Implementation of Quizwhizzer Application in Japanese Language Cross Interest Class Grade 11th at SMAN 1 Batu

Jihan Ardelia Efendi[1], Ulfah Sutiyarti[2]

{jihanardeliae@student.ub.ac.id[1], ulfah_s@ub.ac.id[2]}

Brawijaya University, Indonesia[1,2]

Abstract. The purpose of this study was to describe the implementation process and determine the student's response to the implementation of the Quizwhizzer application in Japanese subjects at SMAN 1 Batu. This study used a descriptive qualitative method conducted on August 2 - September 11, 2022, with 37 respondents from the Japanese Language Cross Interest Class grade 11th. The data collection of this study used a direct, open-ended observation, questionnaire, and unstructured interview. The results showed that there was some obstacles that occurred during implementation were (1) 45.9% Unstable internet networks, (2) 45.9% System bugs, and (3) 21.6% Lagging student devices. And although there were some problems while implementing the Quizwhizzer application, the use of the Quizwhizzer application can still make most of the students to feel more motivated to do quizzes in Japanese language learning.

Keywords: Implementation, Application, Quizwhizzer, Learning.

1 Introduction

The Covid-19 pandemic that began in 2020 has made teaching and learning activities that are usually carried out offline must be avoided to prevent the transmission rate from increasing. Teachers are forced to conduct teaching and learning activities online (e-learning). E-learning is the use of internet-based learning media to improve knowledge and skills [1]. Therefore, various online applications are used so that online teaching and learning activities can be carried out. However, during online learning, there are many complaints about a number of problems such as demotivation and decreased concentration levels of students [2]. This symptom may occur due to an inefficient learning process that causes students to have difficulty capturing material from the teacher [3]. Educators are required to be able to utilize information and communication technology [1]. This demand makes teaching staff must be more creative in making online learning more fun but with the achievement of quality and quality [4].

Over time, even before the Covid-19 pandemic occurred, information technology was growing rapidly and had an impact on the world of education [5]. This is evidenced by the emergence of various kinds of learning media, especially internet-based. Internet-based learning media is learning media that in practice utilizes the internet as a medium for conveying teaching

materials and a variety of knowledge needed from teachers to students. This internet-based learning media is needed as an alternative learning media utilized by teachers in order to achieve maximum learning output [6]. Starting from video conference applications, online educational quiz games, as well as other interactive applications that can be used to support online teaching and learning activities to be more interesting.

When the Covid-19 transmission rate began to decline and the situation improved, the offline face-to-face policy was issued. Face-to-face offline teaching and learning activities like before the pandemic can be resumed. However, the use of internet-based learning media that has been done during online learning is very likely to be applied to offline teaching and learning activities to develop the offline learning process that has been done so far. The learning process is a structured effort of educators starting from design, implementation to evaluation so that the learning process takes place effectively and efficiently [7]. In addition, internet-based learning media is an appropriate evaluation tool that can be used online. Website-based applications provide an easy means for the learning evaluation process [8].

Of the many internet-based applications available, the Quizwhizzer application is one of the interesting learning media to be applied. Quizwhizzer is an interactive multiplayer game-based application, with features that are quite complete and easy to use. Quizwhizzer has eight types of questions such as Multiple Choice, Multiple Responses, Numeric, Short Answer, True False, Open-ended, Drag and drops, and Ordering. Questions can not only be filled with writing but can also attach images, sounds, and YouTube videos. With the racing competition system, students can choose the character they want as their avatar. Students who answer the questions correctly and quickly will bring their avatar to the first position like in a race. There is a setting to randomize the questions automatically to minimize the possibility of students cheating. After all of the students have finished working on the questions, the student ranking will be displayed from the fastest in answering the questions correctly. The process of evaluating student answers and scores in the Quizwhizzer application can be easily done because the answer results can be seen directly and downloaded in Excel file format. With these various advantages, the Quizwhizzer application can make it easier for teachers to create learning media so that the teaching and learning process becomes more enjoyable while getting summary data on student answers. Unfortunately, in Indonesia, it seems that not many people know and apply the Quizwhizzer application in learning.

