APPLYING "QUIZIZZ" TO DESIGN ENGLISH EXERCISES AND SUPPORT TEACHING ENGLISH FOR 12TH FORM STUDENTS

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ABSTRACT

The purpose of this study was to improve the quality of teaching for 12th form students through the introduction of Quizizz application software into teaching, to help students review and consolidate their knowledge after each lesson especially in the context of the country with a long Covid- 19 epidemic happened. Schools often have to choose online teaching methods, so the integration of online applications in student's learning activities to stimulate students' interest and promote the effectiveness of the lesson is perfectly reasonable and feasible**.** An appreciative inquiry theoretical research perspective was used to structure a qualitative, embedded descriptive case study design which was used to describe the perceptions of high school teachers and their students involved in **applying "Quizizz" to design English exercises and support teaching English for 12th form students".** Data were collected through teacher and student focus groups and were analyzed using the comparative analysis matrix method. It is expected that the result of the study will give significant contribution for the teacher, students, researcher and also the institution. Teacher can improve students' knowledge and find easier to review the lessons. Hopefully by using this Quizizz application in designing exercises and supporting teaching English that the students can really do English exercises well. Quizizz application is the media application in teaching learning process that can be used not only in reviewing, but also in the test. If the implementation of web quest media is running well, so it can improve the achievement of the institution among other institutions.

Key words: *Quizizz, 12th form students, deign exercise*

MAIN TEXT
PART I: INTRODUCTION
A.   Rationale of the study

Today, dramatic IT development has positively impacted several aspects of life, not except education. Technology application in teaching English is a suitable new direction of the trend of times. Information technology, especially applications, software stores on domestic and international websites actually are valuable gadgets for us to develop, utilize and bring into our lessons that play their part to arouse students' learning interestas well as improve the quality of teaching subjects in general and English in particular.

In recent years, schools have created maximum conditions for teachers to bring technological achievements into their lessons such as: installing projectors, speakers, TVs..., universal internet access in classrooms, and Circular No.32/2020/TT-BGDĐT dated September 15, 2020 of the Ministry of Education and Training which has promulgated recently, has allowed students to use phones, tablets, and laptops in school for learning purposes. This has motivated me to research and apply information technology in my teaching work. I am always aware that I have to regularly self-study, self-practice, learn and exchange experiences with colleagues, spend a lot of time researching IT, software applications,... to find solutions to apply in teaching and improve the quality of my teaching. The application of Quizizz software in teaching English contributes to the innovation of teaching methods. Thanks to this software application, the lecture becomes not only interesting but also attractive. Particularly for 12th form students, the graduation exam has been changed to multiple choices for many years, so practice doing many exercises helps them consolidate their knowledge after each lesson without getting bored. And also helps students remember longer the content

of the lesson, thereby improving the quality of teaching and objectively assessing the quality of students' learning, and also reducing the cost of printing and photocopying documents. That is the reason why I choose the thesis "**Applying "Quizizz" to design English exercises and support teaching English for 12th form students".** This solution is really necessary and effective in the era of global connectivity, and especially in the context of the country with a long Covid-19 epidemic happened. Schools often have to choose online teaching methods, so the integration of online applications in student's learning activities to stimulate students' interest and promote the effectiveness of the lesson is perfectly reasonableand feasible**.**

B. Aims of the study

The study aims to improve the quality of teaching for 12th form students through the introduction of Quizizz application software into teaching, to help students review and consolidate their knowledge after each lesson. To achieve this goal, the study sets out the following specific solutions:

Solution 1: Studying about Quizizz software generalization and how to setup an account, compile Quizizz exercises. Thanks to this solution, teachers can get an overview of the software and how to use it in teaching effectively in order to develop the students' competencies and qualities.

Solution 2: Using Quizizz software in English teaching activities: warm-up, practice, regular check-ups ..; Give some specific examples when using Quizizz in teaching activities. This solution aims to help students become more interested in learning English activities, self-study and regular training of knowledge. Besides, itcontributes to improving the quality of teaching and learning the subject.

C. Scopes of the study

The study is concerned with investigating the effectiveness of using Quizizz application in designing exercises and supporting teaching and learning English for 12th form students in Nguyen Thai Hoc high school.

