

**EFL TEACHER'S SELF-REFLECTION ON USING  
QUIZZZ AS A VOCABULARY LEARNING EVALUATION  
TOOL**

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
for Gaining the Bachelor Degree of English language  
Education



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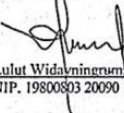
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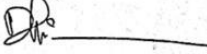
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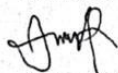
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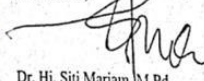
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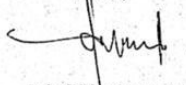


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*Assalamu'alaikum, wr. wb.*

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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## ABSTRACT

Title : EFL Teacher's Self-Reflection on Using Quizizz as Vocabulary Learning Evaluation Tool  
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This study aims to explain the reflections of English teachers on using Quizizz as an evaluation tool for learning vocabulary in elementary schools. Researchers used descriptive qualitative to retrieve data transcribed from interviews. The interview was addressed to a teacher at SD Hj. Isriati Baiturrahman 2 Semarang has implemented *Quizizz* in learning English. EFL teacher's reflection explaining the application of Quizizz in teaching English at SD Hj. Isriati Baiturrahman 2 can make students more active and enthusiastic in learning, the challenges faced when implementing *Quizizz* are not all students bring cellphones to school, and efforts are being made to overcome these problems; teachers sometimes don't give practice with Quizizz or can add other material to students.

Keywords: *learning evaluation, Quizizz, teacher self-reflection.*

## MOTTO

الْوَقْتُ كَالسَّيْفِ إِنْ لَمْ تَقْطَعْهَا قَطَعَكَ

“Time is like a sword. If you don't use it use to cut, he will cut you (crush you)” (H.R. Muslim)

“With Allah, everything is possible.”

## **DEDICATION**

All praise be to Allah SWT, the creator of everything in the universe who has given me a healthy body, looked after me at all times, given me the opportunity to study at UIN Walisongo Semarang, and given me the opportunity to complete this thesis.

This thesis is dedicated to:

1. Myself, Istiqomah
2. My lectures and my University, UIN Walisongo Semarang
3. My Family, especially my life, my father and mother (Mr. Syamsudin Jumadi and Mrs. Isnaeni)

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First of all, I thank Allah SWT, the Almighty God for guiding me to complete this thesis and bestowing on me all his goodness. I realized that without His guidance, I would not have been finishing this heavy task. May He always be with us who seek our knowledge and share it with others.

Secondly, *Shalawat and Salam* are given to the prophet Muhammad SAW, who has guided us to the true path and to the true light of life.

The writer would like to express her highest gratitude to:

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13. For all parties who have helped finish this thesis, either directly or indirectly, the writer cannot mention it one by one.

The writer realizes that this thesis is still far from being perfect. So, constructive criticism and suggestions are expected for improvement in the future. Hopefully, the results of writing this thesis will be helpful for all of us. Amen

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# CHAPTER I

## INTRODUCTION

This chapter presents the research background, research questions, research objectives, and research significance.

### **A. Background of Study**

Improving educational practice through reflection is essential to the teacher's professional development approach. Reflective teaching is considered an inquiry intended to help teacher strengthen their practice. Therefore, teaching improvement can be achieved through reflection. Reflecting on teaching is also considered a way to develop teacher professionalism (Mermelstein, 2018). In this regard, many aspects of teaching are associated with positive student learning outcomes, including their knowledge, skills, and attitudes (Fonkamo & Zeru, 2022). Therefore, teacher reflection is very important to develop education. Reflection theory has been widely used in various teacher education programs. It is used to help teacher clarify and evaluate their ideas about teaching practice. Reflection encourages us to evaluate ourselves critically, our current attitudes and beliefs, and our interactions with students and others. During the reflection process, people remember, review, and evaluate their own experiences to improve their practice and deepen their understanding of those experiences. Reflective practice in language teaching has led to less experienced, experienced,

or pre-service English teacher's. Reflection in learning needs to be prioritized to evaluate the learning model applied, including in learning English. Learning English is a top priority all over the world. Student-centered active learning is very much needed in learning English. Teaching English is becoming more difficult. Reflective teaching is becoming more essential to improve student learning and ability in EFL classrooms. Includes students' knowledge, skills, attitudes, and the many teaching elements associated with positive student learning outcomes (Fonkamo & Zeru, 2022).

To increase students' knowledge, educators must make the right approach to encourage students to learn English vocabulary. Students face several problems while learning English, which impede their progress in mastering the language (Na'imah, 2022). The four English skills, reading, writing, speaking, and listening, are often tricky. Professional educators must know how to balance materials and practice to produce good students with optimal English skills. Vocabulary is essential to speak plain English. Someone can't convey and communicate their thoughts orally and in writing without the correct and sufficient Vocabulary. Continuous openness can increase and improve vocabulary learning, especially regarding reading, listening, speaking, and composing. Vocabulary is essential for learning English (Parinduri, 2023). It is hoped that elementary school EFL

students can better understand Vocabulary by using digital games to learn Vocabulary. Simple games such as puzzles, quizzes, and scramble games can keep students happy and relaxed during the lesson, which can help them become more interested in the material. The feeling of pleasure when following the study makes students feel comfortable and comfortable to understand the lesson without pressure. Little things can be easily communicated without grammar, but nothing can be shared without Vocabulary. As a result, Vocabulary is crucial since, without it, people cannot speak. Therefore, kids must learn language and Vocabulary (Pavita & Nirmala, 2021). As was previously stated, teacher must produce engaging and entertaining media, particularly when utilizing technology, to expand pupils' Vocabulary.

To achieve better education, it is necessary to use information and communication technology to assist in the learning process and quality evaluation tools. With the application of science and technology in the world of education, it is hoped that it can make changes for the better in various aspects of human life. Evaluation of learning is a number of techniques that educators should not miss and must be applied in learning activities (Munjaidah et al., 2021). Evaluation of knowledge is an activity that is carried out continuously during various stages of an effective educational process. This evaluation must be carried out in a planned

manner and interconnected with academic support components to help determine how effective the learning has been in achieving the goals set by the teacher in the process plan. (RPP) (Andas & Karman, 2022).

