

**THE USE OF QUIZZZ AS AN ASSESSMENT
TOOL TO ENHANCE STUDENTS' MASTERY OF
SIMPLE PRESENT TENSE**

THESIS

Submitted in Partial Fulfillment of The Requirement
For Degree of Bachelor of Education
In English Education



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Wassalamualaikum Wr.Wb

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DEDICATION

This thesis is dedicated for my beloved family, my teacher, my friends, and all readers

MOTTO

الإخلاص روح العمل
(Ikhlas is the spirit of work)

ABSTRACT

Title : THE USE OF QUIZIZZ AS AN ASSESSMENT TOOL TO ENHANCE STUDENTS' MASTERY OF SIMPLE PRESENT TENSE

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This study aimed to explain the effectiveness of using Quizizz as an assessment tool to enhance students' mastery of simple present tense. The research utilized a quantitative method and quasi-experimental design. The total number of participants in this study is 68 the eighth graders of SMP N 16 Semarang. They were divided into two groups, Class VIII A as the experimental group was taught using Quizizz they are 34 students while class VIII C as the control group was taught using lecturing, They are 34 Students. In detail, class VIII C consist of 18 female students and 16 male students. class VIII A consist of 20 female students and 14 male students with the average age 13 to 14 years old in every class.

Data were collected through pre-test, treatment, and post-tests, and the results were analyzed using SPSS 27. The result showed that the use of Quizizz for assessing simple present tense is possible to enhance

students' understanding in simple present tense. The findings showed that the experimental group had a significantly lower Asymp. Sig (2-tailed) score of 0.02, indicating that Quizizz was able for improving students' mastery of simple present tense. In contrast, the control group had an Asymp. Sig. (2-tailed) score of 0.657. Furthermore, experimental class' average score was lower than 0.05, indicating a significant improvement in students' mastery of simple present tense. The hypothesis was accepted, suggesting that using Quizizz as an assessment tool for simple present tense can boost students' understanding of the topic, as evidenced by the pre-test and post-test scores. By this result, it is concluded that there is a significant difference on students' simple present tense mastery who are taught using Quizizz and who are not taught using Quizizz. It shows that Quizizz is effective to facilitate students' simple present tense mastery. In addition, Quizizz is benefit for teachers and students because it is easy to use, and can be done anywhere and anytime.

***Keywords:* Education, Grammar, Learning Media, Simple Present Tense, Quizizz**

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First, the researcher thanks and praises Allah SWT for blessing and guidance throughout the process of completing this thesis, allowing the writer to successfully complete the final project titled "The Use of Quizizz Learning Media to Enhance Students' Mastery of Simple Present Tense." Second, the researcher conveys peace and salutation to the prophet Prophet Muhammad SAW, who has guided us from darkness to light. Throughout the process of preparing this thesis, the writer has gotten a great deal of support and assistance from many people. As a result, the researcher would like to offer gratitude for:

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2. Dra. Nuna Mustikawati Dewi, M.Pd., as the Head of the English Department of the Education and Teacher Training Faculty at UIN Walisongo.
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7. Bina Insani Family, particularly Mr. Hakim Junaidi and Mrs. Mutiah, who work as carers at Pondok Pesantren Bina.

The researcher is aware that this thesis is not perfect and expects that constructive feedback will help to enhance its quality. The researcher expects that this thesis will help to advance the English teaching and learning process and benefit everyone.

Semarang, 1st of May 2023

The researcher

A handwritten signature in black ink, appearing to read 'Andika', written in a cursive style.

Andika Esafaisa Firjafirdaus

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CHAPTER I

INTRODUCTION

This chapter includes the study's background, the reason for choosing the research issue, the research questions, the objectives, and the importance of the study. The researcher describes the reasons for being interested in utilizing Quizizz as an assessment tool for teaching simple present tense as the topic of the study.

A. BACKGROUND OF THE STUDY

English education is an essential aspect of school curricula in many countries, including Indonesia. English education is becoming increasingly crucial in today's globalized world, where English has become the main language for worldwide communication. Grammar, as a fundamental part of language instruction, is critical in developing students' knowledge of the language. Simple present tense is the basic tense in the English language and a vital part of grammar that students must acquire in order to successfully utilize the language.

Grammar is a branch of linguistics that studies how words are arranged and constructed. Grammar was often thought to be the most important aspect of language since it is through grammatically correct words and phrases that meaning and comprehension are generated. In their book *English Grammar for Today*, Geoffrey Leech and his colleagues argue that grammar is made up of rules that explain how words can be joined in some ways but not others. People must understand these

principles in order to build meaningful sentences in a language.¹ Grammar must be learned in order to achieve fluency in a language since the listener or reader may not understand the intended message if we are unable to express our ideas effectively. To comprehend message, sentences must be correctly constructed utilizing good grammar.²

Simple present tense is a fundamental feature of the English language that students must grasp in order to successfully communicate in spoken and written formats. It is critical for ESL/EFL teachers to understand the structure of the English language. They must be able to discuss sentence components, such as different sorts of words, as well as their purposes within sentences and wider contexts. Educators can successfully identify what their pupils need to study in order to grasp the language using this insight. It is impossible to appreciate what pupils need to know in order to acquire competency without a fundamental comprehension of the language and its complexity.³

Teaching simple present tense may be difficult for teachers, especially when it comes to keeping pupils motivated and engaged in their studies. Maria's study

¹Lecch, G., Deuchar, M, and Hoogenroad, R. (2013) 'English Grammar for Today: A New Introduction p.60', *RELC Journal*, pp. 95–100.

² Richard, J. R. and S. (2010) *Longman Dictionary of Language & Applied Linguistics*. London: Pearson Education Limited. p.251

³ Andrea De Capua (2008) *Grammar for Teachers A Guide to American English for Native and Non-Native Speakers*. New York: New Rochelle: College of New Rochelle. p.168

"Kesalahan Umum Yang Dilakukan Siswa SMA Kelas 1 Pada Penulisan Kalimat Simple Present Tense" revealed that students do not yet understand how they create positive, negative, and interrogative sentence structures, as there can also be mistakes in subject-verb change when composing sentences..⁴ The study suggested that these issues arise by the conventional method of teaching grammar, which usually focuses on memorization and repetition, might be difficult for learners, leading to reduced motivation and interest in learning. In conventional textbooks, all information concerning sentence patterns is given in the form of 'rules' that the student applies in a series of unconnected sentences by completing in empty spaces or supplying the right form of words in brackets. This strategy has been shown to be quite ineffective. Of course, it decreases students' comprehension. It reduces students' interest in grammar and bores them. These concerns must be addressed in order for pupils to have a better knowledge of grammar material and to think that grammar is a fun skill.

Traditional grammar instruction, which sometimes implies memorization and repetition, can be monotonous for students. As a result, students may lose inspiration and an interest in learning. Traditional textbooks teach sentence patterns as rules that students utilize to fill in gaps or supply the right word form. This method has shown to be ineffective. As a result, learners fail to grasp and lose interest in grammar, which leads to

⁴ Widayanti, M. J. A. (2008) 'Kesalahan Umum Yang Dilakukan Siswa SMA Kelas 1 Pada Penulisan Kalimat Simple Present Tense', *Lembaran Ilmu Kependidikan*, 37(1), pp. 29–36.

feeling bored. These issues must be discussed in order to increase learners' comprehension of grammar and make them regard it as a valuable ability.

One way is to employ digital assessment tool in the classroom. The usage of digital tool in teaching languages has been shown to improve students' interest and motivation in learning a language. Quizizz is a popular digital learning tool that allows teachers to develop and administer quizzes and has become extensively utilized in many language courses.

In recent years, there has been an increase in interest in the use of Quizizz in teaching languages, with various studies demonstrating the potential advantages of employing digital tools in classrooms, including Quizizz, which was identified as having good impacts on students' language acquisition. Wulandari (2022) discovered, for example, that Quizizz is a prominent platform that was frequently used as an educational tool to inspire pupils. Quizizz has proven helpful in raising students' interest in the learning process by delivering a pleasant and engaging learning experience. As a result, students' learning results improve as they become more motivated and focused on their learning subject.⁵

Quizizz, according to Zhao (2019), is a learning tool that allows students to participate in fun multiplayer class activities. According to Marpaung's (2021)

⁵ Wulandari, E. (2022) 'Quizizz application for English online learning: The students' perception', *Jurnal Pendidikan dan Pengajaran (PAJAR)*, 6(3), p. 640–645

research, the benefits of utilizing Quizizz include that it is available via the website. The Quizizz program has various advantages for English language learners. To begin, instructors can select from a selection of activities produced by other teachers. Second, after finishing the activities, students may immediately view their scores. Third, the application is quite useful and may be utilized at any moment. Fourth, each student's progress is tracked using a rating system. Finally, after students submit an answer, the program delivers rapid responses in a format of right and wrong answers.⁶

The researcher concentrated on discussing the usefulness of utilizing Quizizz to improve students' understanding of simple present tense. Previous study has demonstrated that employing Quizizz in language instruction has certain potential benefits, notably in enhancing students' interest and understanding of course material. Quizizz may provide students quick feedback on their answers, allowing them to reflect and identify parts for growth.

The purpose of this study was to determine the efficacy of utilizing Quizizz in teaching simple present tense to eighth grade students at SMP N 16 Semarang. Participants are divided into two groups, with one teaching simple present tense utilizing conventional techniques and the other utilizing Quizizz. Pre- and post-tests were used to collect data. This study offered information regarding the possibility of Quizizz as a

⁶ Marpaung, S. (2021) 'Pemanfaatan Quizizz Sebagai Media Penilaian Pembelajaran Bahasa Inggris', *Jurnal Global Edukasi*, 5(1), p. 43–48.

media for learning English by analyzing the efficacy of utilizing Quizizz to improve students' grasp of simple present tense. Finally, this research has the ability to inform and develop English education methods by providing educators with creative and successful way.

The findings helped to clarify the advantages of adopting Quizizz in language instruction and will be valuable for English instructors and institutions seeking for innovative and successful methods to teach English. In conclusion, this study added to the knowledge on the utilization of Quizizz in teaching languages and the potential advantages of utilizing Quizizz to improve students' understanding of simple present tense.

The topic of study was chosen by the study's researcher for these reasons:

- Grammar is an important component of learning English, and a number junior high learners struggle with it.
- To improve writing skills in junior high pupils, as simple present tense is the foundation of grammar taught in junior high.
- Using Quizizz to teach grammar is a fresh and unique strategy that has the potential to increase students' grasp of grammar.
- The researcher aims to analyze the effectiveness of utilizing Quizizz in teaching simple present tense at SMP N16 Semarang throughout the academic year 2022/2023.

B. RESEARCH QUESTION

The following is how the researcher expressed the research question:

- How is the effectiveness of utilizing Quizizz as an assessment tool to improve students' mastery of simple present tense at SMP N 16 Semarang eighth graders in the academic year 2022/2023?

C. RESEARCH OBJECTIVE

The following was the researcher's goal:

To explain the effectiveness of using Quizizz as an assessment tool to improve students' mastery of simple present tense at SMP N 16 Semarang eighth graders in the academic year 2022/ 2023.

D. Limitation of The Study

This study focuses on analyzing Quizizz as an assessment tool to enhance students' mastery of simple present tense at the eighth graders of SMP N 16 Semarang in the academic year of 2022/ 2023, the participants are the students of class VIII A and VIII C of SMP N 16 Semarang. There are 34 students in every class. with detail class, VIIC consist of 18 female students and 16 male students. class VIII A consist of 20 female students and 14 male students with the average age 13 to 14 years old.

E. Significance of The Research

The study's findings have some beneficial contributions and benefits for the researcher, students, teachers, and the school. They are as follows:

- For the researcher

This study could offer the researcher with fresh experiences and knowledge that will help him into better educators in the future. The project will also allow the researcher to investigate novel and successful teaching approaches for English learners. The comparative findings of the group taught using lecturing and the group taught using Quizizz can indicate the benefits and disadvantages of utilizing Quizizz in English learning. This This data may be utilized to create more successful lesson plans and materials adapted to the necessities of language learners.

- For the students

The research may increase students' enthusiasm and pleasure in learning grammar, leading to improved knowledge and mastery of the topic. The study's findings may help to increase students' interest and satisfaction in learning grammar, which is usually a difficult subject for many pupils. Students' increased interest in the learning process may have a good influence on their attitude toward learning, leading to improved knowledge and mastery of the subject matter. Furthermore, the study's findings might offer a significant boost to the prospective benefits of adopting Quizizz for learning English.

- For the teachers

The study's findings might assist teachers in developing an effective strategy to teaching grammar, perhaps leading to improved learning outcomes for pupils. This study may motivate language teachers to implement new and interactive teaching tactics that include Quizizz in language education in order to create a

pleasurable and successful learning experience. These findings may also be useful to schools, since they may assist influence the creation of language education programs and advise recommendations about the use of digital technologies in teaching languages.

- For future researchers

This study may serve as information for future researchers, inspiring them to perform more research on the use of creative media in learning grammar. The study also serves as an argument for future studies to enhance the methodology and conclusions of this study. This study may open the way for additional research into the use of different media and platforms in language instruction by investigating the impact of utilizing Quizizz in teaching grammar. This might lead to the creation of more creative and productive ways to learn a language, with future advantages for both instructors and pupils.

Overall, this research may be able to make significant contributions to the area of English language education, with considerable consequences for teaching techniques and student results. It may give helpful ideas into the effectiveness of utilizing Quizizz for grammar lessons and motivate further study in this field.

CHAPTER II

LITERATURE REVIEW

This section covers the literature review and past research. The review of literature discusses the meaning of grammar and simple present tense, simple present tense usage and patterns, simple present tense use, and previous research.

A. LITERATURE REVIEW

1. Definition of Grammar and Simple Present Tense

Grammar

Grammar, according to Geoffrey Leech et al. in his book "English Grammar for Today," is a set of rules that allows us to combine words in specified ways. Understanding these norms is critical for forming cohesive and meaningful expressions.⁷

Grammar is essential for efficient communication in spoken and written languages. It creates the patterns and rules of language by modifying words and combining them into complete sentences. Grammar understanding is necessary for successful study of a language because it allows learners to recognize grammatical forms. Grammar study helps students enhance their speaking skills, increase their effective communication, and fix typical errors that occur during

⁷ Lecch, G., Deuchar, M, and Hoogenroad, R. (2013) 'English Grammar for Today: A New Introduction', *RELC Journal*, P. 3.

conversations.⁸

Tenses, modals, verbs, prepositions, adjectives, and other components are part of grammar. Tenses are an important aspect of learning English grammar. Mastering tenses is essential for building well-formed sentences. Tenses are time-related, denoting when an action or activity occurs. Time is divided into three categories: past, present, and future. In English, there are eight tenses: simple present, present continuous, present perfect, past continuous, present perfect continuous, and past perfect continuous. However, this study only looks at the current moment, sometimes known as the “present tense”.

