued that the use of Quizizz can enhance students' motivation and learning achievement compared to conventional teaching methods. Similarly, Bolden et al., (2017) highlighted that Quizizz makes students more engaged and focused during learning. These perspectives reinforce the findings of this study, confirming that the use of Quizizz is effective in improving students' English learning achievement.

CONCLUSION

Based on the research findings, it can be concluded that the use of Quizizz media is effective in improving the English learning achievement of eighth-grade students at SMP Negeri 9 Ambon. This is evident from the increase in the students' average score, from 69 in the pre-cycle with 50% mastery, rising to 78.75 in Cycle I with 70% mastery, and finally reaching 88.1 in Cycle II with 100% mastery. In addition, the implementation of Quizizz also enhanced students' motivation, engagement, and attention during the learning process. Therefore, Quizizz can be considered an innovative alternative learning media to improve the quality of English learning in junior high school

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