D. Method of the study

Research the theoretical and practical basis of the topic:

- Method of pedagogical observation.
- Methods of investigation, comparison, analysis, and synthesis.
- Method of summarizing through work and teaching experience.
- Pedagogical experiment to evaluate the effectiveness of the topic.

E. Significant of the Research

It is expected that the result of the study will give significant contribution for the teacher, the students, the researcher and also the institution.

1. Teachers

This study is expected that the result will give contribution to the teacher to vary their students' ways in teaching English. Teacher can apply the Quizizz application and improve students' knowledge and help students easier to review the lessons.

2. Students

It is also expected that the students can find more interesting activity in practicing. Then, the students can improve their reviewing ability by using web application. Therefore, it can make them easier to really improve the revision ability.

3. Researcher

It is expected that the result will give some knowledge and experience for the researcher in teaching learning process, especially in reviewing the lessons using Quizizz application. It also can be used as new reference about media in teaching learning process especially in reviewing and consolidating the knowledge.

4. Institution

Quizizz application is the media application in teaching learning process that can be used not only in reviewing, but also in the test. If the implementation of web quest media is running well, so it can

improve the achievement of the institution among other institutions.

PART II: CONTENT
CHAPTER I. THEORETICAL BACKGROUND
Starting from the point of view "*LEARNERS ARE AT THE CENTER*", the method of teaching and learning has fundamentally changed. The teacher is not the only one who holds the knowledge and imparts it, but also the leader, the mentor, and the one who paves the way for learners to be more active in their study and especially,directive No. 666/CT-BGDDT dated August 24, 2020 of the Ministry of Education and Training states: "Promote digital transformation, promote the application of information technology in education and training".

This chapter discusses the solutions about the theory and research into Quizizz application to form the theoretical and practical base for this study.

A. **Solution 1:** *To research Quizizz software and how to set up an account and how to compile exercises on Quizizz.*

Through this solution, teachers can better understand the software features, how to use them in teaching and lead students to participate in learning on Quizizz.
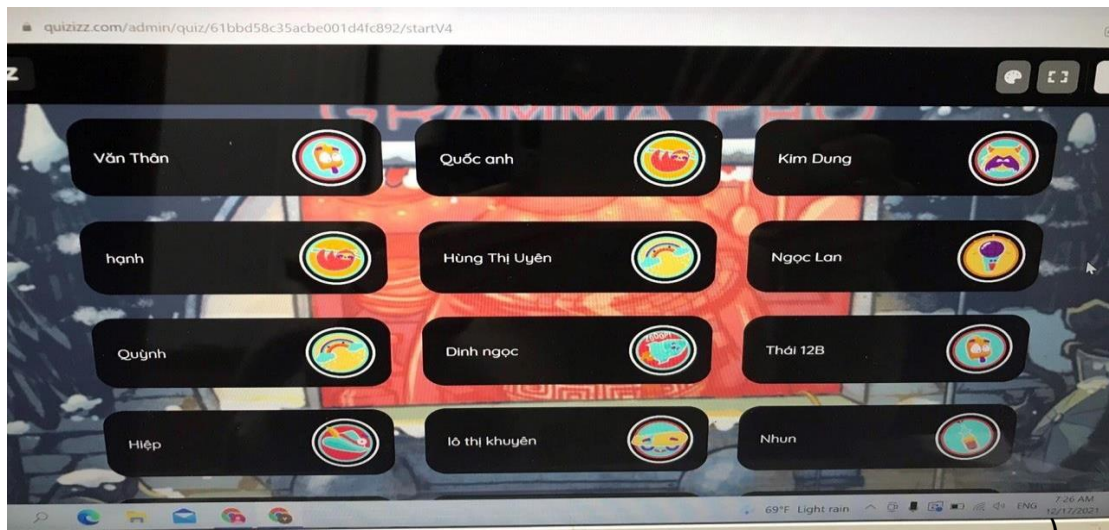
1. *Definition Quizizz application*