Simple present tense

Simple present tense is the most basic and commonly used in daily activities, relationships, and communication. To communicate properly in oral and written English, you need to understand this tense. Students must master the norms of simple present tense in order to compose appropriate sentences about their daily activities.

According to Hewings (2002), Simple present tense is used for describing routine or regular behaviors, items, or habits. As stated by Azar (2010), Simple present tense is used to depict habits or behaviors that are valid on an ongoing or frequent routine. It is constructed

⁸ Nadiah Ma'mun (2016) 'The Grammatical Errors on the Paragraph Writings', *Vision: Journal for Language and Foreign Language Learning*, 5(1) p.10

by utilizing the verb's basic form. According to Azar, Simple present tense is frequently used with frequency adverbs like as "always," "never," "sometimes," "usually," and so on to express how frequently the activity occurs. Mastering these aspects will make it easier for students to construct sentences.⁹

Form

A. Simple present tense in positive of a verb, e.g. *bring, drink.*

You bring a book to the school every day.

I usually drink a glass of water in the morning.

The third person singular has –s or –es.

Alan brings a book to the school every day.

Toni always goes to the school on foot.

B. In the negative we use *do not or don't* + base form

I do not bring a book to the school every day.

You don't make me happy.

In the third person singular we use *doesn't* + base form.

Abdul does not bring a book to the school every day.

This examination doesn't take a long.

(Not... no takes long, AND NOT... doesn't takes long.)

C. In the questions we use *do* + base form.

Do you play football after school?

What do you do?

⁹ Wulandari, S. (2019) 'Teaching Simple Present Tense to the Fifth Year Students of SD Negeri 12 Palu through Jumbled Words', *Journal of Foreign Language and Educational Research*, 2(2), pp. 41–48.

In the third person singular we use *does*.
Does Ari play football after class?
How long does the examination take?
(Not *How long takes the journey?*)¹⁰

Endings: -s, and y

The -s/-es ending

We add -s for a regular noun plural or simple present third person singular.

Books Pens Bottles Smells Lamps

After a sound like s,z, or ch, we add -es.

Glasses teaches smashes fixes

Consonant + y

When a word ends in consonant + y, the y changes to *ie* before s.¹¹

Fly → *Flies*

If the simple form of a verb ends in -s, -z, -sh, -ch, -x, or -o (after consonant), add -es.

Example: - watch - watches

I watch a movie in in my room.

Atika *watches* television with his friend.

- cross - crosses

I cross the river to go to school.

Aulia *crosses* the river to go to school.

- go - goes

They go to the beach.

Nisa *goes* to bus station.

- brush - brushes

¹⁰Eastwood, J. (2008) *Oxford Learner's Pocket Grammar*. Oxford: Oxford University Press. p.52

¹¹*Ibid* p.354

I brush my jacket.
 My brother *brushes* the carpet.
 - mix - mixes
 We *fix* milk and soda.
 Rido *fixes* milk and soda.

2. The Pattern of Simple Present Tense

Affirmative Subject + Verb 1 St form	- {I-You-We-They} <u>walk</u> - {He-She-It} <u>walks</u>
Negative Subject + do/does not	- {I-You-We-They} do not <u>walk</u> - {He-She-It} does not <u>walk</u>
Interrogative Do/does + Subject + Verb 1 St form	- Do {I-You-We-They} <u>walk</u> - Does {He-She-It} <u>walk</u>

Note : Do or does are not used with is, am and are

Negative : You are not lazy
 {She-He-It} is not (isn't) lazy
 {We-You-They} are not (aren't) lazy

Interrogative : am I lazy?
 Is {She-He-It} lazy?
 Are {We-You-They} lazy?

Simple Present Tense: Short Answers to Questions

Question	Short Answer	Complete Answer
Does Amin like tea?	Yes, he does.	Yes, he

	No, he doesn't.	likes tea. No, he doesn't like tea
Do you like tea?	Yes, I do No, I don't	Yes, I like tea No, I don't like tea

3. Verbal and Nominal Sentences in Simple Present Tense

Verbal Sentence:

Simple Present Tense uses the base verb (infinitive without "to") or an auxiliary verb "do/does" + infinitive with "to".

Positive form: Subject + verb (in base form) + complement Example: "I take a breakfast every day."

Negative form: Subject + do/does (not) + verb (in base form) + complement Example: "I do not take a breakfast every day."

Interrogative form: Do/Does + subject + verb (in base form) + complement? Example: "Do I take a breakfast every day?"¹²

Nominal Sentence:

Simple Present Tense uses the auxiliary verb "be" (am, is, are) + subject + complement.

¹² Swan, M. (2005). *Practical English Usage* (3rd ed.). Oxford University Press. p 462

(+)	Subject+to be (am/is/are)+Object+Complement
(-)	Subject+ to be (am/is/are)+not+V1+Object+Complement
(?)	to be (am/is/are)+Subject+V1+Complement?

*notes:

I utilize am as a subject.

The usage of He, She, and It is as follows:

Subject to you, they “are” as to be

Examples:

(+) She is a doctor

(-) She is not a doctor

(?) Is she a doctor¹³

4. Usage of Simple Present Tense

1. It is applied to define routine acts or those that occur on a regular basis..

Example:

a. The train *leaves* at 9 a.m. every Wednesday.

b. He *drives* to work

2. Simple present tense is frequently employed with

¹³ <https://www.gramedia.com/literasi/simple-present-tens>

e/#Rumus_Simple_Present_Tense

adverbs or adverb phrases like: always, never, occasionally, frequently, sometimes, generally, once a week, on Monday, twice in a year, and so on.

Example:

- a. I *always* go by car
- b. It *rains* in winter

3. It is also used to represent universal truths--facts or thoughts that are true or are thought to be relevant to all time.

Example:

- a. Living things *need* water
- b. Dry wood *burns* easily

4. Simple present tense is used when describing acts or conditions that are happening right now.

Example:

- a. They *work* six days a week
- b. He *is* a student¹⁴

When discussing a timeline, we might occasionally use the present simple for the future.

The meeting is on May 13.

The train leaves in five minutes.

What time do you arrive in New York?

We do not use the present simple for decisions or intentions.

I'll carry that for you.

(Not ~~I carry that for you.~~)

¹⁴ Department of Research and Development of Syllabus Kulliyatu-l-Mu'allimin Al-Islamiyyah (KMI) (2001) *English Grammar 2 For Class Four*. 2nd edn. Ponorogo: Darusslam Press. p.2

They're going to build a road through here soon.

4. The present tense in a sub-clause

In words including if, when, as, while, before, after, till, by the time, or as soon as, we frequently employ the present simple for future time. This occurs when both clauses concern the future.

If we meet at seven, we'll be in time.

My dad is going to retire when he's sixty.

Let's wait until the rain stops.

Call me as soon as you have any news.

(Not ...as soon as you'll have any news)

The same thing happens in a relative clause or noun clause.

There will be a prize for the person who scores the most points.

Make sure everything is left tidy, will you?¹⁵

5. The Importance of Simple Present Tense

Simple present tense is a fundamental and basic element of the English language. It is commonly utilized in both spoken and written English and is necessary for daily activities, interactions, and conversation. It is one of the most crucial tenses for students to acquire since it serves as the basis for comprehending other English tenses and structures of sentences.

Tenses have proved to be an essential part of English language ability in the context of language

¹⁵ Eastwood, J. (2008) *Oxford Learner's Pocket Grammar*. Oxford: Oxford University Press. p.81

education. According to Azar (2002), Simple present tense is employed to depict routines or everyday actions and to make generic comments. It is a tense used to represent current activities or acts, as well as events which are repeated on a regular basis.¹⁶

The researcher considers Azar's theory of simple present tense is correct. The description of simple present tense is likewise correct and gives a clear grasp of its use and function. As we all know, learning simple present tense is critical since it provides the foundation for comprehending other English phrases.

According to Brewton (1963), Simple present tense is employed to illustrate everyday actions and to communicate general truths. For third-person singular subjects, Simple present tense is constructed by taking the basic form of the verb and adding the suffix -s or -es. Mastering the rules for generating sentences in simple present tense is critical for students since it allows them to create sentences appropriately and avoid frequent errors.¹⁷

Simple present tense is also an important part of the English language for the development of other abilities such as reading, writing, and speaking. According to Linda (2019), students who learn simple present tense have a better knowledge of sentence

¹⁶ Azar, B. (2002) *Understanding and Using English Grammar*. 3rd edn. New York: Pearson Education. p.14

¹⁷ Brewton, A. (1963). *English Grammar and Composition*. London: Oxford University Press. p.115

patterns, which allows them to understand the content of written or spoken text more clearly and efficiently, and mastering simple present tense may boost students' speaking skills.¹⁸

The researcher affirms with what was said above. The explanation for the use of simple present tense is clear, and the researcher feels that simple present tense is an essential tense in English because it is usually used for oral or written communication, and students who understand simple present tense well will soon be able to speak more fluently and improve their writing skills..

In the end, simple present tense is an important part of language teaching and a fundamental aspect of the English language. It is necessary for everyday activities, relationships, and communication and becomes the foundation for learning other tenses and sentence structures. The ability to correctly utilize simple present tense also helps to improve other language abilities such as reading, writing, and speaking.

6. Quizizz

Quizizz is an educational software company headquartered in Bengaluru, India. They create and market a multiplayer learning platform utilized in a variety of educational contexts. The program is used in the classroom for activities such as group projects, pre-

¹⁸ Sari, L. and Lestari, Z. (2019) 'Meningkatkan kemampuan berbicara Bahasa Inggris siswa dalam menghadapi era revolusi 4.0', *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang*, pp. 1–11.

test feedback, formative evaluations, and impromptu quizzes. Quizizz keeps students interested and enables teachers to give interactive courses and assessments to their pupils. This platform's quizzes feature a maximum of 5 answer options, including the correct answer, and may use graphics as the backdrop of the questions.

Quizizz features allow teachers to design five sorts of questions: checkboxes, multiple choice or survey responses, essays, fill-in-the-blank questions, and multiple choice questions with answer possibilities. Teachers can include additional supporting resources such as graphs, tables, photos, and so on when constructing quizzes or materials to be given to students.¹⁹

Teachers may share previously created quizzes by giving an address or id number that displays when distributed with students. This platform may give question evaluation by determining whether questions were answered well or error by students. As a result, one of the benefits of this platform is that student learning results are immediately available. Furthermore, professors can impose time constraints for finishing assignments.²⁰

Quizizz can give data and statistics regarding students' performance outcomes in real time. Quizzes

¹⁹ <https://gurubelajar.id/mengenal-Quizizz-sebagai-media-pembelajaran-interaktif-di-era-digital/>

²⁰ <https://gurubelajar.id/mengenal-Quizizz-sebagai-media-pembelajaran-interaktif-di-era-digital/>

may also be offered as homework on the platform, allowing students to play whenever and wherever they like as long as they submit within the time limit. Teachers may use Quizizz to provide practice or examinations while still controlling online activities. Quizizz may be a fun and engaging tool for assessing learning. Home learning activities might get exhausting for pupils at times. Teachers may use Quizizz to create educational learning materials with the use of numerous learning resources and platforms. Teachers may improve student engagement and educational outcomes by incorporating Quizizz into their teaching methods.²¹

Teachers may increase motivation for learners through fun learning activities by studying some intriguing facts about utilizing Quizizz for learning. Because it can evaluate pupils independently, the learning process becomes improved and efficient. So, Quizizz is a learning tool that teachers may utilize, particularly for evaluating students.²²

7. The Use of Quizizz in Education

In recent years, education has experienced amazing transformations, with the incorporation of technology playing a critical role. The utilization of online learning platforms such as Quizizz to enhance the

²¹Salsabila, Hanifa (2020) 'Pemanfaatan Aplikasi Quizizz Sebagai Media Pembelajaran Ditengah Pandemi Pada Siswa SMA', *Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, 4, pp. 165.

²² <https://gurubelajar.id/mengenal-Quizizz-sebagai-media-pembelajaran-interaktif-di-era-digital/>

learning experience is one of the most significant technology developments in education. Quizizz is an education tool allowing learners to self-learn and assess their knowledge of course material via interactive quizzes.

Researchers and educators have been interested in the use of Quizizz in education, and various studies have demonstrated the potential benefits of using this platform. Quizizz gives pupils rapid feedback on their performance, which can boost motivation. Furthermore, the website allows students to evaluate their quiz scores, allowing them to reflect on their performance and identify points for development.

Sugian (2020) claims that using Quizizz as a learning approach is successful and enjoyable. Quizizz allows students to participate actively from the outset. Furthermore, the 4.0 industrial revolution needs an evolution of policy across several sectors, including education. The education system must use numerous efficiencies, such as incorporating technology into the learning process, in order to significantly increase students' potential. Quizizz allows students to have a fun and effective learning experience while still gaining a solid understanding of the subject matter. Quizizz allows students to have an enjoyable and productive learning experience while remaining in a thorough comprehension of the topic matter.²³

²³ Sugian Noor (2020) 'Penggunaan Quizizz Dalam Penilaian Pembelajaran Pada Materi Ruang Lingkup Biologi Untuk

In addition to its benefits for learners and instructor evaluation, Quizizz provides various elements that improve the whole learning experience. For example, the platform allows students to evaluate their knowledge in a fun and active way, which can boost student motivation and engagement. Quizizz also has a social component, allowing students to compete for the greatest score by playing against one another.

According to Astafiria (2021), the use of Quizizz for educational purposes is not without problems. One of the biggest concerns about the use of technology in education is the possibility of pupils cheating. Quizizz uses its mobility to avoid students from cheating by allowing them to take quizzes from any location, not just the same one.²⁴

Despite these difficulties, the study claims that the usage of Quizizz in education is growing in popularity, and the platform is being utilized by educators as well as learners. Quizizz provides students and teachers with benefits such as better student learning and engagement, effective formative assessment, and a fun and engaging approach to evaluate knowledge. Quizizz is a valuable tool for instructors, allowing a quick and easy way to test student learning and track

Meningkatkan Hasil Belajar Siswa Kelas X.6 SMA 7 Banjarmasin', *Jurnal Pendidikan Hayati*, 6(1), pp. 1–7.

²⁴ Astafiria, N. S. (2021) 'Digital Learning Media Assisted by Quizizz Application (METALIQ) on Science Content of Ecosystem Topic for Sixth Grade Elementary School', *Jurnal Ilmiah Sekolah Dasar*, 5, pp. 485–497.

progress.

