THE EFFECT OF QUIZIZZ ON STUDENTS ENGLISH LEARNING MOTIVATION AT XIth GRADE OF SMA MA'ARIF KARANGMONCOL

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of

State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto

as a Partial Fulfillment or Requirement for *Sarjana Pendidikan* (**S.Pd.**) Degree

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Declare that the thesis I have compiled with the title, "**The Effect of Quizizz on Students English Learning Motivation at XIth Grade of SMA Ma'arif Karangmoncol"** is truly my own work and it is not plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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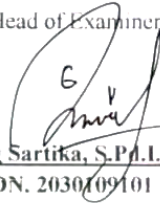
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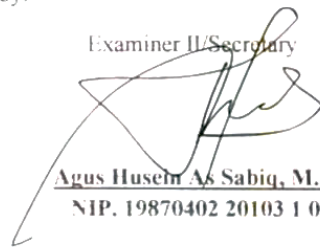
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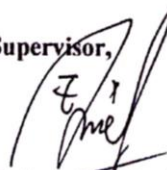
Assalamu'alaikum Wr. Wb

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Wassalamu'alaikum Wr.Wb

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THE EFFECT OF QUIZIZZ ON STUDENT ENGLISH LEARNING MOTIVATION AT XIth GRADE OF SMA MA'ARIF KARANGMONCOL

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Abstract: Students' motivation to learn English is low, especially at SMA Ma'arif Karangmoncol. Evidenced by the lack of enthusiasm during the learning process and low grades in English lesson. Only 25% of students can achieve the score higher than standard score criteria. The learning process at school still uses the traditional way. One of the ways to increase student's English learning motivation is by using technology. The technology that can be used is Quizizz. Quizizz was used in the assessment process. The purpose of this study was to measure the significant effect of Quizizz on student English learning motivation at XIth Grade of SMA Ma'arif Karangmoncol. This study was quantitative research by applying pre-experimental research. The research design used a one-shot case study with 112 students as a population from grade XI and as many as 21 students of the XI MIPA 2 as the sample. The data were collected through questionnaire and the hypothesis being analysed using Simple-linear regression. The results showed that there was a significant positive effect of Quizizz on student English learning motivation. Based on simple linear regression test results, the Sig. value 0.000. Sig. value 0.000<0.05, it means that there was significant effect of Quizizz on student English learning motivation. R (correlation) value of student English learning motivation was 0.699. The R-Square value was 0.488 and the regression coefficient value is positive which means that there was a significant positive effect of Quizizz on student English learning motivation of 48.8%. While the remaining 51.2% were influenced by other factors outside Quizizz.

Keywords: Assessment, Quizizz, English learning motivation.

PENGARUH QUIZIZZ TERHADAP MOTIVASI BELAJAR BAHASA INGGRIS SISWA KELAS XI DI SMA MA'ARIF KARANGMONCOL

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Abstrak: Motivasi belajar bahasa Inggris siswa rendah, khususnya di SMA Ma'arif Karangmoncol. Terbukti dengan kurangnya semangat selama proses pembelajaran dan rendahnya nilai dalam pelajaran bahasa Inggris. Hanya 25% siswa yang dapat mencapai nilai lebih tinggi daripada nilai kriteria standar. Proses pembelajaran di sekolah masih menggunakan cara tradisional. Salah satu cara untuk meningkatkan motivasi belajar bahasa Inggris siswa adalah dengan menggunakan teknologi. Teknologi yang bisa digunakan adalah Quizizz. Quizizz digunakan dalam proses penilaian. Tujuan dari penelitian ini adalah untuk mengukur pengaruh dan pengaruh signifikan Quizizz terhadap motivasi belajar bahasa Inggris siswa kelas XI SMA Ma'arif Karangmoncol. Penelitian ini merupakan penelitian kuantitatif dengan menerapkan penelitian pra-eksperimental. Desain penelitian menggunakan studi kasus one-shot dengan 112 siswa sebagai populasi dari kelas XI dan sebanyak 21 siswa kelas XI MIPA 2 sebagai sampel. Data dikumpulkan melalui kuesioner dan hipotesis dianalisis menggunakan regresi linier sederhana. Hasil penelitian menunjukkan bahwa ada pengaruh positif yang signifikan dari Quizizz terhadap motivasi belajar bahasa Inggris siswa. Berdasarkan pada hasil uji regresi linier sederhana, nilai Sig. 0,000. Nilai Sig. 0,000<0,05, artinya terdapat pengaruh penggunaan Quizizz terhadap motivasi belajar bahasa Inggris siswa. Nilai R (korelasi) motivasi belajar bahasa Inggris siswa sebesar 0,699. Nilai R-Square sebesar 0,488 dan nilai koefisien regresi positif yang berarti terdapat pengaruh positif yang signifikan Quizizz terhadap motivasi belajar bahasa Inggris siswa sebesar 48,8%. Sedangkan sisanya 51,2% dipengaruhi oleh faktor lain di luar Quizizz.

Kata kunci: Penilaian, Quizizz, Motivasi belajar Bahasa Inggris

MOTTO

"Life is about balance"

(Nurul Janah)

DEDICATIONS

This thesis is dedicated to:

My beloved father (Bapak Rikin) and my beloved mother (Ibu Warsiti)

My beloved sister (Afkiyatun)

All of my family,

All of people whom always give support and their prayers

My self who has fight so far

PREFACE

First of all, the researcher would like to thanks almighty god, Allah SWT, the most merciful and the most gracious who has given mercies and blessing that the researcher could finish this thesis entitled ***"The Effect of Quizizz on Students English Learning Motivation at XIth Grade of SMA Ma'arif Karangmoncol"*** as a final assignment in achieving Undergraduate Degree (S.Pd) of English Education Study Program at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. Secondly, peace and salutation always be upon to our beloved prophet Muhammad SAW, his family and his companion who guide the way of life for us.

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Finally, the researcher hopes that this research could give advantages to the reader. The researcher realized that this research is far from being perfect.

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Therefore, the researcher openly accepts criticism and suggestions of this research for better result.

Purwokerto, 29 June 2022

The researcher,

Nurul Janah
SN. 1817404079

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CHAPTER I

INTRODUCTION

A. Background of The Research

Indonesian students especially senior high school students have low motivation in learning English and their English performance is poor.[1] Motivation is a mental boost that moves and directs people behavior, including learning behavior.[2] Several factors that cause low student motivation, such as ineffective learning methods, less supporting facilities, and less innovative learning media.[3] This low motivation is also related to several socioeconomic statuses such as the geographical location of the school and the learning situation in the classroom.[4]

Over the past 2 years, the Covid-19 pandemic has spread widely all over the world, including in Indonesia. All sectors were affected, including the education sector. The government has issued the policy, namely implementing online learning (e-learning), so that education can continue even during the Covid-19 pandemic.[5] Online learning has an impact on students learning motivation.[6] The quality between online learning and face-to-face learning is different, especially in learning English. When online learning, students did not enjoy the learning process and online learning was not effective in terms of

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[1]Ahmad Bukhori Muslim, et.al, "Integrative and Instrumental but Low Investment: The English Learning Motivation of Indonesian Senior High School Student"s, *Indonesian Journal of Applied Linguistics*, Vol. 9 No. 3, 2020, page 503.

[2] Sardiman, *Interaksi & Motivasi Belajar Mengajar,* (Jakarta: Rajawali Pers, 2011), page 73.

[3] Ahmad Bukhori Muslim, et.al, "Integrative and Instrumental but Low Investment: The English Learning Motivation of Indonesian Senior High School Students", page 494.

[4] Ahmad Bukhori Muslim, et.al, "Integrative and Instrumental but Low Investment: The English Learning Motivation of Indonesian Senior High School Students", page 494.

[5] Surat Keputusan Bersama 4 Menteri, *Panduan Penyelenggaraan Pembelajaran di Masa Pandemi Coronacirus Disease 2019 (COVID-19),* 2021.

[6] Geta Septiadi, et.al, "The Effect of Online Learning and Student Motivation During the Covid-19 Pandemic, *Gladi : Jurnal Ilmu Keolahragaan,* Vol. 12 No. 01, 2021.

credit phone and time.[7] The students now especially high school students are the generation of students who live with information technology, commonly referred as Generation Z (Gen-Z). This requires the teachers to improve their technological skills and use online media to guide students even in face-to-face learning.[8] Therefore, the teachers and students can take advantage of online learning and students will be more motivated. Online learning is expected to continue and is a part of the learning model that is popular today and even in the future. This belief is also in line with technological advancement and development in the industrial revolution 4.0 towards society 5.0 with various characteristics.[9]

Similarly, assessment activities are also carried out in the online learning model. Assessment is a term that refers to innovative ways of acquiring information on student achievement.[10] Currently, the teacher in assessing the student is influenced by the increasing technology. Teachers must understand how to use technology and information, as well as how to work with it. This is in accordance with the demands of learning competencies in the 21st century such as mastery of 4c; critical thinking, creativity and innovation, communication, and collaboration.[11]

In assessment, the teacher usually used traditional methods, such as relying on textbooks, paper, and pencil tests.[12] Indeed, the use of technology can assist teachers to provide evaluations for the students to be more efficient,

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[7] Irra Wahidiyati, "The Students Perception of The Full Online Learning Quality During The Corona Pandemic", *Tarling : Journal of Language Education*, Vol. 4 No. 1, 2020, page 45.

[8] Maulana Mualim, et. al, "The Strengths and Pitfalls of Google Classroom Application to Gen-Z Students' Learning Hybridity", *Proceesing of International Conference on Islamic Education: Challenges in Technology and Literacy*, Vol. 4, 2019, page 298.

[9] I Gede Sudirtha & Ni Ketut Widiartini, "Teachers Readiness in Facing Linear Learning in the Pandemic Covid-19 and the New Normal Era"*, Proceedings of the 5th Asian Education Symposium 2020 (AES 2020)*, 2021, page 235.

[10] Gary D. Phye, *Handbook of Classroom Assessment: Learning, Achievement, and Adjustment*,)United States: Academic Press, 1997), page 9.

[11] I Gede Sudirtha & Ni Ketut Widiartini, "Teachers Readiness in Facing Linear Learning in the Pandemic Covid-19 and the New Normal Era", page 235.

[12] Dhian Nuri Rahmawati,et.al, "Pemanfaatan Aplikasi Quizizz Sebagai Media Penilaian Pembelajaran Ilmu Pengetahuan Alam", *Dawuh Guru: Jurnal Pendidikan MI/SD*, Vol.1 No.2, 2022, page 57.

effective, and enjoyable.[13] One teaching method that can be used to encourage student engagement is digital game-based learning. It is a method of boosting the impact of digital games to engage students in learning, which allows fun and interactive learning process.[14] Teachers can utilize a range of game-based learning tools and websites to offer quizzes during class. Several websites can be used to make quizzes such as Kahoot, Google form, Quizziz, Edmodo, etc.