Quizizz application is one of the educational applications that applies the concept of germination. It has some interesting features such as: avatars, music, leaderboard, and theme that make the students learn something like they are playing game (Mac Namara & Murphy, 2017). Furthermore, (Zuhriyah & Pratolo, 2020) argues that Quizizz application can provide the students with interactive and joyful experience of doing exercise especially to answer the questions. After the students answering the question, Quizizz automatically informs if their respond is correct or not. Moreover, (Zhao, 2019) states that Quizizz application is an educational game based software that takes interactive activities into classrooms and provides the students with enjoyable learning experience. In this case, the Students can do the exercises of the materials that they have learned on their laptop, smartphone or other electronic devices, they can have a healthy competition in doing the quiz with their friends because Quizizz complete with the leaderboard to show the rank of the students lively. In addition (Zhao, 2019) informs that the teacher can track the process and download the summary at the end of the quiz to measure the success of the students.
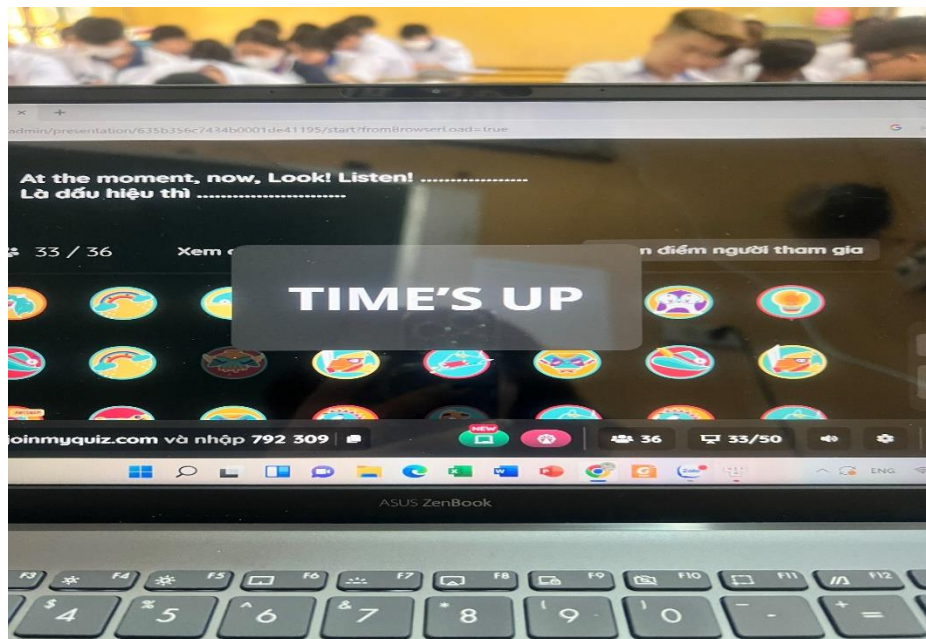
2. Purpose of Quizizz application

All students work at their own pace and timers can be turned off. It is a wonderful way to implement Quizizz and it takes the stress away from students seeing a leaderboard (unless you want them to see it). You can make a Quizizz a homework assignment or have students complete them in class directly or online. You can easily export the results into an Excel spreadsheet and the program saves the data. You can log in simply with your (Google) email address. You can also create your own memes which are funny pictures. It is also very easy to make your own Quizizz by building from other people's public Quizizz. It saves a lot of time in grading. (Medvedovska, et.al. 2016).

Quizizz gives the opportunity to complete the quiz with music and silly "correct" or "incorrect" images drawn from popular media. These pictures with funny messages are a treat. They're displayed after a question is answered to show whether it's right or wrong. As the teacher, once the quiz is over, you have access data andanalyze reports and easy to know the students' result. Teacher can see the overall class performance on a particular quiz, or the individual student breakdown as well.Quizizz also has integration with Google Classroom. So if students are using that learning management system can easily push out your quizzes to your students, and they will already be authenticated with their school emails. Some of the features of Google Classroom integration include the following: Google Classroom Integrated Reports Quizizz is definitely fun. But when everyone is answering different questions at different times, you lose a bit of the excitement. When a Quizizz game is over, you can review all the questions all at once, and you lose that isolation. (Medvedovska, et al., 2016).

(The activity when student use Quizizz application to login in application)

3 The Implementing of Quizizz Application

According to Chandler, (2015) are: First, Quizizz is free tool that allows teachers to quickly turn introductory and review activities into fun, multiplayer activities for students. It works on any device with a browser, and allows you to create your own activities or to use those already made by other educators. No usernames or passwords are required. Second, Quizizz To play, students simply go to the Quizizz site and enter the game code provided by their teacher. Once the quiz ends, teachers are to customize each learning activity. Finally, there are options that allow you to jumble the question order, decide if you want to usetimers and leaderboards, and even provide a list of correct questions and answers at the end of the quiz. Quizizz injects quiz provided a detailed report of student responses that can be downloaded and saved. Third, Quizziz has some unique features that most free gamification tools don't. For example, Quizizz is designed to be student-paced, rather than teacher-driven. The teacher dashboard provides excellent real-time updates of student progress, but also allows teachers -taking with a bit of badly needed fun. Equally important, it provides teachers with excellent feedback on how their students are doing.

