

**THE EFFECTS OF QUIZIZZ PAPER MODE  
ON STUDENTS' GRAMMAR MASTERY  
AT VIII GRADE IN SMP IT HARAPAN BUNDA  
PURWOKERTO**



**AN UNDERGRADUATE THESIS**

**Submitted to the Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial  
Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

**by  
Iim Naila Faroh  
Student Number. 1917404065**

**ENGLISH EDUCATION STUDY PROGRAM  
EDUCATION DEPARTMENT  
FACULTY OF TARBIYA AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**

**2023**

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Here with I,

Name : Iim Naila Faroh

Student number : 1919404065

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training Study

Study Program : English Education

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**Iim Naila Faroh**

S.N. 1919404065



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**UNIVERSITAS ISLAM NEGERI**  
**PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan Jenderal A. Yani, No.40A Purwokerto 53126  
Telepon (0281) 635624 Faksimil (0281) 636553  
www.uinsaizu.ac.id


**APPROVAL SHEET**  
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MASTERY AT VIII GRADE IN SMP IT HARAPAN BUNDA PURWOKERTO**

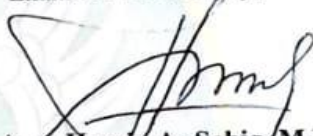
Written by Iim Naila Faroh (Student Number. 1917404065) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 21<sup>th</sup> November 2023 and declared qualified for achieving Sarjana Pendidikan (S.Pd.) Degree by the examiners.

Purwokerto, 21 November 2023


Examiner I/Head of Examiners/Supervisor

  
**Windhariyati Dyah K., M.A., M.Pd.**  
NIDN. 2001049001

Examiner II/Secretary,

  
**Agus Husain As Sabiq, M.Pd.**  
NIP. 198708112020121006

The Main Examiner

  
**Muflihah, S.S., M.Pd.**

NIP. 197209232000032001

Legalized by:

The Head of Education Department

  
**Dr. Maria Upah, M.Si**  
NIP. 198011152005012004

## OFFICIAL NOTE OF SUPERVISOR

To,  
The Head of Education Department  
Faculty of Tarbiya and Teaching Training,  
State Islamic University  
Prof. K.H. Saifuddin Zuhri Purwokerto  
In Purwokerto

*Assalamu'alaikum Wr. Wb.*

After conducting guidance, review, direction, and correction, then through this letter I convey that:

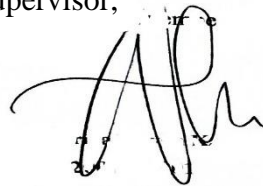
Name : Iim Naila Faroh  
Student Number : 1919404065  
Department : Education  
Study Program : English Education  
Faculty : Tarbiyah and Teacher Training Study  
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I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan (S.Pd.)* / Undergraduate Degree in English Education.

*Wassalamu'alaikum Wr. Wb.*

Purwokerto, November 6<sup>th</sup> 2023

Supervisor,



**Windharyati Dyah K., M.A, M.Pd.**  
**NIDN. 2001049001**

# **THE EFFECTS OF QUIZIZZ PAPER MODE ON STUDENTS' GRAMMAR MASTERY AT VIII GRADE IN SMP IT HARAPAN BUNDA PURWOKERTO**

IIM NAILA FAROH  
S.N 1917404065

## **ABSTRACT**

This study aims to find out the effects of Quizizz Paper Mode on students' grammar mastery at VIII grade in SMP IT Harapan Bunda Purwokerto. In conducting the research, the researcher used quasi-experiment and quantitative approach. The population of this study was the eighth-grade students in SMP IT Harapan Bunda Purwokerto in the academic year 2023/2024 which consisted of 62 students from VIII A and VIII B. The sample was selected by random sampling with VIII B as an experiment class and VIII A as a control class. IBM SPSS V for Windows was used to help analyze the data in this research. This study used pre-test and post-test with multiple choice to collect data. The result of t-test show that t-count was higher than t-table ( $2.977 > 0.837$ ) with degree freedom 60 and level of significance 0.05. In other word, the probability (Sig.2 tailed) was lower that the level of significance ( $0.004 < 0.05$ ). The result of the t-test showed that there was improvement in learning achievement of the students who were taught using Quizizz Paper Mode technique. In other words, it can be concluded that Quizizz Paper Mode technique was used in teaching grammar is effective.

**Keywords:** Quizizz Paper Mode, Students' Grammar Mastery.

## **MOTTO**

“Nothing is Impossible when Alloh said *Kun Fayakun*. Keep Struggle!”

-Iim Naila Faroh-



## **DEDICATION**

*I dedicate this thesis to:*

*My beloved parents, Mr. Syarip and Mrs. Romlah who always been sincere in raising me, educating me, accompanying me, praying for me and supporting me for my successful.*

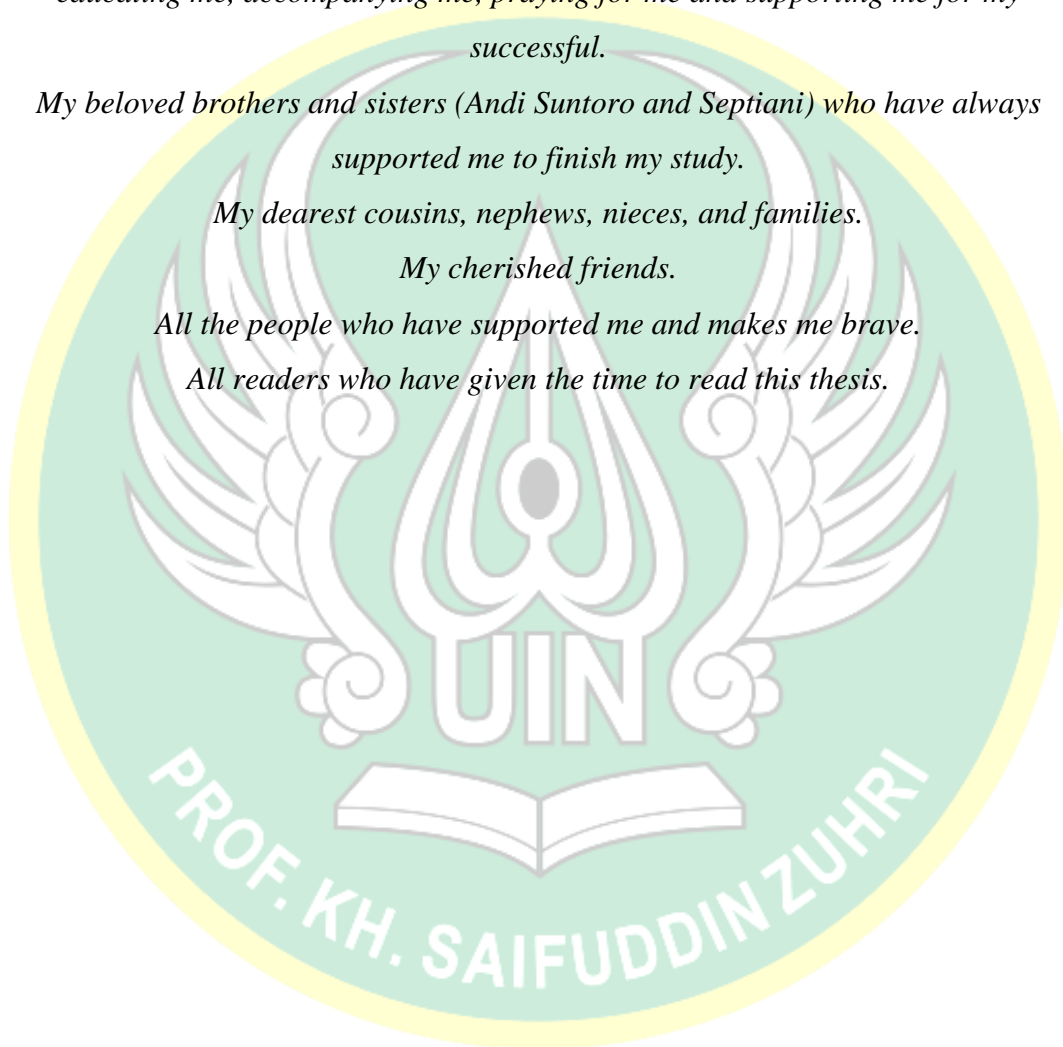
*My beloved brothers and sisters (Andi Suntoro and Septiani) who have always supported me to finish my study.*

*My dearest cousins, nephews, nieces, and families.*

*My cherished friends.*

*All the people who have supported me and makes me brave.*

*All readers who have given the time to read this thesis.*



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It is a valuable thing that the researcher has finally completed this thesis titled **“The Effects of Quizizz Paper Mode on Students’ Grammar Mastery at VIII Grade in SMP IT Harapan Bunda Purwokerto”**. It is presented to the Tarbiya and Teacher Training Faculty as part of the requirements for the S.Pd. (S-1) degree in English Education. The author is also grateful to all schools that have been very open to becoming the research location for data collection, including the school principal, teachers, and all students that the author observed that we can finish this report because of their good cooperation.

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The writer just wanted to thank you so much for your assistance in completely organizing this thesis for all parties that cannot be named on this page. I hope that this research will broaden our knowledge so that we can learn new things every day and become better developers and academics.

Purwokerto, November 6<sup>th</sup> 2023

The Writer,



**Iim Naila Faroh**

S.N. 1917404065



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**BIOGRAPHY**

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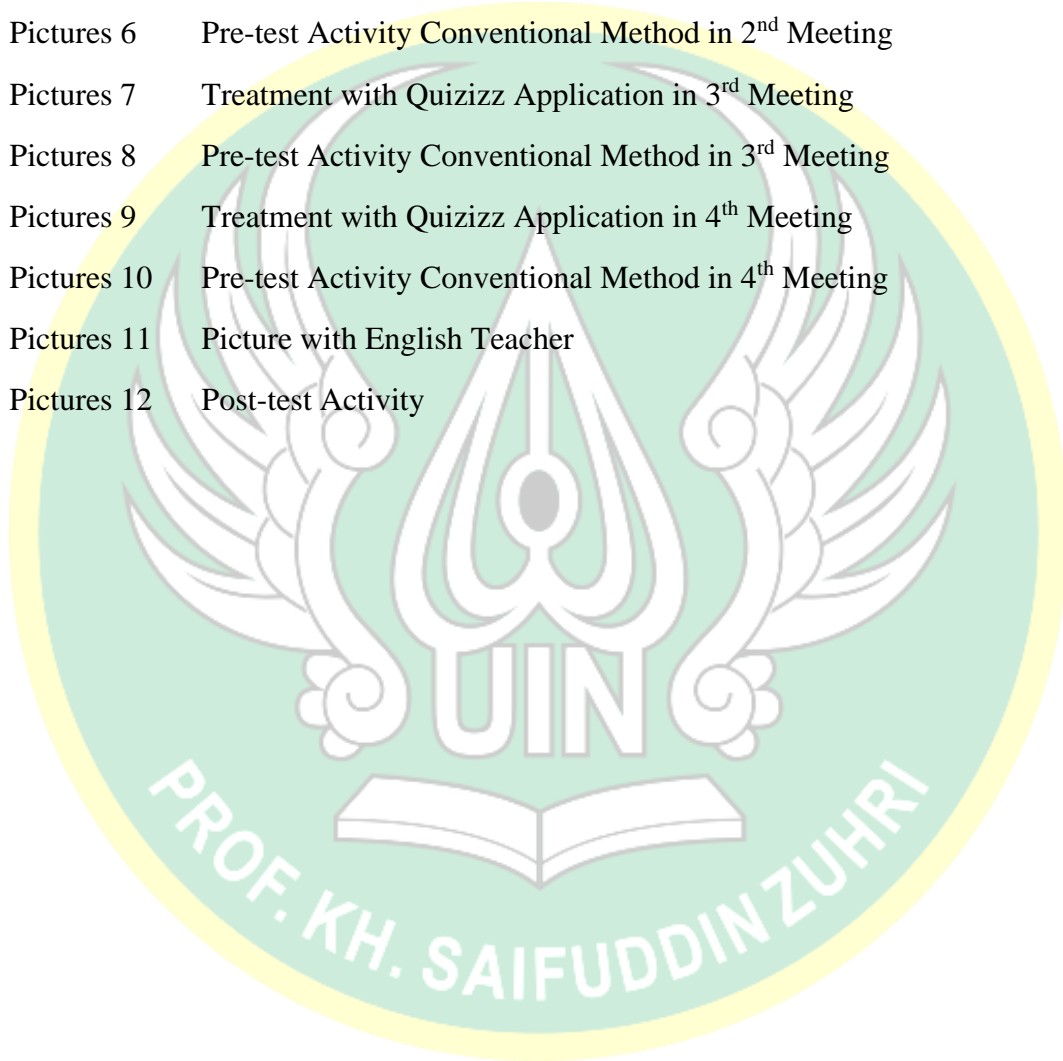


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# CHAPTER 1

## INTRODUCTION

This chapter describes the background of the problems, the statement of the problems, operational definitions, research objectives, aim and significances of the research, and organization of the paper.