One of the websites that are well known for assessment among college students in Indonesia is Quizizz.[15] However, among high school students, Quizizz is still unknown. As we know, high school students now understand the use of technology because they are Gen-Z. It is necessary for them to know about learning with technology. Moreover, in teaching senior high school students who are students of transition age between childhood and adulthood, an interactive learning process is needed so the students can develop learning motivation and critical thinking skills.[16] Quizizz is an online assessment tool that is completely free to use by students and teachers, and an awesome tool for class quiz games that brings multiplayer activities to the classroom.[17] The use of quizizz is easy and simple. The features in Quizizz are also interesting such as avatars, themes, memes, and music.[18] According to a previous study, using Quizizz promotes the student's engagement, enjoyment, concentration, and

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[13] Dinda Firly Amalia, "Quizizz Website as an Online Assessment for English Teaching and Learning: Students' Perspectives", *Jo-ELT (Journal of English Language Teaching)*, Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP, Vol. 7 No. 1, 2020, page 2.

[14] Ching Hsue Cheng & Chung Ho Su, "A Game-Based Learning System for Improving Student's Learning Effectiveness in System Analysis Course", *Procedia - Social and Behavioral Sciences 31*, No. 2011, 2012, page 670.

[15] Yudi Basuki and Yeni Hidayati, 'Kahoot! Or Quizizz: The Students' Perspectives', ELLIC, 2019.

[16] Endang Sartika, "The Effectiveness of Round Table Technique to ImproveStudents'Speaking Skill in the First Grade Students of SMA N 3 Salatiga in the Academic Year of 2013/2014", STAIN Salatiga, 2014.

[17] Efy Lilawati, et.al, "Application of Quizizz Educational Games and Rewards to Increase Students' Learning Motivation", Proceeding International Conference of Innovation, Science, Technology, Education, Children and Health (ICISTECH), 2020, page 481.

[18] Fang Zhao, "Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom", *International Journal of Higher Education*, Vol.8, No. 1, 2019, page 37,

motivation in the classroom[19]. Online assessment using Quizziz is more intriguing and engaging compared to paper-and-pencil quiz format.[20] Quizizz proved more effective than Kahoot in increasing students' learning motivation.[21]

SMA Ma'arif Karangmoncol is one of the senior high schools in Karangmoncol, Purbalingga. The infrastructure and facilities to support learning at the school are quite adequate, such as a computer laboratory, LCDs in some classes, and Wi-Fi facilities for using the internet. The school implements the 2013 curriculum and English is a group of specialization subjects in the 2013 curriculum. Based on the results of interviews with an English teacher (November, 24 2021), English learning is conducted once a week only to meet the obligation based on the applied curriculum. In the learning process, the teacher still uses conventional methods. The school is located in a village and quite far from the city. Then, the teacher does not use innovative and interesting ways, so students' English learning motivation at the school is low. It can be seen from the final test score in the first semester of the 2021/2022 academic year, that English scores obtained by students mostly did not reach the minimum score. In this school, especially XI MIPA, only 25% of students can achieve the minimum score.

Based on these facts, the researcher wants to use Quizizz and then analyze the effect of students English learning motivation at XIth grade of SMA Ma'arif Karangmoncol after using Quizizz. Whether it has a significant positive effect or not. Therefore, the researcher proposes to conduct a research entitled "***THE EFFECT OF QUIZIZZ ON STUDENTS ENGLISH LEARNING MOTIVATION AT XIth GRADE OF SMA MA'ARIF KARANGMONCOL***"

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[19] Yanawut Chaiyo and Ranchana Nokham, "The Effect of Kahoot, Quizizz and Google Forms on the Student's Perception in the Classrooms Response System" 2nd Joint International Conference on Digital Arts, Media and Technology 2017: Digital Economy for Sustainable Growth ICDAMT, 2017.

[20] Euis Nursifa Laila Nugraha, et.al, "Implementing Online Quiz Application in EFL Classroom*",* Proceedings International Conference on Education of Suryakancana, 2021, page 313.

[21] Yudi Basuki and Yeni Hidayati, 'Kahoot! Or Quizizz: The Students' Perspectives', 2019.

B. Operational Definition

The definition of key terms is necessary to get clear information and provide a guideline for the research. There are key terms related to this research that is used as a guide for conducting this research. All of those are:

1. Assessment

Assessment is the process of describing, obtaining, documenting, assessing, and interpreting the information about learning in an educational context.[22] Assessment in the learning process aims to promote learning and continuous improvement of learning for students, not focusing on evaluation and scoring purposes. This assessment activity involves students directly and deeply, so it is hoped that students will become more motivated to learn by looking at the progress and achievements they have made during the learning process.[23]

2. Quizizz

Quizizz is an educational game website that is flexible, besides being able to be used as a media to convey the material, Quizizz can also be used as an interesting learning assessment media.[24] Quizizz is a web tool that allows the user to create interactive quiz games to be used in the classroom. The created interactive quiz has up to four answer options, including the correct answer and an image that can be attached to the question's background.[25] When the quiz is ready, the code or link can be shared to the students so that students can log in to the quiz.

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[22] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, page 4.

[23] Chappuis Stephen and Richard J. Stiggins, "Classroom Assessment for Learning", *Educational Leadership*, Vol. 1 No. 60, 2002, page 1.

[24] Dhian Nur Rahmawati, et.al, Pemanfaatan Aplikasi Quizizz sebagai Media Penilaian Pembelajaran Ilmu Pengetahuan Alam, page 58.

[25] Hendrik Pandu Paksi & Lita Ariyanti , *Sekolah Dalam Jaringan*, (Surabaya: Scopindo Media Pustaka, 2020), page 4.

3. Learning motivation

Learning motivation is the driving force in students that develops, maintains, and provides direction for learning activities, so the goals can be achieved.[26] Learning motivation is also interpreted as an effort in students so that the students can do something better.

C. Problem Statement

Based on the context of the situation above, it is necessary to analyze the effect of Quizizz on students English learning motivation at XIth grade of SMA Ma'arif Karangmoncol. The researcher formulates the research question as follows:

1. Is there any significant effect of Quizizz on students English learning motivation at XIth grade of SMA Ma'arif Karangmoncol?

D. Objective and Significances of The Research

1. The Objectives of the Research

The objectives of this research are:

a. To measure the significant effect of Quizziz on students English learning motivation at XIth grade of SMA Ma'arif Karangmoncol

2. The Significances of the Research

a. Theoretical Significances

Theoretically, this research is expected to provide significance in the English teaching-learning process. Especially in teaching English through technology-based learning media. This research is also expected to provide benefits as a reference for researchers who will research a similar case.

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[26] Sardiman, *Interaksi & Motivasi Belajar Mengajar,* page 75.

b. Practical Significances

    1) For the researcher

This research is written to fulfill the prerequisite of achieving a bachelor's degree. This research also to improves the writer's ability in writing academic writing and conducting scientific research.

    2) For the teacher

It gives more information to the teacher about a new type of quiz tool that can be applied or used in the teaching process and improves the teacher's quality in English teaching especially using technology in the teaching process.

    3) For the other researcher

This research can be used as one of the resources about a new type of quiz tool using Quizizz for assessing students' achievement, and as the basic information for further studies by other researchers who are interested in teaching English.

E. Structure of The Research

To make systematic research, the researcher classifies the structure of this research as follows:

Chapter I presented the Introduction, which includes a background of the research, conceptual definition, research questions, objectives, and significance of the research.

Chapter II presented a literature review that includes the theoretical background of assessment, Quizizz, and learning motivation, then a review of relevant studies, and hypothesis.

Chapter III presented the research methods which contain type of the research, time and location of the research, population and sample of the research, variables of the research, technique of data collection and technique of data analysis.

Chapter IV presented the finding of this research which consist of the finding of this research and the discussion.

Chapter V presented the conclusion, limitation of study, and suggestions of the research.

CHAPTER II
LITERATURE REVIEW

A. Theoretical Background

1. Assessment

a. Definition of Assessment

In today's educational practice, assessment is a common and often misunderstood concept with test. We usually think that test is considered a synonym for assessment, but they are not. Tests are planned administrative procedures that take place at specific points in a curriculum when students must gather all of their faculties to give their best effort, knowing that their responses will be measured and evaluated.[27] Assessment is an ongoing process that contains a wide range of methodological techniques. Assessment in the learning process aims to promote learning and continuous improvement of learning for students, not focusing on evaluation and scoring purposes. Assessment is a procedure for making conclusions about student learning outcomes.[28] Assessment is one of the important things as a source of information about the conditions in the learning environment.[29] So, we can conclude that tests and assessments are different things but they are related to each other. The test is a part of the assessment, and assessment is part of teaching.

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[27] H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: Longman, 2003), page 4.

[28] Paul Black and Dylan Wiliam, "Classroom Assessment and Pedagogy", *Assessment in Education: Principles, Policy and Practice,* Vol. 25 No. 6, 2018, page 2.

[29] Michael Harris & Paul McCan , *Assessment* (Oxford: Macmillan Publishers, 1994), page 2.

b. Type of Assessment

1) Based on Formality

a) Formal Assessment

Formal assessments are exercises or procedures intended explicitly to determine abilities and knowledge. They are systematic, deliberate sampling procedures designed to provide teacher and student feedback on student achievement.[30] A formal assessment is an assessment carried out at a certain time (outside of teaching activity) that is used to determine the student's progress individually.[31] We can define tests as formal assessments, but not all formal assessments are tests. For example, you may utilize a student's journal or a portfolio of materials as a formal assessment of the achievement of particular course objectives, but naming those two approaches is challenging. Tests are a systematic series of observations of a student's often of oral participation in class is a formal assessment, but it is scarcely what anybody would call a test. Tests are often time-limited (generally lasting a class period or at most several hours) and draw on a small sample of behavior.[32]

a) Informal Assessment

Informal assessments are unplanned, incidental comments and reactions, as well as coaching and other impromptu feedback to the student.[33] Informal assessments are carried out over a certain period of time (academic year) so informal assessments are commonly referred to as continuous assessments.[34] Informal assessment is integrated into classroom

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[30] H. Douglas Brown, *Language Assessment Principles and Classroom Practices,* page 6.
[31] Michael Harris & Paul McCan, *As*sessment, page 26.
[32] H. Douglas Brown, *Language Assessment "Principles and Classroom Practices"*, page 5.
[33] H. Douglas Brown, Language Assessment Principles and Classroom Practices, page 5.
[34] Michael Harris & Paul McCan, *As*sessment, page 26.

tasks that are intended to elicit performance without documenting outcomes or making fixed judgments about a student's competency.[35] Through informal assessment, the teacher can gather information about students' performance in the classroom. The teacher can find out which students have good performance and which students have difficulties. The teacher also finds out the student's motivation to participate during the learning process. The examples are looking at samples of students' work, the teacher giving comments on students' papers, replying to a draft of an entire essay, and guidance on how to pronounce a word more correctly.

