

Teachers' Perceptions of Integrating Conventional Games and Quizizz in Teaching Procedure Texts

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Abstract

The development of digital media, games, platforms and applications is believed to be beneficial for enhancing students' English learning. One of the popular platforms which have been used by English teachers is Quizizz. Quizizz presents interactive quiz which can help students learn English in a fun way. With the popularity of Quizizz, the writers are interested to research the teachers' perceptions about integrating conventional games and Quizizz in their English class, particularly in teaching procedure texts. To collect the data, the writers interviewed three English teachers of SMP Negeri 4 Batang Central Java Indonesia. The data obtained were analysed using thematic analysis. The findings show that the integration of conventional games and Quizizz in teaching procedure texts is perceived as effective by English teachers particularly for enhancing students' learning outcomes when learning procedure texts. In addition, the teachers believe that the integration of conventional games and Quizizz help them in creating more pleasant, more interactive and much simpler learning processes. With this perception, teachers hold the beliefs that they have to continue using Quizizz in their English classes.

Key words: *conventional games, perceptions, procedure texts, quizizz*

Introduction

Integrating games in learning, often referred to as gamification, involves incorporating game elements or principles into educational activities. By leveraging the interactive and competitive aspects of games, educators can create a more dynamic and enjoyable learning environment, potentially improving students' retention of information and overall academic performance.

In the context of education, integrating conventional games into teaching methods can provide a direct and interactive approach to enhance learning experiences. In this modern era, to make learning more appealing to students, teachers are required to use interactive and engaging teaching media such as conventional games and Quizizz.

Quizizz is "an online assessment tool that can be downloaded and used free" (Amalia, 2020 p.2). Quizizz is "a famous e-learning platform that offers countless quizzes that teachers and learners can use in their daily lessons" (Lim &

Yunus, 2021, p. 3). Previous studies have shown that Quizizz have been used by teachers for teaching English in various contexts. One of the previous studies by Lim and Yunus (2021) reveals that quizizz was used in many different educational settings and quizizz receive positive acceptance from teachers because it does not only offer effectiveness, feasibility, ease of use but also motivates the students. Septiyani et al. (2023) also found that Quizizz was helpful for teaching writing to the students of Junior High School in Tegal especially through the development of PJBL (Instructional Project Based Learning). The study also found that students expressed greater enthusiasm when Quizizz was used in the classroom. In addition, Aulia et al's study in 2023 found out the effectiveness of the application of Quizizz in growing students' interest in learning and in enhancing students' learning outcome in Junior High School. Not only for teaching, Anjeli (2023) found out that the Quizizz offers practicality both for teachers and students especially in terms of assessment and at the

same time, Quizizz presents interesting and new practices for students.

With the use of Quizizz in teaching English, the writers believed that Quizizz can be used for teaching procedural texts as well. The teaching procedure text involves instructing students on how to communicate a series of steps or actions in a clear and organized manner. Procedure text is a type of informational writing that provides a step-by-step guide to completing a task or achieving a specific outcome. The procedure text used to describe how something is done through a sequence of actions or steps (Dirgeyasa, 2016, p.98). Further, Anderson dan Anderson (1997, 52-55) mentioned that procedure text is

Further, the writers presented three research questions namely 1) How effective is teaching procedure texts using conventional games and Quizizz in teachers' opinion?; 2) What are the benefits of using conventional games and Quizizz in teaching procedure texts at grade 8 of SMP Negeri 4 Batang?; and 3) What are the weaknesses of using conventional games and Quizizz in teaching procedure texts at grade 8 of SMP Negeri 4 Batang?

Methods

In this research, the writers used the qualitative method. According to Jackson II at al. (2007, p. 23) Qualitative inquiry "encompasses all forms of social inquiry that rely primarily on non-numeric data in the form of words, including all types of textual analyses such as content, conversation, discourse, and narrative analyses". To collect the data, the writers used interviews.