Learning to teach English lessons requires time, patience, and practice. To achieve effective results in learning English, students must be involved as much as possible in activities to gain a deeper understanding. *Quizizz* is suitable for evaluating learning English because it adds more enthusiasm and motivation to students. *Quizizz* is a learning model as a student-centered evaluation tool based on technology relevant to the needs of the times in the industrial era 4.0. The *Quizizz* application is an online-based learning evaluation tool for teacher and students. *Quizizz* is a game-based educational app that brings multiplayer activities to the classroom, making classroom practice interactive and fun (Zhao, 2019). Unlike other educational applications, *Quizizz* has game characteristics such as avatars, themes, memes, and music, promoting learning. This application can be used as a formative assessment tool that can be determined based on the curriculum (Amalia, 2020). The *Quizizz* application can be accessed from a computer or mobile device if connected to the internet. *Quizizz* is an interactive quiz application that is more effective in increasing students' enthusiasm for learning because it replaces the old quiz method, which only involves

paper and pen but in the form of agreed questions. Using the Quizizz application, students can use their electronic devices to practice questions in class. *Quizizz* also allows students to compete against each other and encourages them to study. Students take the quiz simultaneously and see their live leaderboard on the main board (Irwansyah & Izzati, 2021). Researchers used reflection research to evaluate the application of *Quizizz* to learning English at the basic education level. Reflection in learning is critical to improving learning practice. Teacher reflection is crucial not only for teacher self-development but also for teacher professional development.

Based on the background above, the researcher is interested in researching how teacher reflect on the application of *Quizizz* to learning English. They are addressed to an English teacher at SD Hj. Isriati Baiturrahman 2 Semarang has implemented *Quizizz* in learning English. This research is entitled “*EFL Teacher’s Self-Reflection on Using Quizizz as Vocabulary Learning Evaluation Tool.*”

## **B. Research Question**

Based on the background of the problem above, then selected the formulation of the problem as follows:

1. How does EFL teacher’s use *Quizizz* as a vocabulary learning evaluation tool?



2. What difficulties do EFL teachers face in using *Quizizz* as a vocabulary learning evaluation tool?
3. What are the EFL teacher's strategies for overcoming difficulties using *Quizizz* as a vocabulary learning evaluation tool?

### **C. Objectives of the Study**

Based on the formulation of the problem above, then this research was carried out with the following objectives:

1. To explain EFL teacher's use *Quizizz* as a learning evaluation tool.
2. To explain EFL teachers' difficulties using *Quizizz* as a vocabulary learning evaluation tool.
3. To describe the EFL teacher's strategies for overcoming challenges using *Quizizz* as a vocabulary learning evaluation tool.

### **D. Limitations of The Research**

This study is limited to investigating how EFL teacher apply *Quizizz* as a learning evaluation tool in Vocabulary English teacher's at SD Hj. Isriati Baiturrahman 2 Semarang. It also examines the difficulties faced by the teacher, difficulties or challenges faced by the teacher, and strategies for using *Quizizz* as a learning evaluation tool in Vocabulary. Research data was collected through interviews with English

teacher's who teach grades 4-6 at SD Hj. Isriati Baiturrahman 2 Semarang, especially those implementing Quiziz in grades 5 and 6 in the 2022/2023 academic year.

### **E. Significances of the Study**

This research is expected to provide the benefits as follows:

#### **1. For students**

This research is also expected to benefit students, especially students at SD Hj. Isriati Baiturrahman 2 Semarang to solve their learning problems and motivate students to understand English through *Quizizz*.

#### **2. For Teacher**

The results of this study can be a teacher's reflection or as an evaluation material in applying the model learning as well as a means of improving their professional. This research is also expected to reference learning models used at the base level.

#### **3. For Researchers**

For other researchers, it can be used as a reference and innovation for further research.

## CHAPTER II

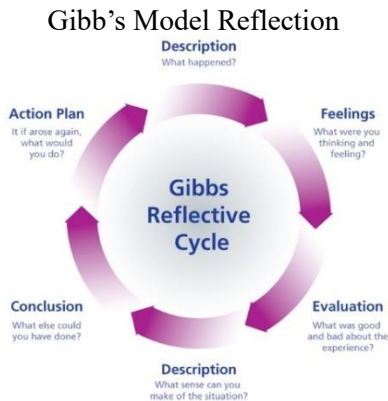
### LITERATURE OF RELATED REVIEW

There are several literature reviews related to this research:

#### A. Literature Review

##### 1. Reflection

Reflection is critical to teacher education programs (Sepp et al., 2022). In general, teacher reflection is defined as a regular self-examination and self-evaluation by teachers to discover and improve their abilities in professional teaching practice. Reflection must be guided and autonomous, i.e., reflection must be regulated, and students must have the equality to put forward their perspective, leading to knowledge creation (Mumford & Dikilitaş, 2020). Reflection is a disciplined, all-encompassing, and all-encompassing way of thinking rooted in research.



Graham Gibbs created the Gibb reflective cycle in 1988 to provide an experiential structure for learning. Gibb's reflective model consists of several stages in which individuals are asked to answer many questions to immerse themselves in their reflections as profoundly as possible. This Gibbs reflection cycle scheme can help an individual to make sense of himself from the things or actions he has done in the past so that in the future, he can make changes to the results of his life development. It provides a framework for examining experience and remembering its cyclical nature; it lends itself to repeated experience, allowing one to learn and plan from what went well or didn't go well. The cycle is carried out in six stages:

- a. Description, Describe experiences, remember events that occurred, and describe according to observations to reflect clearly and accurately. The main point to include relates to what happened. At this stage, the researcher can explain the situation in detail.
- b. Feelings, Exploring any feelings or thoughts one had during the experience and how that might affect the experience. The main thing is to identify the reaction from experience.
- c. Evaluation, Process for evaluating what works and what doesn't work in the situation. Try to be as objective

and honest as possible for maximum results. Focus on the positive aspects and negative.

- d. Analysis is a cycle where you can relate what happened in more detail and extract the meaning.
- e. Conclusion, In this section, you can conclude what happened. This is where you summarize the lessons learned and the highlights that can improve in the future.
- f. Action Plan, This step contains planning what will be done differently in similar situations in the future. As well as helping to think about how to act differently, so not only planning what to do differently but also how to ensure that it happens.