2) Based on Time and Period
   a) Formative Assessment

   Formative assessment is the process of evaluating students as they are "forming" their competencies and skills to assist them in continuing that growth process.[36] Based on the function of formative assessment, the types of conclusions drawn from the results of the assessment relate to the type of action that best helps students learn.[37] The key to such formation is the delivery (by the teacher) and internalization (by the student) of appropriate performance evaluation, with an eye toward future learning continuation (or formation). Almost all forms of informal assessment are formative for all practical purposes. They are primarily concerned with the learner's continuous language development. So, when a teacher makes a comment, a suggestion, or points out an error, it is done to help

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[35] H. Douglas Brown, *Language Assessment "Principles and Classroom Practices"*, page 5.
[36] H. Douglas Brown, *Language Assessment "Principles and Classroom Practices"*, page 6.
[37] Paul Black & Dylan William, *Classroom Assessment and Pedagogy*, page 3.

the student develop his or her language skills. Examples of formative assessments are exercises, presentations, and quizzes.

At this time, the use of technology can be utilized and applied to the assessment process. Likewise, in formative assessment. The formative assessment process that uses technology (ICT) to support the process of collecting and evaluating student learning is called formative e-assessment.[38] The use of the right formative e-assessment in the classroom will affect the way of learning. If you can utilize the potential of electronic media in formative assessment properly, it will create meaningful interactions between students and educators and can develop effective learning.

b) Summative Assessment

Summative assessment will be used at the end of a course or unit of instruction to measure or summarize what a student has learned.[39] Based on the function of summative assessments, the types of conclusions drawn from the results of the assessment relate to the status of the students or their future potential.[40] A summary of what a student has learned implies looking back and taking stock of how successfully that student has achieved goals, but it does not always point the way forward. Examples are mid-term exams, final exams in a course, and general proficiency exams.

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[38] Nobert Pachler, et al, "Formative e-assessment: Practitioner Cases", *Computers & Education Journal*, No.54, 2010, page 720.

[39] H. Douglas Brown, *Language Assessment "Principles and Classroom Practices"*, page 6.

[40] Paul Black & Dylan William, *Classroom Assessment and Pedagogy*, page 3.

2. Quizizz

a. Definition of Quizizz

Quizizz is a fun multiplayer classroom game that allows students to apply together on their computers, phone, and iPad.[41] Quizizz is a free online assessment tool that can be used as a formative assessment. It can be customized to fit the curriculum.[42] Quizizz designates a question to each student in the classroom randomly. Quizizz's question type is multiple choices, with at least two possible answers and a maximum possible answer is four.

Quizizz can not only be used in online classes, but also in offline classes by using a phone or computer at school. To promote joyful learning Quizizz includes gamification aspects such as avatars, themes, memes, and music. Even if the students are enrolled in remote learning, they can take the Quizizz together at the same time on a computer or smartphone by entering the link provided by the teacher. According to a previous study, using Quizizz in the classroom improves the students' engagement, enjoyment, concentration, and motivation.[43]

Quizizz can be created in a variety of formats like true or false, multiple choices, and fill in the blanks. On each student's screen, multiple-choice questions with two until four points answers will appear. Teachers can create the game by turning the music on or off, ranking based on correction only or both correction and incorrection rate, and the amount of time it takes to finish the Quizizz. Quizizz display each player's position and progress, as well as the number of questions correctly and incorrectly answered. The teacher also can shuffle the questions, so making it difficult

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[41] Euis Nursifa Laila Nugraha, et.al, "*Implementing Online Quiz Application in EFL Classroom*", page 313.

[42] Dinda Firly Amalia, "*Quizizz Website as an Online Assessment for English Teaching and Learning: Students' Perspective*", page 2.

[43] Yanawut Chaiyo and Ranchana Nokham, "The Effect of Kahoot, Quizizz and Google Forms on the Student's Perception in the Classrooms Response System", 2017.

for students to cheat so that the final score reflects their understanding of the lesson.

b. Strengths and Weaknesses of Quizizz

There are five strengths of Quizizz:[44]

1) More private. That is, when the teacher distributes questions to students, the teacher must provide a six-digit code so that students can access the questions given by the teacher.

2) Can be used as student homework, quizzes made by the teacher can be used as homework for students and have a work limit. The maximum processing time is 2 weeks.

3) Can't cheat. Students with each other cannot cheat because the questions given have been randomized.

4) Knowing the ranking. Students can find out their ranking at the end of the work obtained from all the students who worked on the problem.

5) Correct answer. Students can find out the correct questions and answers from the questions that have been done.

There are two weaknesses of Quizizz:[45]

1) Experienced a decrease in the level of ranking. Students may experience a decrease in level even though all the questions have been done. This is because the length of time the work is fast affects the results obtained. If students work on the questions faster, the results obtained will also be great.

2) Influenced by the strong internet. Quizizz is strongly influenced by the strong internet so that can be disconnected which can hinder students' work in filling out quiz questions.

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[44] Hendrik Pandu Paksi & Lita Ariyanti , *Sekolah Dalam Jaringan,* page 14.
[45] Hendrik Pandu Paksi & Lita Ariyanti , *Sekolah Dalam Jaringan*, page 15.

c. The Use of Quizizz

1). The steps to use the Quizizz

The use of Quizizz can be accessed through www.quizizz.com or download the Quizizz app on the play store. The steps to use the Quizizz:[46]

a) Make sure your cellphone, tablet, computer, or laptop is connected to the internet network.

b) Open a browser on an internet device such as Google Chrome, Mozilla Firefox, or others, then type www.quizizz.com. We can also access it by downloading the application Quizizz on our respective mobile play store.

c) It doesn't take long for the screen to display the login and sign-up page as shown in Picture 1.1. The login menu is used for users who have registered or created an account on Quizizz, while sign-up is used for users who have signed up and never had a Quizizz account
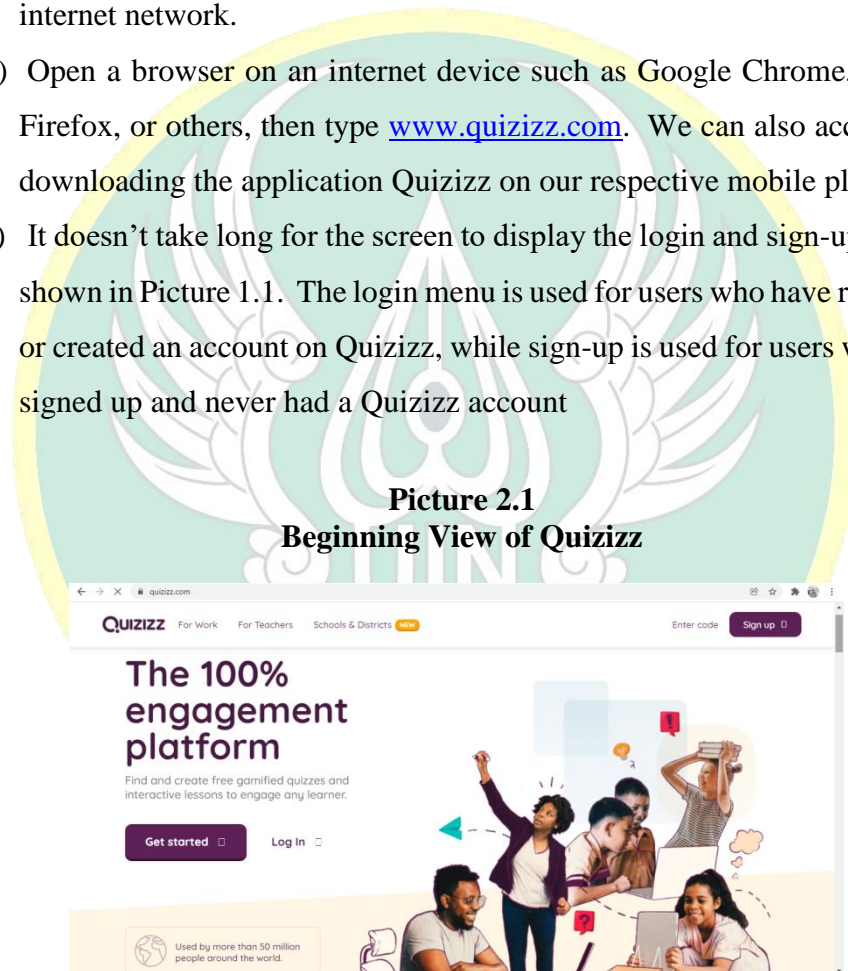
Picture 2.1
Beginning View of Quizizz

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[46] Intan Haryati, *"Pengaruh Penggunaan Aplikasi Quizizz Terhadap Motivasi Belajar Peserta Didik Dalam Pembelajaran Daring IPA Kelas V MIN 1 Kota Surabaya"*, Universitas Islam Negeri Sunan Ampel Surabaya, 2021, page 13-15.

d) If educators and students do not have Quizizz akun accounts you can register by clicking on the sign-up and then write your Google account email or other social media that you have, then click next.

Picture 2.2
Register an Account on Quizizz
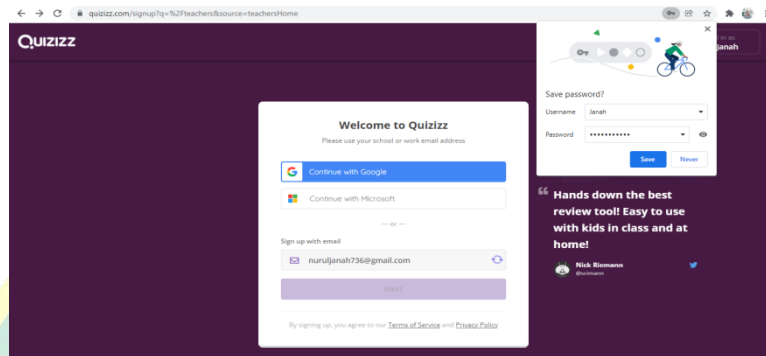
e) On the next page, Quizizz will display three options as shown in Picture 1.3, because we will be using them for the learning process then we click "at a school".

Picture 2.3
Type of Quizizz Account
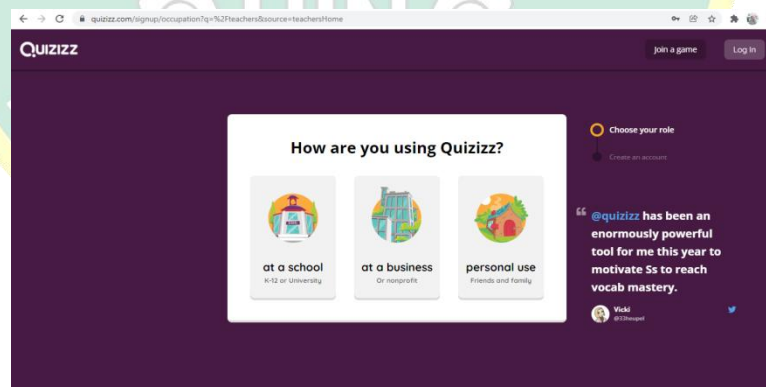
f) The next page has two choices, namely educators and students. For educators, click teacher and for students, click student.