According to the study, the usage of Quizizz in education has the potential to alter the learning experience for both students and teachers. The platform allows students to evaluate their grasp of course material in a convenient and efficient manner, as well as teachers to analyze student learning and inform instruction. Quizizz is a creative and useful tool that can assist to improve overall learning outcomes. Quizizz in the classroom allows students to obtain quick feedback, which can boost motivation and engagement, resulting in higher learning results. As a result, Quizizz is an innovative and effective tool that has the potential to greatly improve overall learning experiences.

B. PREVIOUS STUDIES

To support this research, there have been several relevant studies carried out by various researchers.

1. A study entitled “Quizizz Application for English Online Learning: The Students’ Perception” by Eka Wulandari. This research aimed to determine the level of student satisfaction in using Quizizz as a learning tool and to present the students’ perception of using Quizizz for online English learning, particularly in the context of emergency remote learning. The results showed that Quizizz can improve students' English learning. The application received positive feedback from the students. Differences with the present study are: The previous study was a qualitative research, utilizing an online questionnaire with 10 questions related to the students’

perception on the use of Quizziz for English online learning. The present study evaluates the effectiveness of using Quizziz to enhance students' capability in using simple present tense for 9th grade of junior high school students. The present study adopts a quasi-experimental method. Similarities with the present study are Both the previous research and the present research focus on the implementation of Quizziz as a learning media, and both use experimental research.²⁵

2. A study entitled “Quizziz Effect On Students’ Grammar Mastery In Higher EFL Classroom Based Mobile Assisted Language Learning (MALL)” by K.S. Dewi aimed to investigate the impact of the MALL strategy through Quizziz on students' grammar mastery in higher education. The research design was a quasi-experimental research with a post-test only control group design. The findings showed that the MALL strategy through Quizziz had a significant effect on students' grammar mastery. Differences with the present study are The previous study was focused on passive voice and was carried out on 4th semester students. The present study focuses on simple present tense and it is applied to 8th grade junior high school students. Similarities with the present study are Both the previous research and the present research aim to find the effectiveness of using Quizziz to improve students' grammar mastery, and both

²⁵ Wulandari, E. (2022) ‘Quizziz application for English online learning: The students’ perception’, *Jurnal Pendidikan dan 4Pengajaran (PAJAR)*, 6(3), pp. 640–645.

use quasi-experimental research.²⁶

3. A study entitled “The Effectiveness of Quizizz Application to Increase Students’ Grammar Achievement” by Aziz (2021) This study aimed to found the effectiveness of using quizizz on students’ grammar understanding, this study was conducted through quasi-experimental design with post-test and pre-test for both experimental class and control class. The study found that the use of Quizizz significantly improved the students’ mastery of simple present tense. Quizizz application is suitable for classroom activity for assessment, and Quizizz is effective and enjoyable media. The differences with the recent study are the previous study concent on the general grammar and the recent study only focused on simple present material. The similarity from recent study are Both previous study and recent study conduct quasi-experimental as research methodology.²⁷

4. Study entitled “Using Quizizz Application to Enhance Students’ Grammar Competence” by Dyah (2022). This study aimed to investigate the effect of using Quizizz application on students’ grammar competence. The research finding shows that the majority of students had

²⁶ Dewi, K. S. *et al.* (2020) ‘Quizizz effect on students’ grammar mastery in higher EFL classroom based mobile assisted language learning (MALL)’, *Language and Education Journal Undiksha*, 3(1), pp. 15–24.

²⁷ Aziz, M. R., Fadhilawati, D. and Sutanti, N. (2021) ‘The Effectiveness of Quizizz Application to Increase Students’ Grammar Achievement’, *7th ELTT Conference*, pp. 179–189.

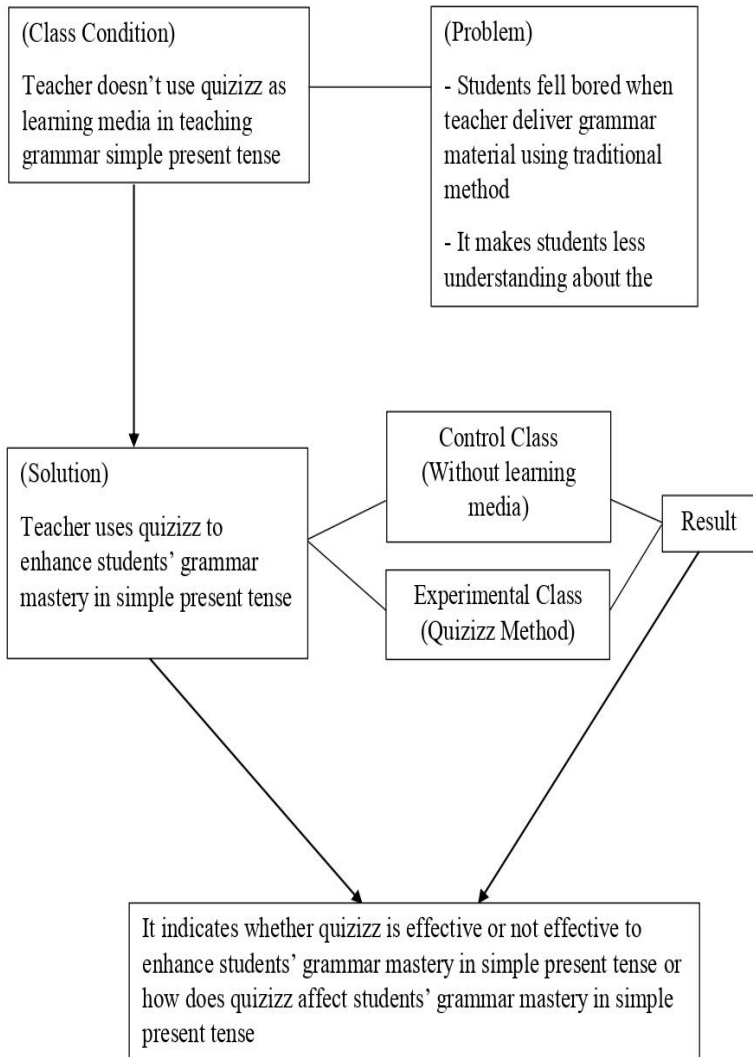
positive perception toward Quizizz. They found that quizizz is interesting and helpful for them to learn grammar. They like the features on quizizz such as music background, memes, power-ups. The differences with recent study: The subjects of the previous study were third semester students at Universitas Muhammadiyah Tangerang and the subjects of the recent study are the students of eighth graders of SMP N 16 Semarang, The previous study conducts pre-test and post-test and to find out students' problems, difficulties, and students' involvement during the implementation of Quizizz. but the recent study conducts pre-test and post-test only in order to find the effectiveness of using quizizz to enhance students' grammar competence. The similarity between previous study and recent study: Both previous study and recent study were aimed to find the effectiveness of using quizizz as learning media in learning grammar, both studies conduct pre-test and post-test.²⁸

The mentioned studies all highlight the effectiveness of using Quizizz as a tool for teaching English. The studies have different focuses, such as the students' perception on using Quizizz, its impact on grammar mastery, its effect on reading skills, and students' views during the COVID-19 pandemic. The research designs range from qualitative surveys to pre- and post-test evaluations. However, all of the studies agree that Quizizz has a positive impact on students' English language learning and is beneficial in

²⁸ Lastari, D. S. et al. (2021) 'Using Quizizz Application To Enhance Students' Grammar Competence ', *Jurnal Ilmu Pendidikan*, 7, p. 84.

motivation, attention, and focus during online learning.

Conceptual Framework



CHAPTER III RESEARCH METHOD

This chapter describes a study design, data source, data collecting technique, and data analysis approach that may be explored in the sections below.

A. RESEARCH DESIGN

The purpose of this study was to explain the usefulness of employing Quizz to improve students' knowledge of simple present tense. This study was carried out using quantitative research methods. Because the data was given numerically and could be defined in mathematics, the researcher used a quantitative technique. The data was interpreted using proper statistical procedures, and study instruments comprised pre- and post-tests. The researcher employed a quasi-experimental approach in this study.

This is a design for an experimental research with two groups: an experimental group and a control group. The experimental group was given a specific treatment, and the control group got normal care. The study used a pre-test/post-test control group design.²⁹

The design of the experimental study can be described as follow:

Quasi experimental

²⁹ Sugiyono (2008) *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta. p.77

Group	Pre-test	Treatment	Post-test
Experimental Group	O1	X	02
Control Group	O1	-	02

Note:

O1: pre-test of experimental and control groups

X: treatment of the experimental group

O2: post-test of experimental and control group

Quizizz was used to teach simple present tense to the experimental class. The control group, on the other hand, was given conventional instructions. Both the experimental and control groups were given pre- and post-tests. The individuals were separated into two groups based on the design described above: the experimental group and the control group. The subjects were picked at random by the researcher, with the VIII C class identified as the experimental group and the VIII A class designated as the control group. Both groups were given a pre-test to see if there were any differences. Following the pre-test, the researcher gave the experimental group just a special treatment that consisted of teaching simple present tense utilizing Quizizz media. By finishing of the treatment, the researcher conducted a post-test to both groups in order to compare the findings.

B. SUBJECT OF THE RESEARCH

1. Population

Sugiyono (2017) defines population as "a group of things, people, or objects with similar characteristics that are of interest to a study or research." The population is the research's focus, and because it is frequently too huge to investigate in its whole, a sample was chosen to reflect the population. The researcher used eighth grade pupils as the population for this study. There are a total of 271 pupils.

The population of students of the eighth grade at SMP N 16 Semarang can be seen as follow:

Class	Number
8A	34
8B	34
8C	34
8D	34
8E	34
8F	34
8G	34
8H	34
Total	271

The eighth grade pupils were separated into eight

classes ranging from VIII A to VIII H for this research. The researcher chose two of these classes as experimental groups, VIII C and VIII A.

2. Sample

A sample is a subset of the population collected for direct observation and utilized for making conclusions. In other words, the population is the complete set of items under investigation, whereas the sample is a subset of the population.³⁰

Sampling is a process for collecting samples. There are different sampling strategies, such as simple random sampling, stratified random sampling, systematic sampling, and others. The researcher used the simple random sampling approach in this study to select a sample from the population that is predicted to correctly reflect the total population. The sample is a paired sample since it included both an experimental and a control group. The study subjects were chosen at random by the researcher from two classes, VIII C and VIII A, There are 34 students in every class. with detail class VIIC consist of 18 female students and 16 male students. class VIII A consist of 20 female students and 14 male students with the average age 13 to 14 years old. The experimental class, VIII A, was taught using the Quizizz approach, whereas the control class, VIII C, was taught using lecturing. Both received a pre-test and a post-test.

³⁰Nuryadi (2017) *Dasar Dasar Statistika Penelitian*. Bantul: sibuku media. p.8

8A		8C	
Male	Female	Male	Female
14	20	16	18

3. Variable

A research variable is a behavior, characteristic, or value of a person, item, or activity that the researcher has chosen to study and make conclusions from. Independent variable and dependent variable are two of the important components of a research investigation, according to Sugiyono.

An independent variable is one that is controlled or transformed by the researcher to see how it affects another variable. In a causal relationship, it is frequently referred to as the cause. The independent variable is "the use of Quizizz as an assessment tool to enhance students' mastery of simple present tense"

There are many indicators to measure in dependent indicators:

- a. The classroom must has facilities to support learning activities such as projector screen, LCD, sound system, internet connection
- b. The students can access internet connection well
- c. Students can follow learning activity well

A dependent variable is one that is influenced by the independent variable. In the context of causality, it is frequently referred to as the effect. In this situation, the dependent variable is "the students' mastery of simple present tense" because it is the outcome being measured

to determine the influence of the independent variable.

The following indications are used to evaluate students' progress in learning simple present tense:

- a. Students can recognize the structure of simple present tense
- b. Students can correctly employ simple present tense time signal.
- c. Students may switch from positive to negative form of a simple present tense statements.
- d. Students can practice writing in simple present tense.

As a result, the independent variable in a research study is the source of changes in the dependent variable. Typically, experimental design is used to simulate the connection between the independent and dependent variables.³¹

C. DATA COLLECTION TECHNIQUE

According to Sugiyono (2008), there are numerous collecting data approaches that may be employed in research, including:

Test: The administration of a standardized or informal test to assess a person's knowledge, skills, or capabilities. Documentation entailed gathering and evaluating pre-existing documents, records, or archives.

Experimentation entailed modifying one or more variables to see how they affected another variable.³²

³¹ Sugiyono. (2008). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta, Bandung. p.39

³² Sugiyono. (2008). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. p.225

The researcher used proper equipment for the study topic to assure reliable data, including:

Tests

Tests can be used to assess abilities and intellectual knowledge. There were two sorts of tests used in this study: pre-tests and post-tests.

a. Pre-test

Before the teacher taught the simple past tense, both the experimental and control groups were given a pre-test with the same questions. The pre-test had 25 questions and was designed to examine the students' comprehension of simple present tense.

b. Post-test

The post-test was utilized to compare the performance of students who were taught using Quizizz to those who were not. It was provided to both the experimental and control groups after the teacher taught simple present tense.

D. DATA ANALYSIS TECHNIQUE

1. Validity of the instrument

A valid instrument is one that can be used to collect data. If there is similarity between the data received and the real data in the examined item, the study results are regarded legitimate. Before using the instrument to measure, the researcher must evaluate its validity. According to that book, the research instrument in the format of a test must have valid content.

The Formula:³³

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

R_{xy} : question correlation coefficient

N : number of students

X : number of each item score

Y : number of total score

2. Difficult Test

The potential for a learner to successfully answer a question is determined by the difficulty level. The following formula can be used to get the difficulty level score:

$$P = \frac{B}{JS}$$

Notice:

P : difficulty's index

B : number of students who answers the item correctly

JS : number of students

The criteria are:

0,00 - 0,30= hard question

0,30 - 0,70= medium question

0,70 - 1,00=easy question

3. Reliability of the instrument

A reliable instrument is one that produces the

³³ Anas Sudijono. (2009). *Pengantar Evaluasi Pendidikan*, Jakarta: PT RajaGrafindo Persada. P.181

same results when measured several times on the same item. Valid and credible instruments are a must for achieving effective study outcomes. The researcher employed the K-R. 20 formula for dependability, as shown below:³⁴

$$r_i \frac{k}{(k-1)} \left\{ \frac{s_t^2 - \sum p_i q_i}{s_t^2} \right\}$$

k= Amount of items in the instrument

p_i= The proportion of the number of subjects who answered item 1

q_i= 1-p_i

s_t²= Variants total

4. Normality test

A normality test is a test performed before data processing. It is run before data processing using the indicated research models. The normality test's goal is to find the distributions of data in one variable that will be used in the research. Data with a normal distribution is appropriate and reliable for supporting the specified study concept. The sort of normality test used is the Kolmogorov-Smirnov test.

