



Sample of Reflective Learning Material Using Quizziz for Learning News Item Text

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Abstract

This study aims to develop a reflective learning material of news item text for grade twelve students using Quizziz. This research was conducted with a focus on how the product was developed. The research methodology used was development research by David Jolly and Rod Bolitho (2011). The stages used in this research include, Identification, Exploration, Contextual Realization, Pedagogical Realization, and Physical Production. The participants in this study were 20 class XII students at SMA N 9 Pontianak and English teacher. This research used open-ended questionnaire and internal evaluation. Quizziz was used as the main media in creating this product. This product is made as a learning quiz that is in accordance with the TPACK teaching framework. In summary, the product as well as the materials have been well developed and in accordance with the learner needs.

Keywords: *Reflective Learning Material, Quizziz, News Item Text*

Introduction

Technology, originating as a tool for human activities, has been instrumental in transforming the global landscape, particularly in the realm of education. The swift progression and development it had undergone continue to exert a significant influence on nearly all sectors, including education. The integration of technology into education has been pivotal in overcoming challenges such as limited resources and unstimulating textbooks.

As emphasized by Intr and Ajaj (2021), the incorporation of technology in education has led to positive improvements in educational institutions. In response to the challenges posed by the Covid-19 pandemic, many schools adopted online learning, as mandated by government directives. Concurrently, the utilization of technology, exemplified by websites, has become increasingly prevalent to support the learning and teaching processes.

One such website is Quizziz.com, identified by researchers like Fadhilawati (2021) as a potential interactive learning medium.

Despite its potential, the full maximization of websites as learning media remains underutilized. Fadhilawati (2021) notes a lack of familiarity among students with this type of interactive media and seeks to rectify this by proposing a solution. The researcher aims to create an interactive learning medium using the Quizziz.com website for the study of news item texts, with the intention of injecting joy into the classroom and addressing motivational challenges among students.

Classroom observations reveal that news item texts are part of the twelfth-grade curriculum, yet students encounter challenges in comprehending these texts through conventional learning methods alone. Recognizing this, the researcher proposes an alternative approach to captivate students' attention through the development of interactive learning media. The choice of Quizziz as the platform is rooted in its interactive and enjoyable nature, as stated by Fadhilawati (2021).

Several previous studies have explored the use of Quizziz in various educational contexts. Dwinta and Sapriya (2021) found that

Quizziz.com serves as an effective learning medium, offering an interactive way to enhance students' abilities and motivation. Nasution and Nasution (2021) noted that the website fosters a challenging and enjoyable atmosphere, contributing to the development of students' critical thinking skills. Additionally, Pradnyadewi & Kristiani (2021) revealed that Quizziz enhances students' reading comprehension due to its engaging and interesting atmosphere, leading to increased willingness to read compared to traditional textbooks.

While existing research acknowledges the efficacy of Quizziz in different aspects of education, there is a notable gap regarding its application in developing interactive news item texts for twelfth-grade students. This research aims to address this gap by discussing the development of reflective learning materials using Quizziz for learning news item texts in twelfth-grade classrooms at SMAN 9 Pontianak during the Academic Year 2023/2024. In doing so, the study contributes to the ongoing exploration of innovative ways to enhance the educational experience through technology.

Method

In this study, the researcher applied design and development research. This research utilized David Jolly and Rod Bolitho's framework. The researcher applied this framework Jolly and Bolitho as cited in Tomlinson (2011). This framework consisted of six phases, by selecting the simple phase, the framework material development is suitable with this research at phase identification of need for material until production of material only. The evaluation would use internal evaluation on tools of data collection and would not utilize from the framework. Meanwhile for the data were obtained from the open-ended questionnaire for the twelve-grade students of SMA Negeri 9 Pontianak and the internal evaluation by using rating scale for one English teacher that would be analyzed with the following formula:

$$Mn = \frac{\sum fX}{N}$$

Mn : Mean
 $\sum fX$: Total number of scores
 N : Number of cases

After the data were calculated and analyzed, the data were explained based on the criteria as follows:

Table 1. Data Conversion Table adopted from Suharto (2006 as cited in Dewi & Wiedarti, 2020).

