

THE EFFECTIVENESS OF QUIZIZZ MEDIA TO INCREASE APPRECIATION OF PANTUN TEXTS IN JUNIOR HIGH SCHOOLS

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Article Info	Abstract
Article History Received: May 2024 Revised: August 2024 Published: October 2024	<i>Teachers have not been widely using quiz media in learning. Meanwhile, students urgently need innovative media to stimulate their motivation to learn. This study aims to describe the effectiveness of Quizizz media in improving the ability to appreciate rhyme texts in junior high school students. The research method through classroom action consists of two cycles. Data was collected through observation and student ability tests. The subject of the study was a student of SMPN 1 Kedawung, Cirebon. The research instrument was essay test results in the form of appreciation of the text of rhymes assisted by Quizizz media and the results of observation during learning. Learning outcomes in Cycle I showed that students' average scores and completion percentages remained low, with only 15 (or 45%) able to achieve completion, while 18 (or 54%) did not. In the second cycle, out of 33 students, 22 (67%) achieved completion, and only 16 (48%) did not achieve it. The average score of cycle II increased to 72, with more than 67% of students achieving completion. Based on the results of data analysis, it was shown that quiz media could improve the ability to appreciate rhyme texts in junior high school students.</i>
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INTRODUCTION

Language and literature learning are very closely related. In principle, language learning equips students to communicate (Suryaman et al., 2021). Literature learning equips students with human, moral, and ethical feelings and values (Astuti et al., 2019; van Tung & Ly, 2020). They are learning Indonesian to improve their ability to communicate orally and in writing, while literature teaching is directed more toward literary appreciation than literary theory and history (Andriyani & Yuliana, 2022; Rosiana & Mulyani, 2017). Literary learning is a process that involves the study and analysis of literary works, such as prose, poetry, and drama (Yang, 2021).

Literature learning is vital in education because it helps shape students' character, foster an appreciation of literary works, and improve their ability to communicate effectively through written and oral means (Astuti et al., 2019; Roslina et al., 2020). Literature learning shapes students' character (Winarni et al., 2021). Literature learning can foster an appreciation of literature, improving language, cultural understanding, and critical thinking skills (Mohit Bhandari et al., 2021). Literary learning is designed to promote the development of good values, such as honesty, sacrifice, and democracy, by integrating character education into the learning process (Candra Dewi & Asrifan, 2024; Noviadi et al., 2023).

Learning literature usually involves reading and analyzing literary works, which can be categorized by genre, narrative technique, or writing style. Students are encouraged to develop their creative writing skills through activities such as writing short stories, poetry, and plays.

This helps them appreciate literary works more deeply and understand the value of literature in forming their perspectives and values (Sari et al., 2019; Zainal & Nurhayatin, 2019).

As part of Indonesian studies, literature aims to expand knowledge, increase awareness of humanity and social care, increase cultural appreciation, and encourage creative and constructive channeling of ideas, imagination, and expression, both orally and in writing. Students are invited to understand, enjoy, and internalize literary works through literature (Khaerunisa, 2018). This shows that literary appreciation is an artistic activity that emphasizes aesthetics, enjoyment, and literary appreciation. This suggests that literary appreciation correlates with overall acceptance of literary works (Susilo et al., 2020). It improves the relationship between readers and literary works in reading and creative writing (Nurdiyanto et al., 2021). Learning literary appreciation should include understanding literary theory and involving students directly. Teachers should allow students to read, recognize, understand, internalize, judge, and ultimately appreciate literary works (Purwaningsih et al., 2023; Susilo & Anisa, 2017).

