

IMPROVING STUDENT MOTIVATION AND LEARNING OUTCOMES IN ENGLISH LANGUAGE SUBJECT THROUGH INTERACTIVE GAME MEDIA QUIZIZZ

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Abstract

This research focuses on improving the motivation and learning outcomes of 7th grade students in class VII E at SMP N 1 Semarang during the 2022/2023 academic year by utilizing interactive game media, Quizizz. Classroom action research was conducted, consisting of two cycles involving planning, implementation, observation, and reflection. Data were collected from students' learning outcomes, motivation, observation, and documentation. The study included 34 participants from class VII E. The findings revealed significant improvements in the students' English language learning outcomes. In the first cycle, the learning outcomes reached 76%, indicating satisfactory achievement at the initial stage of using Quizizz. The second cycle showed further improvement, with learning outcomes reaching 79%, demonstrating sustained progress in English language proficiency. The most notable improvement occurred in the second cycle, with learning outcomes reaching 95%, representing a significant and remarkable enhancement compared to the previous stage. Moreover, the students in class VII E experienced an increase in learning motivation through the use of Quizizz. In the first cycle, there was a substantial improvement in learning motivation, with students exhibiting good motivation increasing to 74%. In the second cycle, the level of learning motivation remained stable, with the majority of students (62%) demonstrating good motivation. Based on these findings, it can be concluded that the implementation of the Quizizz platform in English language learning has positively contributed to improving the learning outcomes and motivation of students in class VII E at SMP Negeri 1 Semarang.

Keywords: Motivation, Learning Outcomes, Quizizz

Introduction

Education is one of the key factors in individual and societal development. The importance of education cannot be denied, as it has broad and profound impacts on various aspects of life. Education provides individuals with access to acquire the knowledge and skills necessary in a constantly evolving world. Through education, individuals can broaden their horizons, learn new concepts, and develop critical thinking skills that are essential in facing life's challenges (Lestari, 2019).

Education is defined as a conscious and planned effort to create a learning environment that enables learners to actively develop their

potential. The main goal of education is to assist learners in acquiring intelligence, noble character, good personality, and the necessary skills for themselves, society, the nation, and the country. This definition emphasizes the importance of education as a holistic learning process that focuses not only on academic aspects but also on the moral, personality, and social skills development of learners. Education is regarded as a systematic and organized effort to optimize the potential of learners so that they can contribute positively to themselves, society, and the country (Ridwan, 2021).

In terms of learning motivation, according to Hamzah B. Uno (as cited in Rakhmawati, 2018), both internal

and external drives play a significant role in motivating students to change their behavior in order to achieve learning goals.

Some indicators of motivation, according to Hamzah B. Uno (as cited in Dehi, 2023), include:

1. Students' interest and attention in learning
2. Desire to acquire new knowledge
3. Student engagement in the learning process
4. Student independence in learning
5. Willingness to overcome difficulties in learning
6. Consistency and perseverance in learning
7. Recognition of learning achievements
8. Student satisfaction with learning outcomes

These indicators can help teachers understand the level of students' learning motivation and determine appropriate learning strategies based on students' needs. Furthermore, observing these indicators of learning motivation can assist teachers in providing positive feedback and giving recognition or rewards for students' achievements to enhance their learning motivation.

Based on observations of the English language learning process in class VII E during the 2022/2023 academic year, it is evident that students are less active and less interested in classroom learning activities. The lack of student engagement is due to a lack of motivation and interest in the English language subject. Additionally, the lack of technology use also has an impact as students tend to become bored with conventional (teacher-centered) teaching methods. Insufficient student participation is also a problem as it can negatively affect

their ability to understand and use the English language. Based on the aforementioned background, the research questions in this study can be formulated as follows:

1. How can learning motivation be improved in the subject of English using interactive game media, Quizizz, for students in class VII E at SMP N 1 Semarang during the 2022/2023 academic year?
2. How can learning outcomes be improved in the subject of English using interactive game media, Quizizz, for students in class VII E at SMP N 1 Semarang during the 2022/2023 academic year?

Methodology

This research is a Classroom Action Research (CAR). The primary objective of Classroom Action Research (CAR) is to improve and enhance the professional services of teachers in addressing the learning process, developing teachers' skills based on addressing actual problems related to teaching and learning, and fostering a culture of research among teachers.