The following is the formula for the Kolmogorov-Smirnov test:

$$13,6 \frac{\sqrt{n_1 + n_2}}{n_1 n_2}$$

³⁴ Sugiyono. (2008). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta, Bandung. p.132

KD = the desired Kolmogorov-Smirnov statistic

n_1 = the number of obtained samples

n_2 = the expected number of samples

If the significance value is larger than 0.05, the data is considered to be normally distributed. On the other hand, if the significance value is smaller than 0.05, the data is considered to be non-normally distributed.³⁵

5. Homogeneity test

The homogeneity test is used to show that two or more groups of sample data are produced from the same population with the same variance. The Levene measure, which is a measure of variance homogeneity, was employed in this study to examine the homogeneity of data.³⁶

To determine homogeneity, the following criteria are used:

- 1) The level of significance (α) for the test is 0.05
- 2) If Sig. > α , then the variance of each sample is the same (homogeneous)
- 3) If Sig. < α , then the variance of each sample is not the same (not homogeneous).

The formula for Levene Test as follows:

$$W = \frac{(N - k) \sum_{i=1}^k n_i (\bar{Z}_{i.} - \bar{Z}_{..})^2}{(k - 1) \sum_{i=1}^k \sum_{j=1}^{n_i} (Z_{ij} - \bar{Z}_{i.})^2}$$

³⁵ Pratama, H. (2019) *Statistika Pada Bidang Pendidikan Bahasa*. 1st edn. Semarang: UNNES Press p.60

³⁶ Getut Pramesti(2014), *Kupas Tuntas Data Penelitian Dengan SPSS* 22, Jakarta: PT Elex Media Komputindo. p. 24.

6. Hypothesis test

The paired sample t-test is a statistical test that is used to compare two paired samples. Paired samples are data acquired from the same individuals or participants while they are subjected to various treatments or situations. This test is frequently used to examine research projects in which measurements are obtained before and after a treatment. The paired sample t-test is very useful for determining treatment success by comparing mean differences before and after treatment.³⁷

The goal of this test is to see if there are any significant variations in the study sample's means before and after treatment. Because the investigation used two matched samples, the author chose this analytical technique. These matched samples are of the same people who received different treatments.

The theory for this situation is as follows:

$$H_0 = \mu_1 - \mu_2 = 0 \text{ atau } \mu_1 = \mu_2$$

$$H_a = \mu_1 - \mu_2 \neq 0 \text{ atau } \mu_1 \neq \mu_2$$

The formula for Paired Sample t-test:

$$t = \frac{\bar{D}}{\left(\frac{SD}{\sqrt{N}}\right)}$$

t = the calculated t-value

\bar{D} = Mean of measurements of samples 1 and 2

SD = Standard deviation of measurements of samples 1

³⁷Nuryadi (2017) *Dasar Dasar Statistika Penelitian*. Bantul: sibuku media. p.101

and 2

N = Number of samples.

It is not recommended to use the t-test without proper consideration due to its classification as a parametric test. There are specific conditions that need to be satisfied first. For instance, before applying the t-test, We must verify that the data employed follows a normal distribution. If it does not follow a normal distribution, an alternative type of comparison test that does not require this condition should be used instead. The Wilcoxon test can be utilized as an option for the t-test when the data used is not normally distributed.³⁸

The hypotheses tested are:

H₀: d = 0 (there is no significant difference in study result for teaching simple present tense using Quizizz in class eight of SMP N 16 Semarang)

H₁: d ≠ 0 (there is a significant difference in study result for teaching simple present tense using Quizizz in class eight of SMP N 16 Semarang)

By showing the difference in values between the two treatments.

The formula for the Wilcoxon Test is as follows:

$$Z = \frac{T - \left[\frac{1}{4N(N+1)} \right]}{\sqrt{\frac{1}{24N(N+1)(2N+1)}}$$

³⁸ Pratama, H. (2019) *Statistika Pada Bidang Pendidikan Bahasa*. 1st edn. Semarang: UNNES Press. p.74

Independent Sample Test

In t-test, the post-test is the one being tested. However, a pre-test still needs to be conducted because the value is necessary to prove that the control class and the experimental class have the same initial conditions. If the initial conditions for the control and experimental classes are already different since the t-test is conducted, then the control experimental classes testing becomes invalid.³⁹

The Independent t-test has assumptions/requirements that must be met, which are:

- a. The data is normally distributed.
- b. The two groups are independent.
- c. The variable being compared is numeric and categorical (with only 2 groups).⁴⁰

$$t_{\text{hitung}} = \frac{X_1 - X_2}{\sqrt{\frac{(n_1-1)s_{1,2} + (n_2-1)s_{1,2}}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

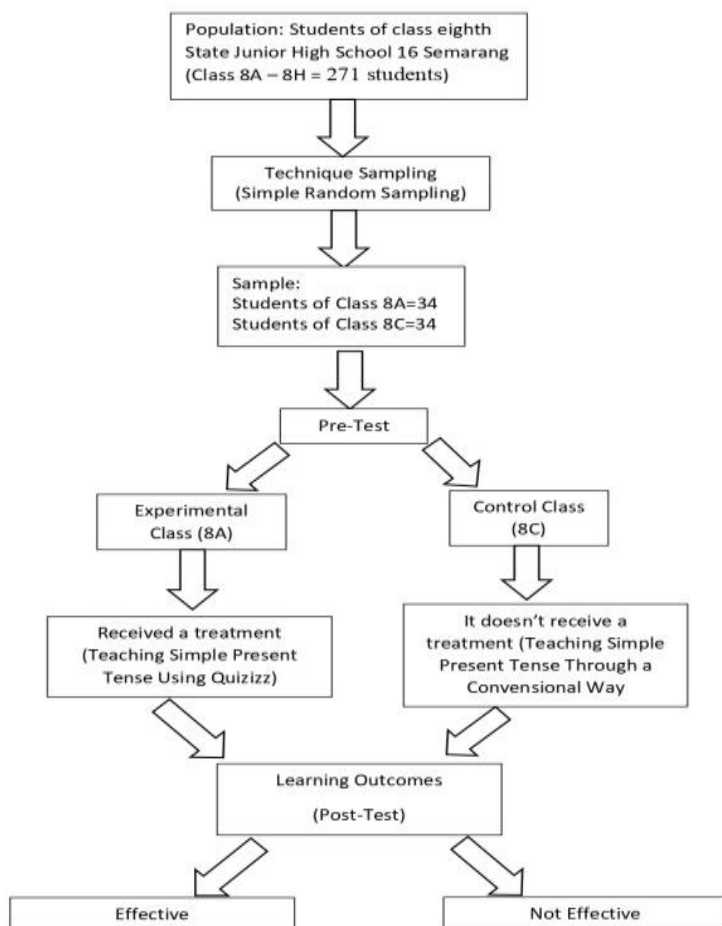
N = number of data that change after given different treatments

T = sum of rankings of negative difference values (if the number of positive differences is greater than the number of negative differences) = sum of rankings of positive difference values (if the number of negative differences is greater than the number of positive differences).

³⁹ Pratama, H. (2019) *Statistika Pada Bidang Pendidikan Bahasa*. 1st edn. Semarang: UNNES Press. p.76

⁴⁰ Nuryadi. (2017) *Dasar Dasar Statistika Penelitian*. Bantul: sibuku media.. p.108

Research Framework



CHAPTER IV FINDING AND ANALYSIS

This chapter consists of calculating the try-out test results to assess the instrument's validity and reliability, as well as the test's complexity. Additionally, the pre-test and post-test scores are computed to evaluate the sample's normality and homogeneity, an average similarity test is performed on the pre-test scores of the experimental and control groups, and an average difference test is performed on the post-test scores of the experimental and control groups.

A. DESCRIPTION OF RESEARCH FINDING

The researcher used a quantitative data analysis to assess the efficacy of utilizing Quizizz to increase students' grammatical skills in simple present tense. To introduce a different learning technique to each class, pre-tests were given to both the experimental and control groups. Participants in the study were separated into two groups: VIII A as the experimental group and VIII C as the control group. The researcher created 25 item exams as study instruments, which were delivered to students before and after they went through the researcher's learning technique.

The research was carried out at SMP Negeri 16 Semarang. It is one of the schools on Prof. Dr. Hamka Street in Ngaliyan, Semarang, Indonesia. The school was founded on December 15, 1983, by Decree No. 0147/0/1983 of the Minister of Education and Culture of the Republic of Indonesia. SMP Negeri 16 Semarang has

an A accreditation, making it one of Semarang's greatest junior high schools.

SMP Negeri 16 Semarang is in good physical condition and has enough educational facilities. However, as a result of the toll road development, SMP Negeri 16 Semarang is now having a building/room deficit as a supporting facility for educational activities. The facilities of SMP N 16 Semarang are fairly comprehensive. The school has a cooperative, classrooms, a computer laboratory, a mosque, a teacher's room, a security guard room, a health center, an OSIS room, a principal's room, a vice-principal's room, a curriculum room, a library, an administration room, a sports field, a science laboratory, a sports warehouse, a photocopy room, a general storage, a parking area, and a cafeteria.

The materials and lesson plan for the activities were developed by the researcher. Quizizz was utilized as part of the experimental class's learning medium, but the control class did not. The researcher analyzed the data after obtaining it. The initial analysis included assessing the experimental and control classes' pre-test values, which included normality and homogeneity tests. The purpose of these tests was to see if the two groups were normally distributed and had the same variance. To corroborate the previously intended hypothesis, further analysis was undertaken on the post-test scores of the experimental and control classes. The researcher employs SPSS 27 to compute the numerical statistic data.

1.1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental Class	26	60	96	79.23	11.594
Post-Test Experimental Class	26	56	100	90.15	10.627
Pre-Test Control Class	31	28	100	70.06	22.482
Post-Test Control Class	31	16	100	72.00	28.733
Valid N (listwise)	26				

B. DATA ANALYSIS AND HYPOTHESIS TEST

a. Validity of instrument

To verify the validity of the data acquired, the instrument used to collect the data must likewise be legitimate. Before utilizing the instrument to assess the variables, the researcher had to establish its validity. The instrument employed in this investigation has 25 items, 16 of which were viewed to be valid and the remaining 9 to be invalid. The elements were deemed ineligible because their R hitung value, a measure of correlation, was less than the r table value.

1.2 Validity of instrument

No	R Hitung	R table	Criteria
1	-0.16635	0.50316	Invalid
2	0.028537	0.50316	Invalid
3	0.189422	0.50316	Invalid
4	0.238373	0.50316	Invalid
5	-0.01606	0.50316	Invalid
6	0.809458	0.50316	Valid
7	0.348126	0.50316	Invalid
8	0.519429	0.50316	Valid
9	0.743798	0.50316	Valid
10	0.298553	0.50316	Invalid
11	0.641905	0.50316	Valid
12	0.707211	0.50316	Valid
13	0.694765	0.50316	Valid
14	0.551288	0.50316	Valid
15	0.425538	0.50316	Invalid
16	0.331233	0.50316	Invalid
17	0.618999	0.50316	Valid
18	0.579172	0.50316	Valid
19	0.69801	0.50316	Valid
20	0.608957	0.50316	Valid
21	0.748888	0.50316	Valid
22	0.645732	0.50316	Valid
23	0.586183	0.50316	Valid
24	0.586183	0.50316	Valid
25	0.709796	0.50316	Valid

From the computation from SPSS 27, the result computing validity of the item number 1 was -0.015 and r-table was 0.503159. Because the result of the

computation was lower than r table, the validity criteria of the item number 1 was considered to be invalid. The list of each item validity could be seen in appendix.

b. Reliability of instrument

The stability or continuity of a measurement across time and across multiple testing settings is referred to as its reliability. A reliable and valid test is more likely to deliver accurate and consistent findings. The K-R 20 formula was employed by the researcher in this study to calculate the test's reliability, as shown below:

$$r_i \frac{k}{(k - 1)} \left\{ \frac{s_t^2 - \sum p_i q_i}{s_t^2} \right\}$$

By applying this formula to the test data, the researcher was able to determine the degree of reliability of the test.

The researcher computed the reliability of the test as follows:

1.3 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.948	.939	25

From the computation above, it was found out that the computation of Cronbach's Alpha value was 0.948. Cronbach's Alpha Based on Standardized Items

was 0.939 so the test was reliable and if Cronbach's Alpha value $>$ Cronbach's Alpha Based on Standardized Items value. Based on computation, the researcher found that $0.948 > 0.939$ so the test was reliable.

c. Level of Difficulty

This following was measuring of the level difficulty for each item questions, from the result there are 11 easy questions and 14 medium questions.

1.4 Level of Difficulty

Question number	Score	Criteria
1	0.94	Easy
2	0.74	Easy
3	0.90	Easy
4	0.55	Medium
5	0.97	Easy
6	0.71	Easy
7	0.90	Easy
8	0.48	Medium
9	0.65	Medium
10	0.87	Easy
11	0.68	Medium
12	0.48	Medium
13	0.65	Medium
14	0.74	Easy
15	0.48	Medium
16	0.77	Easy
17	0.52	Medium
18	0.68	Medium

19	0.55	Medium
20	0.65	Medium
21	0.61	Medium
22	0.65	Medium
23	0.90	Easy
24	0.90	Easy
25	0.55	Medium

2. Analysis of Pre-test

a. Normality Test of pre-test

The Kolmogorov-Smirnov test was performed to verify data normality in order to establish whether or not both groups had a normal distribution. The Kolmogorov-Smirnov test is a statistical test that determines whether a collection of data has a normal distribution or not. It is a non-parametric test that compares the observed and anticipated normal distributions of data.

The normality test was employed in this study to determine whether the data acquired from both the experimental and control groups followed a normal distribution or not. Parametric tests may be used to assess data if it had a normal distribution. Non-parametric tests would be employed if the data did not have a normal distribution. The Kolmogorov-Smirnov formula was as follows:

$$13,6 \frac{\sqrt{n_1 + n_2}}{n_1 n_2}$$

If the significance value is larger than 0.05, the data were considered to be normally distributed. On the

other hand, if the significance value is smaller than 0.05, the data were considered to be non-normally distributed.

1.5 Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statis tic	df	Sig.	Stati stic	df	Sig.
Teaching Simple Present Tense	Pre-Test Experimental Class (Quizizz)	.131	26	.200 *	.956	26	.327
Using Quizizz	Post-Test Experimental Class (Quizizz)	.223	26	.002	.825	26	.000
	Pre-Test Control Class(Lecturi ng)	.127	31	.200 *	.935	31	.061
	Post-Test Control Class (Lecturing)	.241	31	.000	.844	31	.000

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

If the significance level (p-value) of the normality test is less than 0.05, then the data is considered not normally distributed. In this case, the post-test data for both experimental and control classes had a significance level of less than 0.05, which means that the data were

not normally distributed. This could have implications for the statistical analysis and interpretation of the data. The researcher needs to use non-parametric tests instead of parametric tests that assume normal distribution.