The problem in learning literary appreciation today is that learning only focuses on history and literary theory rather than understanding and appreciating literary works (Adeninhun, 2012; Ugwu, 2022). One type of literary appreciation still experiencing obstacles is learning to appreciate pantun texts (Andriyani & Yuliana, 2022; Melinda Pratiwi et al., 2020). Learning pantun texts, also known as rhyming words, is essential to language development. Rhyming words have the same final sound (Putri, 2023). Learning pantun texts means learning to recognize and make rhyming words, so it is essential to develop phonological awareness (Amalia et al., 2018). These skills are fundamental components of reading and spelling skills. Learning pantun texts is critical to language development, especially in early childhood education (Amalia et al., 2018). Teaching rhyming words through a variety of strategies, such as reading poetry, singing rhyming songs, playing rhyming games, and using rhyming word games, can help children develop phonological awareness and improve their reading and spelling skills (Andriyani & Yuliana, 2022; Sriyanto, 2018; Uli et al., 2021).

Pantun is an old type of poetry with an a/b/a/b ending pantun consisting of four or more lines with crossed pantuns and the number of syllables in one line between eight and twelve (Irmanda & Ria Astriratma, 2020). Pantun appeared for the first time in Malay history. Pantun is found in several legendary stories. Pantun is similar to karma, which is the word parik in Javanese. Parik itself means pari or parilingual (Uli et al., 2021).

In pantun, the first two lines are called sampiran, and the next two are called contents. Sampiran usually consists of images of nature or atmosphere that show the support group to simplify the pantun. In addition, the sampiran also serves as an introduction by at least preparing pantuns or pantuns for the last two lines (Larosa & Iskandar, 2021). Pantun is also very concerned about pantuns and final sounds with the pattern a-b-a-b. The end sounds of the first and third lines are the same, while the final sounds of the second and fourth lines are the same (Sriyanto, 2018). Almost all regions of Indonesia have pantun. Pantun comes from the Minangkabau word patuntun, which means guide (Putri, 2023). In Java, it is called parikan; in Tapanuli, it is called ende-ende; and in Sunda, it is called sindiran. Pantun is a way for a person to express his opinion about the life around them. Therefore, appreciating it means looking for the values of life depicted in the literary work (Uli et al., 2021).

However, the reality of learning pantun text appreciation still needs to improve. Students consider learning pantun text activities to be complex because, in writing pantun texts, they must master the language and be able to think creatively and imaginatively (Serlianti et al., 2023). Students need help distinguishing between pantuns and poems (Purwandini et al., 2017). The above findings are also supported by the problems teachers and students face. Teachers still need help with using variations of learning models, there is a lack of student activeness and motivation in the learning process, and students still have difficulty expressing ideas to make

pantun texts. Hence, students' skills in writing pantun texts still need to improve (Larosa & Iskandar, 2021).

Developing effective strategies to improve literature teaching and learning is critical in understanding these challenges. The teaching process in education can be presented using technology effectively and efficiently (Rajan & Ismail, 2022; Supriadi et al., 2021). This is because the media has many aspects that can involve students in learning. Therefore, teachers must be creative and innovative in understanding learners in the reading-learning process (Astuti et al., 2019; Noviadi et al., 2023; Rajan & Ismail, 2022). Technology positively affects education, such as collaborating, engaging in creative learning, and evacuating learning (Yasa, 2022). Salah satunya melalui aplikasi Quizizz.

Quizizz is a quiz-based platform that allows users to play as a learning tool (Ccoa et al., 2023; Wardana et al., 2022). Quizizz has millions of quizzes from different fields that teachers and students can access (Maraza-Quispe et al., 2024; Supriadi et al., 2021). In addition, Quizizz allows students to participate actively in the learning process. Teachers and students can use Quizizz via mobile phones, laptops, or computers (Al Mawaddah et al., 2021; Solikah, 2020). Media quizzes can be used as practice questions for teachers at the beginning and end of class and to track student activity results. Teachers can set times for quiz questions to be asked to their students to train them to give precise yet quick answers (Mohd Noordin et al., 2023; Zuhriyah & Pratolo, 2020). Data collected from the official website of Quizizz (www.quizizz.com) shows that more than 10 million students have used the app. Its method is used by 1% of schools in the United States, and 500 million questions are answered monthly (Solikah, 2020).