Research on the implementation of the Quizwhizzer application has been carried out in several previous studies which are used as a reference, view, and review for this research:

First, research by Weni Agustiningsih, Muhammad Sulistiono, and Indhra Musthofa [1] entitled "Implementation of Quizwhizzer Application in Islamic Religious Education Subjects at Ma'arif 02 Islamic Junior High School Malang". This article describes the planning of use, implementation, and results of the implementation of the Quizwhizzer application in PAI subjects at SMP Islam Ma'arif 02 Malang. Data collection is in the form of observation, documentation, and interviews with students. This research journal article uses a qualitative case study approach as its research method. The results of this study show that it is proven to bring better results and students become enthusiastic when using the Quizwhizzer application in PAI Subjects. The difference with this research lies in the use of Japanese Language Subjects in class XI Cross Interest SMAN 1 Batu, as well as different approach methods.

Second, research by Nuthfah Faijah, Nuryadi, Nafida Hetty Marhaeni (2022) [9] entitled "Students' Responses to Quizwhizzer Educational Game to Strengthen Mathematical Concept Understanding Ability". This article describes student responses in strengthening mathematical concept understanding ability through the Quizwhizzer application. This research journal article uses a descriptive research design. The results of this study indicate that the Quizwhizzer application is practical to use for learning but the results of this study need to be developed on a larger scale given the different characteristics of students. The difference in the research lies in the use of subjects and places of research. In the research to be conducted, Japanese language subjects were used which were conducted at SMAN 1 Batu.

Third, research by Rohmatin Alfianistiawati, Nurmalita Istifayza, Maria Apolonia Prakris, Fresty Kartika Fitri, Deny Wahyu Apriyadi (2022) [10] entitled "Implementation of Quizwhizzer as digital learning media in learning Sociology class X and XI SMAN 8 Malang". This article describes the application of digital-based learning media by utilizing the Quizwhizzer media platform as a form of collaboration between education and digital technology. The results of this study show that Quizwhizzer can increase students' enthusiasm for learning activities in the classroom. The difference in this research also lies in the use of subjects and places of research. In the research to be conducted, Japanese language subjects were used which were conducted at SMAN 1 Batu.

Based on the three studies mentioned above, it can be concluded that research on implementing the Quizwhizzer application has been done before. Also, the three studies have proven that teachers can implement the Quizwhizzer application in various subjects in Indonesia and get a positive response from students. The difference between this research and previous research is that there is no implementation of the Quizwhizzer application in Japanese Language Subjects. The purpose of this study was to describe the implementation process of Quizwhizzer application and determine the student's response to the implementation of the Quizwhizzer application in Japanese language learning in class XI Cross Interest SMAN 1 Batu.

2 Method

This research uses a qualitative descriptive method. The qualitative descriptive method is a method that aims to examine information about research subjects at a certain time [11]. This research was conducted at SMAN 1 Batu. The research subjects were students of class XI Cross Interests which amounted to 37 students. This research data collection uses a direct, open-ended observation, questionnaire device through Google Form, and unstructured interview towards students. Direct observation is carried out by direct involvement by researchers in the learning process carried out with teachers and students, or even researchers as well as teachers. open observation activities are also carried out by making free notes on all activities directly related to the object under study [12]. The thing that is observed in this research is how the implementation process is carried out, which includes the obstacles that occur during implementation. Questionnaire is a data collection technique by providing questions or written statements to be answered by respondents [13]. Questionnaires were used in this study to find out information from respondents related to the research being conducted. The questionnaire distributed to respondents is a closed questionnaire type in which

respondents only need to choose the answers that have been provided in the questionnaire according to the respondent's situation. Unstructured interview is a data collection technique that allows interviewees to explain about themselves and their environment using their own terms based on their culture and traditions [14]. Unstructured interviews were used in this study to strengthen respondents' answers to the response questionnaire that had been filled in.

