Application of Learning Videos and Quizizz in Increasing Students Interest in Learning English in Middle Schools

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ABSTRACTS

The government's policy towards the education sector during the pandemic by imposing Distance Learning is still experiencing many obstacles. Many students have difficulty understanding the concept of monotonous lessons and learning so that students become bored and lose interest in learning. This study aims to see the application of learning videos and Quizzes in increasing students' interest in learning English in the 9th graders. During the learning activities, students first listened to the learning video, then after understanding the material in the video, students were asked to work on practice questions on Quizizz. This study used qualitative descriptive research, with the research subject being the 9th graders. The instrument used is a test instrument in the form of a quiz on the Quizizz application which consists of 15 questions, and interviews as a reference to determine students' understanding and learning interest in the use of learning videos and Quizizz applications. The results showed that the use of learning media using audio-visual media was quite effective in increasing students' interest in learning and understanding English subjects. Because students better understand the material in the form of videos, and also this Quizizz media is not only easy to use but also fun like playing a game. So that students do not feel burdened with assignments. Interactive and fun learning has an impact on increasing student interest in learning.

1. INTRODUCTION

We conducted the program at one of the middle schools in Kuningan regency, especially helping the learning of English teachers and cultural arts teachers. In that school as long as online learning is carried out teachers usually do learning through WhatsApp, because it is practical to use it. The WhatsApp application was chosen based on consideration of the condition of the students at the school where we taught (Nurhayati & Lestari, 2020). Previously, they had tried to use Google Classroom, but the students had difficulty submitting assignments. The use of video conferencing such as zoom and Google meet has not been used to support learning activities, this is because some students are constrained by the facilities. Some of them still use their parents' or siblings' handphones, and also the problem of limited quota. Giving material and assignments via WhatsApp is less interactive so that learning through WhatsApp causes students to feel bored and lose interest in learning. Besides that, the ability of teachers in mastering technology is still lacking. Some of them only rely on books to support teaching and learning activities.

Interest has a huge influence on someone's activities because with interest someone will do something that interests him and vice versa without interest it is impossible to do something (Harahap *et al.*, 2021). This seemingly endless pandemic can cause a mental burden on students (Apriyanto, 2020). Students feel the uncertainty of school closures so that their interest decreases. The assignments given to students are also burdensome because students' understanding is limited. The solution to overcome students' declining interest in learning is by applying learning video media and quiz in learning English.

Maslifah & Wahyuningsih, (2020) explained that the learning videos given to students can overcome the problems they face because this learning video media can be used by every millennial generation and can be used repeatedly, making it easier for teachers not to have to explain the material many times. Especially when distance learning sometimes some students experience network problems, these learning videos can be used at any time so that learning becomes more flexible. Apriyanto, (2020) explained that students' interest in learning decreased slightly because studying at home was not surprising, even many students did not pay attention to the teacher when explaining the subject matter, in addition to the lack of student participation in doing exercises and sample questions. Their interest in learning decreased slightly because studying at home was not fun.

One of the interesting and interactive learning media that prioritizes collaboration, communication, and can lead to interaction between students is through games that have the characteristics of creating motivation in learning, namely fantasy (fantasy), challenges (challenges), and curiosity (curiosity) (Irwan *et al.*, 2019). Quizizz is a game-based educational application, which brings multiplayer activities to the classroom and makes in-class practice interactive and fun (Purba, 2019). Alternative use of assessment can be in the form of quizzes as a stimulant that is "fun" but still "learning" which can refresh memory, be interesting, and give a good impression in students' brain memory (Noor, 2020). So that the use of Quizizz is expected to increase students' interest and understanding of the material being taught. This Quizizz has features that are similar to games, there are avatars, various themes, entertaining memes in between Quizzes, and music. When students work on the questions on Quizizz, students can see the ranking based on the score they get. It challenges students and motivates them to learn. The teacher can see the standings directly when students are working on Quizizz, and after finishing the results of student performance can be downloaded in excel format.

Therefore, the purpose of this study was to see the application of learning videos and Quizizz in improving students' interest and understanding of learning English in the 9th graders. This study used qualitative descriptive research, with the research subject being the 9th graders. The instrument used is a test instrument in the form of a quiz on the quizizz application which consists of 15 questions, and interviews as a reference to determine students' understanding and learning interest in the use of learning videos and quizizz applications.

2. METHODS

This research was conducted at one of the middle schools in Kuningan Regency. The research was carried out in the first semester of the 2021/2022 academic year, precisely from mid-July to the end of July 2021. The subjects in this study were the 9th-grade students.

