



ASSESSING STUDENTS' ABILITY ABOUT 16 ACTIVE VOICE TENSES USING QUIZIZZ APPLICATION

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Abstract

Assessing students' ability about 16 active voice tenses and giving a treatment about 16 active voice tenses are two main points for this study. This study is conducted to know-how is the effectiveness of using the Top grammar method in improving students' understanding of the 16 active voice tenses, and how is the result of the students' ability when assessed by using the Quizizz application. The research was used quantitative analysis. After analyzing the data, the researcher found that there was a significant improvement in students' understanding of the 16 active voice tenses, and the students' score was also improved in the post-test.

Keywords: *Assessment, Active voice tenses, Quizizz Application*

INTRODUCTION

Tenses play a vital role in language teaching and learning English. Not only for understanding the formula of the tenses, but also to know when and how the event happens in a conversation. It is because tense is one of the features in the grammatical roles that change the verb to express the time of action in oral and verbal communication. Generally, tense is divided into three types of time: present, past, future. And over time, the past future also includes the types of time for expressing an event that filed planning (unreal condition). As those types of times, it is very important for students in mastering the form and role of the tense. According to (Arifin, 2016) students have to be able to use tense accurately and correctly. It is because without having adequate knowledge about tenses, learners may find any difficulties in constructing a sentence in English.

This research is conducted to combine a method in learning tense and a way to measure students' understanding of the tense before and after the treatment of the method. In language teaching history, some innovative methods were played to make

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teaching and learning English effective. Innovation and change in language education have been a subject of interest for both teachers and researchers since the early days of English language teaching (Ken, Hyland; Wong, 2013). Those innovations are such as the grammar-translation method, direct method, communicative language teaching, etc. and even now, English teachers always try to innovate their teaching to find a model or method in learning English, so the teaching and learning English will get more effective. According to (Rusdi, M., & Hafid, 2016) there are many methods that have been developed such as using games, cards, songs, movies, and other methods in teaching English. Furthermore, we realize that each of those methods has its strength and weakness. But still, teachers should always innovate the way in teaching, especially teaching English. In this research, the writer tried to implement the method that is used in the Top Grammar textbook in helping students improve their abilities in understanding the 16 active voice tenses. The writer used a quantitative method that is pre-experimental research with a single group pre-test and post-test in analyzing the result.

The pre-test and post-test were given to assess students' ability before and after giving the treatment of the method taken from the Top Grammar textbook. In assessing students' ability, the writer used the Quizizz application as the pre-test and post-test. Quizizz is an online assessment tool that allows teachers and students to create and use one another's Quizizz. According to (Permana & Permatawati, 2020) Quizizz is a game-based online testing tool that enables fun classroom activities. With this application, students can interactively work on the given questions through their gadgets. Quizizz is chosen because it is not only providing tests, it is also giving feedback since the learner finishes their work. Besides that, Quizizz is a free tool. Quizizz can be accessed on every device such as web browser, android, chrome apps, iOS as cited in <https://www.teachersfirst.com>.

There are some reasons for the writer to write this research, first, the writer wants to combine the methodology in teaching tenses and doing innovation to assess students' tenses ability using the Quizizz. Second, it refers to the statement of (Setiyadi, 2006),

because the Indonesian language has no tense such as English has, therefore it seems difficult for Indonesian learners to learn the tenses. In Indonesia, there is no specific change in the verb when people take a conversation, tell the past story, or even talk about the planning they want to do in the future, they will only add a time signal to know when the event is happening. While in English, they have a verb in a sentence that can tell when the event is happening with or without the time signal. So, the writer tries to overcome the difficulties by teaching tense using a method available in the Top Grammar textbook. The third reason is to know-how is the improvement of learners' ability after getting the treatment of the method. To know the improvement, the writer tries to use a new model of assessment. It is Quizizz. Some previous studies have been conducted about the use of Quizizz application in assessing the students' ability. Most of those studies said that the Quizizz application has effectiveness when used as a measurement tool. Therefore the writer tried to figure out the effectiveness of the Quizizz application by doing this research.