B.   Solution 2*: Using Quizizz software in English teaching activities: warm ups, practice, regular check-ups and review lessons*

This solution is used for students to practice, strengthen knowledge after each lesson topic. Due to the limited duration of each class, after completing the lessons and topics in the classroom, students do not have much time to practice so Ioften assign homework to let them practice more exercises at home by doing on Quizizz and I can monitor and evaluate the progress of students through topics and lessons and since then I make adjustments in my teaching plan accordingly. Insteadof traditional classroom lessons, students will be able to change the learning atmosphere, be less boring when working collaboratively in groups, try different types of exercises and especially "compete" with groups of friends. This adds to theinterest in learning for students to help them learn more effectively With the convenience of online applications, I can share with colleagues across the country, even teachers around the world to save time and effort on the compilation work. A lot of lessons are shared by colleagues on the web, which Ican use or edit to suit the actual situation.

Example : REVISION: Conditional sentence revision

Here's a picture of the exercise that I compiled on the website: Quizizz.com

Q. The dog ----- you if it hadn't been tied up.

answer choices

🔴 would bite

🔴 will bite

🟢 would have bitten
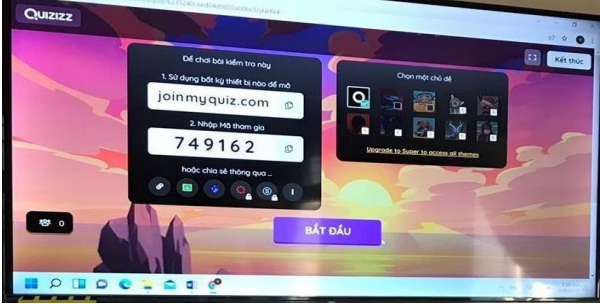
🔴 bites

Q. If it rains, you ----- wet.

answer choices

🟢 will get

🔴 gets

🔴 would get

🔴 had got

Q. If I had had enough money, I ----- that radio.

answer choices

🔴 bought

🔴 would buy

🔴 had bought

🟢 would have bought

STEPS TO ORGANIZE TEACHING ON QUIZIZZ

Steps	Illustration
Step 1: The teacher opens the pre-prepared lesson on the website, clicks the "start a live quiz" button or assigns homework to choose the form of group or individual play, click "Continue" to get the code and provide it to the students.	
Step 2: Students open the quizizz software preinstalled on the phone (or go directly on the website), enter the code provided by the teacher to participate in the game on the interface and the music background is very attractive. Teachers track the student's participation process through the homepage, which can be accompanied by timely comments that add to the attractiveness	
Step 3: Comments and rewards After the game is over, teachers rely on rankings to reward students who rank at the top of the table, and rely on statistics to understand the weak parts of students to timely correct mistakes.	

Example: Looking at the following statistics, teachers can grasp that in Q3, Q4, Q6 there are the most students doing wrong, from which, teachers grasp where the weak students are to explain and guide more.

CHAPTER II. PRACTICAL BACKGROUND

A. Settings of the study

English language is not easy to learn for students, many students lost motivation to learn this language which they felt difficulties. Therefore, educators always investigate the best methods for teaching English language for students. The rapid growth of information and communication technologies (ICT) has dramatically affected various sectors worldwide. The sophistication of ICT has also created many forms of technology that can help in everyday life, such as smartphone, tablet or computer. Later, technology gaming was introduced as an activity that carried out by interacting players who obligated to a set of regulations to achieve their objectives. Within recent years, the establishment of gamification becomes trending in many of services as the user engagement support. Its concept frequently applied to various designs for teaching and learning purposes. In teaching and learning, the motivational factor is crucial in addressing various types of learning including traditional learning, distance learning, and online learning.