The use of Quizizz as an interactive learning medium has a positive impact on both teachers and students (Santos et al., 2023). With so many materials available in the application, teachers can more easily communicate material, condition students in class, and increase student motivation to learn (Zhang & Crawford, 2024). Quizizz is a learning medium that increases student motivation and achievement (Zainudin & Zulkiply, 2023). Using game elements in teaching and learning activities allows students to participate actively, which can help students' cognitive development. Students' cognitive development depends mainly on how actively they socialize with their surroundings (Bratel et al., 2023; Waluyo & Tran, 2023). Using Quizizz media in learning can increase student learning activities in the classroom (Hidayati & Aslam, 2021). Developing interactive learning media, such as Quizizz, impacts classroom learning with different student needs and abilities. It helps provide lessons quickly and engagingly (Uli et al., 2021).

The problems that arise in this study are the learning activities of students and how effective the quiz media is in learning rhyme texts. Therefore, the purpose of this study is to find out the learning activities and describe the effectiveness of quiz media in improving the ability of junior high school students to appreciate poetry texts. The novelty of this research is that quiz media is used as a stimulus or motivation for students to learn to appreciate rhyme texts that have never been researched before. In general, previous research has focused on the use of quiz media to improve student learning outcomes in the cognitive realm.

RESEARCH METHOD

Research Design

This study employed a classroom action research design, which is particularly suited for investigating the effectiveness of teaching strategies in real-time classroom settings. Classroom action research (CAR) focuses on the iterative process of identifying challenges, implementing strategies, and evaluating outcomes, making it an ideal approach for exploring the use of educational tools like Quizizz to enhance students' appreciation of Pantun texts in junior high schools. CAR's cyclical nature allows for continuous refinement of teaching practices, ensuring

that interventions are tailored to meet the specific needs of students as they evolve throughout the learning process. The research was conducted in two cycles, each involving distinct stages of planning, implementation, evaluation, and reflection. In the planning phase, the researcher developed instructional strategies centered around the use of Quizizz, a digital learning tool known for its interactive and engaging quiz formats. During the implementation phase, these strategies were put into practice as students used Quizizz to engage with Pantun texts, a traditional form of Indonesian poetry known for its rhyme and rhythm. The evaluation phase followed, where the researcher assessed students' performance and levels of appreciation for Pantun texts through their interactions with the quizzes. Reflection, the final stage of each cycle, allowed the researcher to analyze the results and adjust the approach for the subsequent cycle.

The results from Cycle I provided crucial insights into the obstacles students faced in appreciating and understanding Pantun texts. These findings informed the planning of Cycle II, where adjustments were made to better align the learning activities with students' needs. By using classroom action research, the researcher was able to observe student responses in real-time, implement targeted interventions, and make data-driven decisions to improve learning outcomes. This method's focus on reflective practice ensured that the instructional strategies were continuously refined, leading to more effective use of Quizizz in enhancing students' engagement with Pantun texts. Overall, classroom action research proved to be the most appropriate design for this study, as it allowed for an ongoing assessment of the effectiveness of Quizizz in improving students' appreciation of Pantun. By actively involving students in the learning process and making immediate adjustments based on observed challenges and successes, CAR provided a dynamic framework that not only supported the achievement of educational goals but also contributed to the professional development of the educator. This iterative approach ensured that students' appreciation for Pantun texts grew as they became more engaged and interactive through the use of digital media.