The writer finds some articles relevant to this study. (Rusdi, M., & Hafid, 2016) The research discussed *The Effectiveness of Using the Crossing Formulas of Tenses Table in Learning English 16 Tenses*. The research used a quantitative approach, a Quasi-experimental design with pre-test and post-test design. The researchers found that the students' ability in tenses improved after applying the Crossing Formula of Tenses Table. *“Teaching Tense through Modified Song Lyrics”*. (Karlina, Raja, & Suka, n.d.) The research aims to find out whether there was a statistically significant improvement in students' scores on the tenses after they get the treatment of modified song lyrics or not. The research used the quantitative research design. And from the data, it was known that students' understanding of tenses is significantly improved after modifying the song lyrics. The other study that is relevant to this article is from (Permana & Permatawati, 2020) *“Using Quizizz as a Formative Assessment Tool in German Classrooms”*. The study aims to know the effectiveness of using Quizizz application in formative assessment in the Germans' grammar and vocabulary mastery. The study was used a quantitative descriptive approach with a quasi-experimental technique pre-test

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and post-test design. And from the data, it was known that the result of the study shows that the Quizizz application was effective to use as a formative test tool in learning German.

This study aims to know-how is the effectiveness of using the Top grammar method in improving students' understanding of the 16 active voice tenses, and how is the result of the students' ability when assessed by using the Quizizz application before and after the treatment. Therefore some things need to deal with in this study.

Grammar

Grammar is one important thing that needs to be understood basically in learning a language especially English, According to (Linda, Gerot; Wignell, 1995), grammar is a theory of the English language, the role of how language can be put together, and how the language works. More particularly, it is the study of wording. The statement above shows that in understanding the language concept, people should know about grammar for constructing sentences.

Tenses

According to (Siu & Annie, 2011) a country that English is a second or foreign language, should study tenses appropriately. By studying tenses appropriately, people are expected to be able to create a sentence correctly and effectively. A tense is a verb form or a series of verb forms in the sentence used to indicate the time of an action (Horby, 1995) From Hornby's statement, we know that tense is very related to the time of an action. It is like using a correct verb to indicate the time of an event.

Verbs in English are divided into two: regular verbs and irregular verbs (Arief, 2016) The Free Dictionary explained that a regular verb is a verb that has both past form and past participle form constructed by adding the suffix "d" or "ed" at the end of the word. While irregular verb is defined as a verb that does not have spelling rules that can be followed to create the past form and the participle form. It is sported by the statement of (Hariyono, R; Carthy, 2008) that regular verb is a verb that has a general rule in forming the past form, the general role of the regular verb is the past form are followed by attaching [-d] or [-ed] for an example is the verb (need, the past form of it is needed).

While the Irregular verb is a group of verbs that has no specific rule in forming the past verb for example is the verb (teach, the past form it is taught). It means that the irregular verb doesn't have a specific rule in constructing the past and past participle form of the verb.

There are some forms of a verb that need to be understood to construct a sentence based on the time of an event or action: Bare infinitive, Additional Infinitive, Past form, Past participle, Present Participle. Those are the types of verbs that can indicate a time of an event.

There are four types of time in the tenses, those are present, past, future, and past future. The present is used to express nowadays time, the past is used to express the past or last time, the future is used to express planning in the next time, and the past-future is used to express the field planning (unreal condition). While in the event, there are four types of events in the tense, those are: simple, continuous, perfect, and perfect continuous.

Table 1: Tenses

Event/ Time	Present	Past	Future	Past future
Simple	Simple present	Simple past	Simple future	Simple past future
Continuous	Present continuous	Past continuous	Past future	Past future continuous
Perfect	Present perfect	Past perfect	Future perfect	Past future perfect
Perfect continuous	Present perfect continuous	Past perfect continuous	Future perfect continuous	Past future perfect continuous

In constructing a sentence in English, besides the tenses, there is another thing that needs to be understood. The thing is subject-verb agreement. Subject-verb agreement is following and subject of the sentence and its verb (Suherman, 2013). In constructing a sentence, tenses have characteristics. The characteristic of the tenses are:

Table 2: Grammar

Tenses	Characteristic of tenses
Present	V1 (-s/-es)
Past	V2
Future	Will/ shall + V1
Perfect	Have + v3
Continuous	Be + V-ing
Nominal	Be + 3 complements (Adjective, Adverb, Noun)

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Quizizz

Since learning English is considered difficult, English teacher always looks for the best way of learning English so the students can learn effectively. The teacher should innovate the way in teaching, but the innovation should also follow the teacher's competency. The teacher competency here means the competency in assessing students' abilities. The teacher's creativity in assessing students' ability, expected can improve the quality of teaching and learning English. By assessing students' ability, the teacher knows which part of the lesson students need to re-explain. (Boston, 2002) stated that teachers should consider how classroom activities, task submission, and tests support the learning outcomes, and also enable students to communicate what they have understood, and then use that information to improve their learning quality.