Picture 2.4
Type of Quizizz User
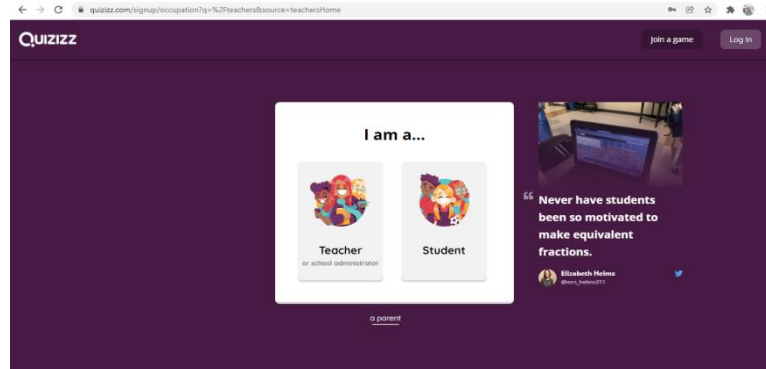
g) Complete the required personal data as shown in Picture 1.5. If you have done, clicked continue.

Picture 2.5
Personal Data Filling
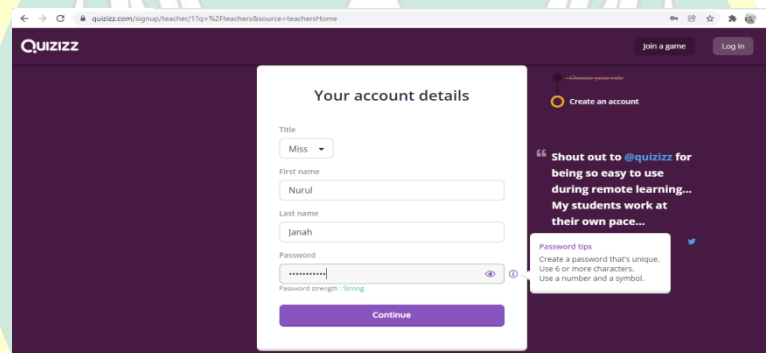
h) Quizizz account is ready to be used to create questions and do practice quizzes

Picture 2.6
Quizizz Account Ready to Use
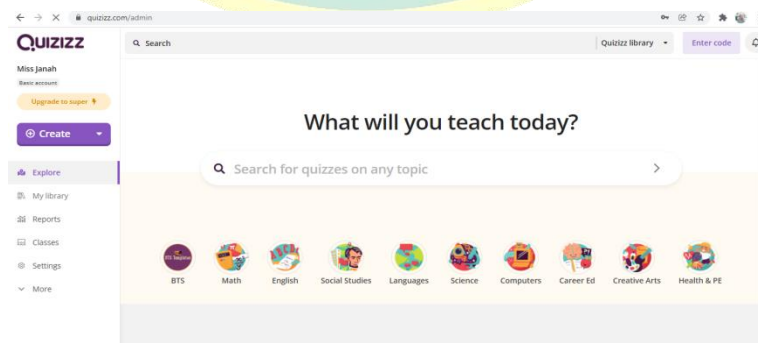
2). Quizizz Menus

In the Quizizz application, there are several menus that can be used,[47] such as:

a) Create a new quiz, to create a new quiz by inputting directly, adopting from someone else's property, or uploading a question file that we have created.

b) Find quizzes, to find quizzes made by other people.

c) My question, is to see a collection of questions or quizzes that have been made.

d) Reports, to display the quiz results that have been done.

e) Classes, to organize students in one class.

f) Collections, to organize quiz collections.

g) Memes, to create inspirational images.

h) Profile, to set the name, profile photo, and social media accounts.

i) Settings, to set the email account, username, change the password and delete the account.

j) Log out, to exit Quizizz.

3). Steps of making Quizzes using Quizizz

Here are the steps in making practice questions or quizzes using the Quizizz:

a) Click the Create new quiz menu, then a quiz or lesson option will appear. We click the quiz, once clicked a new screen will appear to fill in the name of the quiz and choice of subjects.

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[47] Intan Haryati, *"Pengaruh Penggunaan Aplikasi Quizizz Terhadap Motivasi Belajar Peserta Didik Dalam Pembelajaran Daring IPA Kelas V MIN 1 Kota Surabaya"*, page 15-16.

Picture 2.7
Quiz Name Filling
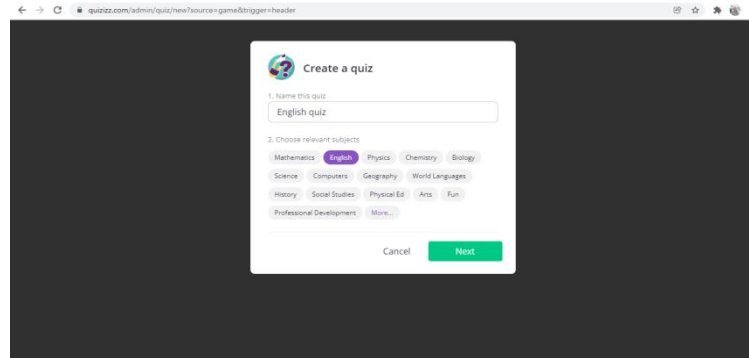
b) If it is filled, click next, and a variety of questions will appear, such as multiple-choice, selection, check box, open- end, and fill in the blanks. Choose a form of a question that you want to create.

Picture 2.8
Choice of Quiz Types
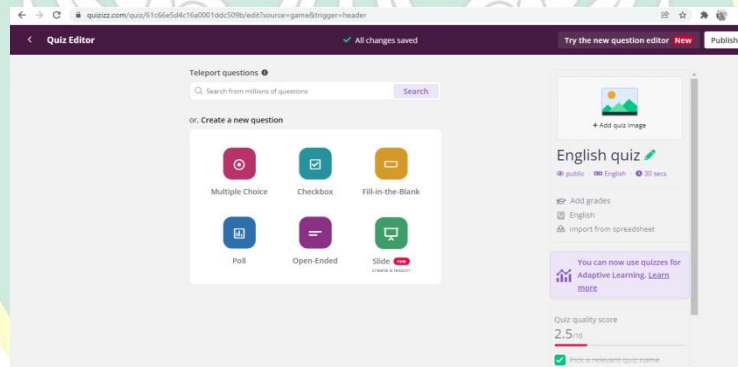
c) After that a box will appear to input the questions as shown in Picture 1.9, then we fill in the questions, determine the answer choices, and determine the length of time to work then click save.

Picture 2.9
Filling in Questions and Answer Choices
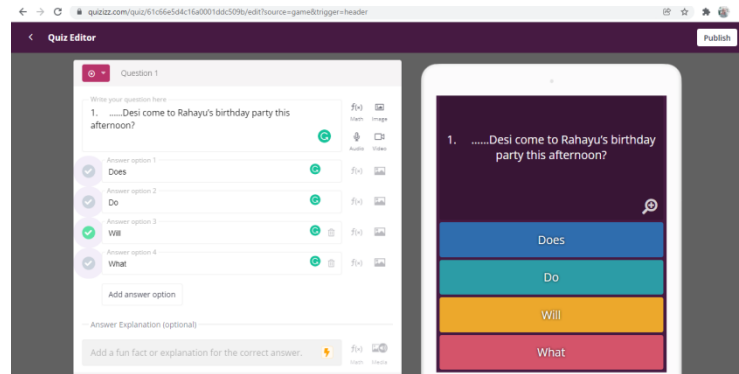
d) If all the questions have been inputted, then click done and a display will appear to complete the quiz information that will be used. Fill in the quiz information then click Save when finished and the questions are ready to be worked on.

Picture 2.10
Display to Complete the Quiz Information
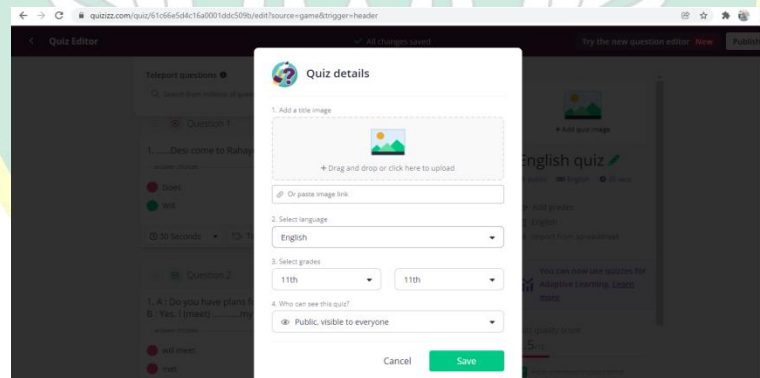
3. **Learning Motivation**

a. Definition of Learning Motivation

Motivation is derived from the Latin verb "*movere*", which means to move. The concept of movement is represented in such common motivations is something that gets us starting, keeps us working, and assists us in completing the task.[48] Motivation comes from the word "motive" which

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[48] Dale Schunk, *Motivation in Education: Theory, Research and Application*, 5th ed. (London: PEARSON, 2014), page 4.

means someone's effort to encourage to do something.[49] These motives will become active, especially if someone feels the need to achieve goals. Schunk defined motivation as the process of initiating and maintaining goal-directed behaviors.[50] Mc. Donald argues that motivation is a change in a person's energy which is characterized by the emergence of feelings that begin with a response to the goal. From the opinions of Mc. Donald, there are 3 important elements, namely:

1) Motivation initiates a change in a person's energy. The improvements in motivation will cause changes in energy in a person's "neurophysiological" system. Although the motivation is originally from within a person it will result in human physical activity.

2) Motivation is characterized by the emergence of one's feelings and affections. In this case, motivation has a relationship with psychological problems, affection and emotions can determine human behavior.

3) Motivation will be increased because of the goal. Goals involve needs. If someone feels a need, someone will respond in the form of motivation to achieve goals.

Based on these three elements, motivation will cause a change in energy, so that it will be connected with problems with psychological symptoms, affection, and emotions to do something. That is due to achieving the goals, needs, and desires. Motivation can also be interpreted as an effort to provide certain conditions so that someone is willing and wants to do something. If someone doesn't like it, they will try to get rid of that feeling of dislike.

In learning activities, motivation is the total driving force in students that causes learning activities ensures the continuity of learning

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[49] Sardiman, *Interaksi& Motivasi Belajar Mengajar, page 73*.

[50] Dale Schunk, *Motivation in Education: Theory, Research and Application,* page 5.

activities and provides direction to learning activities so that learning objectives are reached.[51] Motivation in learning has a role that motivation can affect what, when, and how we learn.[52] Motivation and learning performance have a reciprocal relationship, which means that motivation can influence learning performance and what students do and learn can influence students' motivation. If students have strong learning motivation, these students will have a lot of energy to carry out learning activities. Conversely, if students have weak motivation, then the energy to do learning is also low. Learning motivation does not only depend on encouragement from within students but also depends on how the teacher can provide encouragement and enthusiasm to students in teaching and learning activities.

b. The Function of Students Learning Motivation

In learning activities, it is necessary to have motivation. Motivation is an essential condition of learning. If the motivation given is right, then the lesson will be more successful. Learning and motivation are two things that are important and related to each other. By learning, we will gain new knowledge and skills, if accompanied by motivation, there is encouragement that will make more enthusiastic to learn.[53] Students who are more motivated in learning will achieve higher level. There are three functions of motivation based on Sardiman:[54]

1) Encouraging someone to take action, so motivation serves as a driving force that generates energy in carrying out activities. A student who has motivation will have more encouragement to carry out learning activities.

