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IMPROVING ENGLISH WRITING SKILL BY UTILIZING QUIZIZZ AS A TECHNOLOGY-BASED ASSESSMENT

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ABSTRACT

The insertion of technology in English language teaching has been massively implemented by the English teachers during the pandemic Covid-19. This massive use of technology is also found during the assessment process. On the other hand, students still find difficulties in composing English texts. To fill this gap, this current study is investigating the current use of Quizizz as a technology-based assessment to improve the students' writing skill during the English teaching and learning in the pandemic Covid-19. By deploying a pre-experimental research design, this study involved sixteen eighth grade students in SMP Negeri 13 Semarang as the subjects. To obtain the data, a writing test was employed in term of pre-test and post-test. The result shows that students' writing skill was improved well after Quizizz was implemented regularly during the English teaching and learning. This result implies that Quizizz as a technology-based assessment helps the students to enhance their writing skill.

Keywords: English writing skill, Quizizz, technology-based assessment

INTRODUCTION

The Covid-19 pandemic, which has occurred in almost all parts of the world, currently has a huge impact, especially in the field of education. On March 2, 2020, Reported by Kompas Daily; For the first time, Indonesian President Joko Widodo announced a positive case of the Coronavirus which attacked two Indonesian citizens (Arcana, 2020). Furthermore, the electronic newspaper was written by Arcana also explained that BNPB Indonesia recorded 4,557 cases of COVID-19 which were diagnosed quickly. and a total of 399 deaths were reported in the period (13 March - 13 April 2020). This is slowly causing serious repercussions. All segments of human life on earth are disturbed, without exception education. Many countries have decided to close schools, colleges, and universities, including Indonesia (Halal, 2020). In Indonesia, the

teaching and learning process in every educational institution changes significantly (Abidah et al., 2020). This change happens in the paradigm of face-to-face (F2F) teaching and learning into online teaching and learning (Kemendikbud, 2020).

According to Yulia (2020) in such conditions, the teacher is forced to provide learning using an online system. Seeing how quickly the system commonly used in the world of everyday Indonesian education, namely face-to-face learning suddenly turned into online learning. So, teachers are required to adapt to the online learning system, learning media, and technique as well as the assessment process (Alruwais et al., 2018). Those adaptations require the use of technology in the teaching and learning process. The massive advancement of technology in today's modern era has a huge impact on the education sector (Chien et al., 2014). One of the impacts of technological advances in education is that teachers can easily assess students anywhere without having to meet directly in class (Chien et al., 2018). To support this, the technology-based assessment is considered effective to be applied. According to Arafeh (2015) defines that technology-based assessment (TBA) can be done to measure the performance of a cognitive which focuses on the mastery of digital technology in analysis, delivery, and design. This educational application can be found on the internet.

Quizizz is a learning web that is also available as an application. According to Zuhriyah and Pratolo (2020), Quizizz is generally used by teachers as an alternative assessment medium for all levels of education. In Quizizz web there are features such as themes, memes, avatars, and good music. This is what makes it different from existing educational applications. (Zhao, 2019). Basuki and Hidayati (2019) argue that there is a quiz which is a fun game to take assessments in a class quickly. This is the key feature found in Quizizz, namely the creation of a quiz, which is created by the teacher and later filled out by students. Teacher-created quizzes can be flexibly personalized by the teacher himself. Like giving a pictorial background to each given quiz. There are also various colors in each of the multiple options available such as red, yellow, green, and blue. Moreover, the feedback received by students after answering each question is also very interesting. An animated meme will be displayed indicating whether the student's answer is correct or wrong. Students can immediately see the results of their work on the leaderboard. all of these are provided to help stimulate students' interest and improve their abilities. (Zuhriyah and Pratolo, 2020). One of the students' interests and abilities is in the field of writing.

Writing has been regarded as a burdensome skill that involves a cognitive process (Bozkurd et al., 2016). The difficulty stems from the effectiveness of coordination processes that occur during the writing process. Fareed et al. (2016) mention that the coordination process involves linguistics, cognition, and physical movement processes. Those complicated processes brought another problem for students when they started to generate topics. Generally, it is difficult for students to generate writing topics assigned by the teacher in the writing classroom. Less knowledge allows them to have more time to find and explore ideas for writing (Fraser, 2006; Prastikawati, 2019). Meanwhile, they have a limited time to complete the writing to increase writing pressure. Then, this stress condition will affect the final writing result, and the final result is far from what they had expected before (Setyorini & Prastikawati, 2010). In this case, the process of writing must be simplified by giving more opportunities to write and revise the draft (DiLiDüzgün et al., 2013). In short, teachers should adopt a process and product approach that allows all writing processes to be taught in classroom learning activities so that teachers can direct their students to actively write and review other people's drafts (Prastikawati et al., 2020).