The CAR conducted in this study focuses on improving the motivation and learning outcomes in health education using interactive game media, Quizizz, for students in class VII E at SMP N 1 Semarang during the 2022/2023 academic year. This research falls under the category of collaborative research. Collaborative research means that the researcher collaborates with the supervising teacher. The researcher acts as the classroom teacher, while the supervising teacher and the English Language PPL PPG colleague serve as observers.

This research design is carried out through a well-organized (cycles) process, which involves plan, action, observation, and reflection. The scheme of the research design can be seen on the following diagram :

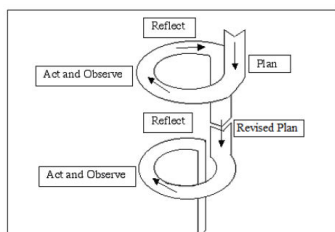


Figure 1 The stages of classroom action research (Kemmis & McTaggart, 1988)

The subjects of the research are the 7th grade students of class VII E at SMP N 1 Semarang for the academic year 2022/2023, totaling 34 students consisting of 14 males and 20 females. The research was conducted on the English language material Chapter 5 "This is My School Unit 2: Extracurricular Activity" and Chapter 5 "This is My School Unit 3: School Festival". The research took place in the classroom of class VII E at SMP N 1 Semarang. The research was conducted over a period of 3 (three) months, starting from March 2023 for preparation until May 2023.

This research used qualitative and quantitative data collection. The quantitative data were the students' score from the tests conducted in each cycle, including pre-cycle, cycle 1, and cycle 2. Meanwhile, the qualitative data were in the form of description of teacher and students' conditions gained from observation and open ended questionnaires. There was an observer who observed the classroom condition, students' activities, and teacher performance during the teaching and learning process. The observation sheets were in the form of checklist

and notes. Then, the collected data were analyzed using descriptive qualitative method.

Finding and Discussion

The purpose of this research is to determine whether the use of Quizziz in English language learning, specifically in Chapter 5 "This is My School" from the English For Nusantara book for 7th grade students in the year 2022, has an influence on the motivation and learning outcomes of the students in class VII E. The study involves a total of 34 student respondents.

Pre-cycle

The initial condition of the learning motivation of 7th grade students in class VII E at SMP N 1 Semarang for the academic year 2022/2023, prior to the research, obtained an average categorized as follows: very good with 3 students, accounting for 9%, good with 21 students, accounting for 62%, satisfactory with 7 students, accounting for 21%, and poor with 3 students, accounting for 9%. The following diagram shows the pre-cycle motivation.



The 7th grade students in class VII E at SMP N 1 Semarang experience a lack of learning motivation, which can be attributed to two main factors: the absence of interactive media in

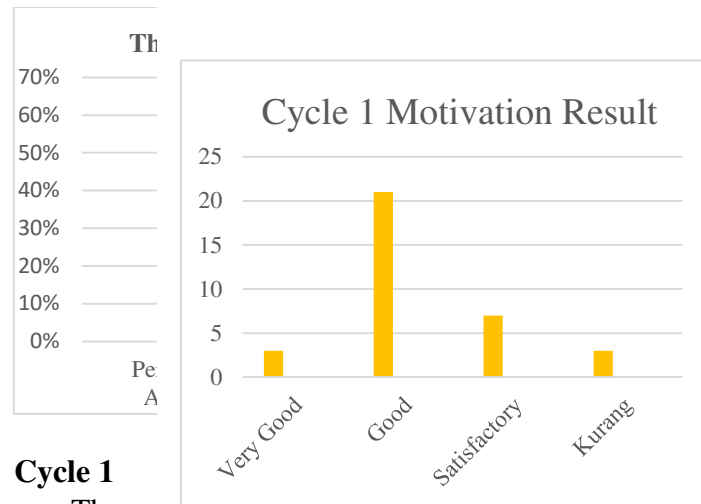
teaching and learning, and a teacher-centered approach to instruction.

Firstly, the lack of interactive media in teaching and learning can hinder students' learning motivation. Interactive media, such as computers, laptops, or tablets, have great potential to enhance students' engagement and interest in the learning process. Through the use of such media, students can access diverse learning resources, explore content interactively, and participate in engaging learning activities.