No.	Scale Range	Category
1	$1 \leq x \leq 1.74$	Not appropriate
2	$1.75 \leq x \leq 2.49$	Poorly appropriate
3	$2.5 \leq x \leq 3.24$	Appropriate
4	$3.25 \leq x \leq 4$	Strongly appropriate

Result and Discussion

Identification of Need Materials

In this phase, the researcher identifies what the fit materials for the students, in other word this phase to know the students need material is by using open-ended questioner. This phase emphasize that the researcher needs to identify the current phenomenon of the teaching and learning process and they are expected to create teaching materials Syatriana (2013). The data from the questionnaire to create the product for learning news item text in this study can be seen through the following table.

Table 2. The Results of Questionnaire for Students

Questions/Topics	Responses/Answers
Students' prior knowledge about news item text	The first question is about students' prior knowledge of news text. They were asked to write what they knew about news item text. Based on the answers given, most of the students wrote that news item text is a text that contains important information regarding recent, past, or coming events. Therefore, it can be concluded that students still remember what they learned in the class.
Students' difficulties in learning news item text.	Students struggle with learning language features in news articles, including tenses, verbs, conjunctions, and adverbial sentences. They struggle with vocabulary and terminology, as they must learn from diverse fields like politics, economics, and

	<p>science. The syntax and sentence structure in news articles differs from native languages, making it challenging to create precise sentences.</p>		<p>slides, interactive quizzes, and live score.</p>
<p>Common websites are used by the students for learning.</p>	<p>Students prefer accessible learning media like Quizziz, Ruang Guru, Kahoot, Robo Guru, Wikipedia, Co-Learn, and Zenius. Researchers should focus on integrating these media into educational websites to meet students' preferences. Interactive quizzes, comprehensive study materials, and resources like Roboguru, Wikipedia, Co-learn, and Zenius enhance students' understanding of English subjects.</p>	<p>Students' preferences in learning news item text using quiz.</p>	<p>Students prefer images with explanation text or slides with appropriate materials on websites for easier comprehension of teaching materials. They also find quiz-based material interesting as it allows students to select answers based on the question asked, making it more engaging and effective.</p>
<p>Students' perception in the use of technology in learning news item text.</p>	<p>Students find technology-based learning comfortable and easily comprehend news item text due to its new learning environment. The integration of technology in their learning experience positively impacts their comprehension and engagement with news item texts, proving to be beneficial and beneficial.</p>	<p>Students' expectation about the material provided in the quiz.</p>	<p>Most students prefer quizzes that provide an explanation of news item text, including its structure, language features, and vocabulary. They prefer adding slides and pictures for better understanding. Some students also expect quizzes with interesting topics, indicating that students value a quiz with relevant material and interesting topics.</p>
<p>Students' preferences in learning in general.</p>	<p>Most students wrote that they are more comfortable in using technology because they can open it anytime through the Internet and access it anywhere through their gadgets. Additionally, students are generally more drawn to technology than physical books, though some still prefer the books.</p>	<p>Students' motivation in learning by using quiz.</p>	<p>Most students are motivated to learn news item texts through quizzes, which encourage interest and enhance understanding. Interactive features and online resources provide a wide range of examples and practice materials, further boosting motivation and proficiency in news item text learning at school and home.</p>
<p>Students' thought in the use of website for learning news item text.</p>	<p>Most students are interested in using website for learning news item text. This shows that students want to do something new for their learning process. The transition to using websites for learning news item text also highlights the students' desire for a more interactive and engaging learning experience. Websites give students access to various resources, such as videos,</p>	<p>Students' thought in testing a learning quiz</p>	<p>The majority of the students wrote that they will try to analyze some aspects related to the learning quiz, starting from the types of questions asked, the difficulty level of the quiz, and the content itself, such as slides, multiple questions, fill-in-the blanks, as well as the appearance and language elements in the website for learning news item text.</p>

Exploration of Needs

In the following phase, the researcher needs to study the problem area in the case of language forms and functions based on the given questionnaire (Syatriana, 2013). The primary objective of this phase involves investigating the school curriculum documents and existing textbooks, to ensure that the final product is appropriate and suitable for the students' competence.

Contextual Realization of Material

Contextualizing the materials involves preparing the local content area of reading, writing, listening, and speaking resources (Syatriana, 2013). The learning context in this product was focused on all the learning materials related to the procedure text, the tense used in the text, action verbs, command or imperative, connectives/conjunction/sequential order, and adverbial of time. Additionally, the researcher utilized local context as examples of the procedural text featured in the product. These examples were included to introduce the students to the English language itself, so that the students could understand the learning topic easier.