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[51] Sardiman, *Interaksi & Motivasi Belajar Mengajar,* page 77.

[52] Dale Schunk, *Motivation in Education: Theory, Research and Application,* page 5.

[53] Agus Husein As Sabiq, "*Improving Students' Motivation and Reading Skills in ELT Through Audio Visual Media*", diksi, Vol. 25 No. 1, 2017, page 58.

[54] Sardiman, *Interaksi & Motivasi Belajar Mengajar,* page 85.

2) Determining the direction of action, motivation is used as a direction that must be done in accordance with the formulation of its objectives. With motivation, students will be able to determine the direction taken to achieve learning goals.

3) Selecting actions, namely determining the actions that should be done to achieve the goal. A student will be able to choose actions that are useful and not useful for learning purposes.

c. Types of Motivation

Sardiman divided motivation into 2 types, namely:[55]

1) Intrinsic Motivation.

Intrinsic motivation is an impulse that already exists within a person to do something and does not need external stimulation. For example, someone has a hobby of writing literary works, so without orders and encouragement from others, that person has been diligent in writing literary works. Another example of the learning process, I students learn because they want to know everything, namely getting knowledge, values, or skills so that their behavior can change for the better. Not because the student wants to get a compliment or a prize. Students who have intrinsic motivation tend to have goals to become educated, knowledgeable, and experts in certain fields by learning. This intrinsic motivation comes from the need for students to achieve these goals. So, motivation arises from self-awareness with an essential purpose, not just a symbol and ceremonial.

2) Extrinsic Motivation

Extrinsic motivation is the motivation that arises due to external stimuli. For example, someone writes a scientific paper, knowing that next week there will be a scientific writing competition between classes

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[55] Sardiman, *Interaksi & Motivasi Belajar Mengajar,* page 89-91.

in the hope of getting a winner so that they will get praise from friends, teachers, and family. Another example in the learning process, is students learn English because they know that tomorrow there will be an exam because they want to get good grades or get praise and prizes. So, the purpose of learning is not directly for the essential purpose of learning.

B. Review of Relevant Studies

There are journals and past research related to the topic of this study. The finding of prior research investigations is compared here.

The first, research entitled "*Game-Based Learning: Teachers' Attitude and Intention to Use Quizizz in the Learning Process*" was written by Hanif Akhtar, Nida Hasanti, and Istiqomah from the Muhammadiyah University of Malang in 2016. The study aims to investigate teachers' attitudes and intentions toward the use of Quizizz is an online-game based learning platform in the classroom. The participants of this research are 32 high school teachers in Malang. The teacher was given the training to use Quizizz in the learning process. The data were collected using a close-ended questionnaire. The data were analyzed using descriptive analysis. According to the research's findings, teachers' attitudes towards Quizizz were good, and they intended to use Quizizz in the learning process in the future. The similarity with this study is both using Quizizz as an object of the research and the data collected using a close-ended questionnaire. The differences are the research participants are high school teachers, in this research the participant are high school students. The research focused on teacher training to use Quizizz and their response to Quizizz, this research focused on the effect of using Quizizz on learning motivation. The data collection for this study used a close-ended questionnaire, meanwhile this research used Pre-test Post-Test and interviews. The data analysis is also different, for this study used Simple-linear regression to investigate the effect of Quizizz on students English learning motivation.

The second research was conducted by Euis Nursifa Laila Nugraha, Salsabila, Tassya Salsabila Ramadhiani with the title "*Implementing Online Quiz Application in EFL Classroom*" from Suryakancana University 2021. The purpose of this research is to investigate the online assessment processes using Quizizz to evaluate students' attainment in the topic of politeness and find out the strengths and weaknesses of the technology used for the assessment process. The participants of this research are 20 English Education students from Suryakancana University who are taking a Sociolinguistic course. The data were collected with the qualitative method by a phenomenological study to understand the participants' points of view. This research used classroom observation and questionnaires. The findings showed that online assessment using Quizziz is more intriguing and engaging compared to paper-and-pencil quiz format. The similarity between both researches is implementing an online quiz application (Quizizz) in the EFL classroom. The differences, participants of the research are college students but this research is high school students, data collected also different, this study uses the quantitative method. Then, this study only focuses on Quizizz, does not compare to the paper-and-pencil quiz format.

The third research was conducted by Yanawut Chaiyo and Ranchana Nokham entitled "*The Effect of Kahoot, Quizizz and Google Forms on the Student's Perception in the Classrooms Response System*" from Chiang Rai College in 2017. This study aimed to investigate the impact of employing Kahoot, Quizizz, and Google Forms in the classroom on students' perception of concentration, engagement, enjoyment, perceived learning, motivation, and satisfaction. The data were collected used a questionnaire and data analysis used the Kruskal Wallis test. The finding of this research indicated that there are significant changes in concentration, engagement, enjoyment, motivation, and satisfaction. However, Quizizz and Kahoot have more favorable responses than Google forms. The similarity between both researches is Quizizz as an object and the data collected uses a questionnaire to investigate students' motivation.

The differences are the research investigating the impact of employing Kahoot, Quizizz, and Google Forms in the classroom on students' perception of concentration, engagement, enjoyment, perceived learning, motivation, and satisfaction. This study, only focuses on investigating the effect of Quizizz on students' learning motivation, data collected used a questionnaire and data analysis used Simple-linear regression.

The fourth research entitled "*Testing Goes Mobile-Web 2.0 Formative Assessment Tools*" was written by Beata Bury at International Conference ICT for Language Learning in 2017. The study aims to analyze and assess the pedagogical effect of two web 2.0 assessment tools, Kahoot and Quizizz. In this study, two web-based assessment tools are compared against a traditional non-gamified students' response system and the usage of paper forms for formative assessment, especially in learning Grammar. The participants of this research are 19 teenage students (15 years old) of Polish Junior High School. The research methods used Pre and Post Testing, and questionnaires. According to the findings of this study, students understand grammar content better when assessed online using Kahoot and Quizizz. As a result, students can be motivated and interested in the subject matter being taught by using online tools. The similarity of this research is to examine Quizizz, but not only Quizizz the research also compared online assessments (Kahoot and Quizizz) and paper forms, this study only focuses on implementing Quizizz. The participants of this research are Senior High School students and the research methods both used questionnaires and the learning process in offline class and online classes.

The fifth study entitled "*Hubungan Pemanfaatan Aplikasi Quizizz Dengan Minat Belajar Peserta Didik Pada Mata Pelajaran PAI di SMP Kharisma Bangsa Selama Masa Pandemi Covid-19*" written by Intan Julia Viani. This research aims to find out whether there is a relationship between the use of the Quizizz application and students' interest in learning PAI subjects at Junior High School of Kharisma Bangsa during the COVID-19 pandemic, and how much contribution was made. The sample in this research was 43 students, consisting

of 21 male students and 22 female students. This research is descriptive correlation research. The correlation technique used is "product moment". The results of this research found that there was a positive relationship and there is a significant relationship between the use of the Quizizz application and the interest in learning of students in PAI subjects at Kharisma Bangsa Junior High School during the COVID-19 pandemic 19. Contributions from the use of the quizizz application 19% of students' interest in learning in PAI subjects during the covid-19 pandemic was 19% while the remaining 81% came from other factors. The similarity with this research is that both of them use Quizizz as the object of research and the type of research is quantitative using a questionnaire in data collection. The difference is that this study analyzes the relationship between Quizizz and students' interest in learning, while my research analyzes the relationship between Quizizz and students' learning motivation. Another difference is that in this study the researchers also conducted interviews with teachers in collecting data.

Several studies have shown that Quizizz is one of the most effective assessment tools compared to paper-and-pencil quiz formats and other online web quizzes such as Kahoot and Google form. Because of this, this research only focuses on Quizizz. The aims are to investigate the effect of using Quizizz on students' English learning motivation. This research is pre-experimental research and the research method uses quantitative. The data analysis uses Simple-linear regression. Based on the previous research above, both teachers and students gave positive responses to Quizizz, but Quizizz is still rarely used at high school levels in Indonesia. High school students also have low motivation in learning English. Therefore, the researcher chooses Quizizz as an object and high school students as respondents. Because as we know, information technology is growing rapidly, both teachers and high school students must also be able to utilize technology in the learning process properly.

C. Hypothesis

In this research the hypothesis was formulated:

Ha: There is a significant effect of Quizizz on students' English learning motivation at XIth grade of SMA Ma'arif Karangmoncol

H0: There is no significant effect of Quizizz on students' English learning motivation at XIth grade of SMA Ma'arif Karangmoncol

CHAPTER III
RESEARCH METHOD

A. Type of Research

This research was quantitative research. Quantitative research is an investigation technique that collects, analyzes, and displays data in numerical form while trying to make accurate measurements of something.[56] This research was pre-experimental that used one group without a comparison group. Then, the research design used a one-shot case study, namely one group of research was measured and observed after being given treatment. There were two variables, Quizizz as the independent variable and English learning motivation as the dependent variable. Because this study aimed to analyze the effect of Quizizz on students English learning motivation and analyze whether there was a significant effect or not between Quizizz on student English learning motivation at XIth Grade of SMA Ma'arif Karangmoncol, so this research only used one class as the object of research. Quantitative methods in this research were carried out by the technique of questionnaires to analyze the effect of Quizizz on students learning motivation in English. The questionnaires used were the Quizizz questionnaire and the English learning motivation questionnaire.

B. Location and Time of the Research

SMA Ma'arif Karangmoncol is a senior high school located in Karangmoncol District, Purbalingga Regency, Central Java Province. This school was established on April 24, 1989, on the initiative of NU residents in Karangmoncol District who care about the importance of education. SMA Ma'arif Karangmoncol was established based on the deed of establishment from the Ministry of Education and Culture number 743/103/1/1989.

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[56] Sandu Siyoto & Muhammad Ali Sodik, *Dasar Metodologi Penelitian*, ed. by Ayup (Yogyakarta: Literasi Media Publishing, 2015), page 17.

The subject of this study was XIth Grade of SMA Ma'arif Karangmoncol. This research was conducted in the second semester of the academic year 2021/2022. This is the schedule of the research:

Table 3.1
The Schedule of the research

Activity	Month						
	Dec 2021	Jan 2022	Mar 2022	Apr 2022	May 2022	June 2022	July 2022
Designing Research Proposal	■						
Proposal Seminar		■					
Designing research instrument (questionnaire)			■	■			
Giving treatment and collecting the data					■		
Processing the Data						■	
Munaqosyah Examination							■

This research began on April 21, 2022, which was the opening activity. In this activity, the researcher introduced Quizizz and taught students to create a Quizizz account on their handphones. At that time, because the next week was a national holiday (towards Eid Al-Fitr) the school was closed. The

research was continued on May 13, 2022, the researcher gave the first treatment used Quizizz. Quizzes are given to students in the closing activities of the learning process. The quiz was a group quiz in which each group consists of 2-3 students. To avoid difficulties because some students when Quizizz's introduction did not come to class. Then the second meeting was held on May 20, 2022. Students were given quizzes and at this meeting, students worked on Quizizz individually. The third meeting was conducted online, the students were given online quizzes given through class groups on WhatsApp on May 27, 2022. Students took quizzes using Quizizz at home. Next, the last one was giving online questionnaires (a Quizizz questionnaire and an English learning motivation questionnaire) used Google form to students on June 3, 2022. Questionnaires were distributed in class groups, then students filled out the questionnaires.