Research Participants

The study was conducted at SMP Negeri 1 Kedawung, a public junior high school in Cirebon Regency, focusing on a class of 33 seventh-grade students. The participants were selected based on their current educational level, as seventh-grade students are typically at a crucial stage in their academic development, where foundational skills in reading, writing, and critical thinking are being strengthened. These students represent a typical demographic of Indonesian junior high school learners, who are between the ages of 12 and 13. They are engaged in learning activities that include language and literature subjects, making them an appropriate group to evaluate the effectiveness of educational media, such as Quizizz, in enhancing appreciation for traditional Indonesian texts like Pantun. The students involved in the study were from diverse socioeconomic backgrounds, reflecting the general student population of the region, which adds to the relevance of the findings within a typical Indonesian educational context. However, the limited scope of the study, focusing on a single class in one school, may limit the generalizability of the results to broader populations. Despite this, the selected participants provide a valid representation of students in similar educational environments, making the findings applicable for schools with similar characteristics.

Research Instruments

This study employed three data collection techniques: observation, evaluation, and documentation. To ensure the reliability and validity of these instruments, several steps were taken. The observation tool was developed based on a structured checklist focusing on key aspects of teaching preparation and classroom activities. The checklist was designed to capture real-time classroom interactions, student engagement, and teacher practices, allowing for a consistent and objective analysis of the learning environment. The observations were conducted systematically, and multiple observations across different stages of the learning process helped

ensure the consistency and reliability of the data collected. For evaluating student outcomes, the study used Quizizz, a digital platform that facilitates interactive assessments through quizzes. The quizzes were carefully designed to align with the learning objectives related to Pantun texts, ensuring content validity. Quizizz provided both formative and summative data on student performance, allowing the researcher to track progress and assess learning outcomes comprehensively. The platform’s automated scoring system added to the reliability of the evaluation process, as it minimized potential biases in grading. Meanwhile, documentation included both qualitative and quantitative data, such as student quiz results and classroom activity records. By triangulating these data sources—observations, evaluations, and documentation—the study ensured a high level of validity and reliability in its findings.

Data Analysis

The data analysis in this study employed quantitative methods, which provided numerical insights into the students' learning success rates at three distinct stages. By converting the data into percentages, the study aimed to measure the effectiveness of the instructional methods and students’ ability to appreciate Pantun texts. However, there are several limitations that may affect the generalizability and validity of the findings. One primary limitation is the relatively small sample size, as only 33 students from a single class in one school participated. This restricts the extent to which the findings can be applied to other schools or educational contexts, as the sample may not fully represent the diversity of student experiences or learning environments across broader populations.

Another limitation lies in the potential for bias in the assessment rubric used to evaluate students' ability to appreciate Pantun texts. While the rubric was designed to provide a standardized evaluation, subjective interpretations of student performance could influence scoring, especially in assessing nuanced skills like literary appreciation. Additionally, the use of a single method of evaluation—Quizizz—may not capture the full range of student abilities or learning outcomes, limiting the depth of understanding of their appreciation for Pantun texts. These constraints should be considered when interpreting the results and applying them to broader contexts.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Classroom action research consists of several stages. The first stage includes conducting initial observations to gather information about the initial condition of the class and any problems that arise. The observation was conducted in the class of SMPN 1 Kedawung, Cirebon. In this study, data were obtained through observation and tests consisting of five essays on the pantun text to be studied. The table below shows a recapitulation of the cycle I results.

Table 1
Recapitulation of Learning Outcome Values (Cycle I)

Criterion	Result
Minimum Standards	75
Average value	47,48
Top Rated	76
Lowest Value	0
Complete	15
Incomplete	18
Completeness Percentage	45%
Incomplete Percentage	54%

The completion percentage and grade point average of students are still low, indicating poor learning outcomes, as shown in Table 1 data. Of the 33 students, only 15 (or 45%) could complete it, while 18 (or 54%) were not. Overall, learners face difficulties understanding the concepts related to the pantun text material, as shown by the average score of 47.48 from the Quizizz exam cycle I. Figure 1 shows a histogram that can be used to show the completeness of student learning outcomes in the first cycle.