3 Results and Discussions

3.1 Preparation for Quizwhizzer Application Implementation

Before determining what learning media to use, the teacher must prepare the material to be taught first with teaching planning. Lesson planning is a process of making rational decisions regarding exclusive learning objectives using all potential and existing learning resources [15]. In this study, the teacher used the book Kira-Kira Nihongo 2 as a source of the material. The material chapters used in this study follow the rules and guidelines of SMAN 1 Batu according to the grade level, namely chapters 13-16 with the following basic competencies:

Table 1. Table of chapter titles and basic competencies.

Chapter	Title	Basic Competency (KD)
Chapter 13	*Padang ni Sundeimasu*	KD 3.1 describes the home environment (*uchi*) contained in spoken and written interpersonal interaction texts by paying attention to social functions, text structure, and linguistic elements in accordance with the context of use.
Chapter 14	*Yoku Souji o Shimasu*	
Chapter 15	*Ima de Shukudai o Shimasu*	
Chapter 16	*Shiroi Neko ga Kaitai desu*	

After preparing the material to be taught to students, teachers can create a list of questions along with the answer key before realizing it into Quizwhizzer. After that, teachers are required to register by creating a Quizwhizzer account or through their Google account through the link https://app.quizwhizzer.com/ and will be directed to the main page of the Quizwhizzer account with several features that can be used.

To create a game, click on the 'make a game' button. Then, teachers can click the 'choose from template' button if they want to directly use the available templates. There are many templates with attractive backgrounds to choose from. However, if you want to use your own background, you can click the 'upload your own button to upload the desired background image.

Next, teachers can start editing the board to match the questions and answers that have been created previously. Teachers can set the desired question type, including Multiple Choice, Multiple Responses, Numeric, Short Answer, True False, Open-ended, Drag and drop, and Ordering. For Short Answer question types, teachers can add several alternative answers by clicking the 'Add Answer' button to avoid answer correction errors such as differences in capital letters and spaces. Teachers can also add images, sounds, or YouTube videos to

questions and answer choices for certain question types. After fulfilling all the steps that must be fulfilled to create a game, the teacher can click the finish button to be implemented during class time later.

3.2 Implementation of Quizwhizzer Application

In the implementation of this research in Japanese language learning, the teacher uses the Quizwhizzer application at the end of the lesson after the material has been delivered to see students' understanding of the material that has been taught. The teacher can enter the main page of the Quizwhizzer account, then click the 'Your games' button and click the 'Start' button on the game that has been created. Teachers can choose the 'Live Race' mode if they want students to work directly and at that time.

After that, the teacher will be directed to the page before the game starts so that the teacher can set the course of the game. Teachers can activate various features, one of which is the avatar feature so that students can use it in the game. Once it is sufficient, the teacher can click the start button, and a control panel for the teacher, leaderboard and game code will appear so that students can join the game that has been created by going to the link https://app.quizwhizzer.com/play and entering the code provided.

The Quizwhizzer app game system is a racing competition. Students who can answer questions correctly and quickly will take the lead and become the winner. There is a leaderboard displayed so that anyone can see who is leading in answering correctly and quickly. The students seemed to be competing to be the fastest. After all students have finished working on the questions, a ranking of three people who answered quickly and correctly will appear. After that, the teacher can see the student's answers and discuss together the questions that have been done. The results of the recapitulation of student answers can be downloaded by clicking the 'view result table' button and will be downloaded in excel.

As mentioned earlier, Quizwhizzer is an internet-based interactive multiplayer quiz game application with quite complete features and easy to use. The Quizwhizzer application has nine types of questions. Questions can not only be filled with writing but can also attach images, sounds, or YouTube videos. This can support language learning. There are four aspects in language skills namely (1) Listening, (2) Speaking, (3) Reading, and (4) Writing [16]. The variety of question types and the feature of adding images, sounds, and videos can support three of the four aspects of language skills.