### A. Background of The Study

English grammar is a basic knowledge of English, which helps students to be effective in reading, writing, speaking and understanding English. Nevertheless, they are complex language variables that make teaching and learning challenging. Teaching grammar should also be fun to inspire students to produce better results. Teachers should recognize that students today are digital experts who have been used to improve technology. In addition, teachers should be able to adapt to more successful methods to achieve the best results in grammar study.

Fadhilawati (2021) states grammar is one of the essential sub-skills in learning English. claims by learning grammar appropriately, people can communicate well in formal situation. Ma'rufah *et al.*(2021) emphasizes that the student's objective in learning English is to be a teacher, translator and guide to travel and grammar aspects is a top priority that students need to improve. Furthermore Fadhilawati (2021) argues that learning grammar is very important for the students in order they can speak and write English appropriately. However, Ismail (2010) states that most students make some grammatical mistakes. For example, some of them are still unable to understand the rule of changing the verb one into the verb two. This case is relevant with Mrs. MK, an english teacher on SMP IT Harapan Bunda which stated that grammar is one aspect that she taught to students because most of students still found the difficulties when learning grammar.

In the modern era, technology is strongly encouraged to use in promoting learning. In language classes, making students more motivated and enthusiastic about learning is a strong reason to use technology. In addition, to find the needs of students, teachers are encouraged to discuss important topics related to



learning, and to practice various teaching techniques that make students more active and have motivation as well as a good perspective on language learning. The development of the times and technologies influences learners' attitudes and personalities, resulting in their learning styles. It requires an exciting new learning style that can afford to invite their participation in the learning activities. One of the benefits of technology that can be used in learning activities is with the gamification using digital application. In recent there are many digital applications applied in the learning process, one of them is Quizizz.

Quizizz is an educational app-based game, which brings multiplayer activities to the classroom and makes classroom practice more interactive and fun. Quizizz is one of audio-visual application. Sabiq (2017) states that learning activities using audio-visual media can increase the intensity of motivation for students. Students are guided to be more active in joining the activities in class. In Quizizz students are required to actively answer every question that is usually presented with a picture that students can observe. On the other hand, Irwansyah & Izzati (2021) assume that Quizizz has game characteristics such as avatars, themes, memes and entertaining music in the learning process. Moreover, students can also use their mobile devices to participate in interactive classroom activities which in turn helps enhance their learning experience. This is considered a fun thing because learning does not only use books and paper as to learn language material. Zuhriyah & Pratolo (2020) concluded that with this application students and educators no longer feel burdened. In addition, Quizizz provides game-based learning, which students can participate in while in class. Quizizz is able to assist students in the introduction of quizzes, learning efforts, learning motivation, implementation of activities, and academic achievement.

Based on preliminary research, it was found that the teacher decided to focus on strengthening the students' grammatical skills. This is done as an effort to implement the curriculum used by SMP IT Harapan Bunda which is different from other schools, namely Qur'anic-based and Entrepreneur. In addition, this school also has several excellent programs, one of which is the strengthening program for two languages, namely Arabic and English. According to this

statement, it shown to conclude that the effective grammar learning strategies are required to improve students' understanding of grammar learning.

A framework for applying a new approach and technique for integrating an active learning process is provided by an already existing paradigm of education and an educational phenomenon. One of these phenomena that can empower students to achieve the purposes of their English learning is the gamification with digital application because it indicates an innovative and fascinating learning activity. Parrenoa (2016) states this is enables students to play an active role in the learning process, thus improving constructive learning, problem based skills and learning. According to Wood & Reiners (2015) gamification designs work processes using game mechanisms for fun experiences. In Quizziz teacher able to direct students to multiple exercise questions through the game mechanism. This mechanism allows students to challenge the exercise without realizing that they are learning. Fun learning will generate motivation to learn and lead to improved learning results.

In its development, Quizizz also introduced a new feature called "Paper Mode" which allows students to answer quizzes manually using paper and pencil. One of the tools that has been introduced is Quizizz Paper Mode, which offers an interactive learning experience via paper devices. Fauziah & Hadi (2023) state that Quizizz Paper Mode allows students and teachers to interact through questions and answers displayed on the screen and filled in on paper by students. In this mode, students can view questions and answer options on the screen and write their answers on paper provided. This tool has attracted the attention of educators as an effective tool for increasing interaction and engagement students in learning. Apart from that, Quizizz Paper Mode also provides benefits for teachers. Teachers can easily keep track the development of each student through the collected answer sheets. This allows teachers to provide immediate feedback and adapting instruction to individual student needs. Additionally, Quizizz Paper Mode provides an alternative for students who may have limited access to electronic devices.

From the description above, several studies have succeeded in implementing Quizizz application technique in several skills. However, so far

it is not found any study report the effect of Quizizz Paper Mode On students' grammar mastery at eighth grade students in SMP IT Harapan Bunda Purwokerto. To know the effect Quizizz application on students' grammar mastery, it needs experimental research. Therefore, this research will examine the effect of Quizizz Paper Mode in teaching grammar at eighth grade students, entitled: "The Effects of Quizizz Paper Mode on Students' Grammar Mastery at Eighth Grade in SMP IT Harapan Bunda Purwokerto".

## **B. Operational Definition**

Defining research variables is important to avoid misunderstanding about the problem. The definitions of research variables are also useful in guiding the data analysis process. This study will focus on the effect of using the Quizizz application paper mode on students' grammar mastery. The following are brief definitions of the terms used in this study:

### **1. Quizizz**

Quizizz is one of the educational game applications that can be used with many players. Students on this application can control their own speed while playing games. Prasongko (2021) stated some features that may give opportunity for teachers to use this application in teaching, such as:

- a. Quizizz directly provides students' answers (right or wrong).
- b. There are statistics of students' performance.
- c. There are various forms of quiz type such as multiple choice, essay and fill in the blank.
- d. This application have interactive views.
- e. This application is connect with Gmail account.

In recent years, much research on Quizizz has been used in language studies. Those studies stated that students become more involved and participate more actively in the lesson. Quizizz is an online form of quiz where students compete with each other for highest points. Degirmenci (2021) claims that the teacher able to prepare a quiz with three types of questions available in Quizizz, which is the multiple choice, essay, open-ended question. Teachers can also draw from the "library" found on Quizizz

so that the application be able to reduce the teacher's activity on making material. After the quiz is ready, the teacher shares the code with the student and the teacher clicks "start the live quiz" and students can finish it whenever they feel ready. Quizizz also has characteristics of games such as avatar, theme, meme and entertaining music that appeal to students.

Additionally, Quizizz recently launched a new feature to further engage the teaching and learning process.(Putra, 2023), The paper mode feature is useful for teachers who want to stream media offline. Furthermore, it saves students from needing smartphone, laptop or internet data. During class periods, teachers will provide students with Quizizz in paper mode. Then, as an answer, students must rotate the paper to give their answer and participate. Thus, students can keep engaged in the lesson while the papers are being scanned and displayed by the teacher.

## **2. Grammar Mastery**

Learning a foreign language is necessary because it enables us to communicate with people all over the world. Dewi *et al.* (2020) explain that learning a language means that we must study its structure, as well as its pattern to enable us to communicate well. In other words, we must learn grammar in order to communicate with a more structured language. According to Subasini and Kokilavani (2013), grammar is part of the component in learning language in addition to the four essential skills such as listening, speaking, reading, and writing. Kilfoil and Walt (1997) define grammar as applying proper grammatical rules but not a clear knowledge of the rules of grammar. According to them, it is also referred to as language ability.

Grammar must be learned in order to communicate with a more structured language. Grammar is part of the component in learning language in addition to the four essential skills such as listening, speaking, reading, and writing. Subasini and Kokilavani (2013) emphasize that in the process for mastering all four skills, grammar is regarded as an important part and its importance cannot be ignored because it is the term that allows it to speak the language. Basically, (Debata, 2013) states that students did not study our

own grammar to speak it in the daily activity, but to learn a dialect of a foreign language or to purify our own mother tongue.

### **C. Research Question**

Based on the background of the study above, the research question of this research: Is the use of Quizizz paper mode effective on students' grammar mastery at eight grade in SMP IT Harapan Bunda Purwokerto?

### **D. Aim and Significances of The Research**

The aim and significances of the study are states as follow:

#### **1. Aim of The Research**

The aims of this research are to find out and examine the significant effect of quizziz on students' grammar mastery at eight grade in SMP IT Harapan Bunda Purwokerto.

#### **2. Significances of The Research**

The findings of this research are expected to give contribution to the teacher of English, the students, the principal, and the other researchers. Here are the significance from this research:

##### **a. Theoretical Significance**

The finding of this research is expected to support previous theories about teaching grammar through Quizizz paper mode, to develop knowledge researchers in practicing theory and providing information about students' problems in grammar mastery through the use of Quizizz paper mode, to provide information about the causes of students' problems and grammar mastery through the use of Quizizz paper mode. So, this research can provide information to students, teachers, readers, and other researchers about the effect of Quizizz paper mode on students' grammar mastery.

##### **b. Practical Significances**

###### **1) For Teacher**

For teachers, it can be a source of information and knowledge about types of teaching strategies, especially in grammar mastery and

can also be applied by teachers in teaching and learning English to understand students' grammar and will contribute to the English teacher to find out students' problems in grammar mastery through the use of gamification using Quizizz paper mode.

- 2) For other researcher.

This study serves as additional information for other researcher who wants to conduct further research on the related field.

### **E. Organization of the Paper**

To do a logical, clear, and systematic research, that is necessary to create a framework to classify the structure of the research. This research is divided into five chapters; It will be described in this research as follow:

Chapter I contains an introduction which consists of the background of the study, operational definitions, research question, objectives, significances of the research method, and structure of the research.

Chapter II explains the theories related to the effect of gamification in students' grammar mastery which is divided into several subchapters. First, teaching and learning English grammar divided into sub-topics including definition, function, list of teaching methods, and details of grammar mastery. Second, gamification which divided into sub-topics including definition and the use of gamification in teaching English grammar. Third, hypothesis of the research.

Chapter III presents of the research method that consists with the research design time and place of the research, population, sample, instruments for obtaining data, techniques of collecting data, and analyzing data.

Chapter IV presents the research result, which discusses the effect of gamification in teaching English grammar that consists of three sub-chapters. First is data description of gamification strategy. Second, data analysis of gamification strategy. Third is discussion.