This research is experimental and uses the type of research Pre Experimental Design. The purpose of this study was to determine the effect of the application of instructional video media and Quizizz on the basic competence of identifying social functions, structures, texts, and linguistic elements of oral and written interpersonal interaction texts involving the act of expressing hope, prayer, and congratulations on happiness and achievement. and respond to them, according to the context in which they are used. The learning video made contains material "expression of congratulation".

The data collection method in this study used the interview method and student learning outcomes tests. The data collection instrument used was an interview via Whatsapp with 24 respondents in the 9th graders, and a test using the Quizizzapplication. Data analysis techniques include data analysis of learning test results to determine student understanding after seeing learning videos, as well as descriptive data analysis used to analyze learning implementation data using learning video media and Quizizz.

The research design used is One-Shot Case Study, that is, after the application of learning video media, the results are observed to determine student learning outcomes. The implementation of the research is divided into several stages, namely the first stage of conducting discussions with the teacher regarding the program to be implemented, then determining the material to be given in the first week of learning activities. In the second stage, we compiled the material that will be included in the learning video, and after that conducts consultations with the teacher concerned whether it has met the competence or not. After the material is ready, we made a learning video using the windows movie maker application and is assisted by a listening media application to make audio conversations in the learning video. Then after the learning video was finished, we made practice questions that were entered into the Quizizz application. The third stage, the implementation of learning using learning videos and Quizizz.

The research instrument used is in the form of questions about learning video media and Quizizz, which are applied to learning English, including:
1. Are the learning videos provided easy to understand?
2. How does it feel to take a quiz using Quizizz?
3. Is after doing the quiz the material is increasingly mastered or not?

3. RESULTS AND DISCUSSION

The English learning carried out begins with the provision of material through learning videos that we have made. Based on interviews that have been conducted with 24 respondents from the 9th grade about learning videos, we asked whether the learning videos were easy to understand or not. The results of the interview on question 1 are shown in **Figure 1**.

Based on the results above, it is explained that 67% of students understand the material from the learning videos. And 29% of students quite understand the material, and 4% of students still have difficulty. The use of this learning video makes it easier for students to understand the material. One of the advantages of using video is that it can make students not feel bored to learn and attract more students' attention to make students concentrate fully on the video that is shown (Yulisa *et al.*, 2020). Some students stated that the use of learning videos made it very easy to explore the material because there were examples of the conversation, how to pronounce the vocabulary/sentences, and how the expressions were used. Some students still don't understand and still have difficulty understanding the material. Muttaqien, (2017) explained that when students' vocabulary is very minimal, students will have difficulty understanding the material well.

After students learn through learning videos, the teacher asks students to ask if there is something they don't understand, but each class on average is very passive when the teacher asks them to ask questions. Then, learning is continued by doing practice questions on the Quizizz application. This is their first time using the Quizizz app. Students access the live quiz link that has been shared in the Whatsapp group. By using Live Quizizz, exams are carried out simultaneously to minimize cheating in exams and improve student discipline (Amany, 2020). Below is the response from students when they first used Quizizz, which is shown in **Figure 2**.

Based on the results above, it is explained that 100% of students feel fun when doing Quizizz. Not boring because there is music, it looks interesting, and there is also a score on the leaderboard so they think it's like playing a game. There are even students who take Quizzes repeatedly to get a high score as shown in **Figure 3**.
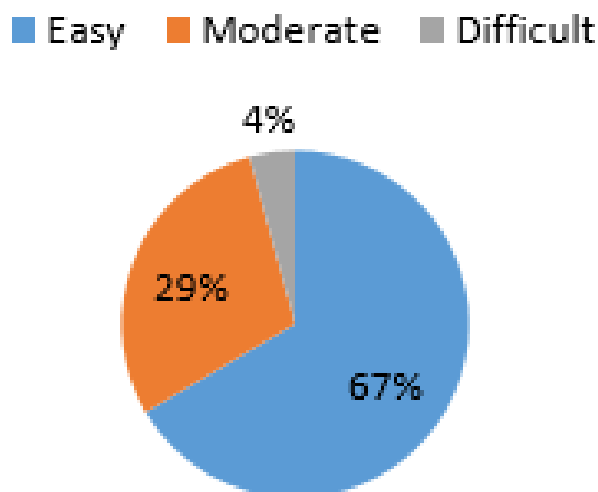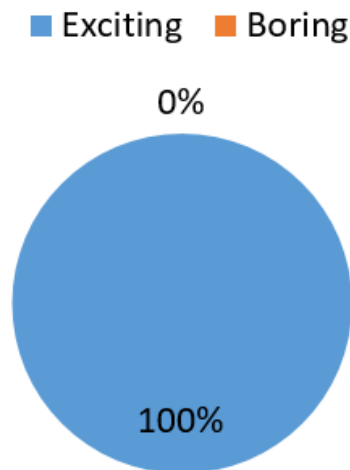

Figure 1. Question diagram 1.