C. Population and Sample

1. Population

   The population is a subject of the research, could be individuals, groups, institutions, countries, etc. The population of this research was the XIth Grade students of SMA Ma'arif Karangmoncol in the second academic year 2021/2022.

Table 3.1
Population of The Research

Nu	Grade	Number of populations
1.	XI MIPA 1	24
2.	XI MIPA 2	22
3.	XI IPS 1	22
4.	XI IPS 2	22
5.	XI IPS 3	22
Total		112

Total of XIth Grade in SMA Ma'arif Karangmoncol are 5 classes. Based on the data above, XIth Grade of SMA Ma'arif Karangmoncol is the population in this research, therefore the number of populations in this research was **112 students**.

2. Sample

The sample is the selection of a subset of the population of interest in a research study. The sampling technique in this study used non-probability sampling, namely purposive sampling. Purposive sampling is a sampling technique with certain considerations or special selection.[57] The sample of this research is selected based on the results interview with an English teacher in SMA Ma'arif Karangmoncol. Class XI MIPA 2 was the sample of this research. Class XI MIPA 2 consists of **22 students**, but there was 1 student who did not attend class during the research. Therefore, there are **21 students** as the sample of this research.

D. Variables of the Research

Research variables are everything in any form determined by the researcher to be studied, so that information is obtained and then withdrawn from the conclusion.[58] In this research, there were 2 types of variables, namely:

1. Independent Variable

Independent variable is the variable that affects or it causes the change of a dependent variable.[59] The independent variable of this research is Quizizz.

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[57] Sandu Siyoto & Muhammad Ali Sodik, *Dasar Metodologi Penelitian*, page 66.

[58] Adam Maluk & Minan Chusni, *Pengantar Statistika Penddikan Teori dan Aplikasi,* (Yogyakarta: Deepublish, 2012), page 24.

[59] Adam Maluk & Minan Chusni, *Pengantar Statistika Penddikan Teori dan Aplikasi*, page 25.

2. Dependent Variable

Dependent variable is a variable that is influenced or is a result because of independent variable.[60] The dependent variable of this research is English learning motivation.

E. Techniques of Data Collections

In collecting the data, the researcher used questionnaires. The questionnaire is a research instrument consisting of questions (or another type of instructions) to gather information from respondents through surveys or statistical studies.[61] There are two questionnaires, namely Quizizz questionnaire and students English learning motivation questionnaire. In compiling the questionnaire, the Quizizz questionnaire was created by researcher and the English learning motivation questionnaire adopted from Rafika.[62]

In this research, the researcher gave a questionnaire to the students and then directed the students to fill out the questionnaires by Google form. The questionnaires were given to students after treatment using Quizizz. The type of question is the close-ended question. To analyze the data from a questionnaire, the researcher used the Likert Scale. The Likert scale consists of five statements; they are Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Each statement has a score as follows:

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[60] Adam Maluk & Minan Chusni, *Pengantar Statistika Penddikan Teori dan Aplikasi*, page 25.
[61] Sandu Siyoto & Muhammad Ali Sodik, *Dasar Metodologi Penelitian*, page 79.
[62] Rafika, Pengaruh Penggunaan Media Game Edukasi Quizizz Terhadap Motivasi dan Hasil Belajar IPS Siswa kelas VII SMP Al-Rifa'ie Gondanglegi Kabupaten Malang, UIN Maulana Malik Ibrahim Malang, 2021.

Table 3.2
The Score of Statements Answer

Statements Answer	Score
Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Before analyze the data from questionnaire, the instrument of collecting the data (Quizizz and English learning questionnaire) must be valid and reliable. So, the researcher conducted Validity Test and Reliability Test. There are the result of validity test and reliability test:

1. Validity Test

Before testing the hypothesis, the researcher conducted a validity test to measure the validity of a questionnaire. The validity test was carried out on both questionnaires, namely the Quizizz questionnaire and the English Learning Motivation questionnaire. In this research, test validity used P-Value. The basis for decision making in the validity test of the questionnaire instrument is:

- If Sig. value <0.05, then the data is valid
- If Sig. value >0.05, then the data is not valid

The following are the results of the validity test from the questionnaires:

Table 3.4
Validity Test on Quizizz Questionnaire

Nu. Statement Item	Sig. Value	Description
1	0.000	VALID
2	**0.168**	NOT VALID
3	0.012	VALID
4	0.001	VALID
5	0.002	VALID
6	0.016	VALID
7	0.001	VALID
8	0.016	VALID
9	0.027	VALID
10	0.000	VALID
11	0.000	VALID
12	0.000	VALID
13	0.000	VALID
14	0.011	VALID
15	0.000	VALID
16	0.001	VALID
17	0.000	VALID
18	0.001	VALID
19	0.022	VALID
20	0.000	VALID
21	0.020	VALID
22	0.003	VALID
23	0.014	VALID
24	0.007	VALID
25	0.006	VALID

According to the result table of the validity test on the Quizizz questionnaire, it can be concluded that in the 25 statement items there is one item that is not valid because of the Sig. value >0.05. The statement that not valid is the second statement which states "I feel Quizizz can eliminate boredom while studying". While the other 24 statement items in the Quizizz questionnaire were valid because of the Sig. value <0.05. So that it can be stated that one item has

failed or cannot be used for further research tests and the other 24 items can be used for further research tests.

Table 3.5
Validity Test on English Learning Motivation Questionnaire

Nu. Statement Item	Sig. Value	Description
1	0.006	VALID
2	0.002	VALID
3	0.000	VALID
4	0.010	VALID
5	0.000	VALID
6	0.005	VALID
7	**0.184**	NOT VALID
8	0.001	VALID
9	0.029	VALID
10	0.005	VALID
11	0.000	VALID
12	0.002	VALID
13	0.004	VALID
14	0.000	VALID
15	0.000	VALID
16	0.006	VALID
17	0.001	VALID
18	0.000	VALID
19	0.000	VALID
20	0.000	VALID
21	0.000	VALID
22	0.000	VALID
23	0.003	VALID
24	0.000	VALID
25	0.049	VALID

According to the table of the results validity test on the English learning motivation questionnaire, it can be concluded that in the 25 statement items there is one item that is invalid because of the Sig. value >0.05. The statement that is not valid is the seventh statement which states "I am focused when the teacher explains the English subject matter". While the other 24 statement items in the

English learning questionnaire were valid because of the Sig. value <0.05. So that it can be stated that one item has failed or cannot be used for further research tests and the other 24 items can be used for further research tests.

2. Reliability Test

Reliability test was used to test the level of consistency of the questionnaire. The reliability test was carried out on the two questionnaires, namely the Quizizz questionnaire and the English Learning Motivation questionnaire. The basis for making decisions in reliability testing are:

- If the Cronbach Alpha value > 0.70 then the data is reliable
- If the Cronbach Alpha value < 0.70 then the data is not reliable

The following are the results of the reliability test from questionnaire:

a. Quizizz (X)

Table 3.6
Reliability Test on Quizizz Questionnaire

Case Processing Summary

		N	%
Cases	Valid	21	100.0
	Excluded^a	0	.0
	Total	21	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.938	24

Based on the table of reliability test on the Quizizz questionnaire, it can be seen that the Cronbach's Alpha value is 0.938, which means > 0.70. So, it can be concluded that **the Quizizz questionnaire is reliable.**

b. English Learning Motivation (Y)

Table 3.7
Reliability Test on English Learning Motivation Questionnaire

Case Processing Summary

		N	%
Cases	Valid	21	100.0
	Excludedᵃ	0	.0
	Total	21	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.944	24

Based on the table of reliability test on the English Learning Motivation questionnaire, it can be seen that the Cronbach's Alpha value is 0.944, which means > 0.70. So, it can be concluded that **the English Learning Motivation questionnaire is reliable.**

F. Techniques of Data Analysis

After the data from the respondents were collected, data analysis was carried out. In quantitative research, the analysis technique used statistics. There were 2 types of statistics to analyze the data, namely descriptive and inferential statistics. This research used descriptive statistics. There are technique of data analysis in this research:

1. **Descriptive statistics**

   Descriptive statistics are statistics that have the aim to analyzing data by describing the data that has been collected without meaningfully making a conclusion.[63] In this research, the descriptive statistics technique was used to describe the data from the research variables. Descriptive analysis techniques include mean, median, minimum, maximum, and frequency distribution tables.

   After the data was collected, the questionnaire must be valid, reliable, and normally distributed. To find out, the researcher conducted a validity test, reliability test, and normality test. Then proceed with a Simple- linear regression to determine the effect between Quizizz and students' English motivation. The researcher used *SPSS 25 Software for windows* to make it easier to find test results in data analysis.

2. **Normality Test**

   The normality test in this research used the One-Sample Kolmogorav Smirnov test. The basis for decision making in the normality test are:

   a. If the significance value (Sig.) is > 0.05, then the residual value is normally distributed

   b. If the significance value (Sig.) <0.05, then the residual value is not normally distributed

3. **Linearity Test**

   Linearity is a situation in which the relationship of the independent variable to the dependent variable is linear (straight line) within a given range of independent variable. The basis for decision making in the linearity test are:

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[63] Sandu Siyoto & Muhammad Ali Sodik, *Dasar Metodologi Penelitian*, page 111.

a. If the Sig. value deviation from linearity >0.05, then there is a linear relationship between the independent and dependent variables.

b. If the Sig. value deviation from linearity <0.05, then there is no linear relationship between the independent and dependent variables.

4. **Heteroscedasticity Test**

The heteroscedasticity test is part of the classical assumption test in regression analysis which aims to test whether in the regression model there is an inequality of variation from the residual value of one observation to another. If the variance from the residual value of one observation to another observation is fixed, it is called homoscedasticity, but if the variance from the residual value of one observation to another observation is different, it is called heteroscedasticity. A good regression model should not have heteroscedasticity.[64] The basis for decision making in the heteroscedasticity test using the Glejser test, there are:

a. If the significance value (Sig.) >0.05, then there is no heteroscedasticity in the regression model.

b. If the significance value (Sig.) <0.05, then there is heteroscedasticity occurs in the regression model.

5. **Hypothesis Test**

a. Simple Linear Regression Analysis

Simple linar regression used to test the relationship or correlation of one independent variable to one dependent variable.[65] The basis for making decisions is as follows:

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[64] Ali Muhson, *Pedoman Praktikum Analisis Statistik*, Universitas Negeri Yogyakarta, 2016, page 46.