Based on the analysis above it can be seen that Sig value of pre-test was 0.200 for experimental class and control class, It can be concluded that the distribution data of pre-test were normally distributed, but sig value of post-test for both experimental class and control class was under 0.05, it means that the distribution data of post-test were not normally distributed.

b. Homogeneity Test of Pre-test

It was used to know whether experimental group and control group, that were decided, came from population that had relatively same variant or not. To determine homogeneity, the following criteria are used:

- 1) The level of significance (α) for the test is 0.05
- 2) If Sig. > α , then the variance of each sample is the same (homogeneous)
- 3) If Sig. < α , then the variance of each sample is not the same (not homogeneous).

The formula for Levene Test as follows:

$$W = \frac{(N - k) \sum_{i=1}^k n_i (\bar{Z}_{i.} - \bar{Z}_{..})^2}{(k - 1) \sum_{i=1}^k \sum_{j=1}^{n_i} (Z_{ij} - \bar{Z}_{i.})^2}$$

The researcher served table of homogeneity below:

1.6 Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Kelas	Based on Mean	2.144	16	93	.012
	Based on Median	.766	16	93	.719
	Based on Median and with adjusted df	.766	16	50.9 46	.714
	Based on trimmed mean	2.048	16	93	.017

Sig. value of based on mean was 0.12 the researcher concluded that the both of class were homogenous because 0.12 is higher than 0.05. It can be concluded that data of pre-test and post-test from experimental and control classes have the same variance.

Hypothesis test

The normality test was employed in this study to determine whether the data acquired from both the experimental and control groups followed a normal distribution or not. Parametric tests may be used to assess data if it had a normal distribution. Non-parametric tests would be employed if the data did not have a normal distribution.

1.7 Ranks

		N	Mean Rank	Sum of Ranks
Post-Test Experimental Class - Pre-Test Experimental Class	Negative Ranks	6 ^a	6.83	41.00
	Positive Ranks	18 ^b	14.39	259.00
	Ties	2 ^c		
	Total	26		
Post-Test Control Class - Pre-Test Control Class	Negative Ranks	12 ^d	16.42	197.00
	Positive Ranks	17 ^e	14.00	238.00
	Ties	2 ^f		
	Total	31		

a. Post-Test Experimental Class < Pre-Test Experimental Class

b. Post-Test Experimental Class > Pre-Test Experimental Class

c. Post-Test Experimental Class = Pre-Test Experimental Class

d. Post-Test Control Class < Pre-Test Control Class

e. Post-Test Control Class > Pre-Test Control Class

f. Post-Test Control Class = Pre-Test Control Class

1.8 Test Statistics^a

	Post-Test Experimen tal Class – Pre-Test Experimen tal Class	Post-Test Control Class– Pre-Test Control Class
Z	-3.124 ^b	-.445 ^b
Asymp. Sig. (2-tailed)	.002	.657

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The hypotheses tested are:

H_0 : $d = 0$ (there is no difference between the two treatments given)

H_1 : $d \neq 0$ (there is a difference between the two treatments given)

Based on the result above, the score of Asymp. Sig. (2-tailed) for Experimental class was 0.02 and the score of Asymp. Sig. (2-tailed) for control class was 0.657. The researcher found that score for experimental class was under 0.05 and it can be a reason to make a decision if the first hypothesis was accepted or in other words, there is a significant difference between students who were though simple present by using Quizizz and students who were not though without it.

C. DISCUSSION OF THE RESEARCH FINDINGS

Creating an attractive, fun, and interesting learning environment plays an important role in junior high school English teaching and learning because it catches students' attention and interest. Teachers may utilize a variety of tools and media, such as Quizizz, to create an exciting and engaging learning environment. Teachers can facilitate active engagement from students and create a more interactive and fun learning environment by using Quizizz.

To engage students and improve their learning results, teachers must make the learning environment more fun and enjoyable. The usage of interactive media such as Quizizz may make studying more enjoyable and effective. Visual aids and interactive quizzes can help pupils remember and absorb content for a longer period of time. Teachers should be motivated to use media in order to foster a good and engaging learning environment.

The study conducted by Jasmansyah (2021) showed that Quizizz is very helpful for students and supports their learning. Both teachers and students have a positive view of Quizizz. It is one of the best language learning apps and is preferred over others. Teachers should use Quizizz in class to encourage students to be more active, interactive, independent, motivated, happy, and entertained. Teachers and professors can also use other digital platforms to engage students in learning activities, not just Quizizz. Schools and institutions should provide computers and internet access for

teachers to creatively use different apps for teaching and learning. This makes subjects more interesting and beneficial, and students become active, interactive, independent, and enjoy learning.⁴¹

Study conducted by Pertiwi (2022) also found the advantages of Quizizz to enhance learning effectiveness and efficiency due to its features that assist students in easier retention and comprehension of the material, as well as stimulating their interest and participation in online learning. The use of Quizizz as a learning and assessment tool has received positive responses and can be considered as an interactive assessment medium.⁴²

Quizizz is able to be used for improving students' mastery of vocabulary based on the study conducted by Intan (2022) Showed Quizizz as a assessment tool improves students' mastery of vocabulary, including adjectives, adverbs, verbs, and prepositions in reading comprehension. It fosters motivation and offers fresh perspectives to students regarding the use of e-learning tools in vocabulary acquisition, particularly in the

⁴¹ Jasmansyah (2021) 'The Using of Quizizz Applications in Learning English in the Perspective of Teachers and Students: A Literature Review', Sekolah Tinggi Agama Islam (STAI) Syamsul 'Ulum Gunungpuyuh Sukabumi, 14(1), pp. 1–13.

⁴² Anggraeni, N. K. P. and Sari, R. K. (2022) 'Pandangan Mahasiswa Terhadap Pemanfaatan Quizizz Sebagai Media Pembelajaran Bahasa Inggris', *Research and Development Journal of Education*, 8(2), p. 762. doi: 10.30998/rdje.v8i2.14066.

context of reading comprehension.⁴³

The researcher conducted a study to analysis the effectiveness of using Quizizz in teaching simple present tense, which is a crucial lesson for students to describe habitual actions, habits, and things. The researcher observed that students face difficulties in comprehending grammar lessons and often become bored. To face these challenges, the researcher employed Quizizz as an assessment tool. Quizizz has been widely used in different educational fields, including mathematics, physics, and social sciences. The researcher aimed to evaluate the effectiveness of using of Quizizz in teaching simple present tense in the context of the English subject.

After reviewing previous studies and theories, the researcher developed a hypothesis that Quizizz could be effective in teaching simple present tense to the eighth-grade students at SMP N 16 Semarang in the academic year of 2022/2023. Based on analyzing the data, the researcher found that the experimental group had an Asymp. Sig (2-tailed) score of 0.02, while the control group had an Asymp. Sig. (2-tailed) score of 0.657. The hypothesis was accepted because the experimental score was lower than 0.05, and the control group score was higher than 0.05, indicating that Quizizz was effective in teaching students' mastery of simple present tense.

The experimental group improved their learning

⁴³ Persada, I. D. and Maulanisa, A. (2022) 'INTERNET AND INTERACTIVE ELECTRONIC LEARNING: VOCABULARY MASTERY WITH QUIZIZZ MEDIA', *Jurnal Mutiara Pedagogik*, 7, pp. 42–49.

process, as shown by increasing post-test score after treatment. The students were attentive and showed an interest in the teacher's explanation. The post-test score of the experimental group was greater than that of the control group, demonstrating that Quizizz was helpful in improving student learning.

The outcomes of the study indicate that Quizizz is an excellent teaching media for basic present tense. Teachers may utilize Quizizz to create a fresh classroom environment that boosts students' attention and comfort, making the learning process more engaging and exciting. featuring multiple-choice and short-answer questions, can be beneficial to students.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains the research findings and makes recommendations to readers, particularly students and teachers, who want to use Quizizz as a learning tool when teaching English. The researcher expects that it will have a beneficial impact on the learning process.

A. CONCLUSION

Based on the data analysis, the researcher identified significant differences between the experimental and control classes. The Asymp. Sig. (2-tailed) score for the experimental class was 0.02, while for the control class it was 0.657. Furthermore, the average score for the experimental class was found to be lower than 0.05, indicating a significant improvement in students' mastery of simple present tense. The achievement level between the two classes, with the experimental class achieving higher scores than the control class.

The Wilcoxon test's decision is based on the significance value (Asymp. Sig. (2-tailed) obtained from the test. If the Asymp. Sig. (2-tailed) value is less than the predetermined significance level (usually 0.05), it can be concluded that there is a significant difference between the two samples being tested. If the Asymp. Sig. (2-tailed) value is greater than the significance level, it can be concluded that there is no significant difference between the two samples. In this study, the Asymp. Sig. (2-tailed) score for the experimental class was 0.02,

which was lower than 0.05, while the Asymp. Sig. (2-tailed) score for the control class was 0.657, which was higher than 0.05. This suggests that teaching simple present tense using Quizizz was more effective than teaching without Quizizz.

Based on the results of the study, it can be concluded that there was a significant difference in the scores of the eighth-grade students at SMP N 16 Semarang in the academic year 2022/2023 between those who were taught using Quizizz and those who were not. Using Quizizz as a teaching tool for simple present tense can improve students' understanding of the topic, as evidenced by the pretest and posttest scores. During the teaching and learning process, students paid close attention to the teacher and were enthusiastic about learning.

B. SUGGESTION

From the conclusion, the researcher gives some suggestions these are:

- For the researcher

This study could provide new experience and knowledge that could help the researcher become a better teacher in the future. According to the result of the research, Quizizz is suitable to be applied in teaching grammar material.

- For the students

The study could increase the students' interest and enjoyment in learning grammar, which could lead to better understanding and mastery of the subject. The study's findings could contribute to enhance students'

grammar mastery especially in grammar material. students may learn wherever and whenever.

- For the teacher

The findings of this study could help teachers to create a more engaging and effective approach to teaching grammar, which could lead to better learning outcomes for students. In the modern era, teacher must be more creative in delivering material. By using Quizizz teachers are able to deliver grammar materil with new class atmosphere.

- For future researchers

This study could serve as a reference for future researchers and inspire them to conduct further research on using innovative media in teaching grammar. This study needs to be develop again because this study only focuss on implementing Quizizz for grammar material. Researcher hopes that the next researcher can develop other learning method in teaching grammar.

This is what the researcher can serve to the readers. The writer realizes that it still needs correction and feedback from the readers in order to make this thesis better. Hopefully this research can be useful for each other.

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Appendix 1

Lesson Plan for Experimental Class

School	: SMP N 16 Semarang
Class/Semester	: VIII (Eighth) / 1
Subject	: English
Topic	: My uncle is a zookeeper
Skill Tense)	: Grammar (Simple Present
Time	: 45 minutes (1 x meeting)

A. Standard of Competence

Understanding the form of simple present tense in positive, negative and interrogative and the usage of simple present tense to interact in the context of daily life.

B. Basic Competence

- Social Function: Love nature and animals, give good action to animals and nature. According to the textbook
- Understanding the Language factors: *Unsur kebahasaan*
 1. Verb in Simple Present Tense (*Verb I s/es*)
 2. Adverb of time or Adverb Phrases: *always, often, sometimes, never, usually, every ...*
 3. Vocabularies: Noun, Verb, Adjective.

4. Nominal singular dan plural: *a, the, this, those, my, their*, etc in nominal phrase.
5. Greeting, Stressing, intonation.

C. Learning aim

- Students are able to understand simple present tense based on the grammatical rules.

D. Indicators

- Students are able to make a simple present tense correctly.
- Students are able to use simple present tense appropriately.
- Students are able to change a positive form into a negative form or interrogative form.
- Students are able to use adverb of time or adverb phrases in making simple present tense.

E. Instructional Objectives

In the end of the instruction, students are hoped to be able to:

- a. Write a sentence in Simple Present Tense Form.
- b. Complete the sentence of simple present tense by using the appropriate verb.
- c. Change the sentence of simple present tense in positive form into negative form.
- d. Write the sentence of simple present tense

by using adverb of time, like as: today, now, this time, every time, etc.

F. Character Building:

- Trustworthiness
- Respect
- Diligent
- Responsible

G. Learning Material

Simple Present Tense (Verb 1)

When discussing facts that remain consistent over time or habits that occur repeatedly, the simple present tense is used. The verb in this tense takes the simple form, without any additional. In the positive form, when the subject is a third-person singular (such as Talita, she, he, or it), the verb is modified by adding the suffix "s" or "es." In the negative and interrogative forms, "does" is used for the third-person singular, while "do" is used for other subjects.⁴⁴

Examples:

1. He feeds the animals every day.
2. Diah reads a book in the library every morning.

⁴⁴ <http://babat8penyakitmematikan.blogspot.com/2013/02/the-simple-present-tense-verb-1.html>

3. They clean the animal's cages every morning.
4. She makes decision about her future.
5. He usually looks for some water.
6. My sister and I get up early every day.
7. We make the beds and clean the house.
8. They often speak English to each other.
9. Both my brother and my father go to work.
10. My father often makes fried noodle and fried rice for breakfast.⁴⁵

The use of simple present tense

According to L. G. Alexander in his book "*Longman English Grammar*", the uses of simple present tense are:

The use of simple present tense

According to L. G. Alexander in his book "*Longman English Grammar*", the uses of simple present tense are:

1. Permanent truths.

For statements that are always true, we employ the simple present. **Summer follows spring, and when heated, gases expand.**

2. The present period.

We use the simple present to apply to events,

⁴⁵ Wachidah, S. (2017) *When Rings A Bell*. 2nd edn. Jakarta: Kementerian Pendidikan dan Kebudayaan.

acts, or circumstances that are occurring at the current time and may continue permanently.

My father is a banker, and my sister wears glasses.

3. Habitual actions.

The simple present can be used with or without a time adverb to represent habitual behaviors, or things that happen on a regular basis. **I wake up at 7 a.m., and John smokes a lot.**

4. Future reference.

This usage is frequently associated with timetables and programs, as well as calendar events. **The show runs from January 1st until January 31st. The concert starts at 7.30 p.m. and concludes at 9.30 p.m. We leave tomorrow at 11.15 a.m. and arrive at 17.50 p.m. on Wednesday.**

5. Observations and declarations.

In conversation, we frequently employ the simple present with other verbs to express observations and pronouncements.

He says that the police are expecting more violence in the city, therefore I

proclaim this display open.⁴⁶

The Pattern of Simple Present Tense

Affirmative Subject + Verb 1 St form	- {I-You-We-They} <u>work</u> - { He-She-It} <u>works</u>
Negative Subject + do/does not	- {I-You-We-They} do not <u>work</u> - {He-She-It} does not <u>work</u>
Interrogative DO/does + Subject + Verb 1 St form	- Do {I-You-We-They} <u>work</u> - Does {He-She-It} <u>work</u>

Note : Do or does are not used with is, am and are

Negative : I am not busy
 {She-He-It} is not (isn't) busy
 {We-You-They} are not (aren't) busy

Interrogative : am I busy?
 : Is {She-He-It} busy?
 : Are {We-You-They} busy?