Moreover, in the context of the country with a long Covid- 19 epidemic happened, schools often have to choose online teaching methods, so the integration of online applications in student's learning activities to stimulate students' interest and promote the effectiveness of the lesson is perfectly reasonable and feasible

B. Participants

The subjects for the study were conducted with 80 students in class 12A3, 12A4 at Nguyen Thai Hoc High school. Each of students owns a smartphone that could access the internet.

C. Data collection methods

To collect the comprehensive data, this study utilized three instruments:observation, interview, and tests. First, observation was conducted to 12th from students to observe the natural portrayal of how the students performed self assessment with Quizizz. The observation focused on the procedures of self assessment by Quizizz and the students' behavior and attitude during pre-, while-, and post-assessment with Quizizz. Second, semi-structured interview was administered to find out more in-depth information which could not be revealed from the observation. Semi-structured interview was selected due to its attempt to gain specific data of students' feeling, perception, and intention on self-assessment by Quizizz correlated with the function of Quizizz features as the prompts of the interview. The face-to-face interview was conducted to 12th graders students. Third, tests were conducted to find out how much the students improve their English knowledge understanding after doing self assessment on three quizzes. To gain students' score, there were three tests they took respectively. The topic was 'future form' with will, be going to, and present continuous with the objective that students were able to understand the of use future forms in the appropriate context.

To avoid the tendency of other intervening factors to the improvement, each test consisted of eight questions with the same topic and level of difficulty. To be specific, students took the test by following the stages: doing the first quiz – receiving feedback – reviewing – replaying the quiz – doing the next quiz

D. Data collection procedures

1. Observations

I observed 2 classes of 12th form students for 2 terms (each term of five months). Class observations and interaction with participants through interviews were carried out over duration of 5 months (from November 2021 to March 2022). Prior to the observation. In observing, I administered test to gain the students' score after they learnt the materials relating the topics and practise doing exercises through of Quizizz application. Furthermore, I also distributed the questionnaire to collect the data of the students' views to the use of Quizizz Application for consolidating the knowledge . In this case, I paid attention to the students' reports to know the individual achievement and the class report to determine the average class score after they learned through Quizizz Application. I analyzed the students' questionnaire by using this following formula:

P= F/N X100%
P= Percentage
F= Gained Score
N= Maximum Total Score

After calculating the percentage of the students' questionnaire responses, the researcher consulted the result to know the students' responses with the following criteria of score interpretation

Interval Score	Interpretation
0% – 20%	Very bad
21% – 40%	bad
41% – 60%	moderate
61% – 79%	good
80% – 100%	very good

2. Interviews

The data from the in-depth interviews were collected from students in 2 classes who were willing to take part in the interviews to dig deep into their opinions and thoughts after using Quizizz . Each interview consisted of six questions focusing on learners' attitudes and views towards the Quizizz games on mobile phones during English lessons.

Each of the interviews took place in school. I met students in different places and different time. I interviewed some of them at the school in the break time, some of them after the class and some of them at English club of the school. As all of them were active and enthusiastic students, they had no anxiety about answering the questions.

3. Questionnaire

The questionnaire covered the whole range of questions related to students' perceptions of the effectiveness of using Quizizz. The purpose of the questionnaire is to investigate the impact of Live Quizizz games on learners' engagement and knowledge achievement. Questionnaire for students included 10 questions. The questionnaires were designed with a clear goal and purpose.

CHAPTER III. RESULT AND DISCUSSION

Results

The author has designed 20 exercises on Quizizz for warm-up activities, practice, regular tests, activities in the review class during English lessons.

This solution was first used in the 2nd semester of the 2020-2021 school year. At this time, students took a break from school because of the Covid-19 epidemic. Initially, when they first became acquainted with the form of online learning, both teachers and students had many difficulties in teaching and learning. But thanks to the coordinated use of teaching tools. Students are familiar with Quizizz during online review hours, teachers can easily track the results of their homework through quizizz statistics. This solution continues to be applied in English teaching activities in the first semester and is being applied in the 2nd semester of the 2021- 2022 school year more often, especially in practice and review activities for 12th form students.