[65] Sandu Siyoto & Muhammad Ali Sodik, *Dasar Metodologi Penelitian* , page 26.

1) If the significance probability value is >0.05, then the hypothesis is rejected. The hypothesis rejected means that the independent variable is not significance effect on the dependent variable.

2) If the significance probability value is <0.05, then the hypothesis is accepted. The hypothesis is accepted means that the independent variable is significance effect on the dependent variable.

Based on the explanation above, the hypothesis of this research are:

H_a: There is a significant effect of Quizizz on students English learning motivation at XIth grade of SMA Ma'arif Karangmoncol.

H_0: There is no significant effect of Quizizz on students English learning motivation at XIth grade of SMA Ma'arif Karangmoncol.
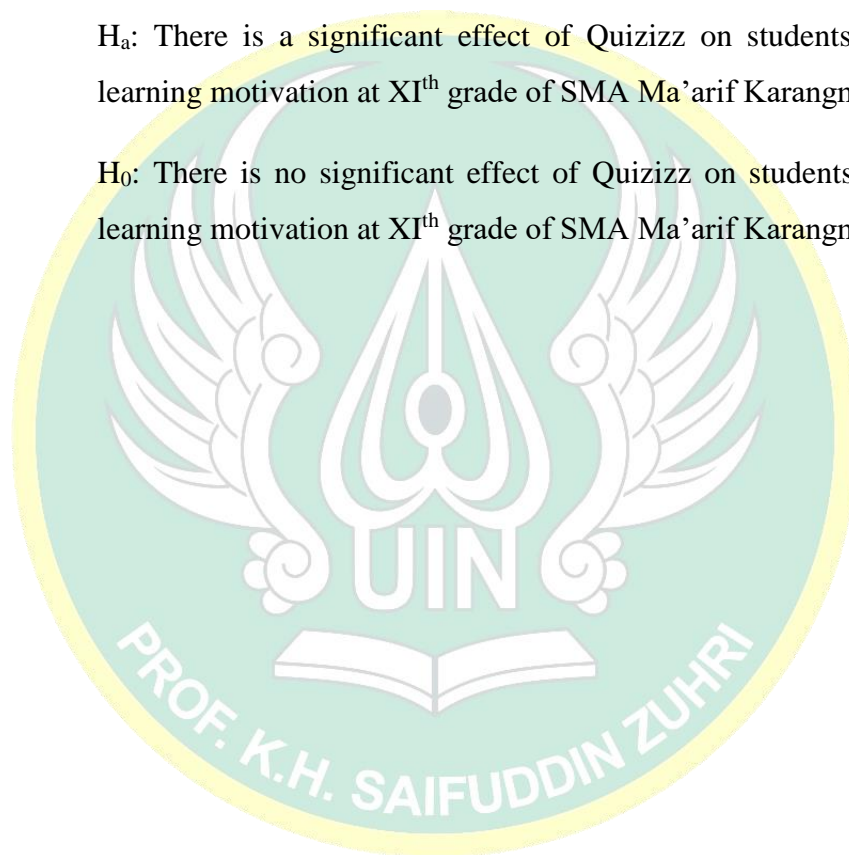
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the research findings, the results of the research, and discuss the effect of Quizizz on students English learning motivation. The presentation of the data results is based on the results of research that has been done at SMA Ma'arif Karangmoncol. In this research, there are two variables, namely Quizizz as the independent variable and English Learning Motivation as the dependent variable. In this chapter, the researcher described the scores of the two variables, namely variable X (Quizizz) and variable Y (English learning motivation). The data below is obtained from filling out a closed questionnaire by students of class XI MIPA 2 as a sample consisting of 21 respondents. The data were analyzed and then processed and presented by the researcher.

A. Research Finding

The data was obtained from quantitative research with a pre-experimental method that used a questionnaire to collect the data. The questionnaire consists of two types, namely Quizizz and English Learning Motivation. The questionnaires were distributed to students of class XI MIPA 2 after they were given treatment using Quizizz. Each questionnaire consists of 25 statements. Data analysis in this study used descriptive statistics, validity test, reliability test, normality test, linearity test, heteroscedasticity test, and research hypothesis testing. The results of the Quizizz questionnaire and English learning motivation questionnaire, are as follows:

1. Quizizz (X)

Quizizz was the independent variable in this study. To collect student data about Quizizz, the researcher gave a Quizizz questionnaire consisting of 25 statements. The students filled out the questionnaire by choosing one of the answers to the statement, namely Strongly disagree, Disagree, Agree, or Strongly agree. Below are the results of filling out student Quizizz questionnaires:

Table 4.1

The Result of Student Filling Out Quizizz Questionnaire

Nu	Statement Item	Answer Percentage			
		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I feel happy when using Quizizz	0%	4.8%	42,9%	52,4%
2.	I like to answer questions using Quizizz because it will increase my knowledge regarding the material that has been studied	0%	0%	52.4%	47.6%
3.	I am more enthusiastic and motivated to learn English when using Quizizz	0%	0%	38.1%	61.9%
4.	Quizizz can create interesting quiz games	0%	0%	42.9%	57.1%
5.	Quizizz can stimulate critical thinking in working on questions	0%	0%	38.1	61.9
6.	I got a new experience in the learning process by using Quizizz	0%	4.8%	47.6%	47.6%
7.	Quizizz provides new knowledge through the process of learning to play (game-based learning)	0%	4.8%	33.3%	61.9%
8.	Quizizz helps me to think more critically	0%	0%	47.6%	52.4%
9.	It is easier for me to understand the material using Quizizz	0%	0%	61.9%	38.1%

10.	I have a high curiosity with Quizizz	0%	9.5%	61.9%	28.6%
11.	I mean it when answer questions using Quizizz	0%	4.8%	66.7%	28.6%
12.	I feel more concentrated when doing quizzes using Quizizz	0%	4.8%	66.7%	28.6%
13.	I try to be able to answer questions in Quizizz correctly	0%	0%	38.1%	61.9%
14.	Quizizz makes me more enthusiastic to compete with my friends in class	0%	0%	42.9%	57.1%
15.	I feel more able to complete assignments on time with Quizizz	0%	0%	57.1%	42.9%
16.	Quizizz is easy to use in the learning process (assessment)	0%	4.8%	42.9%	52.4%
17.	Quizizz is an effective media in assessment process	0%	0%	47.6%	52.4%
18.	The features in Quizizz make me more interested in answering questions	0%	4.8%	38.1%	57.1%
19.	I easily understand the sentences in the questions and explanations contained in Quizizz	0%	14.3%	38.1%	47.6%
20.	I can immediately evaluate my ability after knowing my ability to do the quiz on the material that has been studied	0%	0%	52.4%	47.6%

21.	Quizizz can arouse my desire to learn	0%	4.8%	52.4%	42.9%
22.	Getting high score when using Quizizz makes me more enthusiastic about learning	0%	4.8%	33.3%	61.9
23.	I am happy if the teacher gives quizzes/questions using Quizizz	0%	0%	52.4%	47.6%
24.	I want Quizizz to be used in other lessons and other materials	0%	0%	42.9%	57.1%

2. English learning motivation (Y)

English learning motivation was the dependent variable in this study. To collect student data regarding students' motivation to learn English after using Quizizz, the researcher provided an English learning motivation questionnaire consisting of 25 statements. The students filled out the questionnaire by choosing one of the answers to the statement, namely Strongly disagree, Disagree, Agree, or Strongly agree. Below is a description of the results of filling out the students' English learning motivation questionnaire:

Table 4.2
The Results of Filling Out the Students' English Learning Motivation Questionnaire

Nu	Statement Item	Answer Percentage			
		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I like and excited to learn English lessons	0%	0%	61.9%	38.1%
2.	I don't give up easily when I have difficulty learning English	0%	14.3%	57.1%	28.6%

No.	Statement				
3.	I always study English diligently in order to get better results	4.8%	14.3%	61.9%%	19%%
4.	I am always active participating in English lessons	0%	14.3%	71.4%	14.3%
5.	I am responsive to the questions asked by the English teacher	0%	14.3%	61.9%	23.8%
6.	I enjoy doing assignments or quizzes in learning English	0%	19.0%	42.9%	38.1%
7.	When the teacher gives questions/quizzes, it makes me more interested in learning English	0%	9.5%	47.6%	42.9%
8.	I am careful in accepting the information given by the teacher directly	0%	4.8%	76.2%	19.0%
9.	I always study English seriously to get good grades	0%	4.8%	66.7%	28.6%
10.	I have to study well, in order to succeed in English lessons	0%	0%	57.1%	42.9%
11.	I studied the English material that was explained by the teacher at school so that I could better understand the material	0%	14.3%	66.7%	19%
12.	I prepare myself for the English test (systematically arrange material for the test)	0%	14.3%	66.7%	19%
13.	Teachers make English subject matter important to me	0%	4.8%	71.4%	23.8%

14.	I always follow English lessons well	0%	0%	61.9%	38.1%
15.	I am trying to get high marks in English lessons	0%	0%	47.6%	52.4%
16.	When answering questions/quizzes in English lesson, I answer in my way and understanding	0%	0%	57.1%	42.9%
17.	I am proud of myself if I get praise from the teacher when doing English practice or answer questions well"	4.8%	19%	33.3%	42.9%
18.	I feel happy when my teacher and friend congratulates me when I get a good grade in English	4.8%	14.3%	42.9%	38.1%
19.	I am happy to get a gift from the teacher when my English score is good	4.8%	23.8%	28.6%	42.9%
20.	I like to learn new things in English lessons	0%	4.8%	52.4%	42.9%
21.	I am happy when teachers use technology-based learning media related to English material	0%	0%	52.4%	47.6%
22.	I am happy when the teacher uses a variety of media when evaluating English lessons	0%	0%	71.4%	28.6%

23.	I am enthusiastic during English lessons because the teacher knows how to make us enthusiastic	0%	14.3%	57.1%	28.6%
24.	I feel comfortable when learning English in a competitive and calm class atmosphere	0%	0%	47.6%	52.4%

B. The Effect of using Quizizz on student English learning motivation at SMA Ma'arif Karangmoncol

1. Descriptive Statistical Analysis

In the subchapter, the researcher described the results of the descriptive analysis of the Quizizz and English Learning Motivation questionnaire. The results of the descriptive are in the form of minimum value, maximum value, mean, and standard deviation which are presented in the table below:

Table 4.3
Descriptive Statistics of Quizizz (X) and English Learning Motivation (Y)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Quizizz	21	72	100	86.90	8.734
English_Learning_Motivation	21	64	100	80.86	10.126
Valid N (listwise)	21				

In each questionnaire, there are 24 statement items. The statement is a statement with a closed answer consisting of 4 answers, namely strongly disagree, disagree, agree, and strongly agree. Each statement has a score range of 1 to 4, a score of 1 (Strongly disagree), a score of 2 (Disagree), a score of 3 (Agree) and a score of 4 (Strongly Agree). So, the minimum score

obtained by students is 24 and the maximum score obtained by students is 100.