Chapter V contains conclusion, limitation of the study and suggestions of the research. The conclusion states the answer to the research questions.

Furthermore, the suggestions for the future research are also available in this chapter.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter provides a review of the study's related literature. There is a review of previous research as well as a review of relevant theories.

#### **A. Theoretical Framework**

In this part, the researcher provides some explanation richarof the variables of this study. They are gamification, Quizizz application, and grammar mastery.

##### **1. Teaching English Grammar**

###### **a. Teaching English Grammar**

Grammar is one of important components in learning language. According to Cambridge Advanced's Dictionary, grammar is the study or use of rules on how words alter form and combine with other words to make a sentence. (Syahara, 2012) states that grammar is a study that includes rules and principles that involve organization and combinations of words to form appropriate and meaningful sentences until they are understood.

The success of learning English results the ability to communicate both in a written and spoken form. These language skills include receptive skills (listening and reading) and productive skills (speaking and writing). However, the success in acquiring those skills is essentially dependent upon some language elements, such as grammar, vocabulary, and pronunciation. Weissberg (1974) explains among these three language elements, grammar is considered the most important one. Language learning analoge as the building of a house, grammar serves to be the foundation of the house. Once it is strongly built, it could be used as a basis for the development of other parts of the house.

According to Richards & Renandya (2002), grammar teaching formed such an essential part of language instruction that other aspects of language learning were ignored. Grammar as the essential subject



to teach and learn became the main indicator of the mastering language. If we mastered the grammatical rules of language, you were able to use the language in communication. Besides, Saukah (2006) writes that the role of grammar was determined as just one of the language components, besides vocabulary and spelling/pronunciation, to support the mastery of the four language skills. Recently, since the implementation of the 2004 curriculum, which is essentially a text-based one, the role of grammar appears to be essential.

However, the curriculum does not explicitly indicate which grammar items to teach. Teachers have to decide which grammar items to teach related to each genre of the text. Harmer (1997) divides the role of grammar into two concepts.

#### 1) Covert

Covert grammar teaching is where grammatical facts are hidden from the students – even though they are learning the language. The students are introduced about a particular structure of grammar through activity or text implicitly. They focus on the activity or task given by the teachers rather than pay attention to the grammar used. With covert grammar, teachers only act as facilitator to the students in acquiring the language. The students are not conscious to learn about grammar structure though the teachers lead them through task.

#### 2) Overt

Overt grammar teaching means that the teacher actually provides the students with grammatical rules and explanations – the information is openly presented. The teachers take time to explain about a particular of grammar structure. It can be said that the students are conscious to learn about grammar structure. With overt grammar, the teachers teach grammar explicitly and clearly. Tasks are provided to get the students understand deeper about grammar structure.

## **b. Grammar Mastery**

Kilfoil and Walt (1997) define the grammatical competence as correct application of rules of grammar but not explicit knowledge of grammatical rules. According to them it is also referred to as linguistic competence. Savignon (1997) in Sidik (2011) says that person demonstrates grammatical competence not by stating the rules, but by using rules. It involves the ability to apply grammatical rules to form grammatically correct sentences. Furthermore, Richards and Schmidt (1983) who say that such competence focuses directly on the knowledge and skill required to understand and express accurately the literal meaning of utterances. For them, the grammatical competence is concerned with features and rules of language such as vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics.

On the other hand, Dykes (2007) states that certain principles govern the use of every language and relate to such things as word meaning (and accuracy), the arrangement of words or word groups in a sentence (syntax), stress given to certain parts of a word and, in most languages, the use of punctuation. Most modern languages have systems that indicate number (singular or plural) and tense (when something takes place, i.e. in the present, past or future). Thus, from the theories above, it can be summarized that the indicators of grammar mastery include three points. They are:

- 1) The capacity to select precise words (word meaning).
- 2) The capacity to match the tense and the number (singular or multiple).
- 3) The capacity to combine words into coherent, grammatically sound phrases.

## 2. Gamification as a Teaching Strategy

### a. Definition of Gamification

The concept of Gamification has been popular since 2010 in world business, health, and education. Similarly, Dominguez, *et al.* (2013) define Gamification as a game element included in a non-game application that can be used to enhance user experience and interest. Moreover, the gamification could also apply game designs to non-game processes. Then, the definition in the Turkish study is looked at Bozkurt (2014) explains that gamification is a device for game philosophy that enhances the individual's motivation and converts the process that appeals to participants.

The term gamification was first used by Pelling (2002) at TED (Technology, Entertainment, Design) events. He defines gamification as a learning approach by using components in the form of a game or a video game. In education, gamification is a method of proposing the dynamics associated with the game specifically designed to stimulate and interact with students, enabling them to develop significantly after school, cognitive, and social competence. Atallah and Hadi (2021) claimed the application of gamification in the learning process can encourage student participation in the classroom, especially when the game element is used to reward students. Students will be easier to obtain information if they have fun and want to learn. Although the material in the study was boring or difficult, they were able to understand it better because they actively participated in and enjoyed the process.

In the context of language learning, students find some difficulties and lose the motivation to learn because of the lack of language acquire. Thus, Hua and Yunus (2021) point out that the gamification offers a pleasant, interactive, and effective learning environment. From time to time, language classes are exposed to technology to improve the quality of the teaching experience. The good language learning strategy is to increase motivation and involve

activation and students participation in the learning process so that students will not only gain language skills and solve problems but also improve their learning experience.

Deterding, *et al.* (2011) state that gamification can generally be viewed as the use of game design elements in context rather than the game. According to Botra, *et.al.* (2014), gamification refers to the application of mechanics and game dynamics used to increase motivations, enthusiasm and user involvement. Robson (2015) states the concept of gamification is employed from the lesson about using domain games to change user or non-game behaviour. Users are composites of the consumer products, the employees of an organization, learners in learning environments and other gaming users, depending on the domain of gaming use.

According to Schonon (2014), some concepts are similar to gamification, such as "serious games," that govern the mixing of non-entertainment elements into the gaming environment. Oja and Riekki (2011) explain that a particular task is integrated into the game so that the task can be completed. Juul (2005) states that "game" is unrestrained free activity while "gamification" is limited in action that has rules and context. Saputra and Hadi (2019) explain that the use of games in the learning process can attract students to follow the fun learning process. The existence of games can help students follow learning in a way they like so that they can achieve the purpose of learning as expected.

#### **b. The Use of Gamification in Teaching of English**

Gamification in the world of education plays a very important role to motivate the students to deeply engage with the teaching and learning process carried out in the classroom since the teachers oftentimes get difficulties to encourage their students to stay tuned in the process of delivering the materials. Gamification offers a new kind of interactive learning by which the teachers provide a more enjoyable and interactive way to the students so that the students do not only gain

knowledge but they also experience something new and interesting from gamification.

There are several types of online gamifications that can be implemented in the teaching of English, as follows:

1) Kahoot!

Kahoot! is the granddaddy of the game show review games, launched in August of 2013. In a standard Kahoot! game, questions are displayed to students on a projector or display. Students respond on their own devices.

2) Quizizz

Quizizz takes the excitement of a gameshow-style review game and puts the whole experience in the students' hands. With a traditional Kahoot! game, everyone sees the question and possible answers on the projector and answer simultaneously. Quizizz is different because the questions and possible answers are displayed individually on student devices.

3) Quizlet Live

Quizlet Live is one of the best collaborative games in game show style reviews. Instead of students answering individual questions on their individual devices, Quizlet puts students in groups. All possible answers are divided amongst the devices of all students participating. Imagine 3 students with 12 possible answers. The answer may or may not be in the device, because the answer is divided into 4 for each device. Teams compete to get all the correct answers in a row and aim for victory.

4) Gimkit

Gimkit ([gimkit.com](http://gimkit.com)) is like Quizizz with power-ups. In Quizizz, students collect points cumulatively throughout the game. In Gimkit, students use their points to buy power-ups in the store. Power-ups let students earn more points per question, get additional points when they hit a streak, and even lose less points when incorrect.

### 5) Baamboozle

Baamboozle is a fun game to play with our class as a bell ringer, check in, or review lesson. Play from a single device on a projector, smart board or in an online lesson. No student accounts are needed. It is simple to set up.

### 6) Factile

Factile allows the user to create or play jeopardy-style quiz games for the classroom. Teachers can create interesting quiz games without the need for any coding. The teacher only uses a simple and intuitive gameboard.

### 7) Quizalize

Quizalize is another quiz-based website. Teachers can create quizzes with multiple- or two-choice question sets or single-word responses.

### 8) Wordwall

With Wordwall we can make custom activities like quizzes, match ups, word games and more for our classroom. Wordwall activities can also be printed out directly or downloaded as a PDF file. The printables can be used along with the interactive or as stand-alone activities.

## 2. The Use of Quizizz Paper Mode in Teaching Grammar

### a. Definition of Quizizz Paper Mode

Grammar is one aspect that must be learned by students. According to Singh *et al.* (2017), grammar seems to be a crucial obstacle faced by most students, especially for EFL students. Meanwhile, lots of teachers have tried to make grammar teaching enjoyable by providing fun, imaginative and useful activities within the English curriculum, yet they still find it difficult to make students interested and catch up the grammar rules well. Various ways of teaching have already been conducted by the teacher and one of them is implementing technology, such as learning applications.

One of the applications that has been proven to be effective in teaching a foreign language is Quizizz application. Namara and Murphy (2017) explain that quizizz application is one of educational applications that applies the concept of gamification. It has some interesting features such as: avatars, music, leaderboard, and theme that make the students learn something like they are playing game. Similarly, Sato (2019) also stated that Quizizz is a game-based application for creating quizzes which is designed in order to make students enjoy learning and be more engaged as it provides competitive, multi-player games. Sato had implemented Quizizz to make reading activity more engaging.

Many other researchers also had conducted studies about the implementation of Quizizz for learning. Rahayu and Purnawarman (2018) also confirmed that using Quizizz for self-assessment had successfully improved students' grammar understanding. Meanwhile, Fadhilawati (2021) had found out that the students' achievement in learning relative pronouns increased after they learned the materials and evaluated by applying Quizizz application and they also presented positive views to the use of Quizizz. In addition, Ahlina and Forsia (2021) also reported that there had been a significant and positive effect of using Quizizz on the students' grammatical understanding for junior high school students.

Quizizz is an application to create interactive quiz games that are used in classroom learning. The teacher can create quizzes that students can answer in four forms, such as multiple choice, essay, drawing, and fill in the blank. However, Quizizz's uniqueness is that after students are given a quiz or question, students can immediately know the answer is right or wrong. Quizizz can provide data and statistics about students' performance results shortly after working on the questions. Sari (2019) claims that Quizizz is a flexible platform for pre-assessment, formative

assessment, lesson hooks, homework, test review, and post-assessment. The platform is easy to use and provides tutorials for easy access to answer and processes. There is a search bar for questions leading to different topics. Live chat is available even if the question has not been answered or needs to be answered explanation.

Moreover, Quizizz has recently added a new feature to keep engaging the teaching and learning process. Paper-mode feature is very useful for teachers to conduct the offline media. In addition, it helps the students without any smartphones, laptops, and internet data. During the lesson, the teachers will provide the students with printed-paper mode Quizizz. Then, the students should rotate the paper to show their answer to participate in. Thus, students can stay engaged in the lesson while the papers are being scanned and displayed by the teacher.

Quizizz Paper Mode offers an interactive learning experience via paper devices. Quizizz Paper Mode allows students and teachers to interact through questions and answers displayed on the screen and filled in on paper by students. In this mode, students can view questions and answer options on the screen and write their answers on the paper provided. This tool has attracted the attention of educators as an effective tool for increasing student interaction and engagement in learning. Apart from that, Quizizz Paper Mode also provides benefits for teachers. Teachers can easily track each student's progress through the collected answer sheets. This allows teachers to provide immediate feedback and adjust instruction according to students' individual needs. Additionally, Quizizz Paper Mode provides an alternative for students who may have limited access to electronic devices.