## **2. Teaching Vocabulary**

One of the fundamental subjects that students in Indonesia study is Vocabulary. Students will better comprehend what they hear and read if they know more words. Indonesian students typically find vocabulary sessions boring because they have not adjusted their learning habits and methods, such as writing words on paper and listening to the teacher explain things. Teachers could spice up the class to assist students in learning terminology. Because it connects to four language abilities, including writing, speaking, listening, and reading, Vocabulary plays a crucial part in teaching foreign languages (S.N, Bagus, D.N, Frista, N, Nabila, 2021).

Teaching Vocabulary is crucial while teaching a language. Humans utilize language to express the thoughts and feelings that we have. Vocabulary is the set of words used in language. Without a human vocabulary, communication is challenging. Vocabulary is employed in touch. Foreign language learners cannot hire the structure and function they may have learned for thorough communication without limitless vocabulary. The fundamental issue behind the pupils' poor pronunciation, misspelling, and lack of willingness to learn English, however, is that many still have small vocabulary sets. Vocabulary is essential to language learning because language is a system of sounds, words, and sentences people use to express their thoughts and feelings. Vocabulary is a fundamental communication skill; without it, people will find it difficult to interact with others. One of the most talked-about aspects of teaching English as a foreign language is teaching Vocabulary. According to a recent study, this is likely because many teachers lack confidence in the best practices for teaching Vocabulary. A sound communicating an independent unit's meaning and shape in a language is a vocabulary word. Vocabulary is arguably the most miniature speech unit a learner processes to talk independently (Huda & Kurniawan, 2021). Additionally, Vocabulary can be employed in interpersonal communication. Additionally, Vocabulary is a collection of terms about a specific language taught and learned as part of learning a foreign language.

Students will find it easier to explain or demonstrate their thoughts, create compositions, and perform many other language-related tasks if they have a large vocabulary. In conclusion, learners master the four language skills by knowing and comprehending the terminology. It is noted that this definition differs from the previous definition. All the words a person knows and employs in a language, along with their definitions, are included in that Vocabulary (Baskarani, 2016). This definition gives the author a comprehensive understanding. As we age, our Vocabulary and understanding of new concepts expand, and we become increasingly aware of these changes. As is likely common knowledge, expanding our Vocabulary is crucial to learning more. By comprehending what we read, we can find any information we require. As English teachers, we can provide our students with strategies to spark their interest in learning new words. We don't have much time to search for a term in the dictionary.

### **3. *Quizizz* As A Evaluation Tool in Learning**

*Quizizz*'s founder is Deepak Jox Cheenath. *Quizizz* was released in 2015; the *Quizizz* application is intended for elementary, middle, and high schools and universities. *Quizizz* is an online learning tool that makes learning more fun. Learning will be more fun using this app as you can add pictures or use funny memes in any question. Current technological developments can be used to minimize the boredom caused by the learning system, namely through the use of interactive learning applications. *Quizizz* is

categorized as a learning medium in the learning design, elevating the function of media in the learning framework to the same level as other elements (Parinduri, 2023). Students can develop and use learning designs that include high-quality pictures and audio using the Quizizz app.

Additionally, the site is gamifying the questions to keep students engaged. The free learning and teaching tool Quizizz can be used anywhere, on any device, in person, or virtually. Quizizz quality and features continuously improve to keep up with contemporary trends. Quizizz offers many free questions with simple-to-use tools for teacher and students (Brahmana, 2022). The Quizizz app has benefits that make it useful as both a learning tool and an assessment tool. For example, it can be used to gather data and perform calculations on student performance; the results can then be used to get a sense of how well students understand the material and can be used as a part of their overall grade. *Quizizz* allows users to create or use the question templates provided as assessment material. *Quizizz* is a well-known online learning platform that offers many quizzes teachers and students can use daily. The questions on the website can be copied and shared anytime, anywhere, as long as an internet connection exists. *Quizizz* is a game-based educational app that brings multiplayer activities to the classroom, making classroom practice fun and interactive. Using the *Quizizz* Game, students can do exercises in class on their electronic devices. On *Quizizz*, multiple-choice



questions with answers of two, three, or four points appear on each student's screen, so they can answer the questions at their own pace and review their solutions at the end.

*Quizizz* also allows students to compete against each other and motivates them to study. Students take quizzes simultaneously in class and see their live ranking on the leaderboard. Through this application, teacher's can combine instruction, review and evaluation. By accessing online quizzes that other teachers worldwide can access, teachers can be creative in class and not run out of ideas. (Banindra Yudha et al., 2022). Students can be more motivated to study and improve their learning outcomes with *Quizizz* games. Game-based games have the potential to be effective learning media because they can improve visual and verbal aspects. Advantages dan Disadvantages of *Quizizz*: Each media has its advantages and disadvantages as well as *Quizizz* media. Advantages: *Quizizz* can be used directly in class or outside of class (homework), Can display results in Excel form so that it is easy to analyze, Each question can be set in duration, More attractive learning display, Interesting view of straightforward merge by using code, Straightforward test configuration, and questions can be shared with fellow *Quizizz* accounts. Disadvantages: Requires internet access, a Pc or Smartphone device, and you can't choose the most accessible questions to work on first.

#### **4. Learning Evaluation**

Evaluation of learning is a technique that should not be missed and must be applied by educators in carrying out learning activities. Knowledge evaluation is an activity continuously carried out in a series of stages of a good teaching and learning process. Learning evaluation activities must be carried out in a planned and mutual manner related to educational supporting factors so that it can function as a tool to find out how far the effectiveness of the implementation of teaching and learning has been carried out in order to achieve the goals set by the teacher in the learning process plan (RPP) (Banindra Yudha et al., 2022). The learning evaluation tool is something that can help and facilitate the teacher's work in achieving learning goals that are more practical and efficient. Evaluation is an action that is used in determining the achievement of activities carried out to determine the level of success of a program, including an educational program by obtaining a variety of comprehensively relevant data regarding the Process and learning outcomes that have been obtained from learning activities in the classroom. It is meant to control and improve the standard of learning through monitoring, evaluation, and feedback, including learning objectives, learning resources, learning processes, and curriculum and course evaluation (Dewi et al., 2021). Evaluation is classified as the most important factor in the KBM process (teaching and learning activities) to carry out student learning assessments with various procedures that must be carried out to

obtain data and facts regarding student learning information and determine the quality of their learning achievements (Agustina, 2019). So that the existence of the evaluation is needed once again the existence of KBM. Evaluation is required to show the extent to which students understand the material that has been given. The purpose of the evaluation can be seen from two aspects, namely general and specific goals. L. Pasarbapak and Simanjuntak emphasized that: The general purpose of the evaluation, namely: to collect data that proves the level of progress of students in achieving the expected goals, allows educators to assess the activities obtained, and assess the teaching methods used. Finding the causes of progress and failure, providing guidance according to the needs and development and talents of students, obtaining report materials on student development that parents and educational institutions require, and to improve learning methods and teaching methods. A change in behavior that balances the areas of cognitive, emotional, and psychomotor development is the aim or focus of evaluating learning outcomes (Dewi et al., 2021). Through the assessment, these aspects ought to be represented. As a result, it is possible to identify which behaviors have been mastered and which have not.