Based on the results of the analysis of the Quizizz variable (X), it is known that the minimum score obtained by students after filling out the questionnaire is 72, and the maximum value is 100. While the mean value obtained by students on the Quizizz variable (X) is 86.90. Then the standard deviation of 8,734 from the ideal score that may be achieved by students.

Based on the results of the analysis of the English Learning Motivation variable, it is known that the minimum score obtained by students after filling out the questionnaire is 64, and the maximum value is 100. While the mean value obtained by students in the English learning motivation variable (Y) is 80.86. Then the standard deviation of 10.126 from the ideal score that may be achieved by students.

2. Normality Test

The normality test aims to test the questionnaire in this study is a normal distribution or not. The normality test was carried out on the two questionnaires, namely the Quizizz questionnaire and the English Learning Motivation questionnaire. The normality test in this research used the One-Sample Kolmograv Smirnov test. The basis for decision making in the normality test is:

- If the significance value is > 0.05, then the residual value is normally distributed
- If the value of sig. <0.05, then the residual value is not normally distributed

The following are the results of the normality test from the questionnaires:

Table 4.4
Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		21
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.08153656
Most Extreme Differences	Absolute	.129
	Positive	.129
	Negative	-.129
Test Statistic		.129
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

According to the table Tests of Normality One-Sample Kolmogorov-Smirnov above, obtained the value of the Kolmogorov Smirnov test with a significance of 0.200. That means more than 0.05 or 0.200 > 0.05. So according to the provisions, this shows that **the research data is normally distributed, thus hypothesis testing can be conducted.**

3. Linearity Test

This research hypothesis test used simple linear regression analysis, therefore the data used in this research must have linearity. So, before the hypothesis test the researcher conducted a linearity test. Linearity test is to determine the form of the relationship between the independent variable and dependent variable. The basis for decision making in the linearity test is:

- If the Sig. value deviation from linearity >0.05, then there is a linear relationship between the independent and dependent variables.

- If the Sig. value deviation from linearity <0.05, then there is no linear relationship between the independent and dependent variables

The following are the results of the linearity test from Quizizz and the English learning motivation questionnaire:

Table 4.5
Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Engish_Learning _Motivation * Quizizz	Between Groups	(Combined)	1394.786	15	92.986	.822	.651
		Linearity	957.323	1	957.323	8.464	.033
		Deviation from Linearity	437.463	14	31.247	.276	**.974**
	Within Groups		565.500	5	113.100		
	Total		1960.286	20			

From the table above, it can be concluded that the Quizizz and English Learning Motivation data are linearly significant because the result is 0.974. That means 0.974 > 0.05. Then it can be seen that **the data is proven to be linear.**

4. **Heteroscedasticity Test**

In regression analysis, requires the occurrence of homoscedasticity. Therefore, before analyzing the regression, it is necessary to test for heteroscedasticity first whether the error variance for each X value is homogeneous or heterogeneous. The basis for making decisions on heteroscedasticity test:

- If the significance value (Sig.) >0. 05, then there is no heteroscedasticity in the regression model.
- If the significance value (Sig.) <0.05, then there is heteroscedasticity occurs in the regression model.

The following are the results of the heteroscedasticity test:

Table 4.6
Heteroscedasticity Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-11.370	9.051		-1.256	.224
	Quizizz	.202	.108	.393	1.863	.078

a. Dependent Variable: Abs_RES

Based on the output above, it is known that the significance value (Sig.) is 0.78, which means 0.78 > 0.05. So, it can be concluded that the data is homogeneous, there is no heteroscedasticity, so it can be tested to the Simple-linear regression analysis.

5. Hypothesis Test

Hypothesis test conducted to determine the effect of Quizizz on students English learning motivation grade XI MIPA 2 at SMA Ma'arif Karangmoncol. Hypothesis test in this research used a regression test, namely Simple linear regression. Because each independent and dependent variable only has one variable namely Quizizz and English Learning Motivation so for the hypothesis test the researcher used Simple-Linear Regression. This test was conducted to determine whether Quizizz had a significant effect or not.

The following is the basis for making decisions on Hypothesis Testing:

> - If the probability of significance <0.05, then the hypothesis is accepted. Hypothesis accepted means that the influence of the independent variable has a significant effect on the dependent variable.
>
> - If the significance probability value is >0.05, then the hypothesis is rejected. The hypothesis is rejected means that the independent variable has no effect significant on the dependent variable.

The following is the output of SPSS 25 the results of the data analysis:

Table 4.7
Simple Linier Regression Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.699ᵃ	.488	.461	7.266

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.719	15.811		.678	.506
	Quizizz	.805	.189	.699	4.259	**.000**

a. Dependent Variable: English_Learning_Motivation

Based on the results of the data analysis test the use of Quizizz (X) on the student English learning motivation (Y) can be seen in the table above. The coefficient obtained is sig. 0.000. It turns out that the value of sig. 0.000 less from a probability value of 0.05 or a value of $0.000 < 0.05$. It can be said that the coefficient of data analysis is significant, so Ha is accepted and H0 is rejected, this shows that **there is an effect of Quizizz on students' English learning motivation at XI MIPA 2 SMA Ma'arif Karangmoncol.**

To analyze how much influence Quizizz has on students' motivation to learn English, it can be seen in the table 1.62 on the Model Summary above. The value of the correlation/relationship (R) is 0.699. From the output, the coefficient of determination (R Square) is 0.488, which implied the effect of the Quizizz (X) on the students English learning motivation (Y) in class XI MIPA 2 SMA Ma'arif Karangmoncol as many as 48.8%. While the remaining 51.2% were influenced by other factors outside Quizizz. The regression coefficient value is 0.805, this number means that every 1% addition to the use of Quizizz (X), the students English learning motivation will increase as many as 0.805. The regression coefficient value is positive (+), so it can be concluded that **Quizizz (X) has a positive significant effect on students English learning motivation at XI MIPA 2 SMA Ma'arif Karangmoncol.**

C. Discussion

This research is a type of regression research that was conducted to know the effect of Quizizz on student English learning motivation in grade XI MIPA 2 students at SMA Ma'arif Karangmoncol. The total population in this research amounted to 112 students from class XI. The research sample was taken based on the advice of the English teacher at the school. The sample of this study was 22 students of class XI MIPA 2, but because for 3 treatments using Quizizz in the class there was one student who did not enter the class, so the research sample became 21 students.

The research data obtained were then analyzed through Simple Linear-Regression. Hypothesis testing using a simple linear regression test requires the data to be normally distributed and linear. After testing the prerequisites of the analysis, it was obtained that the two data were normally distributed and linear. So that the Simple Linear-Regression analysis test can be carried out to determine the effect of Quizizz on motivation to learn English.

From the calculation of the correlation between Quizizz and student English learning motivation, it shows a correlation value of 0.699. If seen from the calculation above, the correlation number of variable X and variable Y does not have a negative sign, meaning that the two variables have a positive correlation or influence. While the amount of contribution given by the variable X to variable Y is 48.8%. While the remaining 51.2% is influenced by other factors outside the variable X (Quizizz).

The results of this study are in accordance with the researcher's hypothesis where there is a significant effect of the Quizizz on students English learning motivation in grade XI of SMA Ma'arif Karangmoncol. This is comparable to previous studies that Quizizz has an influence on students' learning motivation. This is contained in the results of research from Yanawut Chaiyo and Ranchana Nokham which suggests that there is a change in learning motivation after using Quizizz.[66] Then, there is also research that strengthens the opinion of Intan Julia Viani which states that there is a positive and significant relationship between Quizizz use and interest in learning at Kharisma Bangsa Junior High School.[67] This is not in line with the research of Mohammad Archi Maulyda and Umar which states that the use of Quizizz website is less effective as an evaluation tool and needs to be investigated further.[68]

Therefore, the use of Quizizz can be used as a quiz media offline or online learning influences on students' motivation to learn English. The existence of students' motivation to learn English can indeed be influenced by several factors, but one of the influencing factors is the use of Quizizz. With Quizizz they are more interested in learning English because they feel happier. In addition,

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[66] Yanawut Chaiyo and Ranchana Nokham, "The Effect of Kahoot, Quizizz and Google Forms on the Student's Perception in the Classrooms Response System, 2017.

[67] Intan Julia Viani, Hubungan Pemanfaatan Aplikasi Quizizz Dengan Minat Belajar Peserta Didik Pada Mata Pelajaran PAI Di SMP Kharisma Bangsa Selama Masa Pandemi Covid-19, UIN Syarif Hidayatullah, Jakarta, 2021, page 105.

[68] Mohammad Archy Maulyda and Umar, "Evaluate Recovery of Prospective Elementary School Teachers Using Quizizz, Is it Effective?", Jurnal Eduscience, Vol. 9 No.1, 2022, page 73.

Quizizz has interesting features that can increase students' motivation to learn English.

CHAPTER V
CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the data from the research above about the effect of using Quizizz on students English learning motivation at XIth Grade of SMA Ma'arif Karangmoncol, it is obtained that based on calculation of the regression test on the Quizizz variable (X) on the English learning motivation (Y) variable using a simple-linear regression test, get a significance value of 0.000 where the value is smaller than 0.05 so it can be concluded that there is a significant effect between the Quizizz variables (X) on the variable English learning motivation (Y). With an R Square value of 0.488 which indicates the direction of a positive influence. The regression coefficient value is 0.805, this number means that every 1% addition to the use of Quizizz (X), the students English learning motivation will increase as many as 0.805. The amount of contribution given by the variable X to variable Y is 48.8%. In other words, Quizizz has an influence on English learning motivation by 48%, while 52.1% is influenced by other factors. Therefore, it can be concluded that the Quizizz variable (X) has a significant positive effect on student English learning motivation. Thus, the alternative hypothesis (Ha) which states "Quizizz has a significant effect on student English learning motivation at XI Grade of SMA Ma'arif Karangmoncol" proposed by the researcher is accepted and the Hypothesis (Ho) which states "Quizizz has no significant effect on student English learning motivation at XI Grade of SMA Ma'arif Karangmoncol" is rejected.

B. Limitation of Study

Based on the results of the research that has been presented, the researcher would like to explain the limitations of the study as follows:

1. The school has a policy regarding shorter learning times than usual. So that students in understanding the material are still lacking.

2. Not all students' cellphones can be used to do Quizizz, so there is one student who cannot take quizzes using Quizizz.

3. This study was pre-experimental research that only involved one experimental group without a control group and there are still external variables that also influenced the formation of the dependent variable. So, it is necessary to do further study.

C. Suggestion

Based on the results of research and discussions conducted by researcher, several suggestions that can be considered as improvements to various matters relating to this research, including:

1. For the school

   The results of this study are expected to be an information for schools that the use of Quizizz can have a positive effect on student English learning motivation. So, schools should further increase the use of Quizizz as a learning quiz media in class and outside of class.

2. For the teacher

   The results of this study are expected to be input for teachers to overcome the problems of students' motivation to learn English.

3. For another researcher

   The results of this study can be used as reference material for further authors in conducting research about Quizizz and English learning motivation.

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