Additionally, a teacher-centered or instructor-focused approach to teaching can also contribute to the lack of students' learning motivation. This approach tends to direct the primary focus on the teacher as the source of knowledge, with students as passive recipients of information. This can reduce active interaction and participation of students in the learning process.

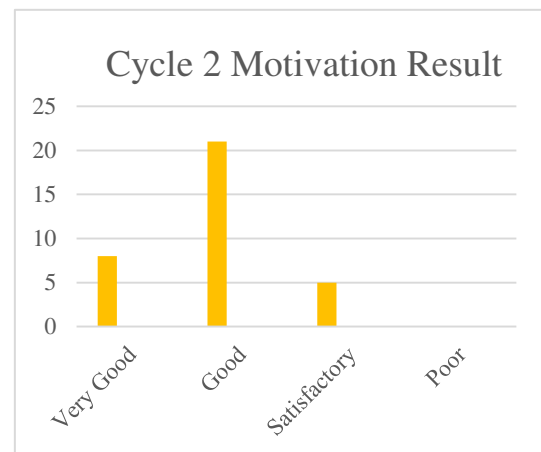
The mastery of English language material by the 7th grade students in class VII E at SMP N 1 Semarang for the academic year 2022/2023, prior to conducting the classroom action research, showed unsatisfactory results. The highest grade obtained in class VII E was 100, while the lowest grade was 40. The overall average learning outcome was 76%, with 20 students or 59% meeting the passing criteria.

The attainment of the criteria did not reach 80% of the total number of students, thus categorized as a less successful learning process in the class. The diagram below shows the percentage of attainment in the initial condition.



Cycle 1

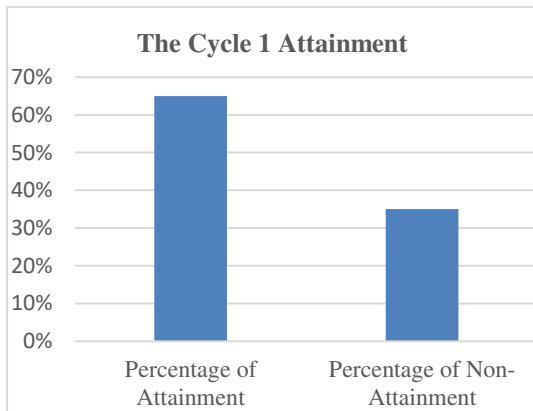
The collection of data from the questionnaire on learning motivation for the 7th grade students in class VII E at SMP N 1 Semarang for the



academic year 2022/2023 in cycle I was conducted after the learning process using the Google Forms application. The frequency achievement in cycle I was categorized as follows: very good at 9%, good at 62%, satisfactory at 21%, and poor at 9%. The following diagram shows the cycle 1 motivation.

The students' learning outcomes were assessed through a reading test consisting of 5 questions. The knowledge learning outcomes in cycle I showed an average score of 78.83%, with the lowest score being 40 and the highest score being 100. The

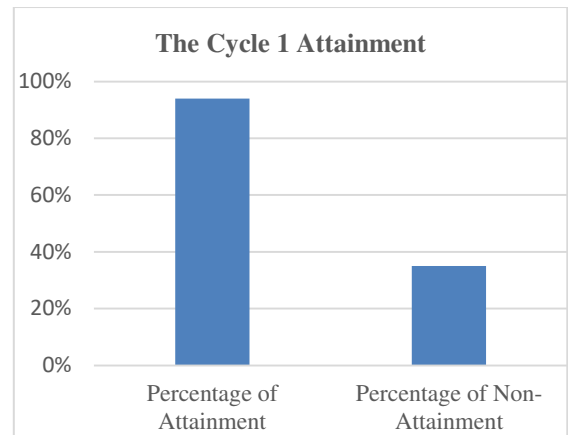
percentage of students who achieved proficiency was 65%. The diagram of the learning outcomes in cycle I is as follows:



Cycle 2

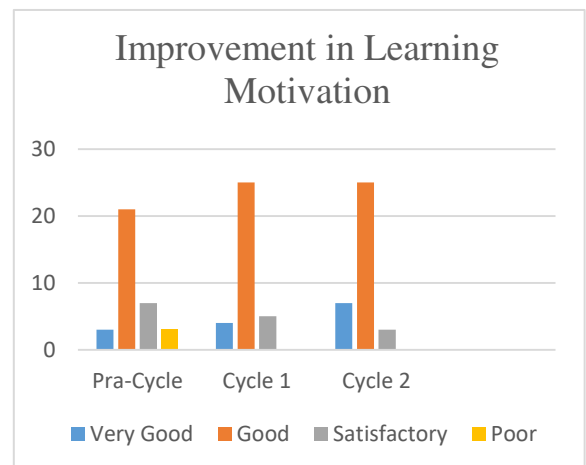
The collection of data from the questionnaire on learning motivation for the 7th grade students in class VII E at SMP N 1 Semarang for the academic year 2022/2023 in cycle II was conducted after the learning process using the Google Forms application. The frequency achievement in cycle II was categorized as follows: very good at 24%, good at 62%, and satisfactory at 15%. The following diagram shows the cycle 2 motivation.

The students' learning outcomes were assessed through a reading test consisting of 5 questions. The knowledge learning outcomes in cycle II showed an average score of 95%, with the lowest score being 60 and the highest score being 100. The percentage of students who achieved proficiency was 94%. The diagram of the learning outcomes in cycle 2 is as follows:

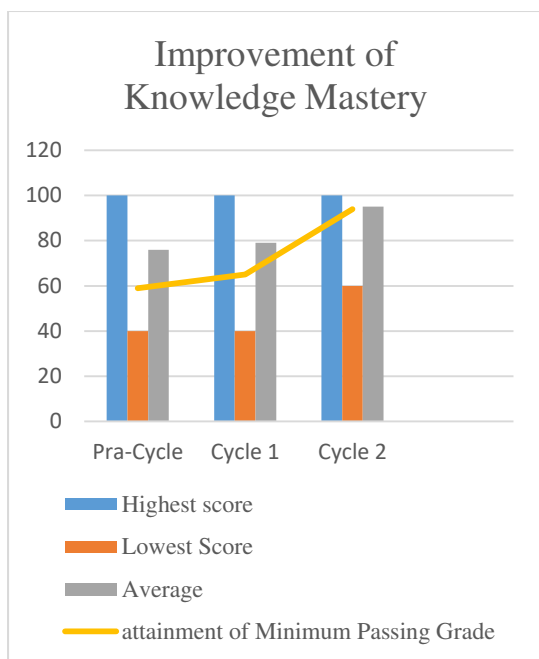


Comparison

The average results of the students' motivation questionnaire, which initially in the first cycle was very good 12%, good category 74%, and satisfactory 15%, increased to very good 24%, good category 62%, and satisfactory 15%. The following are the results of the improvement in learning motivation from pre-cycle, cycle 1, and cycle 2.



The improvement in knowledge mastery achievement using Quizizz media can be seen in the following diagram:



Conclusion

The 7th grade students in SMP Negeri 1 Semarang for the academic year 2022/2023 experienced a significant improvement in their English language learning outcomes throughout the three learning cycles. In cycle I, there was a good improvement in learning outcomes, increasing from 76% to 79%. In cycle II, although the improvement was not as large, there was sustained progress in mastering the English language material. However, in cycle III, there was a significant increase in learning outcomes, reaching 95%, indicating excellent progress in mastering the material using Quizizz.

Furthermore, the students also experienced an improvement in learning motivation throughout the three learning cycles. In the pre-cycle stage, most students had good learning motivation, but there were also some who had satisfactory and low motivation. In cycle I, there was an increase in the level of learning motivation, with the majority of students showing good to very good motivation. In cycle II, the level of students' learning motivation remained

stable, with an increase in the number of students who had very good learning motivation. This indicates a positive influence of the applied teaching method or approach in the classroom on students' learning motivation.

Therefore, the conclusion of this study is that the 7th grade students in SMP Negeri 1 Semarang for the academic year 2022/2023 showed a significant improvement in their English language learning outcomes and learning motivation throughout the three learning cycles. This indicates sustained progress in mastering the material and a positive influence of the applied teaching method or approach in the classroom on students' learning motivation.

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