⁴⁶ L. G. Alexander, (2003), *Longman English Grammar*, Longman:New York. P. 168-169.

Question	Short Answer	Complete Answer
Does Amin like tea?	Yes, he does. No, he doesn't.	Yes, he likes tea. No, he doesn't like tea
Do you like tea?	Yes, I do No, I don't	Yes, I like tea No, I don't like tea

Simple Present Tense: Short Answers to Questions⁴⁷

H. Learning method:

Model : Lecturing combined with Quizizz

Method : lecturing, question and answer, exercise.

I. Learning Media:

1. Whiteboard
2. Marker
3. Book
4. Laptop
5. Load Speaker
6. Projektor

⁴⁷ Department of Research and Development of Syllabus Kuliyatu-l-Mu'allimin Al-Islamiyyah (KMI) (2001) *English Grammar 2 For Class Four*. 2nd edn. Ponorogo: Darusslam Press.

J. Learning Activity

Activity	Teacher	Students	Time
Opening	The teacher greets and invites students to pray	Students answer Greetings from the teacher and pray together	5
	Teacher reads the attendance sheet	The students raised hand evidence presence	
	The teacher conveys the goal learning and prepare students ready to learn position.	The students listen to explanations learning objectives delivered by the teacher	
	Teacher informs the students that this meeting will run through Quizizz and teacher asks	The students prepare all tools needed while students are listening to the	

	the students to prepare themselves	teacher's explanation	
Main Activity (Exploration)	The teacher presents the material using Quizizz	The students pay attention to the material	15
	The teacher stimulates students through several questions related to the material	The students are active to answer and ask regarding simple present tense.	
	The teacher presents a picture on the screen and asks them to make a sentence in simple present tense base on the picture or teacher asks them to	The students look at the picture given by the teacher on their screen and they try to ask the questions from teacher	

	change the sentence from positive form into negative form or interrogative form		
	The teacher stimulates the participants through a few related questions with that picture and tries to explain again the material before if there are some questions from students	The students answer and ask regarding “simple present tense” which is shown using pictures	
(Elaboration)	Teacher gives some questions to the students	The students ask some questions	10

		given by the teacher	
	The teacher guides the students when they answer the questions.	The students answer the questions within the given time	
	The teacher checks the correct answer with the students	The students correct the incorrect answer and cooperated with the teacher	
(Confirmation)	The teacher gives a summary of the material “simple present tense”	The students listen to the teacher’s explanation and try to make conclusions by their themselves	10
	Teacher gives questions to participants learn as an activity	Students answer questions from the teacher	

	reflection.		
Clossing	The teacher conveys the topic about the next learning materials	The students listen to the teacher correctly	5
	The teacher closes the learning with prayers and greetings	Students pray together and say greeting “salam” together	

K. earning Source

Bahasa Inggris, *When English Rings a Bell* / Kementerian Pendidikan dan Kebudayaan.--. Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017.

English Grammar 2 For Class Four Department of Research and Development of Syllabus Kulliyatu-l-Mu'allimin Al-Islamiyyah (KMI). 2nd ed. Ponorogo: Darusslam Press, 2001.

<https://www.juraganles.com/2021/07/soal-online-the-simple-present-tense-kelas-8-smp-mts.html>

<https://azbahasainggris.com/contoh-soal-simple-present-tense-pilihan-ganda-smp>

<http://babat8penyakitmematikan.blogspot.com/2013/02/the-simple-present-tense-verb-1.html>

EXERCISE

1. Every morning the watchman turns off all the lights and ... around the building every half an hour.

- a) walks
- b) is walking
- c) walking
- d) walked

2. Colin: Can we postpone the class meeting until Thursday?

Bono: I'm afraid not. I ... basketball on Thursday.

- a) would play
- b) played
- c) always play
- d) have been playing

3. I ... at five o'clock every morning.

- a) wakes up
- b) waking up
- c) woke up
- d) wake up

4. Nadya is a nice girl. Everybody ... her friend.

- a) wanting to be
- b) want to be
- c) wants to be
- d) wanted to be

5. This exam is important. You must ...

- a) studied
- b) studies
- c) study

d) studying

6. Mr. Agus: Who can answer the question?

Korinda: What is your question, Sir?

Mr. Agus: ... I'll read the question once more.

Students: Yes, sir.

a) Listen carefully!

b) Write your name!

c) Open your book!

d) Look at me!

7. They usually ... rice.

a) growing

b) grows

c) is growing

d) grow

8. My sister and brother seldom ... shirts.

a) wears

b) wearing

c) wear

d) weared

9. Because I always ... to school early.

a) goes

b) go

c) going

d) gone

10. She ... the house every day.

a) cleans

b) cleaned

- c) cleaning
- d) clean

B.

1. The sun in the east and in the west

- a. rises - sets
- b. sets - rises
- c. rise - set
- d. set - rise

2. Water at 0⁰ Celcius and at 100⁰ Celcius.

- a. boil - freeze
- b. freeze - boil
- c. freezes - boils
- d. boils - freezes

3. Many unique animals this national park.

- a. inhabit
- b. inhabits
- c. inhabited
- d. inhabiting

4. Tea is popular. Many people in the world it.

- a. drink
- b. drank
- c. drinks
- d. drinking

5. A mango tree usually hundreds of fruits.

- a. produce
- b. consume
- c. produces

d. consumes

6. Oranges a lot of Vitamin C.

a. contain

b. contains

c. contained

d. containing

7. Frogs give birth. They eggs.

a. do - lay

b. don't - lay

c. does - lay

d. doesn't - lay

8. Nando reads newspapers. He doesn't want to miss news.

a. sometimes

b. rarely

c. never

d. always

9. Amanda is not a pleasant person. She is in a bad mood.

a. sometimes

b. always

c. usually

d. never

10. Reisa is always in a good mood. She is sad.

a. never

b. always

c. usually

d. sometimes

EXERCISE

C. Change the following sentences from affirmative to negative. Use both the full form and contracted form.

e.g. I work on the tenth floor

(I do not work on the tenth floor. I don't work on the tenth floor.)

1. Zimam likes to study English.

(Zimam doesn't like to study English)

2. You speak English well.

(You don't speak English well)

3. The plane leaves at ten o'clock.

(The plane doesn't leave at ten o'clock)

4. He knows everyone in the school.

(He doesn't know everyone in the school)

5. I feel good.

(I don't feel good)

6. He has lunch in the cafeteria every day.

(He doesn't has lunch in the cafeteria every day)

7. She always comes to class late.

(She doesn't always come to class late)

8. They live in Semarang.

(They don't live in Semarang)

9. We need a fan in this room.

(We don't need a fan in this room)

10. Janet and I study together.

(Janet and I doesn't study together)

Scoring:

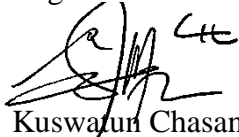
A. Every number has score (10) = $10 \times 10 = 100$

B. Every number has score (10) = $10 \times 10 = 100$

C. Every number has score (10) = $10 \times 10 = 100$

$$\frac{100+100+100}{3} = 100$$

English Teacher



Kuswatin Chasanah, S.Pd.

Researcher



Andika Esafaisa F.

Appendix 2

Lesson Plan for Control Class

School	: SMP N 16 Semarang
Class/Semester	: VIII (Eighth) / 1
Subject	: English
Topic	: My uncle is a zookeeper
Skill	: Grammar (Simple Present Tense)
Time	: 45 minutes (1 x meeting)

A. Standard of Competence

Understanding the form of simple present tense in positive, negative, and interrogative and the usage of simple present tense to interact in the context of daily life.

B. Basic Competence

- Social Function: Love nature and animals, give good action to animals and nature. According to the textbook
- Understanding the Language factors:
 1. Verb in Simple Present Tense (*Verb I s/es*)
 2. Adverb of time or Adverb Phrases: *always, often, sometimes, never, usually, every ...*
 3. Vocabularies: Noun, Verb, Adjective.
 4. Nominal singular dan plural: *a, the, this, those, my, their*, etc in nominal phrase.
 5. Greeting, Stressing, intonation.

C. Learning aim

- Students are able to understand simple present tense based on the grammatical rules.

D. Indicators

- Students are able to make a simple present tense correctly
- Students are able to use simple present tense appropriately
- Students are able to change a positive form into a negative form or interrogative form
- Students are able to use adverb of time or adverb phrases in making simple present tense

E. Instructional Objectives

In the end of the instruction, students are hoped to be able to:

- a. Write a sentence in simple present tense form.
- b. Complete the sentence of simple present tense by using the appropriate verb.
- c. Change the sentence of simple present tense in positive form into negative form.
- d. Write the sentence of simple present tense by using adverb of time, like as: today, now, this time, every time, etc.

F. Character Building:

- Trustworthiness
- Respect
- Diligent
- Responsible

G. Learning Material

Simple Present Tense (Verb 1)

*When discussing facts (which remain constant for a long period) and habits (which occur repeatedly), we employ the simple present tense. The verb is the simple form of verb. When the topic is a third singular person (Talita, she, he), and it. The verb **is** given the suffix *s/es*. **Does** is used for the third singular person in negative and interrogative, and **do** is used for the others. It is followed by the suffix *s/es*. **Does** is used for the third singular person in negative and interrogative, and **do** is used for the others.*⁴⁸

Examples:

1. He feeds the animals every day.
2. She prepares foods and drinks for the animals every morning.
3. They clean the animal's cages every morning.
4. She takes care of sick animals regularly.
5. He regularly repairs the animals cages.

⁴⁸ <http://babat8penyakitmematikan.blogspot.com/2013/02/the-simple-present-tense-verb-1.html>

6. My sister and I *get up* early every day.
7. We *make* the beds and clean the house.
8. They often *speak* English to each other.
9. Both my brother and my father *go* to work.
10. My father often *makes* fried noodle and fried rice for breakfast.⁴⁹

The use of simple present tense

According to L. G. Alexander in his book “*Longman English Grammar*”, the uses of simple present tense are:

1. Permanent truths.

For statements that are always true, we employ the simple present. **Summer follows spring, and when heated, gases expand.**

2. The present period.

We use the simple present to apply to events, acts, or circumstances that are occurring at the current time and may continue permanently. **My father is a banker, and my sister wears glasses.**

3. Habitual actions.

The simple present can be used with or without a time adverb to represent habitual behaviors, or things that happen on a regular basis. **I wake up at 7 a.m.,**

⁴⁹ Wachidah, S. (2017) *When Rings A Bell*. 2nd edn. Jakarta: Kementerian Pendidikan dan Kebudayaan.

and John smokes a lot.

4. Future reference.

This usage is frequently associated with timetables and programs, as well as calendar events. **The show runs from January 1st until January 31st. The concert starts at 7.30 p.m. and concludes at 9.30 p.m. We leave tomorrow at 11.15 a.m. and arrive at 17.50 p.m. on Wednesday.**

5. Observations and declarations.

In conversation, we frequently employ the simple present with other verbs to express observations and pronouncements.

He says that the police are expecting more violence in the city, therefore I proclaim this display open.⁵⁰

The Pattern of Simple Present Tense

Affirmative Subject + Verb 1 st form	- {I-You-We-They} <u>work</u> - { He-She-It } <u>works</u>
Negative Subject + do/does not	- {I-You-We-They} do not <u>work</u> - {He-She-It} does not

⁵⁰ L. G. Alexander, (2003), *Longman English Grammar*, Longman:New York. P. 168-169.

	<u>work</u>
Interrogative DO/does + Subject + Verb 1 St form	- Do {I-You-We-They} <u>work</u> - Does {He-She-It} <u>work</u>

Note : Do or does are not used with is, am and are

Negative : I am not busy
 {She-He-It} is not (isn't) busy
 {We-You-They} are not (aren't) busy

Interrogative : am I busy?
 : Is {She-He-It} busy?
 : Are {We-You-They} busy

Simple Present Tense: Short Answers to Questions⁵¹

Question	Short Answer	Complete Answer
Does Amin like tea?	Yes, he does. No, he doesn't.	Yes, he likes tea. No, he doesn't like tea
Do you like tea?	Yes, I do No, I don't	Yes, I like tea No, I don't like tea

⁵¹ Department of Research and Development of Syllabus Kulliyatu-l-Mu'allimin Al-Islamiyyah (KMI) (2001) *English Grammar 2 For Class Four*. 2nd edn. Ponorogo: Darusslam Press.

H. Learning method:

Model: Lecturing

Method: lecturing, question and answer, exercise.

I. Learning Media:

1. Whiteboard
2. Boardmarker
3. Book

J. Learning Activity

Activity	Teacher	Students	Time
Opening	The teacher greets and Invites students to pray	Students answer Greetings from the teacher and pray together	10
	Teacher read the attendance sheet	The students raised hand evidence presence	
	The teacher conveys the goal learning and prepares students ready to	The students listen to explanations learning objectives delivered by the teacher	

	learn position.		
Main Activity (Exploration)	The teacher presents the material	The students pay attention to the material	15
	The teacher stimulates students through several questions related to the material	Active the students answer and ask regarding simple present tense material.	
	The teacher presents a material “simple present tense” on the whiteboard	The students look at the whiteboard and listen to the teacher’s explanation	
	The teacher stimulates the participants through a	The students actively to answer and ask regarding	

	few related questions with that material	simple present tense material	
(Elaboration)	Teacher gives some questions to the students	The students do some questions given by the teacher	15
	The teacher guides the students when they answer the questions.	The students answer the questions within the given time	
	The teacher checks the correct answer with the students	The students correct the incorrect answer and cooperated with the teacher	
Confirmation	The teacher gives a summary of the material “simple	The students listen to the teacher’s explanation and try to make	10

	present tense”	conclusions by theirs selves	
	Teacher gives questions to students as an activity reflection.	Students answer Questions from the teacher	
Clossing	The teacher conveys the topic about the next learning materials	The students listen to the teacher correctly	5
	The teacher closes the learning with prayers and greetings	Students pray together and say greeting “salam” together	

K. Learning Source

Bahasa Inggris, When English Rings a Bell
 Kementerian Pendidikan dan Kebudayaan.--. Edisi Revisi
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<http://babat8penyakitmematikan.blogspot.com/2013/02/the-simple-present-tense-verb-1.html>

EXERCISE

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- c) woke up
- d) wake up

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- b) want to be
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- d) wanted to be

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- a) studied
- b) studies
- c) study
- d) studying

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Lorinda: What is your question, Sir?

Mr. Agus: ... I'll read the question once more.

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- a) Listen carefully!
- b) Write your name!
- c) Open your book!
- d) Look at me!