Based on the need educational need experienced today, Quizizz can be regarded as an alternative assessment medium used by English teachers to assess their students. With the application of technology-based assessment, it is expected that teachers will be encouraged to improve information and technology (IT) skills in implementing online English classes. Furthermore, students also remain under the supervision of learning in a pandemic era. According to Rahayu (2018) mentions that Quizizz is an excellent website and application to help in online assessments, not only checking students' knowledge but also their achievement in learning English. Point to the benefits of Quizizz, it is important to investigate how Quizizz can be a technology-based assessment.

Based on the background of the study above, the problems that will be discussed in this study "To what extent is the students' writing ability who are exposed to Quizizz as a technology-based assessment?"

METHODOLOGY

This current study carried out a quantitative research approach in which it applied a pre-experimental research design. In this case, there was only one experimental group/class as the subject of this study. Since the teaching and learning process was limited during the Pandemic Covid-19, only a half of the class members was involved. In this study, the subjects were sixteen students of the eighth grade in SMP Negeri 13 Semarang. In order to collect the data, a writing test was employed as the instruments. This writing test was carried out twice in which it was as a pre-test and post-test. The use of pre-test and post-test was intended to measure the students' pre-writing performance and post-writing performance. In this case, the students were asked to compose a greeting card. After the data was collected, it was analyzed using SPSS 23 to present the mean, standard deviation, and N-Gain of the students' writing performance. Finally, the data was presented quantitatively in some tables.

DISCUSSION

The Writing Performance of the Students Exposed to Quizizz as a Technology-Based Assessment

The student's ability in writing greeting cards taught with Quizizz as a technology-based assessment was presented by their score pre-test and post-test. The student's score of pre-tests and post-tests in the control class was presented in the chart as follows:

Table 1
Description of Pre-Test and Post-Test Data for Control Class

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test of the experimental group	16	22.00	69.00	48.5625	14.34791
Post-test of the experimental group	16	67.00	90.00	77.2500	6.57774
Valid N (listwise)	16				

Based on the data from observations made on 16 students, it shows that the average value of the pre-test of students is 48.56 with a standard deviation of 14.35, while the average value of the post-test of students is 77.25 with a standard deviation of 6.58. This shows that the average score of writing ability in English after using Quizizz as a technology-based assessment is higher than the average ability to write in English before using Quizizz as a technology-based assessment.

Furthermore, to determine the improvement of writing ability in English after using Quizizz as a technology-based assessment is to calculate the value of N Gain with the following formula.

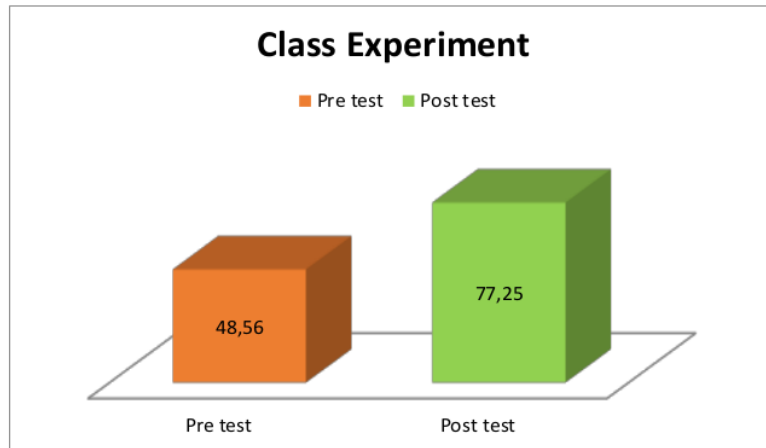
$$N - Gain = \frac{X_{post} - X_{pre}}{X_{max} - X_{pre}}$$

So that the following results are obtained:

Table 2
Description of Pre-Test and Post-Test for Experiment Class

Experiment Class			
Name	Pre-Test	Post-Test	N-Gain
E1	42	78	0,75
E2	64	72	0,31
E3	51	67	0,41
E4	43	71	0,60
E5	22	77	0,81
E6	61	82	0,72
E7	69	84	0,71
E8	62	78	0,57
E9	29	73	0,72
E10	65	80	0,60
E11	47	75	0,65
E12	40	90	1,00
E13	26	68	0,66
E14	47	74	0,63
E15	55	88	0,94
E16	54	79	0,69
Amount	777	1236	10,78
Average	48,56	77,25	0,67

The average N-Gain value of the experimental class is 0.67 because the value is greater than 0.3 and less than 0.7, the increase in value after using Quizizz as a technology-based assessment is included in the medium classification.