Quizizz paper mode is an interactive quiz that can be done offline using sheets of paper with QR Code images (Q-Cards). According to (Widayati, 2015) QR Code is a bar code or matrix



code with two dimensions so that it is easier to read by scanners and also so that it can convey and get responses quickly. Currently, QR Codes are widely used in various fields, including in the world of education. According to (Pratiwi & Indana, 2022) QR Codes in education are used so that the learning media that has been created can be used practically and efficiently. Quizizz with the Paper Mode feature uses QR Codes on sheets of paper which can be used in Offline learning. This is to facilitate teachers and students in creating innovative face-to-face learning based on interactive and efficient quizzes. By using the Quizizz application with the Paper Mode feature, interactive quizzes created with video, audio and image inserts can create a learning atmosphere that is fun, interesting and enjoyable. Apart from that, Quizizz can also be used in all subjects.

b. Advantages and Disadvantages of Quizizz Paper Mode

There are three advantages of Quizizz Paper Mode:

- 1) Quizizz paper mode does not require gadgets and does not require an internet network. The teacher can scan barcodes or Q-Cards (Quizizz Cards) of student answers and the teacher immediately knows which students have answered correctly and incorrectly. On the other hand, (Purba, 2019) explains that barcode sheets or Q-Cards (Quizizz Cards) answers for students can be used repeatedly with different quiz material. Each student has 1 sheet of answer Q-Cards. Then, Q-Cards sheets differ between students so that students cannot copy their friends' answers.
- 2) The use of interactive media such as Quizizz Paper Mode can increase student motivation in several ways. First, Quizizz Paper Mode combines game elements in learning. With interesting and fun features such as scores, leaderboards, and challenges, students will feel involved

in learning and have intrinsic motivation to achieve better results.

- 3) Quizizz Paper Mode applies competition elements to learning. The comparison of student scores and rankings can trigger extrinsic motivation, where students try to achieve better results than their classmates. This healthy competition can increase students' enthusiasm for learning and efforts to participate actively in learning
- 4) Use of Quizizz Paper Mode provides instant feedback to students. After answering questions, students can immediately see results and feedback on their performance. Prompt and specific feedback helps students understand their strengths and weaknesses, and provides encouragement to improve learning understanding and achievement.

There are two disadvantages of Quizizz Paper Mode:

- 1) The teacher uses 2 devices, namely a cellphone and a laptop. Teachers must download and install the Quizizz application on their cellphone. In addition, Quizizz paper mode can only be used for multiple choice quiz questions with 2, 3 and 4 answer options.
- 2) It can provide the students experience of decrease in the level of ranking. Students may experience a decrease in level even though all questions have been answered. Indeed, the duration of the work quickly affects the results obtained. If students work faster, the results will also be excellent.
- 3) Quizizz is strongly influenced by the internet, which can be disconnected, which can interfere with teacher process of showing questions and scanning barcode of quiz questions.

### c. Procedures of Quizizz Paper Mode

The steps to teach using Quizizz paper mode are:

- 1) Download the Quizizz application on your cell phone and log in with your (teacher) account.
- 2) Select a quiz with multiple choices (4 answer choices), then select paper mode.
- 3) Print the QR cards and distribute them to students. This answer sheet can be reused for each quiz. QR sheets can be laminated for durability.
- 4) You can assign QR cards to students by creating a new paper mode group or selecting one of the already created groups. This aims to ensure that students' names appear when the QR card is scanned.
- 5) Start/host a quiz on a laptop/computer. questions can be displayed on the projector screen. Make sure the Quizizz account on your laptop/computer is the same as the account on your cellphone application.
- 6) Scan students' answers via the Quizizz application on their cellphone. Continue the steps until the question is finished.
- 7) View the quiz report in the report menu. teachers can download reports.

### B. Previous Studies

In supporting this research, there are several relevant studies conducted by some research. Based on several sources related to this research, the researcher presents several previous studies that have correlation to this research. There are the results comparison between this research and the previous studies:

The first previous study was from Sholekhah (2021) entitled "The Effectiveness of Quizizz Application on Students' Grammar Understanding among The Eighth Graders at SMP N 1 Sumbergempol". The research had similarity with this study that investigate the use of quizziz application in

English course. The result of this study show that there is a significant difference in the value of students' understanding of grammar before and after learning to use the Quizizz application. This is similar with this study that will analyze the effect of using Quizizz application on English learning, then the differences of this study was the object research and student's problem. The goal of this case is to give management by evaluate the problems in English learning especially in grammar mastery.

The second previous study is a research conducted by Aziz (2021) entitled "The Effectiveness of Quizizz Application to Increase Students' Grammar Achievement". The result of this study explain that Quizizz application is effective to increase the eighth-grade students' grammar achievement in MTs Al Musihuun Tlogo Blitar. The researcher, concluded that the Quizizz application can be used by the teacher as an alternative media for teaching and learning grammar especially simple present tense and present continuous tense. The object of this study is similiar with this research and difference is the material of grammar that will be delivered by the researcher.

The third previous study was a classroom action research that was analyzed by (Putra, 2023) entitled "Improving Students' Vocabulary Through Paper-Mode Quizizz: A Classroom Action Research in Indonesian EFL setting". The purpose of the study research is to investigate the use of Paper-Mode Quizizz to improve students' vocabulary at eighth-grade students. This research was Classroom Action Research conducted at eighth-grade students. The research subject was 8C grade students of SMP SMP Negeri Kloposawit 1 Candipuro. Further, this research was conducted in two cycles. In cycle I, the researcher found that the eighth-grade students' vocabulary mastery was improved. The result shows that the use of Paper-Mode Quizizz profoundly improved the eighth-grade students' vocabulary mastery. In addition, the students were more enjoyed, actively participated, highly motivated, and engaged with the use of Paper-Mode Quizizz in learning new vocabularies. In short the implementation of Paper-Mode Quizizz profoundly improved the students' vocabulary mastery at eighth-grade students in learning English. The similarity with this study is the use of Quizizz paper mode in learning English

in 8<sup>th</sup> grade, then the difference of this research are the research method used classroom action research and the significant purpose is to improve students' vocabulary while in this research is to analyze the effect of Quizizz paper mode on students' grammar mastery.

The fourth previous study is administered by Sugihartini (2020) entitled "Quizizz Effect on Students' Grammar Mastery in Higher EFL Classroom Based Mobile Assisted Language Learning (MALL)". This research aimed at investigating the effect of MALL strategy through Quizizz application on the students' grammar mastery in higher education level. This result was also supported by the calculation result of effect size which was 0.92 that belongs to the largest effect. The large result of the effect size proven that the use of MALL strategy through Quizizz Application was appropriate for teaching grammar especially in higher education level. This research have similarity with this study that used a quasi-experimental research with post-test only control group design. The difference of this study is the object of this research are the higher learners whereas this study would investigated the students at Junior High School.

From the previous researches above, the researcher focused on the process of teaching English strategies especially at SMP IT Harapan Bunda. The purpose of this research is to analyze the effects of Quizizz on student's learning English especially in grammar mastery. The researcher is interested in conducting an analysis of this study because it has been proven to have good strategies and enhance students understanding on grammar aspect.

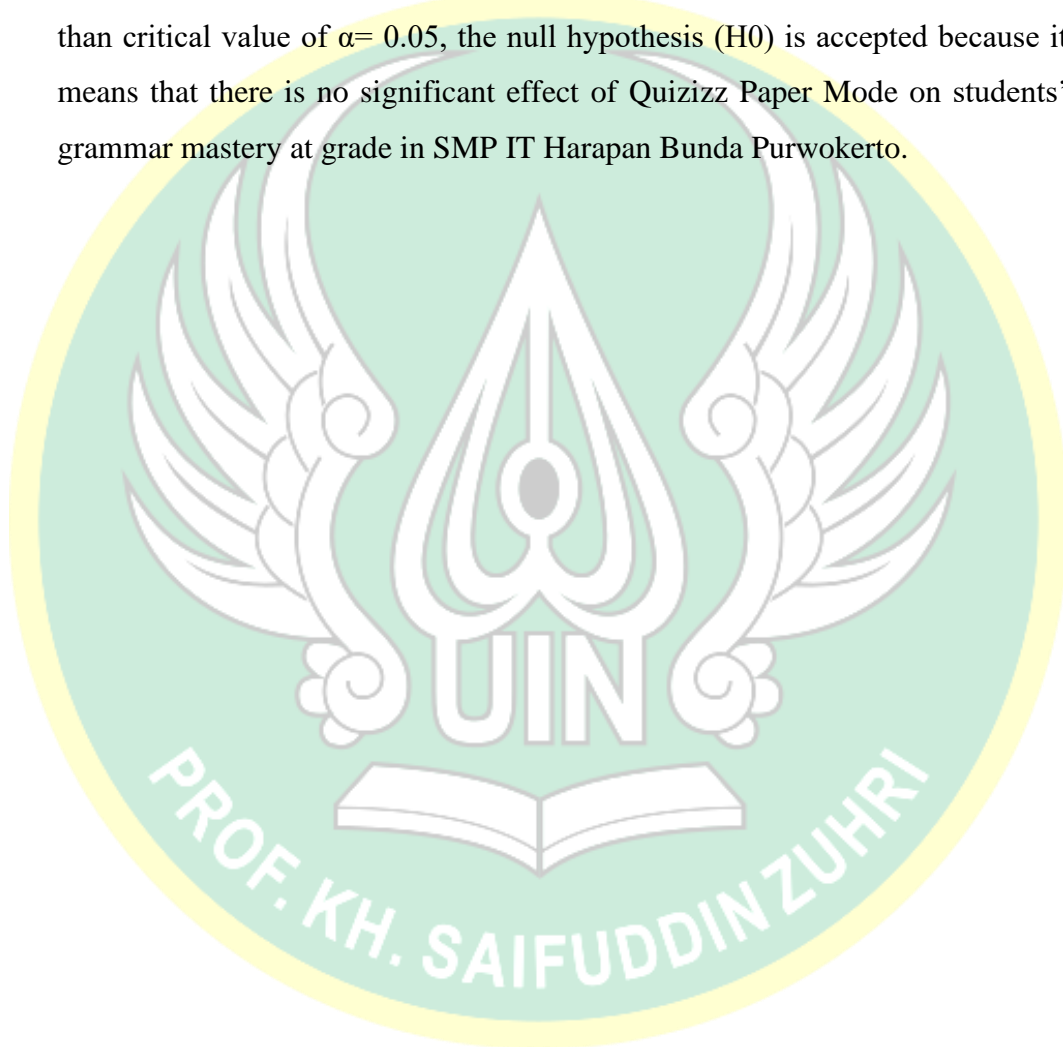
### C. Hypothesis

The research hypothesis used in this research was concerned with the effect of Quizizz Paper Mode technique on students' grammar mastery. These are the hypothesizes of the study:

- $H_0$ : Null hypothesis, there is no significant effect of Quizizz Paper Mode technique on students' grammar mastery at eighth grade in SMP IT Harapan Bunda Purwokerto.

- $H_a$ : Alternative hypothesis, there is a significant effect of Quizizz Paper Mode on students' grammar mastery at eighth grade in SMP IT Harapan Bunda Purwokerto.

If the result from each test is similar or higher than critical value of  $\alpha=0.05$ , therefore the null hypothesis ( $H_0$ ) is rejected because there is a significant effect of Quizizz Paper Mode technique on students' grammar mastery at eighth grade in SMP IT Harapan Bunda Purwokerto. In other hand, if the result is less than critical value of  $\alpha=0.05$ , the null hypothesis ( $H_0$ ) is accepted because it means that there is no significant effect of Quizizz Paper Mode on students' grammar mastery at grade in SMP IT Harapan Bunda Purwokerto.