Based on the elaboration above, it can be concluded that evaluation is a process to see to what extent students are able to accept the increased learning given from a series of processes. So that the value that educators give is the result of the evaluation.

## **B. Previous Research**

Literature review, namely the activities of researchers to obtain references from previous studies with the aim of supporting and strengthening this research. The following are previous studies that are relevant to this research.

1. *The Effectiveness of Reflective Practice with Video Recording on English Teacher's Teaching Performance*, Journal of English Language Teaching by Ramadhani Sundari and Sitti Fatimah (2021).

This study aims to determine the effectiveness of reflective practice with video recordings on the teaching performance of English teacher's at UNP. The population of this study were English teacher's from 2021 Academic Field PPG Participants at Padang State University. This research was an experimental study. This study used a pre-experimental design using a quantitative approach with a one group pre-test and post-test design. Quantitative data was obtained from the teacher's final video recording. The research sample was 19 In-service English Teacher's from the Teacher Certification Program (PPG) from Padang State University. Since this is a quantitative study, researchers used the Paired Sample T-test on SPSS 22 for Windows to analyze the data. The equation with this research is the type of research on reflection. The difference lies in the topic used, namely video recording, in

the previous type of research using quantitative research, and data collection was obtained from video recordings. Meanwhile, in this research, the topic used was *Quizizz* with a qualitative research type, content analysis techniques and descriptive methods and the data obtained. from teacher interviews.

2. *In-Service EFL Teacher's' Reflections on Their Instructional Practices: A Study in Indonesian Instructional Context*, *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra* by Irvan Effendi, Anita Triastuti (2022).

The aim of this study was to determine the extent to which in-service EFL teacher's understand the concept of reflective teaching, the reflection strategies they employ, and the barriers that might hinder them from doing reflection. This research was categorized as a descriptive-qualitative study involving 18 English teacher's from 4 junior high schools in Central Java and the Special Region of Yogyakarta who were selected as potential participants. Of these 18 teacher's, six are honorary teacher's who have taught for more than 10 years. This study used 3 data collection techniques, namely in-depth interviews, memory stimulation, and closed questionnaires as data triangulation. The similarity with this research is the topic and use of interview instruments. The difference is in the level of research studied.

3. *Pre-service language teacher's' reflection development through online interaction in a hybrid learning course*, Journal Pre-proof by Simon Mumford, Kenan Dikilitaş (2019).

This case study investigates the ability of reflective thinking in three English teacher candidates in Turkey. This research was conducted based on interviews with pre-service teacher's, observations of their interactions with online lessons, and their reflective papers. Of the three, only one teacher attained the higher level of reflection. researchers took an exploratory approach, aiming to uncover individual experiences and learning opportunities because, to the best of our knowledge, no studies have attempted to identify the factors that influence pre-service teacher's' responses to instruction in synchronous reflection online environments. The discussion focuses on the implications for online learning, in particular for synchronous written interactions in pre-service teacher education, and highlights the importance of, and difficulties in establishing social presence in online interactions. The similarities in this study are on the topic. The difference in this study is at the level of education studied.

4. *Reflecting To Learn: The Aspects Of Reflection As Reflected By English Teacher's In Their Reflective Practice*, English Education Department by Tosriadi, Abdul Asib, Sri Marmanto (2018).

Reflective practice has become a central issue in teacher professional development. Through reflective practice, it is hoped that teacher's can improve the quality of their teaching and develop it their professionalism too. The aim of this qualitative case study is to investigate some aspects of English teacher's as reflected in their reflective practice. There are 4 participating English teacher's. They have teaching experience ranging from 8-27 years old. The sample was selected through purposive sampling. Data collection was carried out through interviews and documentation. Then analyzed using an interactive analysis model for qualitative studies. The similarities with this research are the type of research used, namely case studies in schools and also the research focus on reflection. The difference lies in the use of the type of reflection, in this study using the Kavoshian's reflection model while this study uses the Gibbs reflection model.

## CHAPTER III

### RESEARCH METHOD

This chapter research design, research setting, research participant, data collecting procedure, data analysis technique.

#### **A. Research Design**

This qualitative research aims to get a clear picture of research. This case study uses qualitative research as its design and the main method is interviews. To present the data, this study used content analysis and a descriptive approach. Qualitative research is a way to study social phenomena. There are many genres of naturalistic and interpretive research, and different methods of inquiry are used in this research (Fu, 2011). Learning data consists of words rather than strings of numbers.

To analyze the data in this study, researchers used a descriptive qualitative research design. The purpose of this study is to explain how English teacher's consider using *Quizizz* as a learning evaluation tool. This research data is qualitative, and collected through interviews. Gibb's Reflective Cycle is mentioned in guided questions for reflection.

#### **B. Research Setting**

This research was collected from an EFL teacher who taught at SD Hj. Isriati Baiturrahman 2 Semarang who will summon Mr. Miftah. The research was conducted on 30 may – 21 June 2023 in the even semester of the 2022/2023 academic year.



### **C. Research Participant**

In this study, the term population was not used. This study uses social situations because it is more appropriate with the research method taken. During the research, the researcher only studied an English teacher who taught grades 4-6 at SD Hj. Isriati Baiturrahman 2 Semarang. Participants in this study only used a teacher named Miftahuddin, S.Pd. He has implemented *Quizizz* since last school year until now. he implemented *Quizizz* as a learning evaluation only for grades 5 and 6, because only grades 5 and 6 are allowed to use or bring cellphones to school.