Pedagogical Realization of Materials

Next, teaching involves providing instruction and suitable exercises and activities, followed by physically producing course books that include exercises, learning material, layout, visuals, and book size (Syatriana, 2013). The exercises, activities, and relevant instruction are all part of this process. The exercises in the product should match the students' proficiency level and motivate them to learn. Activities can help involve students in learning, but they should also provide with a clear instructions.

Physical Production of Materials

The researcher created a product utilizing information from questionnaire data and existing instructional materials or course books used by teachers in schools (Syatriana, 2013). The product was designed based on the data obtained from the questionnaires, and the ideas from the development of the product were used as the basis for the design of the product.

Internal Evaluation

The final project was internally evaluated using a checklist, with a teacher and product tester demonstrating it from start to finish. The

evaluation showed the product achieved or exceeded its objectives, was well-designed, and user-friendly for learning news item text. The teacher suggested enhancements for future iterations.

Table 3. The Results of First Internal Evaluation

Aspects	Indicators	Score
Accessibility	The website contain navigation	3
	The website supported by audio-visual	2
	The website providing menu bar	3
	The website needs internet access	3
	The website has complex design	2
Usability	The colour contrasts used are gentle.	1
	The material contains navigation buttons	2
	The font is match to website	3
Readability	The text has clearly visible and readable	2
	Important information is in bold	1
	Bullet points are used for better clarity	2
	Pictures are used better to illustrate and explain any complex text.	1
Total Score		25

The result obtained from the first questionnaire was calculated using the formula as follow:

$$Mn = \frac{\sum fX}{N} = \frac{\sum f (28)}{12} = 2.1$$

The results based on the data from the Table 3 show that the score of first developed material was “poorly appropriate” which only reach 2.1 point based on the data conversion table adopted from Suharto. From the data above, it is known that there are three indicators that obtained the lowest scores, namely the color contrast, the text is not bolded or highlighted, and pictures used are not appropriate. Evaluators' main concern is to attract students' interest in learning news item text by suggesting creating a readable text contrast and appealing design. Following this, the researcher made the news item text more

engaging and accessible to students, such as by making the quiz visually appealing, which, combined with a well-structured and easy-to-understand text contrast, can significantly enhance students' interest in learning. Selecting an appropriate image can attract students' interest in accessing the product and learning more about the news text. Pictures can provide images or examples to help students understand the learning material provided. On the other hand, in the process of evaluating the product through this internal evaluation, there are 3 indicators that have properly reached the "good" criteria, including the ease of access to the quiz through the Internet, the presence of a menu bar and navigation button that can be accessed easily, and the choice of font that is consistent with learning materials related to news text. While the rest of the indicators get only "average", which must make more development to achieve the required suitability criteria so that it is possible to use for the learning and teaching process of news item text. Researcher must also pay more attention to the indicators in question so that product development can be better and more practical to use.

Table 4. The Results of Final Internal Evaluation

Aspects	Indicators	Score
Accessibility	The website contain navigation	3
	The website supported by audio-visual	2
	The website providing menu bar	3
	The website needs internet access	3
	The website has complex design	2
Usability	The colour contrasts used are gentle.	4
	The material contains navigation buttons	3
	The font is match to website	3

Readability	The text has clearly visible and readable	4
	Important information is in bold	3
	Bullet points are used for better clarity	2
	Pictures are used better to illustrate and explain any complex text.	4
Total Score		36

The result obtained from the final questionnaire was calculated using the formula as follow:

$$Mn = \frac{\sum fX}{N} = \frac{\sum f (36)}{12} = 3$$

The developed material has an appropriate score of 3 based on the data conversion table. All indicators have significantly improved, with the 'excellent' indicators indicating improved color contrast, readable text, and suitable pictures. However, some indicators received 'average' scores, such as lack of audio-visual, minor design complexity, and unclear bullet points. To maximize results, the researcher conducts self-evaluation of issues related to the learning material about news item text, addressing criticisms and suggestions. The remaining indicators received 'good' ratings, making them acceptable for use in the product. The researcher also conducts self-evaluation of all existing indicators to identify and address potential obstacles, aiming to enhance the clarity and effectiveness of the final product. This comprehensive evaluation process aims to identify and address any potential obstacles in the product, ultimately enhancing the final product's clarity and effectiveness.