To fulfill the 'listening' aspect, the types of questions that can be used are quite flexible. In this study, the types of questions that are often used to fulfill the listening aspect are Multiple Choice and Short Answer but other types of questions such as True/False and Open-ended are also very possible to apply. The Quizwhizzer application also has a feature where teachers can add audio or video so that it can fulfill the listening aspect. Teachers can provide audio/video and students are asked to answer questions based on the attached audio/video. For example, in this study the teacher gave an audio containing one sentence in Japanese and then students were asked to translate the sentence they listened to into Indonesian.

To fulfill the 'reading' aspect, the types of questions that can be used are also quite flexible. The Quizwhizzer application can be filled with a lot of writing so that it can fulfill the reading

aspect. Question types used to fulfill the listening aspect such as Multiple Choice, Short Answer, and True/False are also very likely to be applied to fulfill the reading aspect. The teacher can provide a reading passage that is long enough, and students are asked to answer questions based on the attached reading passage. For example, in this study the teacher gave a long passage about where someone lives in Japanese and the students were asked to answer questions based on the passage.

To fulfill the 'writing' aspect, the types of questions that can be used are also flexible. The Quizwhizzer app has a feature where teachers can add images to make the questions more interesting and clearer. The ordering question type will make the questions more exciting because of the unusual question types. If the teacher wants to create questions with long answers with several sentences, the open-ended question type can be chosen because the teacher can correct the answers manually.

In implementing the Quizwhizzer application in this study, there were several obstacles experienced. Based on the questionnaires that have been distributed, some of the technical obstacles experienced by students include (1) 45.9% Unstable internet networks make some students lag behind in working and some students suddenly leave the game and have to re-enter. (2) 45.9% System bugs so that on some students' devices the text and/or images do not appear. (3) 21.6% Lagging student devices so some students fell behind in their work. Meanwhile, there were non-technical obstacles that occurred at the beginning of the implementation of this Quizwhizzer application, namely the ignorance of the teacher that the teacher could add alternative answers to the Short Answer question type so that some students' answers were marked by the system as wrong answers due to differences in capital letters and spaces even though the students' answers were actually correct.

3.3 Students' Response to the Implementation of the Quizwhizzer Application

In creating an attractive and interesting learning atmosphere that can motivate students, the use of internet-based learning media such as the Quizwhizzer application can facilitate teachers while motivating students to learn in a pleasant learning environment, especially in Japanese language learning. Quizwhizzer application has various types of questions and various background templates so that students are not easily bored. The Quizwhizzer application also has features to add images, sounds, and videos that support language learning especially Japanese which includes *bunpou, choukai,* and *dokkai.*

The response questionnaire used in this study is based on four indicators, namely format, interest, satisfaction, and confidence [17].

Table 2. Aspects and Indicators of Student Response Questionnaire

Aspects	Indicator	Item Number
Response	Format	1, 2 ,3, 4, 6
Reaction	Atrraction	5, 18
	Satisfaction	12, 13, 14, 15, 16, 17

	Confidence	7, 8, 9, 10, 11

Student response is a social reaction by students to respond to impacts or stimuli based on situations implemented by others [18]. One of the benchmarks of students feeling comfortable with a learning media in the learning process is the positive response of students [19].

Tabel 3. Student Response in the Format Indicator Response Aspect

Aspect	Indicator		Statement	Yes	No
Response	Format	1.	The appearance of the Quizwhizzer app is attractive.	97.3%	2.7%
		2.	Quizwhizzer app is easy to understand.	97.3%	2.7%
		3.	Images/audio/video presented in the questions in the Quizwhizzer application make it easier to understand the questions.	97.3%	2.7%
		4.	The font type and size used is easy to read.	100%	0%
		6.	The English language Quizwhizzer app confused me.	32.4%	67.6%

The format indicator in the response aspect has to do with visual images and writing [17]. In statements one to three, it shows that students feel that the appearance of the Quizwhizzer application is attractive and easy to use, the use of images, audio, and video helps them to better understand the questions given. For the fourth statement, it shows that all students in class XI Cross-Interests SMAN 1 Batu had no difficulty in reading the instructions or questions. However, in the sixth statement, it shows that most students have no difficulty in understanding the instructions for using the Quizwhizzer application in English. While a small number of students still have difficulty understanding the instructions for using the Quizwhizzer application in English.