### **D. Research Type and Data Source**

The type of data in this study is the EFL teacher's reflection on the use of *Quizizz* as a learning evaluation tool. Data will be collected by recording interviews with participants directly. Data collection will be used to find out the participants' experiences in this case as a reflection of EFL teacher's in using *Quizizz* as a learning evaluation tool.

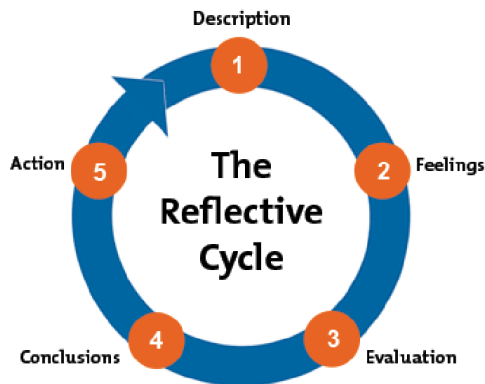
### **E. Research Data Collection Technique**

The type of data in this study is the EFL teacher's reflection on the use of *Quizizz* as a learning evaluation tool. Data will be collected by recording interviews with participants directly. Data collection will be used to find out the participants' experiences in this regard as a reflection of EFL teacher's in using *Quizizz* as a learning evaluation tool.

Researchers used several methods to collect data in this study, including:

a. Interview

In Researchers obtained more information about how EFL teacher's used *Quizizz* as a learning evaluation tool during interviews. Interview methods can be in-depth and semi-structured interviews. This kind of interview means that the researcher has instructions in the interview, namely in the form of a list of questions with a certain topic to be asked. The questions are in the form of reflection questions which were developed by referring to the Gibbs reflection model theory. The results of the interviews were used to generate data and to investigate barriers that occurred during strategy implementation.



Gibb's Reflective Cycles

Researchers will achieve this by having individuals recount their experiences using Quizizz as a tool to assess their vocabulary learning. There are 11 questions in the teacher's questions.



The interview process with an EFL teacher

The *description* stage is used to answer the first research question: How and whether a teacher applies Quizizz in all grades 5 and 6 in learning English at SD Hj. Isriati Baiturrahman 2 Semarang. The feeling, *evaluation*, and *analysis* stages are used to explore feelings and challenges and what supports the successful implementation of Quizizz at that time. The *conclusion and action plan* stages are used to answer the third research question regarding the strategies used in dealing with challenges and what skills need to be improved in applying Quizizz in learning English at SD Hj. Isriati Baiturrahman 2 Semarang.

The interview instrument grid is as follows:

Cycles	Number	List of Questions
Description	1	How is the application of <i>Quizizz</i> as a learning evaluation tool? (What did you do, when, where, and why)
	2	Do you implement <i>Quizizz</i> in all the classes you teach?
Feeling	3	Do you feel worried/confident/etc. When do you prepare the material given before learning in class going on?
	4	Does the student show displeasure when You distribute materials and assignments before learning?
Evaluation	5	Are there any deficiencies that occur during the implementation of the model?
	6	What are the challenges in implementing <i>Quizizz</i> as a learning evaluation tool?
Analysis	7	What things have supported the successful implementation of <i>Quizizz</i> as a learning evaluation tool that you have done?

	8	Why do you think there is a lack of success in implementing this model?
Conclusion	9	What improvements would you make so that the deficiencies you mentioned don't occur in the future?
	10	What improvements can be made to what is already good?
Action plan	11	What skills do you need to improve the quality of implementing this learning model in the future?

Adapted from Gibb's Model Reflection by Gibb's (1998)

## F. Data Analysis Technique

Content analysis is a tool for observing and analyzing open communication behavior of confident communicators or systematic techniques for analyzing message content and processing messages, which researchers use to analyze and describe data during the process of compiling and searching for research results. (Hollweck, 2016). Content analysis is a method of research analysis that provides a systematic and objective way of making valid inferences from verbal, visual, or written data to describe and measure certain phenomena. The following are the steps of content analysis, namely:

1. Choose the unit of analysis or the amount of text to code.
2. Define propositional variables.

3. Arranging categories or coding, according to the unit of analysis.
4. Determine the reliability.
5. Perform interpretation.

In this study, researchers obtained data from interviews. The interview data were transcribed and deductively analyzed using content analysis theory. The interview transcripts from the participants were read and coded using a code based on the Gibbs model of reflection theory guidelines. Then the coding results are interpreted with the support of the theory and relevant journals.

## CHAPER IV

### RESEARCH FINDING AND DISCUSSION

This chapter presents the results of the research and its discussion which includes an explanation of the EFL teacher's reflections on *Quizizz* as a learning evaluation tool.

#### A. Findings

Based on the results of interviews with English teacher's in grades 4-6 SD Hj. Isriati Baiturrahman 2 Semarang, about teacher reflections regarding the application of *Quizizz* to learning English. The results of the interviews were based on the Gibbs model of reflection questions which consisted of 6 stages, namely *description*, *feelings*, *evaluation*, *analysis*, *conclusion and action plan*, the following data were obtained:

#### 1. Application of *Quizizz* as a learning evaluation tool

Application of *Quizizz* to learning English at SD Hj. Isriati Baiturrahman 2 Semarang starts in the 2021/2022 school year. The teacher explains how to deliver the material first, then after delivering the material the teacher usually gives exercises or evaluates the material through *Quizizz*. The use of *Quizizz* as a learning evaluation can be used to see how far students have mastered the material being taught, besides that it can be an interesting medium of interaction between teacher's and students. As stated by Mr. Miftahuddin, S.Pd. as follows:

*“Quizizz can be said to be an application that has pluses and minuses. For the pluses, children in terms of material can understand more. Because, when the material is direct practice the children are not too familiar with the material. If so, using this application can make students more active and enthusiastic about doing the practice questions. The minus is if there is no internet then children or teacher’s cannot use the application.”*

The use of *Quizizz* is applied to all grades 5 and 6 taught by English teacher’s and *Quizizz* is not always used during lessons, as the English teacher says:

*“Yes, I do. I apply Quizizz to all grades 5 and 6. But not as long as the material is finished, Quizizz is applied because it is also fixated on books, so we also have to use additional books.”*

In addition, the teacher describes in terms of feelings or feelings. When implementing *Quizizz* the teacher feels not so worried, because elementary school subjects are not that difficult, but it all depends on the students. The following is a statement from the teacher:

*“In my opinion, if you are worried, maybe there is nothing, but what makes it difficult is understanding children. That is, when we understand that students don't necessarily understand, it's just a matter of whether we can*



*understand the child or not. Because, students also sometimes have different y moods. Moreover, if we teach during the afternoon, therefore, for light lessons it is placed in the morning while, for moderately heavy lessons it is placed in the afternoon."*

The evaluation stage of the application of *Quizizz* in learning English is that the teacher gets positive things, namely students become more competitive in doing exercises or evaluations in the *Quizizz* application. In addition, the teacher also describes the positive things that are felt by the teacher. From the application of *Quizizz*, it becomes easier for teacher's to deliver material. Because, what is felt by the teacher so far students are getting bored with the use of the lecture method. The following is an explanation from the teacher:

*".....as for the teacher himself, it's also easier to convey the material. Because students are now bored with listening to the lecture method from the teacher."*

The action plan stage of implementing *Quizizz* in learning English at SD Hj. Isriati Baiturahman 2, namely the solution carried out by the teacher using variations in the delivery of material. The teacher also has an action plan to improve the skills of the teacher, namely by providing additional material with general knowledge. The following is the teacher's statement regarding this matter:

*"Sometimes, I add to the finished material with other material with general knowledge. Beyond that, the children could have abilities that are just additional knowledge."*

Based on the explanation above, the application of *Quizizz* to teaching English at SD Hj. Isriati Baiturrahman 2 can make students more active and enthusiastic in learning. Meanwhile, in terms of feeling, the teacher shows that he is not too worried—evaluating the application of *Quizizz* in learning English at SD Hj. Isriati Baiturrahman 2 has a positive impact which is part of its strengths. In the action plan, the teacher has a solution using varied material delivery by introducing general knowledge or other additional material.

## **2. The Challenges EFL Teachers Face When Using *Quizizz***

In implementing *Quizizz* as a learning evaluation tool, there are several challenges faced by teacher's. The challenge for some students is using mobile phones as a learning tool. There are several students at SD Hj. Istriati Baiturrahman 2 is still limited by mobile phones. As the statement from the teacher as follows:

*"In Quizizz, you need a tool, namely a mobile phone or quota. Incidentally, for the school environment, there is Wi-Fi in every class to make it easier for students. However, not all students bring cell phones to school."*

The next challenge is *Quizizz*'s tendency towards students because *Quizizz* only focuses on reading, writing, Vocabulary and grammar. Speaking skills are lacking because speaking requires frequent practice to speak and be confident. As the teacher said:

*"The Quizizz model tends to be more knowledge-oriented, so speaking skills are lacking. This application focuses more on Vocabulary, writing, grammar and reading."*

Based on the explanation above, it can be concluded that the challenges of implementing *Quizizz* in learning English at SD Hj. Isriati Baiturrahman 2, namely 1) limited cellphone facilities because not all students have or carry these facilities to support learning, 2) the tendency of *Quizizz* applications to students' skills.

### **3. The EFL Teacher's Strategies for Overcoming the Challenges of Using *Quizizz***

In facing the above challenges, teacher's have several strategies for implementing *Quizizz*. the strategy that the teacher does is not to give all practice questions in the form of quizzes on *Quizizz*, so that you don't always need cellphone facilities and internet quota. The teacher also provides material or practice questions by providing other general knowledge.

*"That's why I don't always use Quizizz to evaluate students, sometimes I give*

*assignments by introducing material or other knowledge to students."*

In addition, the teacher made improvements in the application of *Quizizz* by packaging the material even more interestingly. Whatever the form of the material, the teacher prepares more interesting material so students don't get bored studying at home.

*"When I deliver material, I make it as interesting as possible, looking for material that isn't boring, using ice breaking or other games so students don't get bored."*

Then, the teacher also made improvements by increasing learning motivation for students and building good communication with parents, so that parents support student learning at home.

*"..... Continue to motivate students to be more active and enthusiastic about learning, give appreciation to students who are diligent as motivation for other students. Telling parents to support children's learning tools, there is communication between teacher's and parents."*

Based on the explanation above, teacher's have several strategies to deal with challenges in implementing *Quizizz*. The strategies carried out by the teacher include: 1) using assignments other than quizzes on *Quizizz*, namely by providing other knowledge or material. 2) pack the

material as attractive as possible so students don't feel bored. 3) motivating students to always study at home, 4) communicating with parents to support and guide students when studying at home.

## **B. Discussion**

The purpose of this case study is to reflect on the teacher's reflection on the application of *Quizizz* to learning English at SD Hj. Isriati Baiturrahman 2 Semarang. Based on the research questions, this study explains 1) How is the application of *Quizizz* in Vocabulary learning English at SD Hj. Isriati Baiturrahman 2 Semarang, 2) What are the challenges faced from implementing *Quizizz*, 3) What are the efforts made by the teacher to face these challenges. First, the EFL teacher's reflection on using *Quizizz* as a student learning evaluation tool positively responded by showing a sense of fun and enthusiasm for learning. Teacher's also find it helpful in delivering material that is assessed to be easy. The teacher does not show concern, but the teacher finds it difficult to understand the material to students. Moreover, students have different moods; they feel bored or tired. In this study, *Quizizz* was used after the material was finished, and then used *Quizizz* as a learning evaluation tool.

*Quizizz* is a game-based educational app which brings multiplayer activities to the classroom and makes classroom learning interactive and fun. The application of *Quizizz* to learning

English can be a learning tool for students. Because the evaluation process is carried out after the material is more usable as a discussion and practice questions. As in the research by Anggada Paramita Muji, Ambiyar, Ishak Aziz, and Hendra Hidayat, Quizizz-based online evaluation in higher education, Quizizz is an application that is suitable for use as a learning evaluation application that supports revolution 4.0 learning because it is easy to use. The assessment process is fast (Muji et al., 2021). Other research also suggests increasing pre-class activities through software created at Nahdlatul Ulama University Surabaya, Quizizz Media as A Tool for Evaluation of Mathematics Learning Students to make good use of technology, especially in the world of education, can be used for advancing education along with the development of science and technology (Mela Norma Yuniasti et al., 2022).