## **CHAPTER III RESEARCH METHODOLOGY**

This chapter describes the process of research to discover the answer from the research question that have stated in chapter one. It contains a type of the research, time and location of the research, population and sample of the research, variable of the research, techniques data collection, and of data analysis.

### **A. Type of The Research**

The type of research used in this study was quasi-experiment research applied to eighth grade students in SMP IT Harapan Bunda Purwokerto. The approach of this research refers to quantitative research with two variables there are control class and experimental class. In experimental class, the gamification with the Quizizz Paper Mode was used as a teaching strategy in the learning process. Then, for a controlled class, there was no treatment applied to the learning process.

According to As Sabiq & Sallamah (2020), the quasi-experimental design can be defined as this type of research does not allow control and manipulation of all relevant variables. The purpose of using the quasi-experiment was conducted using a quantitative approach to analyze the effect of using Quizizz Paper Mode strategy on grammar mastery at eighth grade students in SMP IT Harapan Bunda Purwokerto.

### **B. Time and Location of the Research**

This research was conducted at SMP IT Harapan Bunda Purwokerto, located in Hos. Notosuwiryo Street No.5, Teluk, South Purwokerto. The research held on August 14th until September 13th 2023, in the academic year 2023/2024.

The reason for choosing the research setting at SMP IT Harapan Bunda is because this Junior high school has two premier programs about foreign language that are expected to be able to develop student language ability, there is English and Arabic. In addition, SMP IT Harapan Bunda Purwokerto is one

of the best Islamic schools in Purwokerto and some students receive several awards and championships in English. This Junior high school was built in 2015 but already has good achievement on English aspect. Therefore, this is an important experiment in analyzing teaching strategies and to build new strategies to increase the students' grammar mastery. Therefore the researcher conducted the research in four meetings.

**Table 3.1 Schedule of The Meeting**

Meeting	Material
Meeting 1 (14 & 16 August 2023)	Oral and written transactional interaction texts that involve the act of giving and asking for information regarding ability and willingness. (Modal: Can, Will, Simple Future Tense)
Meeting 2 (21 & 23 August 2023)	Oral and written transactional interaction texts that involve the act of giving and asking for information regarding ability and willingness. (Nominal Singular & Plural, Simple Future Tense)
Meeting 3 (28 & 30 August 2023)	Oral and written transactional interaction texts that involve the act of giving and asking for information regarding requirements, prohibitions, and appeals. (Modal: Must, Don't, Have to, Should, Showing Obligation)
Meeting 4 (4 & 6 Sept 2023)	Oral and written transactional interaction texts that involve the act of giving and asking for information regarding requirements, prohibitions, and appeals. (Modal: Must, Don't, Have to, Should, Showing Obligation)

The reason for choosing this material is because this material is often encountered in everyday life. The specifics are for students to understand comprehensively related to oral and written transactional interaction texts which involve the act of giving and asking for information related to obligations,



prohibitions and appeals, according to the context of their use, expressions of giving suggestions, and expressions about what can be done and what will be done. Most of the material is taken from a book entitled "Interactive English SMP Kelas 8 Kurikulum Merdeka Penerbit Yudhistira" and several sources from the internet.

### C. Population and Sample of the Research

The population of the research was the eighth grade students of SMP IT Harapan Bunda Purwokerto in the academic year 2023/2024 which consists of 62 students from VIII A until VIII B. In this study, the sample was chosen by random sampling with the classes that have average scores that are relative same. According to Keringer (2006), the reason to choose this method is to gives each member of the population an equal chance of being selected be a sample.

Random sampling is deliberate sampling in accordance with the sample requirements required by the author. Based on this, the researcher can conclude that random sampling is sampling by selecting students in an environment that is considered to support the implementation of research. The samples in this study were taken from two classes in one school, namely class VIII B, with 31 students, as an experimental class by learning grammar material using Quizizz Paper Mode and class VIII A with 31 students as a control class by learning material. grammar without using Quizizz Paper Mode.

**Table 3.2 Sample of the Research**

No	Class	Sample	Description
1	VIII B	31 students	Experiment Class
2	VIII A	31 students	Control Class
Total		62	

The first group as the experimental class consist of 31 students in VIII A, and the other one as control class which consist of 31 students in VIII B.

#### **D. Variable of the Research**

There are two variables that are used in this study: independent and dependent variables. The independent variable (X) in this research was Quizizz application strategy, while the dependent variable (Y) was the effectiveness. The independent variable was the condition or factor that manipulated to see an effect it means this research used Quizizz application to see the effect of this application on students' grammar mastery. The dependent variable was the outcome of the manipulation it means in this research the outcome from the treatment with Quizizz application which is students' grammar mastery.

#### **E. Techniques of Data Collection**

##### **1. Instrument of the Research**

In this research, the main instrument was a test. According to Agung & Zarah (2016), a test means a set of exercises or questions or other tools that measure the ability, knowledge, intelligence, or ability of an individual or group of talents. The researcher constructed the instruments by adapted from several textbooks and internet source. The researcher provides multiple choice for the test. There were twenty numbers. To answer the research question, the instruments employed to collect the data in this research used pilot test, pre-test and post-test. Based on those instruments, the collected data were analyzed the effect of Quizizz paper mode on grammar mastery. Therefore, the techniques for collecting data are:

##### **a. Pre-test**

The pre-test consists of twenty multiple-choice questions with four answers (a, b, c, and d). A pre-test used at the beginning of the experiment, especially at the first meeting. By using a pre-test, the researcher is able to find out the ability of students before treatment. Some data collection checks conducted as follows: The researcher was administered a pretest to the students prior to administering treatments in order to determine the fundamentals of the students' grammar mastery prior to treatment, as well as the students' mean score. The students completed the answer sheets by answering the questions. The researcher was scored them based on their

answers on the answer sheets. It be administered following treatment to determine the outcome of students' grammar mastery after they had been trained using quizziz application.

c. Post-test

The distribution of the post-test is in the last meeting. Post-test has given to both the experimental and control classes after treatment is given and allocation time is 25 minutes with the same worksheet as the pre-test. Post-test activities was in held September 2023 in the control class (VIII-A) and the experimental class (VIII-B) at the same time.

## F. Validity and Reliability of The Instrument

### 1. Validity Test

The validity test was conducted in SMP IT Harapan Bunda Purwokerto and was tested on 25 students of class IX B with 30 multiple choice items. The reason to choose IX B to do pilot test, because they have received grammar material in last semester and IX B has the average score that is relative the same with IX A and IX C. To know the items were valid or not, validity test should be compared with  $r_{table}$ , which the value of  $r_{table}$  for 25 students with significance value 0.05 value was 0.396. Product moment formula from Pearson was used in validity test of the items.

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$x = X - \bar{X}$$

$$y = Y - \bar{Y}$$

$\bar{X}$  = average score of X

$\bar{Y}$  = average score of Y

The result of the validity test have been carried out using the formula of *product-moment* with the help of IBM SPSS V 25 can be seen in the below:

Table 4.4 The Result of Validity Pre-Test

Number of Old Items	Number of New Items	Value of $r_{table}$ ( $n=25, \alpha=0.396$ )	Value of $r_{hitung}$	Description
1	1	0.396	0.456	Valid
2	2	0.396	0.572	Valid
3	3	0.396	0.448	Valid
4		0.396	0.486	Valid
5	4	0.396	0.450	Valid
6		0.396	-	Invalid
7	5	0.396	0.432	Valid
8		0.396	-0.160	Invalid
9	6	0.396	0.620	Valid
10	7	0.396	0.662	Valid
11	8	0.396	0.450	Valid
12		0.396	0.215	Invalid
13	9	0.396	0.405	Valid
14		0.396	0.125	Invalid
15		0.396	0.283	Invalid
16	10	0.396	0.445	Valid
17	11	0.396	0.450	Valid
18	12	0.396	0.448	Valid
19	13	0.396	0.546	Valid
20		0.396	-0.081	Invalid
21	14	0.396	0.570	Valid
22		0.396	0.015	Invalid
23	15	0.396	0.656	Valid
24		0.396	0.146	Invalid
25	16	0.396	0.410	Valid
26		0.396	0.445	Valid
27	17	0.396	0.648	Valid
28	18	0.396	0.572	Valid
29	19	0.396	0.522	Valid
30	20	0.396	0.570	Valid

From the calculation of the validity, it shows that 30 items of the multiple choice questions related to grammar material, there are eighth items are invalid because the value of  $r_{value} < r_{table}$ . The invalid items that can

be erased were number 6, 8, 12, 14, 15, 20, 22, and 24. So that, the 22 items of valid items can be used as the test instrument to the respondents.

**Table 4.5 The Result of Validity Post-Test**

Number of Old Items	Number of New Items	Value of $r_{table}$ ( $n=25, \alpha=0.396$ )	Value of $r_{hitung}$	Description
1		0.396	0.146	<b>Invalid</b>
2	1	0.396	0.656	Valid
3	2	0.396	0.550	Valid
4	3	0.396	0.556	Valid
5	4	0.396	0.508	Valid
6	5	0.396	0.515	Valid
7	6	0.396	0.478	Valid
8	7	0.396	0.488	Valid
9		0.396	0.049	<b>Invalid</b>
10	8	0.396	0.507	Valid
11		0.396	-0.087	<b>Invalid</b>
12	9	0.396	0.476	Valid
13	10	0.396	0.523	Valid
14	11	0.396	0.507	Valid
15		0.396	0.200	<b>Invalid</b>
16		0.396	0.226	<b>Invalid</b>
17	12	0.396	0.520	Valid
18		0.396	0.308	<b>Invalid</b>
19	13	0.396	0.505	Valid
20	14	0.396	0.586	Valid
21		0.396	0.270	<b>Invalid</b>
22	15	0.396	0.455	Valid
23	16	0.396	0.596	Valid
24		0.396	0.040	<b>Invalid</b>
25	17	0.396	0.636	Valid
26	18	0.396	0.765	Valid
27	19	0.396	0.618	Valid
28		0.396	0.119	<b>Invalid</b>
29	20	0.396	0.550	Valid
30	21	0.396	0.493	Valid

From the calculation of the validity, it shows that 30 items of the multiple choice questions related to grammar material, there are nine items are invalid because the value of  $r_{\text{value}} < r_{\text{table}}$ . The invalid items that can be erased were number 1, 9, 11, 15, 16, 18, 21, 24, and 28. So that, the 21 items of valid items can be used as the test instrument to the respondents.

## 2. Reliability Test

The reliability test is used to see the instrument's determination to detect respondents' phenomena even when it is administered at different times. Arikunto (1993) states that the alpha formula can be used to calculate reliability test:

$$r_{11} = 1 - \frac{V_s}{V_r}$$

$r_{11}$  = instrument reliability

$V_r$  = variant of respondent

$V_s$  = leftover variant

The value of  $r_{11}$  obtained was consulted with  $r_{\text{table}}$  with a level significant 5%. The instrument is reliable if the value of  $r_{11} > r_{\text{table}}$ . For the multiple choices of grammar material test,  $r_{\text{table}}$  were obtained from 25 respondents with a significance level of 0.005 is 0.323.

**Tabel 4.6 Result of Reliability Test Pre-Test**

$r_{\text{hitung}}$	$r_{\text{table}}$	Description
0.765	0.323	Reliable

Based on the table the result of Reliability test, it can be concluded that the instrument of grammar in the form of multiple choice in this study is reliable, because the value of  $r_{\text{hitung}} > r_{\text{table}}$ . It means that the instrument of pre-test was reliable because  $0.765 > 0.323$ .