Figure 2. Question diagram 2.

Figure 3. Some students try the quiz several times.

This study supports previous research conducted by Wibawa *et al.,* (2021) with the title "Game-Based Learning (Gbl) As Innovation And Solutions To Accelerate Learning Adaptation In The New Normal Time" stating that Quizizz games raise enthusiasm for students in the learning process because students are challenged to reach the highest score to be the winner. This quiz can intentionally be done repeatedly by each student because we wanted students to get used to using the application. In addition, it makes students repeatedly fill in random questions, so that their understanding can be further improved. This is evidenced by student statements after using Quizizz whether they become more understanding or not, which can be seen in **Figure 4**.

Based on the results above, 83% of students are increasingly mastering the material, 16% of students are quite understanding of the material. The practice of using Quizizz is not only to measure students' understanding after listening and understanding the learning video, it is also a tool to further deepen the material with questions in which there are new examples. The use of this Quizizz improves students' understanding because they are comfortable and happy when learning so that the material can be absorbed well.
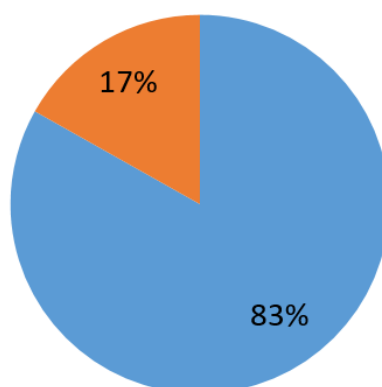
Figure 4. Question diagram 4.

In the implementation of this research, the application of Quizizz still cannot be maximized because students are new to using it, and some students have problems so the results of the Quizizz test that was tried out in 5 classes are still relatively low. This is evidenced in the test results in **Table 1**.

Based on the diagram above, it can be seen that the percentage of students who take Quizzes in class 9A is 71%, and the percentage of accuracy in answering the questions is 48%. The percentage of students who take Quizzes in class 9B is 63% and the percentage of accuracy in answering the questions is 31%. The percentage of students who take Quizzes in class 9C is 43% and the percentage of accuracy in answering the questions is 48%. The percentage of students who take Quizzes in class 9D is 60% and the percentage of accuracy in answering the questions is 43%. The percentage of students who take Quizzes in class 9E is 75% and the percentage of accuracy in answering the questions is 34%.

In contrast to Mulyati & Evendi, (2020), they concluded that Quizizz improves student learning outcomes, the application of Quizizz to students is carried out in 2 cycles so that progress can be seen. student. The research was also carried out face-to-face in the classroom so that the teacher could observe students while doing the Quizizz app, and would help students who had problems when doing the Quizizz app. While the research that we did was limited by the distance from the students due to online learning, besides that the time for the implementation of the KKN program with learning in the new semester was very short so we still could not conclude that the use of Quizizz improved student learning outcomes because students only used this Quizizz once.

The low percentage of test results is also due to several obstacles experienced by students, this Quizizz application in addition to having many advantages, some shortcomings cause students difficulty in working on questions. Salsabila et al. (2020) explains some of the shortcomings that Quizizz has, including an unstable internet network, so that some children exit the game because this application can be opened on the web, students can open a new tab that allows students to look for answers to questions first, the limited duration in each question triggers students to answer quickly because they want to get a top rank, and if they don't answer quickly, students are worried that their ranking will drop, and if students are late joining the live quiz it will be an obstacle. or new problems.

Table 1.Result test using Quizizz application.

Class	Attendanse	Test accuracy percentage
Class 9A	71%	48%
Class 9B	63%	31%
Class 9C	43%	48%
Class 9D	60%	43%
Class 9E	75%	34%

4. CONCLUSION

From the results of the research above, learning video media in supporting learning activities proved quite effective in improving students' ability to understand the material. Practice questions using the Quizizz application have been proven to increase student interest in learning, and students feel happy when working on questions because it is like playing a game. Although the test results show that the accuracy of students in answering questions is still low, it is enough to arouse their enthusiasm for learning. The limited learning time during this program made us feel that it is not enough to apply learning videos and Quizizz applications to students. Because this is the first time the students have tried the Quizizz application, they still need to adapt to the media. The application of learning videos and Quizzes can be a solution to solve distance learning problems. Besides that, it can be carried out well and also continues to produce outstanding students.

5. ACKNOWLEDGMENT

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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