Second, Using cell phones as a learning tool is one of the hurdles in deploying Quizizz. Because not all students use cell phones to learn at school, some pupils struggle. Students have the option to open a new page while working, making it simple for them to enter to look up information. In their article Implementing Quizizz as Game-Based Learning in the Arabic Classroom, Suo Yan mei, Suo Yan Ju, and Zalika Adam explained that Quizizz is a digital application that enables students to learn in various aspects of entertaining multiplayer class activities from their devices, such as tablets, Ipads, and smartphones (mei et al., 2018). The teacher

also mentioned that the difficulties in using Quizizz with kids were limited to reading, writing, Vocabulary, and grammar. It can be challenging to help kids with their speaking abilities through Quizizz. Quizzes on speaking ability need to have features that can give them a voice. Teacher do not need to worry about the audio answer function because it already exists in the Quizizz application. However, the EFL teacher claims that it is ineffective in this application for speaking skills.

Third, the teacher tries to address these issues, as seen by the fact that he or she occasionally offers reading material or other expertise rather than always providing quiz questions or Quizizz evaluations. The teacher also tries to enhance and broaden the use of Quizizz, mostly by presenting the learning content more engagingly and then developing relationships with parents. So that parents can oversee and aid students' at-home studying. The instructor also goes through the action plan that will be put into practice to enhance the Quizizz application, namely by enhancing skills by providing resources or other general information for self-study and technology learning so that they can better utilize technological sophistication. The Quizizz application offers a lot of promise for academic and knowledge development facilities since it is practical, easy to use, and motivating for teacher to use with all students (Lim & Yunus, 2021).

Based on the results of this study, theoretical implications can be put forward, namely, the selection of evaluation media affects student enthusiasm in working on questions which will later also affect student learning outcomes. This is in line with research conducted by (Huda & Kurniawan, 2021) that the use of Quizizz as practice questions had a positive effect on learning outcomes because the use of Quizizz stimulated students to understand the questions better than textbook-based questions. The results of this study have implications that teacher's need to vary learning, especially in terms of learning evaluation, to support the creation of a more enjoyable, not monotonous, and technology-based learning atmosphere. So, based on the data that has been analyzed and referring to previous theories and research, it can be concluded that using Quizizz as a learning evaluation can be an alternative teacher in increasing student enthusiasm in learning evaluation.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

From the research that has been done on English teacher' reflection in using Quizizz as a learning evaluation tool, researchers can conclude that a teacher's reflection has positive reflection and can also motivate students. In the research that was conducted by Arsyhan Allbie Armando Brahmana with the title Implementation Of Quizizz In Vocabulary Learning Activities: Perception And Motivation Of Students Efl revealed that learning English using Quizizz makes the learning process fun(Brahmana, 2022) . Implementation of the use of Quizizz Games students can do exercises in class on their electronic devices . The following are the difficulties faced by EFL teacher in using Quizizz as a learning evaluation tool, namely: limited mobile phone facilities because not all students have or carry these tools to support learning and the tendency for the Quizizz application to affect student skills. And there are several strategies undertaken to overcome these problems, including using assignments other than quizzes on Quizizz, namely by providing knowledge or other material, and packaging the material as interesting as possible so students don't feel bored.

#### **B. Suggestion**

Based on the conclusions obtained by the researcher, the teacher's reflection on the application of *Quizizz* to learning English

provides several suggestions that can be useful for teacher's, students, and future researchers.

a. For further researchers

Future researchers with research using the multi-case method in several elementary schools regarding the implementation of *Quizizz* at various levels in elementary schools with different levels of technology used. Follow-up research with a specific research focus, for example the application of *Quizizz* in learning English to improve writing, reading, Vocabulary and grammar skills. Follow-up research with research related to student involvement in the application of *Quizizz*.

b. For Teacher's

From research on the application of *Quizizz*, teacher's can take more advantage of technological sophistication by using *Quizizz*, as a space for discussion outside the classroom. As well as monitoring for students learning from home.

c. For student

From research on the application of *Quizizz*, students while studying at home can develop their knowledge by accessing materials outside those provided by the teacher, which are in accordance with student learning. In addition, students can also practice responsibility for the management of their study time.

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## APPENDIX 1

### RESEARCH INSTRUMENTS

#### GIBBS REFLECTION INTERVIEW GUIDELINES

Cycles	Number	List of Questions
Description	1	How is the application of <i>Quizizz</i> as a learning evaluation tool? (What did you do, when, where and why?)
	2	Do you implement <i>Quizizz</i> in all the classes you teach?
Feeling	3	Do you feel worried/confident/etc. when you prepare the material given before learning in class going on?
	4	Does the student show displeasure when You distributed materials and assignments before learning?
Evaluation	5	Are there any deficiencies that occur during the implementation of the model?
	6	What are the challenges in implementing <i>Quizizz</i> as a learning evaluation tool?
Analysis	7	What things have supported the successful implementation of <i>Quizizz</i> as a learning evaluation tool that you have done?
	8	Why do you think there is a lack of success in implementing this model?

Conclusion	9	What improvements would you make so that the deficiencies you mentioned don't occur in the future?
	10	What improvements can be made to what is already good?
Action plan	11	What skills do you need to improve to improve the quality of implementing this learning model in the future?



## APPENDIX 2

### RESEARCH INSTRUMENT RESULTS

#### GIBBS REFLECTION INTERVIEW GUIDELINES

No.	Questions	Description
	Description	
1	How is the application of <i>Quizizz</i> as a learning evaluation tool? (What did you do, when, where, and why))	Application of <i>Quizizz</i> in learning English at SD Hj. Isriati Baiturrahman 2. The application of <i>Quizizz</i> was introduced to students starting from yesterday's teaching. It has been more or less one year. In my opinion, this application is beneficial for teacher's and students in learning English, and I implemented this application after delivering material to students. The use of this application can also be used to see how well the child understands the material that has been presented. <i>Quizizz</i> does have its pluses and minuses. On the plus side, children can understand the material better, because when the material is directly practiced, the children don't really understand the material. The minus is if there is no internet then children or teacher's cannot use the application.
2	Do you implement <i>Quizizz</i> in all the classes you teach?	Yes, that's right. I have implemented <i>Quizizz</i> in all grades 5 and 6. However, it was not