After a period of applying this form of teaching, I have gained a lot of positive feedback from students, colleagues and professional departments. The results are shown in the following statistics:

The Students' achievement after Applying Quizizz in Learning English
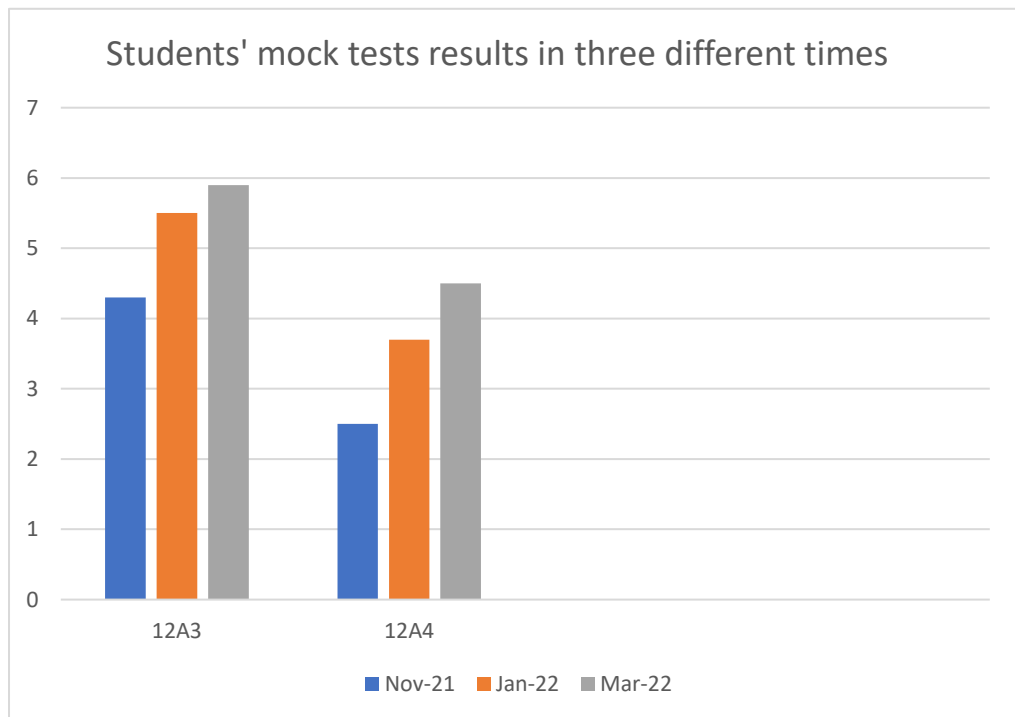
(*Source: Processing of investigation results*)

Figure 1. **The students' achievement in Learning English before and after using Quizizz application**

In the 1st graduation test's results when students begin to be familiarized with Quizizz with low frequency and the second then the third time before and after Quizizz is used more often in practice activities, we can see that the students' achievement in learning English increase significantly. In 2 surveyed classes with an increase from 4.2 to 6.9 in average score, class 12A3 ranks the first. Following the general pattern outlined above, 12A4 finally tip over mark 4.6 from mark 2.5. Based on the result presented above the researcher stopped the research in cycle 1 because

the criterion of success of the research was fulfilled in which all the individual score was changed clearly .

Table 1. The Result of Students' views to the Implementation of Quizizz Application for reviewing and learning English

STATEMENT	VG 5	G 4	N 3	B 2	VB 1	TOTAL SCORE	%	CRITERIA
I am encouraged to learn English through QuizizzApplication.	35	21	19	4	0	**324**	*82*	Very good
I am happy of doing the test through Quizizz Application	20	25	34	0	0	**302**	*77*	Good
Learning through Quizizz Application is easy	29	23	27	0	0	**318**	*80*	Very good
I can reduce my anxiety in learning	40	21	18	0	0	**338**	*86*	Very good
I like the music in Quizizz Application, it makes memotivated to do the test	20	27	16	16	0	**288**	*73*	Good
I like the Avatar in Quizizz Application	32	24	18	5	0	**344**	*87*	Very good
I like the memes in Quizizz Application	30	25	22	2	0	**320**	*81*	Very good
I like the rank (Leaderboard)in Quizizz Application	51	20	8	0	0	**359**	*91*	Very good
I like the direct feedback from quizizz Application	44	20	15	0	0	**345**	*87*	Very good
Learning and doing exercisesin Quizizz Application is like playing game	50	23	6	0	0	**360**	*91*	Very good
AVERAGE						**330**	**84**	**Very good**

Discussion

The researcher did the Classroom Action research to enhance the students' achievement in learning English especially practice, and revise English. Referring to the result presented in figure 1 above, we can know that the students' achievement in learning English increase from the pre-exam with average scores in two grades 12A3, 12A4 in the Post-exam. Therefore, we can say that Quizizz application could enhance thestudent's achievement in learning English. That result above is in line with (Refnita, 2017) who argued that applying quizizz regularly can enhance the

students' achievement. It also strengthens the result of (Rahayu & Purnawarman, 2019) who proved that the students performed better achievement in doing English exercises through quizizz. In addition, it also supports the research result of (Aşıksoy & Sorakin, 2018) who revealed that Quizizz application is effective to enhance learning achievement and reduce the students' anxiety in learning.