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- a) growing
- b) grows
- c) is growing
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- a) wears

- b) wearing
- c) wear
- d) wore

9. Because I always ... to school early.

- a) goes
- b) go
- c) going
- d) gone

10. She ... the house every day.

- a) cleans
- b) cleaned
- c) cleaning
- d) clean

B.

1. The sun in the east and in the west

- a. rises - sets
- b. sets - rises
- c. rise - set
- d. set - rise

2. Water at 0⁰ Celcius and at 100⁰ Celcius.

- a. boil - freeze
- b. freeze - boil
- c. freezes - boils
- d. boils - freezes

3. Many unique animals this national park.

- a. inhabit
- b. inhabits

- c. inhabited
- d. inhabiting

4. Tea is popular. Many people in the world it.

- a. drink
- b. drank
- c. drinks
- d. drinking

5. A mango tree usually hundreds of fruits.

- a. produce
- b. consume
- c. produces
- d. consumes

6. Oranges a lot of Vitamin C.

- a. contain
- b. contains
- c. contained
- d. containing

7. Frogs give birth. They eggs.

- a. do - lay
- b. don't - lay
- c. does - lay
- d. doesn't - lay

8. Nando reads newspapers. He doesn't want to miss news.

- a. sometimes
- b. rarely
- c. never

d. always

9. Amanda is not a pleasant person. She is in a bad mood.

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b. always

c. usually

d. never

10. Reisa is always in a good mood. She is sad.

a. never

b. always

c. usually

d. sometimes

EXERCISE

C. Change the following sentences from affirmative to negative. Use both the full form and contracted form.

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(You don't speak English well)

3. The plane leaves at ten o'clock.

(The plane doesn't leave at ten o'clock)

4. He knows everyone in the school.
(He doesn't know everyone in the school)
5. I feel good.
(I don't feel good)
6. He has lunch in the cafeteria every day.
(He doesn't has lunch in the cafeteria every day)
7. She always comes to class late.
(She doesn't always come to class late)
8. They live in Semarang.
(They don't live in Semarang)
9. We need a fan in this room.
(We don't need a fan in this room)
10. Janet and I study together.
(Janet and I doesn't study together)

Scoring:


A. Every number has score (10) = $10 \times 10 = 100$

B. Every number has score (10) = $10 \times 10 = 100$

C. Every number has score (10) = $10 \times 10 = 100$

$$\underline{100+100+100} = 100$$

English Teacher



Kuswatu Chasanah, S.Pd.

Researcher



Andika Esafaisa F.

Appendix 3

Test of Validity

Student	Score																									total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	
2	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	24	
3	1	1	1	0	1	0	1	0	0	1	1	0	0	1	0	1	0	0	0	1	0	0	1	1	0	12	
4	1	1	1	1	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	
5	1	1	1	1	1	1	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	19	
6	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	23	
7	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	1	0	1	1	1	20	
8	1	1	1	1	1	1	1	1	0	1	0	0	0	1	0	1	1	1	1	0	0	1	1	1	1	18	
9	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	18	
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	
11	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	21	
12	1	1	1	1	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	7	
13	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	15	
14	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	
15	1	0	1	0	1	1	1	1	0	1	1	0	0	0	0	1	0	1	1	0	0	1	1	1	1	15	
16	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	
17	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	18	
18	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	23	
19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	
20	1	0	0	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	0	1	1	1	1	1	1	16	
21	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	0	0	0	1	0	0	0	0	1	1	15	
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	24	
23	1	1	1	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	0	0	0	1	1	1	17	
24	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	0	0	0	0	1	1	17	
25	1	1	1	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	
26	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	1	20	
27	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	18	
28	1	1	1	0	1	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	1	0	9
29	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	21
30	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	20	
31	1	0	0	0	1	0	1	0	0	1	0	0	1	1	1	1	1	0	0	0	0	0	0	1	0	0	9
Reliability	-0.0635	0.0837	0.3942	0.2879	-0.0206	0.0049	0.3402	0.5942	0.7479	0.2835	0.88	0.6495	0.7021	0.6265	0.4258	0.3323	0.6899	0.7972	0.6301	0.6087	0.4888	0.4572	0.3633	0.3633	0.7679		
Reliability	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316	0.9316		
INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	INVALID	
VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	

No	R Tabel	R Hitung	Valid/Invalid
1	-0.16635	0.50316	Invalid
2	0.028537	0.50316	Invalid
3	0.189422	0.50316	Invalid
4	0.238373	0.50316	Invalid
5	-0.01606	0.50316	Invalid
6	0.809458	0.50316	Valid
7	0.348126	0.50316	Invalid
8	0.519429	0.50316	Valid
9	0.743798	0.50316	Valid
10	0.298553	0.50316	Invalid
11	0.641905	0.50316	Valid
12	0.707211	0.50316	Valid
13	0.694765	0.50316	Valid
14	0.551288	0.50316	Valid
15	0.425538	0.50316	Invalid
16	0.331233	0.50316	Invalid
17	0.618999	0.50316	Valid
18	0.579172	0.50316	Valid
19	0.69801	0.50316	Valid
20	0.608957	0.50316	Valid
21	0.748888	0.50316	Valid
22	0.645732	0.50316	Valid
23	0.586183	0.50316	Valid
24	0.586183	0.50316	Valid
25	0.709796	0.50316	Valid

Appendix 4

No	Score of Control Class (8C)			
	Name	Score of Pre-Test	Score of Post-Test	Criteria
1	Akbar Afariel A.	100	100	Equal
2	Alfianisa Nurin yuniar	96	100	Up (+4)
3	Amanda A.Z	48	92	Up(+44)
4	Anastasya Nawra Zhavira	28	48	Up(+20)
5	Annisa Octaviana P.S	76	52	Down (-24)
6	Ardella Putri W.	92	96	Up(+4)
7	Arif Fadilah	80	16	Down (-64)
8	Atfar Mahatma Sakha	72	92	Up(+20)
9	Bagas Tri Nugroho	44	20	Down (-24)
10	Beinta Nabila Wulandari	100	96	Down (-4)
11	Bilqis Mumtazah Syahidah Aziz	84	72	Down (-12)
12	Faraj Fauzi Erlanngga	28	24	Down (-4)
13	Husna El Meida	60	96	Up(-36)
14	M. Aditya Naufallutfi	88	92	Up(+4)
15	M. Faruq Thariqul Haq	60	96	Up(+36)
16	Maulida Nuril M.	88	96	Up(+88)

17	Mavis Hibrizy Likhero	56	24	Down (-32)
18	M Farel F.	92	52	Down (-40)
19	Nabila Faizah	100	100	Equal
20	Nur Rohim	64	48	Down (-16)
21	Radithia Nur A.	60	68	Up(+8)
22	Raissa Wistara	96	100	Up(+4)
23	Sabilla Zahra R.	68	56	Down (-12)
24	Salfa Aulia	68	76	Up(+8)
25	Saschia A.P	36	64	Up(+28)
26	Shelina Orlinia C.	80	48	Down (-32)
27	Sherly Anggraini	72	96	Up(+24)
28	Siti Ainun Syarifah H.	36	100	Up(+64)
29	Talitha Azka S.	88	100	Up(+72)
30	Tegar Jati Tri W.	76	84	Up(+11)
31	Tevy Pitra Oktavia	36	28	Down (-28)
	Max	100	100	
	Min	28	16	
	Average	70.1	72	

Appendix 5

No	Score of Experimental Class (8A)			
	Name	Score of Pre-Test	Score of Post-Test	Criteria
1	Adinda Najwa	92	100	Up(+8)
2	Aini Nur Istikomah	88	100	Up(+12)
3	Aisya Kharisma P.	76	88	Up(+12)
4	Almas Z.F	76	72	Down (-4)
5	Aryasatya Shankara Prameswara	76	100	Up(+24)
6	Danendra Raditya	92	84	Down (-8)
7	Dennis	68	92	Up(-6)
8	Fairuz Hafidz	84	100	Up(+16)
9	Julian Sukho A.S	76	92	Up(+16)
10	Hana Khaerunnisa	72	96	Up
11	Hanan Ayu L.P	96	96	Equal
12	K. Maeva T. Panguriseng	84	100	Up(+16)
13	Landry Danish	92	96	Up(+4)
14	Malka Geraldo	80	80	Equal
15	Marcellia Kinanti D.S	60	80	Up(+20)
16	Marchel C.	88	92	Up(+4)
17	Marchelino Satria	60	80	Up(+20)
18	Najwa Choirunnisa	96	96	Equal
19	Rangga Widiatama	72	56	Down (-16)
20	Shirley Juliviana	80	96	Up(+14)

21	Syazwina Atha K.S	80	96	Up(+14)
22	Tiara Felicia R.	60	96	Up(+36)
23	Valent	84	92	Up(+8)
24	Vania Nasya	60	84	Up(+24)
25	Vicko Arvanio	96	100	Up(+4)
26	Yuanita Dharmaningrum	72	80	Up(+8)
Max		96	100	
Min		60	56	
Average		79.23	90.15	

Appendix 6

Letter of Permission Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 836/Un.10.3/D1/TA.00.01/03/2023 13 maret 2023

Lamp : -

Hal : Mohon Izin Riset
a.n. : Andika Esafaisa Firjafirdaus
NIM : 1903046086

Yth.
Kepala SMP N 16 Semarang
di Tempat

Assalamu' alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Andika Esafaisa Firjafirdaus
NIM : 1903046086
Alamat : Dusun Sumber Bhakti Desa Ketapang Barat Kecamatan
Ketapang Kabupaten Sampang Provinsi Jawa Timur
Judul skripsi : The Use of Quizizz As An Assessment Tool to Enhance
Students' Grammar Mastery of Simple Present Tense

Pembimbing :
1. Dr. Hj. Siti Mariam, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 14 Hari, mulai tanggal 13 maret 2023 sampai dengan tanggal 27 Maret 2023

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu' alikum Wr.Wb.

Dekan,
Wakil Dekan Bidang Akademik
Mahfud Junaedi, M.Ag.

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN**

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 835/Un.10.3/D1/TA.00.01/03/2

13 Maret 2023

Lamp : -

Hal : Pengantar Pra Riset

a.n. : Andika Esafaisa Firjafirdaus

NIM : 1903046086

Yth.

Kepala SMP N 16 Semarang
di Tempat

Assalamu' alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama : Andika Esafaisa Firjafirdaus

NIM : 1903046086

Alamat : Dusun Sumber Bhakti Desa Ketapang Barat Kecamatan
Ketapang Kabupaten Sampang Provinsi Jawa Timur

Judul skripsi : The Use of Quizizz As An Assessment Tool to Enhance
Students' Grammar Mastery of Simple Present Tense

Pembimbing :

1. Dr. Hj. Siti Mariam, M.Pd

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinakan melaksanakan riset selama 14 Hari, mulai tanggal 13 maret 2023 sampai dengan tanggal 27 Maret 2023

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.

Wassalamu' alikum Wr.Wb.

a.n. Dekan,

Wakil Dekan Bidang Akademik



Dr. H. Mahfud Junaedi, M.Ag.

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 16 SEMARANG
Jl. Prof DR HAMKA, Tlp. (024) 7606676/7618848 Kode Pos. 50181



SURAT KETERANGAN

Nomor : 070 / 145 / 2023

Yang bertanda tangan di bawah ini Kepala SMP Negeri 16 Semarang menerangkan kepada :

Nama : Andika Esafaisa Firjafirdaus
NIM : 1903046086
Program Studi : Pendidikan Bahasa Inggris – UIN Walisongo Semarang

Telah melaksanakan penelitian di SMP Negeri 16 Semarang untuk keperluan penulisan skripsi dengan judul “THE USE OF QUIZZZ DIGITAL GAME TO ENHANCE STUDENTS’ MASTERY OF SIMPLE PRESENT TENSE”

Adapun pelaksanaannya telah dilaksanakan pada tanggal 15 s.d 28 Maret 2023

Demikian keterangan ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.



Semarang, 4 Mei 2023

Kepala Sekolah

Subadiyah, S. Pd., M. Pd.

Appendix 7

Pre-Test for Experimental Class

Name : _____

No : _____

Class : _____

EXERCISE

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Every morning the watchman turns off all the lights and ... around the building every half an hour.

- a) walks
- b) is walking
- c) walking
- d) walked

2. Colin: Can we postpone the class meeting until Thursday?

Bono: I'm afraid not. I ... basketball on Thursday.

- a) would play
- b) played
- c) always play
- d) have been playing

3. I ... at five o'clock every morning.

- a) wakes up
- b) waking up
- c) woke up
- d) wake up

4. Nadya is a nice girl. Everybody ... her friend.

- a) wanting to be
- b) want to be
- c) wants to be
- d) wanted to be

5. This exam is important. You must ...

- a) studied
- b) studies
- c) study
- d) studying

B. Change the following sentences from affirmative to negative. Use both the full form and contracted form.

e.g. I work on the tenth floor

(I do not work on the tenth floor. I don't work on the tenth floor.)

1. Zimam likes to study English.

2. You speak English well.

3. The plane leaves at ten o'clock.

4. He knows everyone in the school.

5. I feel good.

6. He has lunch in the cafeteria every day.

7. She always comes to class late.

8. They live in Semarang.

9. We need a fan in this room.

10. Janet and I study together.

C. Change the following statement to questions as in the example.

e.g. Muhammad goes to class twice a week.

(Does Muhammad go to class twice a week?)

1. They enjoy their English lessons.

2. That company buys a lot of merchandise from us.

3. It looks like rain.

4. He drives to Ponorogo Once a week.

5. The class meets on the third floor.

6. He seems to be very busy.

7. This book belongs to her.

8. You like New York.

9. You speak French well.

10. He often goes out of town.

Sources:

English Grammar 2 For Class Four Department of Research and Development of Syllabus Kulliyatu-l-Mu'allimin Al-Islamiyyah (KMI). 2nd ed. Ponorogo: Darusslam Press, 2001.

<https://azbahainggris.com/contoh-soal-simple-present-tense-pilihan-ganda-smp>

Appendix 8

Post-Test for Experimental Class

Name : _____

No : _____

Class : _____

EXERCISE

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Every morning the watchman turns off all the lights and ... around the building every half an hour.

- a) walks
- b) is walking
- c) walking
- d) walked

2. Colin: Can we postpone the class meeting until Thursday?

Bono: I'm afraid not. I ... basketball on Thursday.

- a) would play
- b) played
- c) always play
- d) have been playing

3. I ... at five o'clock every morning.

- a) wakes up
- b) waking up
- c) woke up
- d) wake up

4. I breakfast every day at 7 AM

- a) Eat
- b) Eats
- c) Ate
- d) Eaten

5. Q: When do you do your homework?

A:

- a) I have did my homework at 6 PM
- b) I did my homework at 6 PM
- c) I do my homework at 6 PM
- d) I am doing my homework at 6 PM

B. Change the following sentences from affirmative to negative. Use both the full form and contracted form.

e.g. I work on the tenth floor

(I do not work on the tenth floor. I don't work on the tenth floor.)