Table 4. Student Response in the Reaction Aspect of Interest Indicator

Aspect	Indicator		Statement	Yes	No
Reaction	Interest	5.	The freedom to choose an avatar in using the Quizwhizzer app is interesting.	100%	0%
		18.	I am interested in using the Quizwhizzer app going forward.	86.5%	13.5%

The indicator of interest in the reaction aspect is related to student curiosity and engagement [17]. Statement five shows that all students are interested in exploring what avatar they will

choose as their identity on the Quizwhizzer board. Then for the eighteenth statement, most students are interested in using the Quizwhizzer application for further learning.

Table 5. Student Response in the Reaction Aspect of Satisfaction Indicator

Aspect	Indicator		Statement	Yes	No
Reaction	Satisfaction	12.	Reviewing the questions again independently (on their own devices) after completing the questions is very efficient.	94.6%	5.4%
		13.	Reviewing the questions again with the teacher after completing the questions is very efficient.	97.3%	2.7%
		14.	There were some technical issues that I experienced while using the Quizwhizzer app.	48.6%	51.4%
		15.	The technical issues I experienced were recurring.	58.8%	41.2%
		16.	The Quizwhizzer app can provide motivation to do Japanese tasks.	91.9%	8.1%
		17.	I enjoy using the Quizwhizzer app.	94.6%	5.4%

Indicators of satisfaction in the reaction aspect are related to positive experiences in learning [17]. The twelfth and seventeenth statements have the same percentage and show that almost all students consider using the Quizwhizzer application fun and they like the feature to see the questions and answers they have done on their respective devices to review independently. Then in the thirteenth statement, almost all students agreed that discussing questions that have been done with the teacher has efficiency in learning. In the fourteenth statement, almost half of the students of class XI Cross-Interests of SMAN 1 Batu experienced technical problems, especially network problems and lagging devices. Most of the problems also occurred repeatedly. This is shown in the fifteenth statement. However, although sometimes there are some obstacles, most students agree that the use of this Quizwhizzer application motivates them to do practice questions, especially in learning Japanese.

Table 6. Student Response in the Reaction Aspect of the Self-Confidence Indicator

Aspect	Indicator		Statement	Yes	No
Reaction	Self-Confidence	7.	Using the Quizwhizzer app made me more competitive.	91.9%	8.1%
		8.	The leaderboard keeps me motivated and more competitive.	81.1%	18.9%
		9.	The leaderboard made me feel insecure.	18.9%	81.1%
		10.	The score results displayed live on the projector screen motivated me.	78.4%	21.6%

	11.	The score results displayed live on the projector screen made me feel insecure.	13.5%	86.5%

The indicator of self-confidence in the reaction aspect has a link to a positive desire to succeed [17]. The seventh statement shows that almost all students feel more like competing in being fast and answering correctly. Then in the eighth and ninth statements, it shows that most students like the leaderboard feature to monitor who is the fastest and correctly answers the questions. However, a small number of students felt insecure about the leaderboard feature. In the tenth and eleventh statements, it shows that through the recapitulation of students correct and incorrect answers shown on the projector screen, most students become more motivated to race their friends to be better. While a small number of students felt insecure if their answers were shown on the projector screen.

4 Conclusion

Based on the response questionnaire that has been distributed to the respondents of class XI Cross-Interest students of SMAN 1 Batu, it proves that although there are some obstacles in implementing the Quizwhizzer application in Japanese language learning, students still feel happy with this learning media and feel competitive and motivated compared to using conventional media. Most students still have an interest in using the Quizwhizzer application for further learning. If interested in using this learning media, are expected to pay attention to the obstacles that have occurred in this study so that the learning process runs smoothly and is more enjoyable. Suggestions for future research are to find solutions to the obstacles experienced in this study. In addition, the use of all types of questions specifically can also be investigated in future research.

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