Table 2
Recapitulation of Learning Outcomes Value (Cycle II)

Criterion	Result
Minimum Standards	75
Average value	72,27
Top Rated	100
Lowest Value	49
Complete	22
Incomplete	16
Completeness Percentage	67%
Incomplete Percentage	48%

The percentage score and average completion of students increased slightly from before, as shown in the data of Table 2. Student learning outcomes can be improved after using the discovery learning model with the help of Quizizz media. Of the 33 students, 22 (67%) achieved completion, and only 16 (48%) did not. The average score of cycle II increased to 72, with more than 67% of students achieving completion. The results are slightly satisfactory.

The results of classroom action research show that learner learning outcomes improve in each cycle, according to recapitalization of cycles I and II data. The following table shows the data.

Table 3
Recapitalization of Classroom Action Research Results

Criterion	Sum	Action	Information
	Cycle I	Cycle II	
Average value	47,48	72,27	Increased
Completeness Percentage	45%	66%	Increased

Discussion

The primary goal of classroom action research (CAR) is to identify existing problems, develop plans to address them, implement those plans, and review the outcomes to determine effectiveness. In this study, the teacher applied CAR in two cycles to improve students' appreciation of Pantun texts using the digital tool Quizizz. During the first cycle, the teacher conducted an initial observation to identify the issues hindering learning, particularly regarding students' difficulties with Pantun, a traditional form of Indonesian poetry. The observation results served as the baseline data for the study, revealing that student learning outcomes were poor. Of the 33 students involved, only 15 (45%) achieved satisfactory levels of comprehension and mastery, while the remaining 18 (54%) struggled, as reflected in the average pre-test score of 47.48. This indicated significant challenges in understanding the structure and meaning of Pantun texts.

The second cycle of the study aimed to address these challenges by improving the teaching and learning process. The researcher restructured the lesson plan, making the objectives more focused, the materials more organized, and the content more relevant to the

students' daily lives. These improvements were implemented using Quizizz as a primary tool to enhance learning engagement and interaction. Quizizz facilitated a more dynamic and enjoyable learning environment, making it easier for students to engage with the often complex and abstract elements of Pantun. By focusing on gradual success with simpler tasks at first, the students were better equipped to tackle more challenging aspects of the learning process. As a result, the number of students achieving satisfactory learning outcomes rose significantly in the second cycle. Twenty-two students (66%) demonstrated improvement, with the average score increasing to 72.27, surpassing the expected thresholds for learning success. This marked improvement highlights the potential of well-structured digital media, like Quizizz, to address learning gaps effectively.

This study's findings align with existing literature on the use of digital media in enhancing student learning outcomes. The use of Quizizz has been shown to not only improve academic performance but also boost student motivation and engagement. Waluyo & Tran (2023) and Zhang & Crawford (2024) similarly found that Quizizz serves as an effective tool for both formative assessment and engagement in a variety of grade levels and subject areas. Its use in this study demonstrated the same advantages, particularly in creating a more engaging and interactive learning experience for the students. This engagement is critical in promoting active learning, which, according to Hidayati & Aslam (2021) and Solikah (2020), helps eliminate classroom boredom, fosters participation, and enhances overall motivation. These findings are consistent with the observation in this study, where students became more involved in the learning process during the second cycle, showing greater enthusiasm and interest in learning about Pantun texts.

The research also corroborates with the findings of Ccoa et al. (2023) and Maraza-Quispe et al. (2024), who noted that digital tools like Quizizz make lessons more captivating and enjoyable, which is particularly important in maintaining student interest in subjects that may otherwise seem abstract or challenging. In the context of this study, the interactive and gamified nature of Quizizz helped demystify the complexities of Pantun, making the learning process more accessible and less intimidating for students. The feedback mechanisms within Quizizz, where students can receive instant results on quizzes, allowed for immediate reflection and reinforcement of learning, which is a crucial element in promoting sustained engagement and learning retention.