**Tabel 4.7 Result of Reliability Test Post-Test**

<b>r<sub>hitung</sub></b>	<b>r<sub>table</sub></b>	<b>Description</b>
0.748	0.323	Reliable

Based on the table the result of Reliability test, it can be concluded that the instrument of grammar in the form of multiple choice in this study is reliable, because the value of  $r_{hitung} > r_{table}$ . It means that the instrument of post-test was reliable because  $0.748 > 0.323$ .

### **G. Techniques of Data Analysis**

Data pre-test and post-test were used to analyze the effectiveness of Quizziz application strategy on students' grammar mastery. This research also helped by IBM SPSS V 25 for windows to help with the data analysis technique.

The data analysis technique that were used in this study are:

#### **1. Normality Test**

According to Sugiyono (2012), the normality test was used to check whether the distribution of the instrument's response was normal or not. Indeed, the normality test is used to graphical normality assessment that can be found in the IBM SPSS V 25.

#### **2. Homogeneity Test**

Arikunto (1993) claims that homogeneity test was used to determine the population similarity and to find out before comparing the several groups. IBM SPSS V 25 was used to calculate the homogeneity test.

#### **3. Hypothesis Test**

To know the significance difference score between using Quizziz paper mode and conventional method on students' grammar mastery is by comparing the result from the data pre-test and post-test. The paired-t-test test was applied to compute the differences between the result of pre-test and post-tests of the experimental group. The use of T-Test is to determine whether or not there is a significant difference in the post-test results for both groups.

According to the Santoso (2014), he has two decision criteria for a t-test to get a sample attached. He explains the basis of decision Paired Sample T-Test is divided into two:

1. If the value of Sig. (2-tailed) < Research Alpha (0.5), then H<sub>0</sub> is rejected and H<sub>a</sub> is accepted.
2. If the value of Sig. (2-tailed) > Reseach Alpha (0.5), then H<sub>0</sub> is accepted and H<sub>a</sub> is rejected.





## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter discusses about finding and discussion. The findings describe about the result of the data collected from the pre-test, treatment and post-test and discussion explains and interprets of the findings. The data were taken from classroom observation and experiment the experimental and controlled class.

#### **A. Findings**

##### **1. Data Description**

In finding section presents the data that have been collected during the research. The aimed of this was to find out the effectiveness of Quizizz paper mode on students' grammar mastery. This research was quasi-experimental research consisted at SMP IT Harapan Bunda Purwokerto. The population in this study were students of class VIII, and the sample was done by random sampling technique. The research subjects were 31 students from VIII B as an experimental class, and 31 students from VIII A as a control class. To know the effectiveness of Quizizz paper mode technique, the results that have to be identified from the score of pre-test, the score of post-test, the differences of students' achievement between the students who are taught by using Quizizz paper mode and the students who are not taught by Quizizz paper mode. Data collection techniques were carried out by pre-test and post-test. The pre-test has given to the both experimental and control class before the treatment. Pre-test in control class was held on August 14<sup>th</sup> 2023. Then they were given treatment in four meetings, where the experimental class used the conventional method. Later, the post-test was given after the treatment which was held on September 2023.

The obtained scores of pre-test and post-test was analyzed by using IBM SPSS V 25 for windows to find the mean, the standard deviation, the minimum score, the maximum score, Paired Sample T-test and Independent Sample T-test. According to the data that have been collected during the research, here are the results of data pre-test and post-test.

**Table 4.1 The Result of Pre Test and Post Test**

No	Experiment Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
1	50	50	70	65
2	75	80	50	55
3	75	85	65	65
4	70	65	60	60
5	45	50	65	25
6	45	60	85	55
7	40	75	60	20
8	50	75	60	20
9	50	65	45	50
10	45	70	95	75
11	50	75	45	75
12	55	80	35	65
13	60	85	45	30
14	80	60	95	50
15	70	85	65	70
16	85	90	70	55
17	90	95	10	45
18	60	45	60	55
19	60	35	55	55
20	25	40	80	45
21	100	90	55	20
22	85	65	60	85
23	25	70	35	55
24	40	50	50	35
25	25	50	45	55
26	65	50	95	75
27	20	65	80	65
28	40	50	80	60
29	35	70	55	50
30	45	65	20	75
31	25	50	25	35

By using the result of pre-test and post-test data, the data was analyzed used Paired Sample T-test to determine the effect of Quizizz paper mode

technique in teaching grammar at eighth grade students in SMP IT Harapan Bunda Purwokerto. Then, Independent Sample T-test was used to determine the difference between the control class and experimental class.

**a. Pre-test and Post-test data in Control Class**

The pre-test was conducted on August 14<sup>th</sup>, 2023. The result of research in control class, which did not apply Quizizz paper mode technique in learning activity, it resulted in the following table:

**Table 4.2 The Result of Pre-test and Post-test in Control Class**

No	Statistics	Control Class	
		Pre-test	Post-test
1	N	31	31
2	Minimum	20	35
3	Maximum	100	95
4	Mean	58.87	53.06
5	Median	60	55
6	Mode	60	55
<b>Mean Difference = 5.81</b>			

The data in the table showed the result of learning grammar in the control class. N indicates the amount of data as many as 31. There was a significant decrease scores in mean from 58.87 in the pre-test and post-test reaching 53.06 completeness. At the same, the median and mode also have the same decrease from 65 became 55. The mean difference was 5.81 and the Maximum score was decreased although not significant from 100 to 95. In contrast to the Minimum score, the score of students on the pre-test was 20 while on the post-test was 35.

## b. Pre-test and Post-test data in Experiment Class

**Table 4.3 The Result of Pre-test and Post-test in Experiment Class**

No	Statistics	Experiment Class	
		Pre-test	Post-test
1	N	31	31
2	Minimum	20	35
3	Maximum	100	95
4	Mean	54.35	65.80
5	Median	50	65
6	Mode	50	50
<b>Mean Different = 11.45</b>			

The data in the table showed the result of learning grammar in the experimental class. N indicates the amount of data as many as 31. There was a significant increase in scores in mean from 54.35 in the pre-test and post-test reaching 65.80 completeness. At the same, the median have an increase score from 50 became 65. The mode is stagnant on a score 50. The mean difference was 11.45 and the Maximum score was decreased although not significant from 100 to 95. In contrast to the Minimum score, the score of students on the pre-test was 20 while on the post-test was 35.

## 2. Data Analysis

### a. Normality test

In this study, the normality test was analyzed using IBM SPSS V 25 software for windows.

The hypothesis for the normality test will formulated as follow:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed

The criteria of acceptance or rejection of hypothesis for normality test are as follow:

$H_a$  is accepted if Sig.  $\alpha > 0.05$

$H_a$  accepted if Sig.  $\alpha > 0.05$

The result of normality test was analyzed with Kolmogorov-Smirnov and Shapiro-Wilk Test in program computer SPSS V 25 for windows, as follow:

**Table 4.8 Result of Normality**

Tests of Normality							
	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statisti c	Df	Sig.	Statisti c	df	Sig.
Learning Outcomes	Pre-Test Eksperimen (Quizizz)	.130	31	.197	.965	31	.385
	Post-Test Eksperimen (Quizizz)	.161	31	.041	.961	31	.303
	Pre-Test Kontrol (Konvensional)	.100	31	.200*	.972	31	.567
	Post-Test Kontrol (Konvensional)	.157	31	.051	.942	31	.095

When the research data is converted to group data, there is a frequency in the certain class is zero, so in this study, normality testing uses the formula Shapiro-Wilk. On the other hand, the reason for using Shapiro-Wilk was because the number of samples studied was small. In the normality test above, it showed that the probability value of t-statistics  $>$  significant level  $+ 0.05$ . Therefore, the data meet assumption of normality and can be used for the next test.

#### **b. Homogeneity Test**

Homogeneity test used values of the pre-test result in experiment class and control class.

**Table 4.9 Result of Homogeneity****Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	.043	1	60	.837
	Based on Median	.004	1	60	.951
	Based on Median and with adjusted df	.004	1	56.560	.951
	Based on trimmed mean	.032	1	60	.858

According to the table above, the significant level is 0.837, so  $0.837 > 0.05$ . Because the value of F-statistic  $>$  significant level = 0.05, then the data meet the homogeneity assumption. Based on the data, it can be concluded that the population being studied has similarities.

**c. Hypothesis Testing****1) Paired Sample T-test of Control Class**

According Santoso (2018), the basis decision Paired Sample T-test is divided by two criteria:

1. If the value of Sig. (2-tailed)  $<$  Research Alpha (0.05), the  $H_0$  is rejected and  $H_a$  is accepted.
2. If the value of Sig. (2-tailed)  $>$  Research Alpha (0.05), that  $H_0$  is accepted and  $H_0$  is rejected.

The result of Paired Sample T-test were calculated by IBM SPSS V 25 software for windows are presented in this table below:

**Table 4.10 Result of Paired Sample**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Learning Outcomes	PreTest Control Class	58.55	31	21.181	3.804
	PostTest Control Class	53.06	31	17.639	3.168

The paired sample group statistics table describes the descriptive analysis of the processed data, the mean table showed the average value of each variable. According to the table above, it can be seen that the mean of pre-test in control class is 58.55 and the mean score of post-test is 53.06. N indicates the amount of data as many as 31. The standard deviation was used to measure the level of risk, which in the pre-test of control class is 21.181 and the standard deviation in the post-test control class is 17.639. Standard Error Mean was used to determine how well the average data from the sample data for each variable can estimate the population means. The standard error mean in pre-test of control class is 3.804, while in the pre-test of the experiment class is 3.808. Because the data was normally distributed, the std. Error mean can be ignored. Based on the mean of pre-test and post-test it can be conclude that the post-test on the data is lower than pre-test.

**Table 4.11 The Result of Paired Sample Test in Control Class**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 2	PreTest Control Class - PostTest Control Class	5.484	25.012	4.492	-3.691	14.658	1.221	30	.232

Based on the analysis results above, it can be seen that  $\text{Sig. (2-tailed)} < \text{Alpha}$ . The result of  $\text{Sig. (2-tailed)}$  is  $0.232 > 0.005$ , it means that  $H_a$  is rejected and  $H_0$  is accepted. There was an increase in the control class in learning grammar from pre-test and post-test.

Through Paired Sample T-test, it shown that t-count was 1.221 from the value of  $df = 30$ , with an alpha 0.05%. Meanwhile, the t-table value was in the column 0.05% row  $df = 30$  was 0.361.  $T\text{-count} > t\text{-table}$ ;  $1.221 > 0.361$ . It can be concluded that there was a significant difference in the pre-test and post-test scores in the control class because  $H_0$  is accepted and  $H_a$  is rejected.

At the same time, SMP IT Harapan Bunda Purwokerto have set the indicators of students learning success in minimum score of 76 (according to KKM). Based



on the following calculations, the result of the control class before and treatments are as follow:

**Table 4.12 Percentage Score of Pre-test and Post-test in Control Class**

Class	Pre-test		Post-test		N
	Completed	Incompleted	Completed	Incompleted	
Control	7 22.5%	24	1	30 3.22%	31

The data on the table showed that the result of learning grammar in the control class. N indicates the amount of data as many as 31. There was a significant decrease percentage in completeness from 22.5% in pre-test and post-test reaching 3.22% completeness. In contrast to incompleted column, the score of students who were originally categorized as incompleted was 77.41% to 96.77%.

## 2) Paired Sample T-test of Experiment Class

**Table 4.13 Result of Paired Sample Statistics in Experiment Class**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest Experiment Class	54.35	31	21.203	3.808
	PostTest Experiment Class	65.81	31	16.026	2.878

The result of Paired Sample Statistics in experiment class table, shows the descriptive value of each variable in the Paired Samples. The average score (mean) of pre-test is 54.35 from 31 data, and the distribution of data (Std.