The data collection took place at Junior High School 4 Batang. Junior High School 4 Batang is one of the junior high schools located in Batang, established on July 30, 1980, and situated at Pemuda Street number 160 in Pasekaran Village, Batang Regency, Central Java. In the 2014 accreditation Board, the school achieved a score of 90 with an A rating. In the 2019 reaccreditation, the school improved its score to 95. In this study, the writer took the data by interviewing three English teachers at this school. An interview is a communication or interaction process used to gather information through a question-and-answer session between a researcher and an informant or research subject.

In the educational context, teaching procedure text typically includes helping students understand the structure, language features, and writing techniques associated with creating effective procedural documents. With the popularity of Quizizz, the writers were interested to research the teachers' perceptions about integrating conventional games and Quizizz in their English class, particularly in teaching procedure texts in one of the state high school in Batang, Central Java.

The aims of the research were *first*, to find out the effectiveness of teaching procedure texts using conventional games and Quizizz based on teacher's opinions; *second*, to find out the benefits of using conventional games and Quizizz in teaching procedure texts at grade 8 of SMP Negeri 4 Batang; and *third*, to find out the weaknesses of using conventional games and Quizizz in teaching procedure texts at grade 8 of SMP Negeri 4 Batang.

Results and Discussion

Based on the interviews conducted with the three English teachers, the writers found three main points. First, the use of quizizz especially by integrating it with conventional games in Junior High School 4 Batang was perceived as effective by the English teachers. This is shown by the following teachers' answers:

"Sangat efektif, karena anak dan guru saling berbagi pengalaman, anak mendapatkan pengalaman baru tidak dari satu arah saja tetapi bisa dari komunikasi dua arah, serta lebih efektif menimbulkan antusiasme anak" [Very effective, because students and teachers can share the experiences, students gain new experiences from two ways communication, and the implementation of quizizz is also more effective in enhancing students' enthusiasm in learning] (Teacher 2)

The second findings relate with the benefits of Quizizz. The teachers viewed quizizz as beneficial in enhancing students' learning outcomes when learning procedure texts. In addition, the teachers believe that the integration of conventional games and Quizizz help them in creating more pleasant, more interactive and much simpler learning processes

When they were asked about the benefits of Quizizz in teaching procedural texts, they mentioned these benefits through their statements below:

Anak memiliki keinginan untuk lebih memperhatikan, daripada hanya menggunakan satu games [students have greater willingness to pay attention to the materials compared to when we only used one type of game] (Teacher 1)

Bisa membangun komunikasi dua arah dengan anak-anak, menjadikan anak-anak lebih antusias dalam mengikuti pembelajaran serta lebih enjoy [It can build two way communication with the students, making students more enthusiastic in joining the lesson and they enjoy it more] (Teacher 2)

Kelebihannya yaitu membuat murid merasa senang dan mudah menerima pelajaran dengan metode baru yaitu pencampuran conventional games dan Quizizz tersebut. [The strengths are making students happier in learning, and helping them learn in an easier way with the integration of conventional games and Quizizz] (Teacher 3)

From those answers, it was clear that the integration of Quizizz with traditional games promoted students' enthusiasm in learning and provided ease for students learning the materials. The class also became more interactive.

Third, in terms of the weaknesses of the use of Quizizz, the teachers mentioned using Quizizz was quite time consuming. Teachers struggled with time when they integrate Quizizz. This was shown in the teachers' answers as follows:

Kekurangannya yaitu dalam memaksimalkan waktu yang ada dan saat menyampaikan materi, karena terkadang waktu banyak terkuras pada conventional games dan Quizizz

saja [The weakness is in maximizing available time and when we deliver the materials, sometimes our time is used for.

Based on those answers, teachers perceived the use of Quizizz as challenging especially as time becomes the main constraint in integrating Quizizz with traditional games for teaching procedural text in Junior High School.

Conclusion

Based on the findings of the study, it can be concluded that teachers at Junior High School 4 Batang Central Java perceived Quizizz as effective to be used in the classrooms. They found that Quizizz was beneficial in the way that it promoted students' enthusiasm and ease in learning. Quizizz also enhanced the classroom interactions. However, teachers also acknowledge the weakness of Quizizz. Teachers experienced the lack of time as the main constraint in integrating Quizizz with traditional games. Even so, teachers indicate that they will remain use the Quizizz in their class.

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