Product Description

This research developed a quiz-based media on Quiziz.com, an interactive learning website. The product offers materials and exercises tailored to student needs, accessible online from any device. The quiz includes fill-in-the-blank, multiple choices, yes or no questions, and slides, with each part illustrated in a picture.

1. Homepage

This the first appearance while accessing Quizziz.com. It contains the summary of this website about in simple term.



Image 1. Homepage

2. Login Page

In this page, student can use the login info to access the media provided by the creator of the quiz.



Image 2. Login Page

3. Main Menu

This feature provides the form to search the correspondence quiz that are going to use by the student and the previous quiz.



Image 3. Main Menu

4. Quiz

This is the preview of quiz in the Quizziz.com. It provides with question along with the pictures, the question and the answer option in one page.



Image 4. Quiz

text, a generic structure of news item text, a news text paragraph, learning activities like multiple choice, fill-in-the-blank, and short answer, illustrations, and language focus. The definition of news item text helps learners understand the purpose of news articles and helps them analyze and comprehend the flow of information. The generic structure of news item text helps develop reading and critical thinking skills, enabling them to engage with current events and news stories more informedly. The news text paragraph typically presents the main idea or topic, followed by supporting details and evidence. It may end with a quote or interview from a relevant source to add credibility. Learning activities, such as reading comprehension and quizzes, engage learners and reinforce their understanding. Visual aids, such as illustrations, multimedia resources, and interactive graphics, further enhance learners' understanding. Language focus is also a key aspect of Quizziz, allowing learners to practice grammar and vocabulary in a hands-on way through interactive exercises and quizzes. This approach helps learners see the relevance of grammar and vocabulary in everyday communication. The definition of news item text helps learners understand the purpose of news articles and helps them analyze and comprehend the flow of information. The generic structure of news item text helps develop reading and critical thinking skills, enabling them to engage with current events and news stories more informedly. The news text paragraph typically presents the main idea or topic, followed by supporting details and evidence. It may end with a quote or interview from a relevant source to add credibility. Learning activities, such as reading comprehension and quizzes, engage learners and reinforce their understanding. Visual aids, such as illustrations, multimedia resources, and interactive graphics, further enhance learners' understanding. Language focus is also a key aspect of Quizziz, allowing learners to practice grammar and vocabulary in a hands-on way through interactive exercises and quizzes. This approach helps learners see the relevance of grammar and vocabulary in everyday communication.

Following the explanations above, the demonstration of the final product still showed positive feedback from the evaluator after undergoing an internal evaluation checklist. In

The Quizziz is a learning tool that provides a comprehensive approach to learning English. It includes a definition of news item

conclusion, this research aims to develop a reflective learning material through Quizziz for learning news item text for students in class XII SMA Negeri 9 Pontianak. The product was created and developed based on a framework adapted from David Jolly and Rod Bolitho's framework. The findings showed that the overall percentage of the developed materials was appropriate. This result indicates that the developed product can be used by teacher and student in learning.

Conclusion

This section concludes the research findings on the research question and purpose, focusing on the development of interactive media using Quizziz for learning news item text. The research aimed to answer how the product was developed, undergoing five phases based on Jolly and Bolitho's framework: identification of material needs, exploration of needs, contextual realization, pedagogical realization, and physical production. The initial phase involved students completing a questionnaire to identify material needs, followed by exploration of these needs. Contextual realization occurred by selecting learning focus and examples based on local context. Pedagogical realization involved choosing and creating exercises through various websites. The final product was developed based on gathered data through physical production. The demonstration of the final product received positive feedback during an internal evaluation. In conclusion, the research aimed to develop reflective learning material through Quizziz for news text in Class XII SMA Negeri 9 Pontianak, following Jolly and Bolitho's framework. After revision, the product was deemed 'appropriate' for use by teachers and students, showcasing potential for future research and improvements in educational technology. In language learning, Quizziz's development holds possibilities for enhancing vocabulary and grammar proficiency through interactive quizzes and personalized feedback. Personalized learning experiences, incorporating new topics and multimedia, can cater to individual interests. Additionally, social features in Quizziz can encourage collaborative learning, promoting peer-to-peer interaction and knowledge sharing. Overall, the future development of Quizziz has the potential to revolutionize language learning and improve educational technology's effectiveness.

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