1. Zimam likes to study English.

2. You speak English well.

3. The plane leaves at ten o'clock.

4. He knows everyone in the school.

5. I feel good.

6. He always plays football with his friends.

7. She always goes to school on foot.

8. I listen to my favorite music.

9. We see an elephant in the zoo.

10. My brother uses an uniform in school.

C. Change the following statement to questions as in the example.

e.g. Muhammad goes to class twice a week.

(Does Muhammad go to class twice a week?)

1. They enjoy their English lessons.

2. That company buys a lot of merchandise from us.

3. My cat eats fish every Sunday.

4. You play tennis twice a week.

5. They listen to music while they work.

6. He goes to school at 7 PM every morning.

7. Nisa takes the bus to school every day.

8. He lives in New York.

9. You like to eat pizza.

10. Aulia makes delicious cookies.

Sources:

English Grammar 2 For Class Four Department of Research and Development of Syllabus Kulliyatu-l-Mu'allimin Al-Islamiyyah (KMI). 2nd ed. Ponorogo: Darusslam Press, 2001.

<https://azbahasainggris.com/contoh-soal-simple-present-tense-pilihan-ganda-smp>

Appendix 9

Pre-Test for Control Class

Name : _____

No : _____

Class : _____

EXERCISE

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Every morning the watchman turns off all the lights and ... around the building every half an hour.

- a) walks
- b) is walking
- c) walking
- d) walked

2. Colin: Can we postpone the class meeting until Thursday?

Bono: I'm afraid not. I ... basketball on Thursday.

- a) would play
- b) played
- c) always play
- d) have been playing

3. I ... at five o'clock every morning.

- a) wakes up
- b) waking up
- c) woke up
- d) wake up

4. Nadya is a nice girl. Everybody ... her friend.

- a) wanting to be
- b) want to be
- c) wants to be
- d) wanted to be

5. This exam is important. You must ...

- a) studied
- b) studies
- c) study
- d) studying

B. Change the following sentences from affirmative to negative. Use both the full form and contracted form.

e.g. I work on the tenth floor

(I do not work on the tenth floor. I don't work on the tenth floor.)

1. Zimam likes to study English.

2. You speak English well.

3. The plane leaves at ten o'clock.

4. He knows everyone in the school.

5. I feel good.

6. He has lunch in the cafeteria every day.

7. She always comes to class late.

8. They live in Semarang.

9. We need a fan in this room.

10. Janet and I study together.

C. Change the following statement to questions as in the example.

e.g. Muhammad goes to class twice a week.

(Does Muhammad go to class twice a week?)

1. They enjoy their English lessons.

2. That company buys a lot of merchandise from us.

3. It looks like rain.

4. He drives to Ponorogo Once a week.

5. The class meets on the third floor.

6. He seems to be very busy.

7. This book belongs to her.

8. You like New York.

9. You speak French well.

10. He often goes out of town.

Sources:

English Grammar 2 For Class Four Department of Research and Development of Syllabus Kulliyatu-l-Mu'allimin Al-Islamiyyah (KMI). 2nd ed. Ponorogo: Darusslam Press, 2001.

<https://azbahasainggris.com/contoh-soal-simple-present-tense-pilihan-ganda-smp>

Appendix 10

Post-Test for Control Class

Name : _____

No : _____

Class : _____

EXERCISE

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Every morning the watchman turns off all the lights and ... around the building every half an hour.

- a) walks
- b) is walking
- c) walking
- d) walked

2. Colin: Can we postpone the class meeting until Thursday?

Bono: I'm afraid not. I ... basketball on Thursday.

- a) would play
- b) played
- c) always play
- d) have been playing

3. I ... at five o'clock every morning.

- a) wakes up
- b) waking up
- c) woke up
- d) wake up

4. I breakfast every day at 7 AM

- a) Eat
- b) Eats
- c) Ate
- d) Eaten

5. Q: When do you do your homework?

A:

- a) I have did my homework at 6 PM
- b) I did my homework at 6 PM
- c) I do my homework at 6 PM
- d) I am doing my homework at 6 PM

B. Change the following sentences from affirmative to negative. Use both the full form and contracted form.

e.g. I work on the tenth floor

(I do not work on the tenth floor. I don't work on the tenth floor.)

1. Zimam likes to study English.

2. You speak English well.

3. The plane leaves at ten o'clock.

4. He knows everyone in the school.

5. I feel good.

6. He always plays football with his friends.

7. She always goes to school on foot.

8. I listen to my favorite music.

9. We see an elephant in the zoo.

10. My brother uses an uniform in school.

C. Change the following statement to questions as in the example.

e.g. Muhammad goes to class twice a week.

(Does Muhammad go to class twice a week?)

1. They enjoy their English lessons.

2. That company buys a lot of merchandise from us.

3. My cat eats fish every Sunday.

4. You play tennis twice a week.

5. They listen to music while they work.

6. He goes to school at 7 PM every morning.

7. Nisa takes the bus to school every day.

8. He lives in New York.

9. You like to eat pizza.

10. Aulia makes delicious cookies.

Sources:

English Grammar 2 For Class Four Department of Research and Development of Syllabus Kulliyatu-l-Mu'allimin Al-Islamiyyah (KMI). 2nd ed. Ponorogo: Darusslam Press, 2001.

<https://azbahasainggris.com/contoh-soal-simple-present-tense-pilihan-ganda-smp>

Appendix 11

Pre-Test Sheet

Pre Test for Control Class

Name : Saira aulia a

No : 26

Class : 8c

68

EXERCISE

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Every morning the watchman turns off all the lights and ... around the building every half an hour.

- a) walks
- b) is walking
- c) walking
- d) walked

✓

2. Colin: Can we postpone the class meeting until Thursday?

Bono: I'm afraid not. I ... basketball on Thursday.

- a) would play
- b) played
- c) always play
- d) have been playing

✓

3. I ... at five o'clock every morning.

- a) wakes up
- b) waking up
- c) woke up
- d) wake up

✓

20

4. Nadya is a nice girl. Everybody ... her friend.

- a) wanting to be
- b) want to be
- c) wants to be
- d) wanted to be

✓

5. This exam is important. You must ...

- a) studied
- b) studies
- c) study
- d) studying

✓

Pre Test for Control Class

Name : Shelina Orhina C.

No : 28

Class : 8C

80

EXERCISE

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Every morning the watchman turns off all the lights and ... around the building every half an hour.

- a) walks
- b) is walking
- c) walking
- d) walked

✓

2. Colin: Can we postpone the class meeting until Thursday?

Bono: I'm afraid not. I ... basketball on Thursday.

- a) would play
- b) played
- c) always play
- d) have been playing

20

✓

3. I ... at five o'clock every morning.

- a) wakes up
- b) waking up
- c) woke up
- d) wake up

✓

4. Nadya is a nice girl. Everybody ... her friend.

- a) wanting to be
- b) want to be
- c) wants to be
- d) wanted to be

✓

5. This exam is important. You must ...

- a) studied
- b) studies
- c) study
- d) studying

✓

Pre Test for Experimental Class

Name : Aryasatya Shankara Prameswara

76

No : 7

Class : BA/VIII A

EXERCISE

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Every morning the watchman turns off all the lights and ... around the building every half an hour.

- a) walks
- b) is walking
- c) walking
- d) walked

/

2. Colin: Can we postpone the class meeting until Thursday?
Bono: I'm afraid not. I ... basketball on Thursday.

- a) would play
- b) played
- c) always play
- d) have been playing

12

3. I ... at five o'clock every morning.

- a) wakes up
- b) waking up
- c) woke up
- d) wake up

✓

4. Nadya is a nice girl. Everybody ... her friend.

- a) wanting to be
- b) want to be
- c) wants to be
- d) wanted to be

✓

5. This exam is important. You must ...

- a) studied
- b) studies
- c) study
- d) studying

✓

Pre Test for Experimental Class

88

Name : Aini Nur Ichikmah

No : 2

Class : VII A

EXERCISE

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Every morning the watchman turns off all the lights and ... around the building every half an hour.

- a) walks
- b) is walking
- c) walking ✓
- d) walked

2. Colin: Can we postpone the class meeting until Thursday?

Bono: I'm afraid not. I ... basketball on Thursday.

- a) would play
 - b) played
 - c) always play ✓
 - d) have been playing
- 16

3. I ... at five o'clock every morning.

- a) wakes up
- b) waking up
- c) woke up ✓
- d) wake up

4. Nadya is a nice girl. Everybody ... her friend.

- a) wanting to be
 - b) want to be
 - c) wants to be
 - d) wanted to be
- X

5. This exam is important. You must ...

- a) studied
- b) studies
- c) study ✓
- d) studying

Appendix 12

Post-Test Sheet

Post Test for Control Class

Name : Sherly Anggiani

No : 29

Class : VIII C

96

EXERCISE

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Every morning the watchman turns off all the lights and ... around the building every half an hour.

- a) walks
- b) is walking
- c) walking
- d) walked

✓

2. Colin: Can we postpone the class meeting until Thursday?

Bono: I'm afraid not. I ... basketball on Thursday.

- a) would play
- b) played
- c) always play
- d) have been playing

✓

3. I ... at five o'clock every morning.

- a) wakes up
- b) waking up
- c) woke up
- d) wake up

✓

4. I ... breakfast every day at 7 AM

- a) Eat
- b) Eats
- c) Ate
- d) Eaten

✓

5. Q: When do you do your homework?

A:

- a) I have did my homework at 6 PM
- b) I did my homework at 6 PM
- c) I do my homework at 6 PM
- d) I am doing my homework at 6 PM

✓

Post Test for Control Class

Name : Alicia Nurin Yuniar

No : 02

Class : V-III C

100

EXERCISE

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Every morning the watchman turns off all the lights and ... around the building every half an hour.

- a) walks
- b) is walking
- c) walking
- d) walked

✓

2. Colin: Can we postpone the class meeting until Thursday?

Bono: I'm afraid not. I ... basketball on Thursday.

- a) would play
- b) played
- c) always play
- d) have been playing

✓

3. I ... at five o'clock every morning.

- a) wakes up
- b) waking up
- c) woke up
- d) wake up

✓

4. I ... breakfast every day at 7 AM

- a) Eat
- b) Eats
- c) Ate
- d) Eaten

✓

5. Q: When do you do your homework?

A:

- a) I have did my homework at 6 PM
- b) I did my homework at 6 PM
- c) I do my homework at 6 PM
- d) I am doing my homework at 6 PM

✓

Post Test for Experimental Class

Name: Danendra Raji:lya P.5

No 8

Class 8A

84

EXERCISE

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Every morning the watchman turns off all the lights and ... around the building every half an hour.

- a) walks
- b) is walking
- c) walking
- d) walked

✓

2. Colin: Can we postpone the class meeting until Thursday?

Bono: I'm afraid not. I ... basketball on Thursday.

- a) would play
- b) played
- c) always play
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- a) wakes up
- b) waking up
- c) woke up
- d) wake up

✓

4. I breakfast every day at 7 AM

- a) Eat
- b) Eats
- c) Ate
- d) Eaten

X

5. Q: When do you do your homework?

A:

- a) I have did my homework at 6 PM
- b) I did my homework at 6 PM
- c) I do my homework at 6 PM
- d) I am doing my homework at 6 PM

X

Post Test for Experimental Class

Name : Marchel-C
No : 19
Class : 8A

92

EXERCISE

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Every morning the watchman turns off all the lights and ... around the building every half an hour.

- a) walks
- b) is walking
- c) walking
- d) walked

✓

2. Colin: Can we postpone the class meeting until Thursday?

Bono: I'm afraid not. I ... basketball on Thursday.

- a) would play
- b) played
- c) always play
- d) have been playing

✓

3. I ... at five o'clock every morning.

- a) wakes up
- b) waking up
- c) woke up
- d) wake up

✓

4. I breakfast every day at 7 AM

- a) Eat
- b) Eats
- c) Ate
- d) Eaten

✓

5. Q: When do you do your homework?

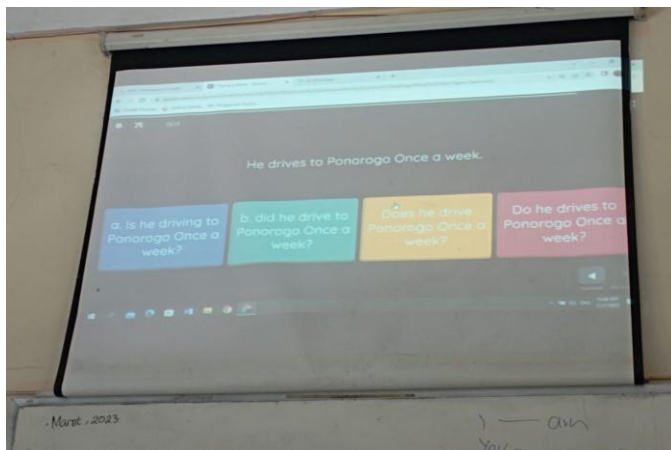
A:

- a) I have did my homework at 6 PM
- b) I did my homework at 6 PM
- c) I do my homework at 6 PM
- d) I am doing my homework at 6 PM

✓

Appendix 13

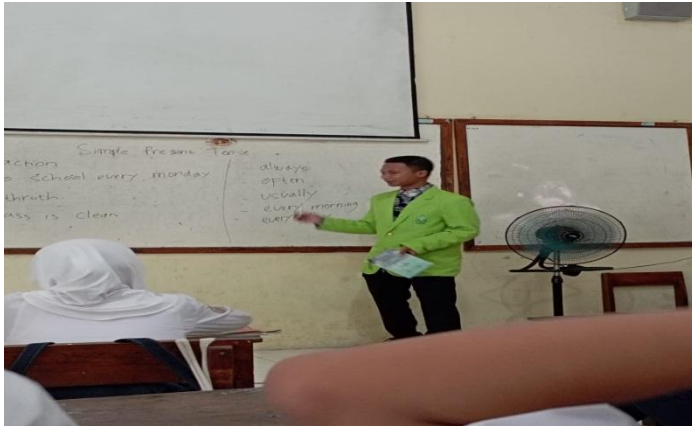
Documentation



(Teacher shows Quizizz application in the class while students answer the question accompanied by teacher)



(Students do Post-Test)



(Teacher delivers the learning material by lecturing)



(Students do Pre-Test)

CURRICULUM VITAE

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EDUCATIONAL BACKGROUND

SD N Ketapang Barat 1 (2011)
SMP N 1 Ketapang (2014)
PM Darussalam Gontor (2018)

Semarang, 17 Juni 2023



Andika Esafaisa Firjafirdaus