Furthermore, based on the result of the questionnaire presented in table 1, we can conclude that most of the students presented positive views toward the use of Quizizz for learning English, for example, most of the students said that they are motivated to do English exercises by applying Quizizz application. It is in line with (Hamilton-Hankins, 2017) who revealed that the implementation of Quizizz in the classroom can increase the students' learning motivation. In addition, it is agreed with (Yan mei et al., 2019) who proved that the students presented a positive attitude toward the use of Quizizz application class. In this case, by applying Quizizz, the students became more active in answering the teacher's questions and able to concentrate on the material well.

From the questionnaire given most of the students said that they felt happy indoing the test by applying Quizizz application. They also said that learning through application is easy. Those results are strengthened (Zhao, 2019) who revealed that the students can operate Quizizz application easily, and do the quiz happily. Moreover, it reported that Quizizz application assists the students in reviewing the materials and arouses their motivation to learn the materials

CHAPTER IV. CONCLUSION AND SUGGESTIONS, PROPOSALS

A. Conclusion

Based on the result and the discussion of the data analysis previously, the researcher takes conclusion as follows:

1. The use of information technology in general and online software in particular in teaching is an inevitable trend in the 4.0 era. High school level has always played a very important role in the strategy of fundamental and comprehensive innovation in the education sector. English is gradually becoming the second language in the era of international integration. It innovates the method to improve the quality of English teaching in general and the high school level in particular with a great practical meaning for education in particular and the development of the country in general.

2. The implementation of Quizizz could enhance the students' achievement in learning English. This is demonstrated by the graduation test scores of 2 classes 12A3,12A4 and has been improved after using Quizizz software

3. The students presents positive attitude toward the use of Quizizz in supporting Learning English.

4. Using Quizizz software to support teaching English in Nguyen Thai Hoc High School is one of the ways to innovate the teaching method to solve the shortcomings in teaching in the traditional way that are poor in terms of materials, visual images, object limitations, space, time to communicate.

B. Suggestions, proposals

Based on the findings related to the results of study in Quizizz application methods that the improving student learning English at Nguyen Thai Hoc highschool. Then the following suggestions was suggested:

1. To teacher, especially teachers of Nguyen Thai Hoc high school, it is recommended to apply or use the Quizizz Application method to generate interest and motivation for improve students' learning English. when designing and formulating the curriculum, it is necessary to choose the appropriate and creative form of lesson organization in the design of learning activities for students to make the lecture more knowledgeable, flexible in methods, bringing high efficiency.

2.   To student, the researcher also suggests the students to have a special time for reviewing the material in Quizizz application to make it planted in their brain.

3.   To researchers, they will be able to develop and strengthen the methodof this application and strengthen the results of this study by studying it first, being able to conduct more successful research and as a teacher can improve the creativity, make Quizizz application to be unique like, put the video, picture in the Quizizz application based on the material. Before than use Quizizz in learning process, researcher always double check the internet connection or wi-fi.

4.   To institution, it is expected to add provider facility, as a computer program, and always give motivation and supporting for teachers. Moreover, it can be improved the achievement of the institution among other institutions. Besides, theschool needs to strongly launch scientific research movements, actively design teaching utensils, actively use information technology applications in teaching. In addition to organizing the above well, each school should try 100% of classes with smart televisions or projectors, a secure and stable network system. As such, it will be very convenient for teachers to apply the utility of technology.

5.   Authorities at all levels and sectors of education and training should pay proper attention and invest in completing teaching facilities for schools inneed; organize useful seminars on the application of information technology in English teaching, foster knowledge about new methods for teachers, implement innovation in teaching methods in a wide, synchronous way, ... the ultimate aim is to improve the teaching quality.

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