The assessment that is used to assess students' ability here is the Quizizz application. According to (Made, Puspitayani, Adi, Putra, & Santosa, 2020) Quizizz is one of the online platforms that can be used to develop teachers ' quizzes to assess students' competency. (Permana & Permatawati, 2020) also state that Quizizz is a game-based online testing tool that enables fun classroom activities. With this application, students can interactively work on the given questions through their gadgets. By developing this kind of assessment, students are expected to get a better learning experience. As game-based online testing, Quizizz also teaches students to compete with their classmates. Quizizz also gives feedback directly after the test is over, so students can know their ranking after the test is finished.

METHOD

The research is quantitative. The research used a Quasi-experimental design with a single group pre-test and post-test design. The Quasi-experimental approach has ever been conducted in the use of Quizizz application research such as (Setiyani, Fitriyani, & Sagita, 2020). The method is used to see the effectiveness of using the Top Grammar textbook method in improving students' competency in understanding tenses before and

after the treatment of the method. The effectiveness of the Top Grammar method can be seen by comparing the pre-test and the post-test score.

The study was conducted in Sma Islam Brawijaya Full Day Class, in the academic year 2020-2021 with 12 participants/ samples. There are seven boys and five girl students. The population of the study was 20 students' from X grade ststudentsDuring the pandemic, a class was divided into two classes for following the role of health protocol. Therefore the subjects of the study are only 12 students. The sample of this study was selected using Cluster Random Sampling which means the sample selecting of a group that already exists (Latief, Mohammad, 2014) The study was conducted from 26 to 29 November 2020.

The data of this study were tests. The test was used to determine the effectiveness of the method in teaching 16 active voice tenses. The test is divided into two types: pre-test and post-test. Both the tests were taken from the Quizizz application. The researcher selected a quiz in the Quizizz application that has relevancy with the 16 active voice tenses for both pre-test and post-test. After getting the students' scores pre-test and post-test, the researcher analyzed the data by using the following steps.

1. Scoring students correct answers in the pre-test and the post-test.

This research is conducted with two variables. The variable is the independent variable and the dependent variable. The independent variable of this research is the method of 16 active voice tenses from the Top Grammar textbook. And the dependent variable in the research is the result of learning 16 active voice tenses through a method from the Top Grammar textbook.

The instrument of this research is pre-test and post-test. The pre-test was given before the students got the treatment of the method, the pre-test aimed to know the students' ability in assessing the Quizizz. And the post-test was given at the end of the section (after the treatment of the method). The post-test aimed to check students' understanding after getting the treatment of the method. The test consisted of 30 question items. Those all question items are taken from the Quizizz application. All the question items are multiple choices.

2. Classifying the score of the students in the pre-test and post-test.

Table 3: Scoring System

Score	Classification
Score 85 – 100	Very good
Score 65 – 84	Good
Score 55 – 65	Fair
Score 35 – 54	Very poor
Score 0 – 34	Poor

3. Calculating the mean score and the standard deviation of the students in the pre-test and post-test using the SPSS Application.
4. Find out the test of normality of the pre-test and post-test using the SPSS Application.
5. Paired sample of t-test to compare the pre-test and post-test using the SPSS Application.

FINDING AND DISCUSSION

Finding

The finding of this result is to deal with the score of the students in the pre-test and post-test in the experimental class. The frequency, the rate percentage of students score, and also the main score of the pre-test and post-test of the experimental class are described as follow:

1. The effectiveness of using the Top Grammar method in improving students' understanding of 16 active voice tenses.
 - a. The classification and the rate percentage of the pre-test and the post-test in the experimental design are followed bellow by:

Table 4: Classification and rate percentage of the pre-test in the experimental design

Classification	Score	Frequency	Percentage
Very good	85 - 100	-	-
Good	65 – 84	2	16 %
Fair	55 – 65	6	50 %
Poor	35 – 54	4	34 %
Very poor	0 - 34	-	-

In table 3 above, it shows the frequency and the percentage of the students' score pre-test in the experimental class: no one of the students got a very good score. Two students got a good score, and the percentage of a good score in the pre-test is 16%, six students got a fair score in the pre-test and the percentage of it is 50%, while four students got a poor score with the percentage of 44%. And no one of the students got a very poor score in the pre-test. From those all the descriptions, we can see that in the pre-test the students' score is not very good, which means that students' understanding of the tenses is not very good.