The following graph is a histogram graph of the students' average pre-test and post-test scores. Through this histogram graph, it can be clearly seen how the difference in the average score before and after using Quizizz as a technology-based assessment is made.

Chart 1

Average Pre-Test and Post-Test Experiment Class
Chart of Average Pre-Test and Post-Test Experiment Class

Based on the data shown by the chart, it can be seen that the average value of the post-test is greater than the average value of the pre-test, which is $77.25 > 48.56$. So, it can be concluded that the value of using Quizizz as a technology-based assessment is quite effective in improving writing skills in English.

Hypothesis Testing

Table 3
Descriptive Statistic of Hypothesis Testing

Hypothesis	Test used	Average	Standard deviation	Test Statistics Value (Z)	Significance Value	Description
There is a significant difference in the average before and after the use of the application of Quizizz as a technology-based assessment in the experimental class.	Paired T Test	$\bar{X}_{pre} = 48,56$; $\bar{X}_{post} = 77,25$	Sd pre = 14,35 ; Sd post = 6,58	-8,352	0,000	Hipotesis diterima

In the experimental class, the results obtained based on the Dependent T-test using SPSS showed that the Asymp value. Sig (2-tailed) is 0.000. Based on the criteria a significance value of 5% indicates that the value obtained through the test is less than 5% ($0.000 < 0.05$). Therefore, H_0 is rejected and H_1 is accepted, so it can be concluded that there is a significant difference in the mean before and after the use of Quizizz as a technology-based assessment in the Experimental Class, which means that Quizizz as a technology-based assessment has an effect on improving writing skills in English. Furthermore, the writer found the results of the ability to write greeting cards taught through the Quizizz application as a formative assessment. As in the control class, the experimental class also conducted pre-test and post-test. However, before conducting the post-test, the experimental class was treated online through the Quizizz application and the Google Meet application as a medium for audio and visual communication with students. The writer explains the material about greeting cards and students are allowed

to ask questions. through the Quizizz application, the writer also gives a question in the form of a multiple-choice quiz to students whose answers cannot be seen by each other. So, every student cannot cheat. As stated by Rahmad et al., (2019) to minimize cheating in answering questions, Quizizz facilitates teachers to use features to randomize questions. Based on table 4.3 the pre-test that has been carried out by students in writing greeting cards obtained an average result of 48.56 with a standard deviation of 14.35. The lowest yield is 22.00 and the highest yield is 69.00. After getting treatment through the Quizizz application, students get a post-test. This post-test uses an instrument in the form of greeting cards with three different themes. The results showed good results as shown in table 4.3. The post-test results of the experimental class showed that the average ability of students in writing greeting cards taught using the Quizizz application as a formative assessment was 77.25 with a standard deviation of 6.58. The lowest yield was 67.00 and the highest yield was 90.00. It is categorized as good.

There are several things that make experimental group is more improved in their writing skills First, as we can see, today's students tend to prefer learning to use smartphones or other things. Student performance will be more effective when they are accustomed to using technology as well as sufficient understanding of the material (Adams and Hamm, 2010). The second reason, students prefer the new things contained in the Quizizz application, such as answering questions quickly and accurately, they will get special tools that can be used as assistance in answering the next question, besides that there will be competitive because the Quizizz application directly creates live rankings between students. and also, musical presentations in questions that can relax students in doing quizzes. So that students will feel happy and challenged when participating in the teaching and learning process.

In the experimental class, students tend to be active in giving ideas and be more creative in writing greeting cards. This can be seen from the results of the post-test they did. Here, it implies that Quizizz is considered as an interesting application (Zuhriyah & Pratolo, 2020) and effective for evaluating student performance in learning (Zainuddin et al., 2020). Further, Quizizz is also an alternative way of technology-based assessment (Saleh & Solomon, 2019). Based on this statement, it can be concluded that Quizizz as a technology-based assessment is very effective for improving the students' writing skill.

CONCLUSION

The ability to write greeting cards for seventh-grade students of SMP N 13 Semarang in the 2021/2022 academic year by comparing the average pre-test and post-test scores got satisfactory results. With an average pre-test value of 48.56 and an average post-test value of 77.25, it shows that Quizizz as a technology-based assessment can improve students' ability to write greeting cards effectively. However, further research needs to investigate more on the effectiveness of Quizizz by involving the larger samples and considers the other mediating factors such as students' computer skills and motivation to present more detail data finding.

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