Deviation) obtained is 21.203 with a standard error mean of 3.808.

The paired sample group statistics table describes the descriptive analysis of the processed data. The mean table showed the average value of each variable. According to the table above, it can be seen that the mean of pre-test in control class is 54.35 and the mean score of post-test is 65.81. N indicates the amount of data as many as 31. The standard deviation was used to measure the level of risk, which in the pre-test of experiment class is 21.203 and the standard deviation in the post-test of experiment class is 16.026. Standard Error Mean used to determine how well the average data from the sample data for each variable can estimate the population means. Because the data was normally distributed, the std. Error mean can be ignored. Based on the mean of pre-test and post-test, it can be concluded that the post-test of the data is higher than pre-test. Because the average score (mean) of post-test is 65.81 from 31 data, and the distribution of data (Std. Deviation) obtained is 6.026 with a standard error mean of 2.878. It means that the post-test on the data is higher than pre-test.

**Table 4.14 The Result of Paired Sample Test in  
Experiment Class**

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest Experiment Class - PostTest Experiment Class	-11.452	18.717	3.362	-18.317	-4.586	-3.407	30	.002

Based on the analysis results above, it can be seen that  $\text{Sig. (2-tailed)} < \text{Alpha}$ . The result of  $\text{Sig. (2-tailed)}$  is  $0.002 < 0.05$ , it means that  $H_a$  is accepted and  $H_0$  is rejected. There was an increase in the experiment class in learning grammar from pre-test and post-test.

Through Paired Sample T-test, it was shown that t-count was -3.407, but from this numbers, only absolute values or numbers are needed by ignoring negative symbols. So that, the t-count was 3.407 from the value of  $df = 30$ . With an alpha 0.05%. Meanwhile, the t-table values was in the column 0.05% row  $df = 30$  was 0.361.  $T\text{-count} > t\text{-table}$ ;  $3.407 > 0.361$ . It can be concluded that there was a significant difference in the pre-test and post-test scores in the experiment class because  $H_0$  is rejected and  $H_a$  is accepted.

However, SMP IT Harapan Bunda Purwokerto have set the indicators of students learning success in minimum

score of 76 (according to KKM). Based on the following calculations, the result of the control class before and treatments are as follow:

**Table 4.15 Percentage Score of Pre-test and Post-test in Control Class**

Class	Pre-test		Post-test		N
	Completed	Incompleted	Completed	Incompleted	
Experiment	5 16.6%	26	11 35.48%	20	31

The data on the table showed that the result of learning grammar in the experiment class. N indicates the amount of data as many as 31. There was an several increase percentages in completeness from 16.6% in pre-test and in post-teaching 35.48% completeness. In contrast to the incompleted column, the score of students who were categorized as incompleted was 83.87% to 64.51%.

### 3) Independent Sample T-test of *pre-test*

According to Rasul & Sonda (2022) the basis of decision Independent Sample T-test is divided by two:

1. If the value of Sig. (2-tailed) < Research Alpha (0.05), the  $H_0$  is rejected and  $H_a$  is accepted.
2. If the value of Sig. (2-tailed) > Research Alpha (0.05), the  $H_0$  is accepted and  $H_a$  is rejected.

The Result of Group Statistics of pre-test calculated by IBM SPSS V 25 software for windows are presented in this table below:

**Table 4.16 Result of Group Statistic of Pre-test**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	Pre-Test Experimen Class	31	54.35	21.203	3.808
	Pre-Test Control Class	31	58.55	21.181	3.804

The group statistics of pre-test table describes the descriptive analysis of the processed data. The mean table showed The mean table showed the average value of each variable. According to the table above, it can be seen that the mean of pre-test in control class is 58.55 and the mean score of pre-test in experiment is 54.35. The mean difference between this both classes have a little different, it can be inferred that the understanding of the students in learning grammar are relative the same because both classes are homogeneous or have the same level of ability. N indicates the amount of data as many as 31. The standard deviation was used to measure the level of risk, which in the pre-test of control class is 21.181 and the standard deviation in the pre-test of experiment class is 21.203. Standard Error Mean was used to determine how well the average data from the sample data for each variable can estimate the population means. In the control class, the standard error mean is 3.804 and the standard error mean of experiment class is 3.808. Because the data was normally distributed, the std. Error mean can be ignored. It can be said that the data variants

between the control class and experiment class were homogeneous.

**Table 4.17 Result of Independent Samples Test of Pre-test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variances assumed	.152	.698	-.779	60	.439	-4.194	5.383	-14.961	6.574
	Equal variances not assumed			-.779	60.00	.439	-4.194	5.383	-14.961	6.574

In Levene's Test for quality of column variances have significance value of 0.698 ( $p > 0.05$ ). It showed that the two of variances were homogeneous, then the use of variance to compare the population mean (t-test for Equality of Means) in t-test must be based on equal variance assumed.

In relation on the table above, the equal variances assumed that known the sig value is  $0.439 > 0.05$ , as the basis for decision making in the independent t-test, it can be concluded that  $H_0$  is accepted and  $H_a$  is rejected. Therefore, it be said that there was no difference between the average students' learning outcomes in pre-test in the control and the experimental class.

In output table of Independent Samples T-test in the pre-test, t-count was obtained. If the value of t was negative,

it was not an error. The negative symbols can be ignored, so that t-count was obtained 0.779. T-table was obtained from value  $df= 60$  with an alpha 0.05. So that, the value  $t\text{-count} < t\text{-table}$ ;  $0.779 < 6.980$  It can be said that  $H_a$  is rejected. It can be argued that there was no difference in average in the pre-test scores in the control class and experiment class.

#### 4) Independent Sample T-test of *post-test*

**Table 4.18 Result of Group Statistics of Post Test**

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	Post Test Eksperimen	31	65.81	16.026	2.878
	Post Test Kontrol	31	53.06	17.639	3.168

The group statistics of post-test table describes the descriptive analysis of the processed data. The mean table showed the average value of each variable. According to the table above, it can be seen that the mean of control class is 53.06 and the mean score of experiment class is 65.81. Therefore, this means that learning outcomes in learning grammar in the experiment class are higher than in the control class. N indicates the amount of data as many as 31. The standard deviation was used to measure the level of risk, which in the post-test of experiment class is 16.026 and the standard deviation in the post-test of control class is 17.639. Standard Error Mean was used to determine how well the average data from the sample data for each variable can

estimate the population means. Because the data was normally distributed, the std. Error mean can be ignored.

According to the table above, the average score (mean) of post-test is 65.81 from 31 data, and the distribution of data (Std. Deviation) obtained is 16.026 with a standard error mean of 2.878. It means that the post-test on the data is higher than pre-test.

**Table 4.19 Result of Independent Samples Test of Post-test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variances assumed	.043	.837	2.977	60	.004	12.742	4.280	4.180	21.304
	Equal variances not assumed			2.977	59.47	.004	12.742	4.280	4.178	21.305

In Levene's Test for quality of column variances have significance value of 0.837 ( $p > 0.05$ ). It showed that the two of variances were homogeneous, then the use of variance to compare the population mean (t-test for Equality of Means) in t-test must be based on equal variance assumed.

In relation on the table above, the equal variances assumed that known the sig value is  $0.837 > 0.05$ , as the basis for decision making in the independent t-test, it can be concluded that  $H_0$  is accepted and  $H_a$  is rejected. Therefore,



it can be said that there was no difference between the average students' learning outcomes in post-test in the control and the experimental class.

In output table of Independent Samples T-test in the pre-test, t-count was obtained. T-count was obtained 2.977. T-table was obtained from value  $df= 60$  with an alpha 0.05. So that, the value  $t\text{-count} < t\text{-table}$ ;  $0.837 < 8.370$ . It can be said that  $H_a$  is rejected. It can be argued that there was no difference in average in the pre-test scores in the control class and experiment class.

## **B. Classroom Treatment**

Before conducting the treatment, the researcher distributed the pretest in the control class on Monday, August 14<sup>th</sup>, 2023 and in the experimental class on Wednesday, August 16<sup>th</sup>, 2023. Then the first experimental class was held on Wednesday, August 16<sup>th</sup>, 2023. Next, the second treatment in the experimental class was held on Wednesday, August 23<sup>rd</sup>, 2023. The third treatment in the experimental class was held on Wednesday, August 30<sup>th</sup>, 2023. The last, fourth treatment in the experimental class was held on Monday, September 6<sup>th</sup>, 2023. While the first in the experimental class was held on Monday, August 14<sup>th</sup>, 2023. Next, the second treatment in the experimental class was held on Monday, August 21<sup>st</sup>, 2023. The third treatment in the experimental class was held on Monday, August 28<sup>th</sup>, 2023. The last, fourth treatment in the experimental class was held on Monday, September 4<sup>th</sup>, 2023.

The treatment of this research was conducted in four meetings for every class. The pretest and posttest activities were conducted during the first and the last meetings. During the treatments, the researcher used different teaching methods in both classes. The researcher applied a conventional teaching method to treat the control group. At the first meeting of the research, the researcher distributed the pretest to the students to know the score before conducting the teaching method. Furthermore, the researcher was able to carry out the first treatment. The learning objective of the first meeting is the students must be

able to analyze the oral and written transactional interaction text that involves the act of giving and asking for information regarding ability and willingness including the modals 'can and will. Then, the students must be able to identify the formula of the simple future tense in the second meeting. After that, the learning objective of the third meeting is the students must be able to analyze the oral and written transactional interaction text that involves the act of giving and asking for information regarding advice and prohibition sentence including the modals "should and should not". Then, the students must be able to identify the formula of the prohibition sentence in the fourth meeting. In addition, the students also have to do some exercises of the utterance in the textbook. After that, the activities of the last treatment mostly consisted of some evaluations of the material that had been taught.

While in the experimental class, the researcher applied Quizizz Paper Mode media to treat the students. For the treatment, the researcher developed and improved the media using some pictures in each question to attract the students' attention during the action stage. The researcher gave the students a short explanation of the material to the students. In addition, the lesson or material was explained attractively using interactive pictures in Quizizz. After the explanation was done, the researcher gave the quiz on Quizizz to check students' understanding. To answer the quiz the students should rotate the Paper Mode to answer each question provided by the teachers. The researcher used this method in four meetings. Last, the researcher distributed the posttest to the experimental class on Wednesday, September 6<sup>th</sup>, 2023.

### **C. Discussion**

From the data analysis, the objective of the study is to know if there is significant effect of Quizizz Paper Mode on students' grammar mastery at eighth grade students in SMP IT Harapan Bunda Purwokerto. The use of Paired Sample T-test is to know there is significant difference result in students' learning outcomes after learning grammar materials between before and after receiving treatment using Quizizz Paper Mode technique in learning activity. The descriptive analysis of the processed data was described with the paired

sample statistic. The average score was shown in the mean table, which is in the control class was 58.55 and the post-test 53.06. N indicates the amount of data obtained in the control class as many as 31 respondents.

The average (mean) of the experiment class in the paired sample statistics table pre-test was 54.35 and the post-test was 65.81 with 32 data. The standard deviation of the pre-test was 21.203 and the post-test was 16.026. Based on the explanation of the two statistical tables of paired samples in the both class, experiment class and control class, they have almost the same pre-test value of the average score which are 54.35 and 58.55. Therefore, the mean 58 of the pre-test and post-test can be concluded that there was a difference. It can be seen that the increase in class experiment is 11.46 while the decrease in control class is 5.49. In other words, there was an increase in mean score for both classes and the mean difference is 12.75, which is the mean of the experiment class is higher than control class. In conclusion, the use of Quizizz paper mode technique in teaching grammar is effective to improve students' learning outcomes. So that, based on this activity can make the students' learning outcomes can improve. It is line with the statement by Wassalwa & Iffah's (2022) that the use of educational game-based learning media Quizizz is effective in improving student learning outcomes. The result of average mean found that most of students experienced an increase in pre-test and post-test scores which showed their level of understanding of the grammar material had been taught. It shows that learning grammar in written discourse make students feel enjoy and they were able to focus in learning process, and also students felt satisfied after learning through this application(Fakhrudin & Nurhidayat, 2020). So that, based on the use of this application students are able to understand the lesson well and also make the students' grammar abilities improves.