		Tuesday after delivering the material that <i>Quizizz</i> was implemented because, we also have books that must be used for evaluation as well.
	Feelings	
3	Do you feel worried/confident/etc. when you prepare the material given before learning in class going on?	From myself, I don't feel worried, but I feel heavy if the student doesn't understand the material that I have conveyed. That is, when we understand, students don't necessarily understand, it's just a matter of delivery whether we can understand the child or not. Because, students also sometimes have different y moods. What's more, if we teach during the afternoon, therefore, for light lessons it is placed in the morning hours whereas, for quite heavy lessons it is placed in the afternoon.
4	Does the student show displeasure when You distributed materials and assignments before learning?	For myself, I usually give assignments after the material. I very rarely give assignments to students before the material. Maybe it's not so common for the students themselves if I give them assignments before explaining the material to them.
	Evaluation	
5	Are there any deficiencies that occur during the implementation of the model?	The drawback is the use of cellphones, because not all students bring them to school. Then the misuse of cellphones which is very likely to occur,

		<p>cellphones are made excuses for students to study even though they are made to play games. For the main thing, namely the quota, luckily this school environment has provided Wi-Fi for each class. Sometimes students also When working, students can open a new page, which means students can enter easily to find answers and it is difficult to control students when opening new tabs.</p>
6	<p>What are the challenges in implementing <i>Quizizz</i> as a learning evaluation tool?</p>	<p>In implementing <i>Quizizz</i>, of course, it has its own challenges. In <i>Quizizz</i>, you need a tool, namely a cellphone or quota, incidentally for the school environment there is Wi-Fi in every class to make it easier for students. However, not all students bring cell phones to school. <i>Quizizz</i> is also more inclined towards student skills except for speaking skills. For speaking skills it is lacking because, for speaking it must be practiced frequently to speak and be confident.</p>
	<p>Analysis</p>	
7	<p>What things have supported the successful implementation of <i>Quizizz</i> as a learning evaluation tool that you have done?</p>	<p>Things that support its success are good responses from parents who support starting from the suggestions, namely cellphones and internet quota. Then also their directions to guide their children to study. Then the</p>

		response from students who were enthusiastic and eager to learn. Of course we also need a projector to display the <i>Quizizz</i> Rankings. The projector is a tool to see rankings more easily for students.
8	Why do you think there is a lack of success in implementing this model?	Maybe if it doesn't work it's because the child really doesn't pay attention to the teacher when explaining the material. So that when evaluating the material, you don't understand what the child will answer. students only focus on learning for a few minutes because they are bored from my explanation. We can provide ice breaking to restore their enthusiasm in the middle of learning.
	Conclusion	
9	What improvements would you make so that the deficiencies you mentioned don't occur in the future?	Weaknesses are because students are lazy. What must be done is to continue to motivate students to be more active in learning to give appreciation to students who are diligent as motivation for other students. Or usually I ask students which part of the material they don't understand, then I explain again so they can understand the material. I also often give other materials to them so they can also get to know other materials.

10	What improvements can be made to what is already good?	When presenting the material, the material is made even more interesting, looking for material that is not boring. Anyway, what's even more interesting is that the students don't get bored. How come, the material is the same, just keep reading or keep memorizing. You have to alternate the delivery of the material, but still adjust it to the material. The development of learning methods makes us more creative. We try to find better learning methods through training or conferences among teacher's by asking their opinion. Teacher's must evaluate and encourage to improve learning methods for students.
Action Plan		
11	What skills do you need to improve to improve the quality of implementing this learning model in the future?	The skill that needs to be improved for me is the skill of making quizzes, because not all material is on <i>Quizizz</i> . Then improving IT skills is also important to be able to make better use of technological sophistication.

## APPENDIX 3



**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  
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Nomor: 2897/Un.10.3/D1/TA.00.01/06/2023

Semarang, 07 Juni 2023

Lamp : -

Hal : Mohon Izin Riset

a.n : Istiqomah

NIM : 1903046003

Yth.

Kepala Sekolah SD Hj. Isriati Baiturrahman 2 Semarang  
di Tempat

Assalamualaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Istiqomah

NIM : 1903046003

Alamat : Jl. M. Hatta unit 2 Rimbo Bujang, Kab. Tebo, Prov. Jambi

Judul Skripsi : EFL Teachers Self-Reflection On Using Quizzizz As Learning  
Evaluation Tool

Pembimbing : Lulut Widyaningrum, 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 22 hari, mulai tanggal 08 Juni 2023 sampai dengan tanggal 30 Juni 2023

Demikian atas perhatian dan terakbulnya permohonan ini disampaikan terimakasih.

Wassalamualikum Wr.Wb.

a.n. Dekan,

Wakil Dekan Bidang Akademik



Tembusan :

Dekan FITK UIN Walisongo (sebagai laporan)

## APPENDIX 4



YAYASAN PUSAT KAJIAN DAN PENGEMBANGAN ISLAM  
MASJID RAYA BAITURRAHMAN JAWA TENGAH  
**SD Hj. ISRIATI BAITURRAHMAN 2**  
( Akreditasi A )  
Alamat : Jl. Abdul Rahman Saleh No. 285 Kalipancur, Ngaliyan - Semarang 50183  
Telp. (024) 7624368 Website : sdisriati2.sch.id email : sdhjisriati2@gmail.com

### SURAT KETERANGAN PENELITIAN

Nomor: 238/SD Hj. Is2/VI/2023

Yang bertanda tangan di bawah ini ;

Nama : Drs. Musadat, M.Pd  
NIPY : 04027  
Jabatan : Kepala Sekolah  
Unit Kerja : SD Hj. Isriati Baiturrahman 2 Semarang

### MENERANGKAN

bahwa ;

Nama : Istiqomah  
Jenis Kelamin : Perempuan  
NIM : 1903046003  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Universitas : Universitas Islam Negeri Walisongo Semarang

Yang bersangkutan benar telah melakukan penelitian dalam rangka penulisan skripsinya yang berjudul "EFL Teachers Self-Reflection On Using Quizzizz As Learning Evaluation Tool" mulai dari tanggal 8 – 30 Juni 2023

Demikian surat keterangan ini dibuat , agar dapat digunakan sebagaimana mestinya.

Semarang, 19 Juni 2023



## CURRICULUM VITAE

### A. Personal Identity

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### B. Educational Background

Formal Education

1. TK Pertiwi
2. SD Negeri 30/VIII Wirotho Agung
3. SMP Negeri 3 Kab. Tebo
4. MA Raudhatul Mujawwidin Kab. Tebo
5. UIN Walisongo Semarang