Interestingly, the findings of this study also reflect patterns observed in previous research where student outcomes significantly improved from one cycle to the next when obstacles in the initial learning process were identified and addressed. For instance, research by Al Mawaddah et al. (2021) and Santos et al. (2023) found that in digital learning environments, the use of structured intervention models, such as those facilitated by Quizizz, results in marked improvements in student performance across learning cycles. In their studies, much like in this one, the learning model became more effective as it progressed through cycles of refinement, with each stage involving planning, implementation, and reflection to remove barriers and enhance the learning experience.

However, the current study also highlights certain differences when compared to previous research. Some studies focused more on the use of digital platforms for testing and assessment alone, while in this case, Quizizz was integrated as part of the learning process itself. In line with the broader educational theories of active learning, Quizizz was not just used for evaluation but as a tool for continuous learning and interaction during the lessons. This expanded use of the tool could explain why this study achieved relatively high levels of student engagement and learning gains in the second cycle. Moreover, while previous studies, such as those by Wardana et al. (2022), have emphasized the technical ease of digital media, this study places a greater emphasis on the pedagogical strategy—specifically the gradual scaffolding of tasks that led to more profound student comprehension and success.

One key difference that may account for the varying outcomes between this study and previous ones lies in the demographic and cultural context. In this study, the participants were junior high school students in Indonesia, learning about a culturally significant form of poetry. This presents unique challenges and opportunities, as students might be more motivated to engage with content that is culturally relevant but still need scaffolding to understand the traditional structures of Pantun. While Quizizz has been used globally to enhance various subjects, its effectiveness in this context highlights the importance of adapting digital tools to both the content and the cultural background of the learners.

Despite the strong alignment with previous studies, this research also points to some limitations in generalizability. The findings are based on a relatively small sample size of 33 students from a single class, which may not fully represent the diverse range of student experiences across different regions or educational contexts. Furthermore, while the use of Quizizz was highly effective in this study, the results might vary in different subject areas where the nature of the content may not lend itself as easily to digital gamification or interactive quizzes. The limited generalizability of the findings suggests that future studies should explore the application of Quizizz and similar tools in a wider array of subjects and educational settings to build a more comprehensive understanding of its effectiveness.

This study's findings demonstrate the significant potential of Quizizz as an educational tool for enhancing students' appreciation of Pantun texts and improving their learning outcomes. The use of classroom action research provided a structured framework for identifying and addressing learning challenges through iterative cycles of improvement. While the study aligns with a growing body of research that highlights the benefits of digital media in education, it also adds nuance to the conversation by focusing on how these tools can be adapted to cultural contexts and specific learning goals. Moving forward, expanding the scope of research to include diverse student populations and subject areas would provide deeper insights into the broader applicability of such tools in enhancing learning experiences across different educational contexts.

CONCLUSION

This study demonstrates the effectiveness of using Quizizz media in enhancing students' appreciation of Pantun texts within a junior high school setting. By employing a classroom action research approach, the study identified key learning challenges during the first cycle and successfully implemented improvements in the second cycle, resulting in significant increases in both student engagement and academic performance. The integration of Quizizz not only made the learning process more interactive and enjoyable but also provided an immediate feedback mechanism that reinforced student understanding of complex cultural content like Pantun. These findings align with existing literature that highlights the role of digital tools in fostering active learning and improving outcomes, confirming that interactive media can enhance both student motivation and comprehension, particularly in challenging subject areas.

While the results are promising, the study's limitations, such as the small sample size and focus on a single classroom, suggest that further research is necessary to explore the broader applicability of Quizizz across different subjects and educational contexts. Additionally, the findings emphasize the importance of tailoring digital tools to culturally relevant content, as the combination of interactive media and cultural material, like Pantun, can create a more meaningful learning experience for students. Future studies could benefit from exploring how similar digital interventions can be adapted to various cultural and linguistic settings, providing a deeper understanding of how technology can support diverse learning environments.

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