The result of the descriptive analysis was confirmed by hypothesis testing with Paired Sample T-test. In the experiment class were obtained sig. (2-tailed) of  $0.002 < 0.05$ , it can be said that  $H_a$  is accepted and  $H_0$  is rejected. So that, there was a significant difference between average score before the treatment and the average score after treatment in the experiment and the control class.

The difference between t-count and t-table in control class and experiment class found a difference or effect was seen in the experiment class that was higher than the control class. It can be inferred that the class which have received the treatment had an effect than the class that did not receive any treatment, even the improvement was not very significant.

The data also have supported by the completeness in achieving score in the post-test in control class was 3.22% and the experiment class was 35.48% that was categorized with the minimum score which was 76. It can be said that the students' have improvement in mastering grammar, and the effectiveness of using Quizizz paper mode in teaching grammar was performed with the post-test results in the experiment class of 35.48% as an effective category. From the mean score in the post-test of experiment class was found much different enhancement with the control class, the experiment class was higher than control class.

In relation to some experts, the use of Quizizz Paper mode is indeed suitable to be applied in teaching grammar. This statement can be proven in this research by increasing student learning outcomes. As mentioned before that the students in experiment class were incomplete the minimum score, after applied Quizizz paper mode technique they were complete the minimum score.

Meanwhile, the output of Independent Sample T-test that has obtained the value of sig. Levene's Test for Equality of variances. T-count is higher than t-table;  $2.977 > 0.837$ . It can be said that  $H_a$  is accepted, so there was a difference in average in the post-test scores in the control class and the experiment class.

The result of the research about Quizizz paper mode technique in teaching grammar indicated the improvements in students' learning outcomes. It was showed the different achievement although not significant of post-test score in the experiment class. Quizizz is fun with many useful features. A competitive atmosphere can be created because Quizizz has many challenging features that encourage students to stay at the top of the Quizizz leaderboard. Students also agreed with the statement that they enjoy taking daily tests using the Quizizz app. In addition, students feel confident when taking daily tests on

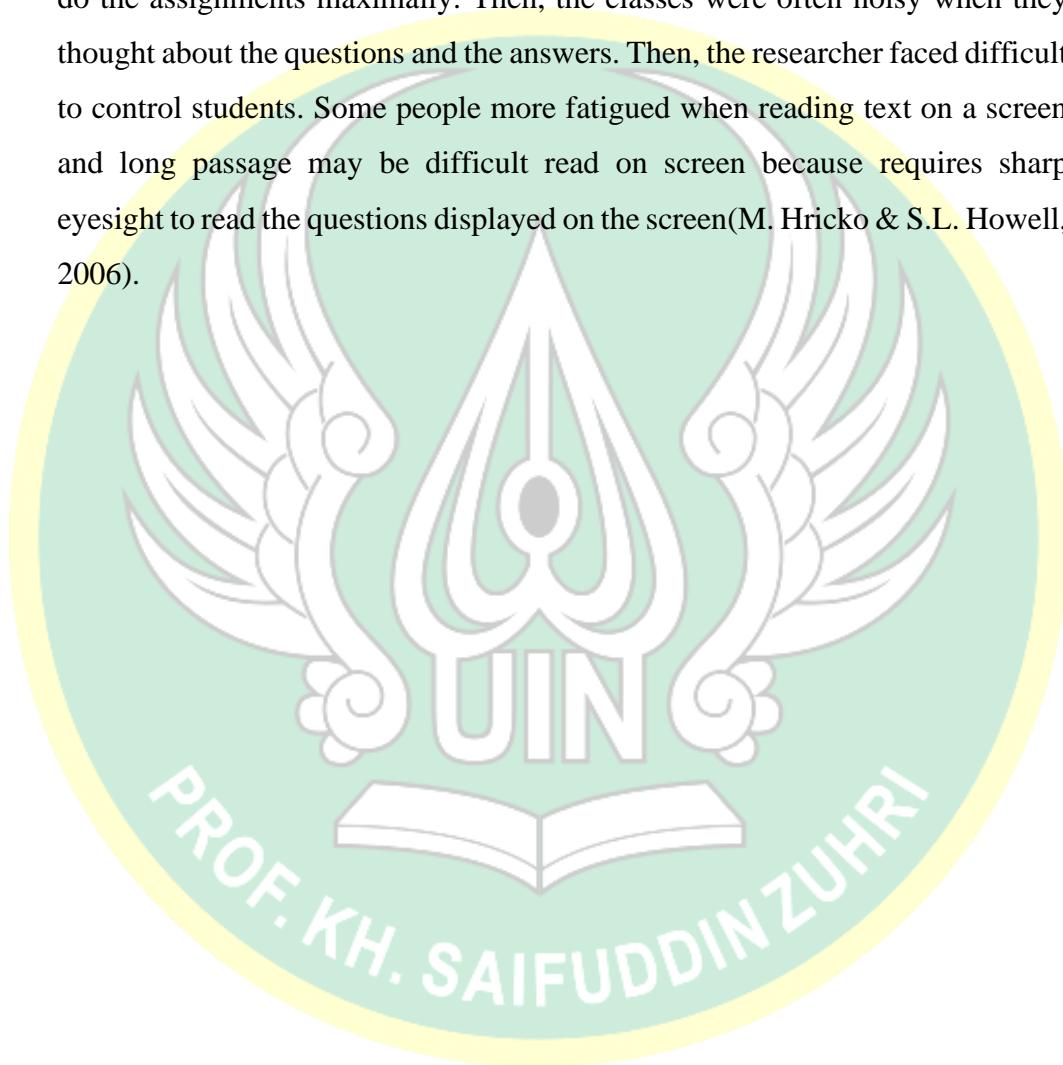
the Quizizz application. The use of the Quizizz Paper Mode application changed students become enthusiastic and motivated in continuing the learning process. It can attract students' attention in presenting the material so they do not get bored, make students enthusiastic about learning, and make it easier for students to understand the material (Azizah *et al.*, 2023).

In this research, it was also found that the effect of Quizizz paper mode technique in teaching grammar made the students motivated in learning activity, because during the lessons they were enthusiast and active to finish their groupwork. The researcher also found the use of Quizizz paper mode was interesting, motivate, and fun because Quizizz has an attractive display and many challenging features. Therefore, the Quizizz Paper Mode really supports the teaching and learning process (Wassalwa & Iffah, 2022). As one of the many media that teachers can use to improve the quality of education, this media has positive steps to encourage and increase student motivation and provide opportunities to more understand and observe objects in learning material. This statement is suitable with the experts' statement which explain that the use of Quizizz educational game-based learning materials was effective in improving the academic achievement. Quizizz was able to increase students' motivation, encouraging students' confidence, it also can improve reading ability which is slightly different with this research which improve students' grammar skill (Zuhriyah & Pratolo, 2020).

By using Quizizz paper mode technique, the teacher will get the easier way to teach English. Basically, the use of Quizizz paper mode technique make the teacher can deliver the subject matter in the form of a game. In addition, the teacher also does not take too much time to prepare the media used in learning. Quizizz paper mode used a piece of paper where the students can use paper that has been scanned (Azizah *et al.*, 2023). The Quizizz Paper Mode application is basically online-based so the teacher is required to scan the barcode of students' answers. However, the barcode paper is printed from the teacher. Which can be used according to the different number of students in each class and can be laminated so it can be used in all classes. Thus, the Quizizz paper mode

technique not only as an effective strategy, but also an act of recycling used goods.

In this research, there were some disadvantages that have found when applying Quizizz paper mode technique in teaching grammar at eighth grade students in SMP IT Harapan Bunda Purwokerto. With the limited time, the teacher could not explain the materials widely and make the students could not do the assignments maximally. Then, the classes were often noisy when they thought about the questions and the answers. Then, the researcher faced difficult to control students. Some people more fatigued when reading text on a screen and long passage may be difficult read on screen because requires sharp eyesight to read the questions displayed on the screen(M. Hricko & S.L. Howell, 2006).



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion based on the previous chapter which provides the data analysis and discussion. In addition, this chapter also provides some suggestion for other researchers who wants to use Quizizz paper mode in learning grammar.

#### **A. Conclusion**

This study investigated the effect of Quizizz paper mode technique on students' grammar mastery at eighth grade students in SMP IT Harapan Bunda Purwokerto. The quantitative data shows that students have good achievements in post-test result. The data was gained by comparing the mean score of pre-test and post-test, then calculated by using IBM SPSS V 25 for Windows. After conducting the treatment, the researcher calculated the result of data analysis in independent sample t-test. The result of t-test show that t-count was higher than t-table ( $2.977 > 0.837$ ) with degree freedom 60 and level of significance 0.05. In other word, the probability ( Sig. 2 tailed) was lower that the level of significance (  $0.004 < 0.05$ ). Because t count  $>$  t table and  $p < 0.05$ , it can be concluded that the null hypothesis of no difference was rejected. This result indicated that after the use of Quizizz paper mode was used to teach grammar, the obtained of post test scores were significantly different with pre-test scores. In other words, teaching grammar using Quizizz paper mode is effective for the students.

By comparing the results of the control and experimental classes, it can be seen that students' understanding in grammar learning increased significantly in the experimental class. The experimental class values have increased compared to the control class. This is proven by the final average of the experimental class which has increased from a score of 54.35 to 65.81. It can conclude that the use of Quizizz educational game-based learning grammar materials was effective in improving the academic achievement. Based on the findings and discussion, it can be concluded that there is a significant difference in score improvement between classes that have been taught using the Quizizz

paper mode and classes which not been taught using the Quizizz paper mode technique. It means that the use of Quizizz paper mode gave a significant effect on students' grammar mastery.

## **B. Limitation of Study**

This research has limitation despite being carried out as throughly as possible:

1. This study is limited to investigated the effects of Quizizz paper mode on students' grammar mastery at Eighth grade of SMP IT Harapan Bunda Purwokerto. It is also investigated how strong the effect of this teaching strategy on students' grammar mastery.
2. SMP IT Harapan Bunda Purwokerto does not allow students to bring gadgets, therefore the research was modified from the initial plan by using Quizizz paper mode so that Quizizz media could still be applied as a treatment in the research.

## **C. Suggestion**

At the end of this thesis entitled "The Effects of Quizizz Paper Mode in Students' Grammar Mastery at Eighth Grade Students in SMP IT Harapan Bunda, rooted in the result of the research using Quizizz Paper Mode technique in teaching grammar aspects, some suggestions can be made as follows:

### **1. For the teacher**

- a. The teacher should be familiar with Quizizz paper mode technique in teaching activity.
- b. Interesting method can increase students' motivation and encourage students to answer the question in front of the class.
- c. The teacher could provide this method in all of the materials.

### **2. For the school**

Quizizz paper mode technique could be applied in teaching English, not only grammar but also to other topics. However, the use of Quizizz paper mode technique can enhance students' grammar mastery and the student could get the grammar material easily. Therefore, it could be an alternative technique in teaching-learning grammar activities.



### 3. For further researcher

The researcher expected that this research could be used as a reference in conducting a similar study, especially on other skills such as reading, listening, and writing. In addition, time management was very important if the further researcher wanted to use Quizizz paper mode in learning activities.



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