Table 5: classification and rate percentage of the post-test in the experimental design

Classification	Score	Frequency	Percentage
Very good	85 - 100	5	42%
Good	65 - 84	7	58%
Fair	55 - 65	-	-
Poor	35 - 54	-	-
Very poor	0 - 34	-	-

In the table above, it shows the frequency and the percentage of the students' scores in the post-test in experimental class, after getting the treatment of the method students' scores are known as five students got the very good score with the percentage of 42%, and the rest of the students got the good score with the percentage 58%. After getting the treatment, all the students got a better score for the post-test. No one of the students got a very poor, poor, or even fair score in the post-test. So the percentage of the very poor, poor, and fair score is 0.

From the data above, and for this research, it can be seen that students' understanding of the 16 active tenses is increased. Here is the data for the minimum, maximum main score, and the standard deviation in the pre-test and the post-test.

Table 6 the, minimum, maximum mean score, and standard deviation of the experimental class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	12	44	68	55.00	8.023
Post-test	12	72	94	85.50	6.216
Valid N	12				

The data above shows that the minimum score of the students in the pre-test is 44 score, while in the post-test the minimum score of the students is 72. And for the post-test, the students' maximum score is 68 while the post-test is 94. The mean score for the students in the pre-test is 55.00 and the mean score for the students in the post-test is 85.50. The data above shows that students' score in the post-test is significantly improved than in the pre-test. And the standard deviation in the data above shows 8.023 for the pre-test and 6.216 for the post-test.

Table 7 data for the test of normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test	.165	12	.200*	.922	12	.305
Post-test	.156	12	.200*	.939	12	.484

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The test of the normality above is to determine the distribution of normality, and the criterion of the test is: if Sig. > 0.05 means the data is not a normal distribution. And from the data above in the pre-test and post-test, the significance is .305 for the pre-test and .484 for the post-test. It can be seen that the data in the pre-test and post-test are normal distribution because both of the data got significantly more than > 0,05.

And for the next data is the data for the paired sample of the t-test. A paired sample of the t-test is used to compare the two data of the pre-test and post-test that got from the same sample (single group). the significance of the t-test is determined as if the significance value in the (sig 2-tailed) > 0,05 level of significance, it means that the data doesn't have a significant effect. Meanwhile, if the significance value in the (sig

2_tailed) is <0,05 level of significance, it means that the data shows a significant effect. And for the data of t-test in this research is followed as bellow:

Table 8 data of sample paired sample test

Paired Samples Test										
		Paired Differences				95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	Lower	Upper				
Pair 1	Pre-test - Post-test	-30.500	4.101	1.184	-33.106	-27.894	-25.763	11	.000	

Above is the analysis data for the paired sample t-test for the pre-test and the post-test. From the data above it can be seen that the paired sample of t-test, the sig. (2tailed) is 000 and less than 0,05 or the sig-tailed is 0,00< 0,05. It means that there was a significant effect of using the Top Grammar method in improving students' understanding of the 16 active voice tenses.

2. The extent to which the effectiveness of using the Top Grammar method when assessed by using Quizizz application before and after the treatment.

Table 9 the mean score and the standard deviation of the pre-test and post-test

	Mean score	Standard deviation
Pre-test	55.00	8.023
Post-test	85.00	6.216

From the mean score in the pre-test and post-test, it can be seen that the score is 55.00 and 85.00 while the standard deviation for the pre-test is 8.023 and the post-test 6.216. it means that the mean score in the post-test is better than in the pre-test. And also there was a significant effect of using the Top Grammar method in improving students' scores when assessed by using the Quizizz application.

Discussion

1. The effectiveness of using the Top Grammar method in improving students' understanding of 16 active voice tenses assessed by using Quizizz application.

The result of the data above showed that there is a significant difference between the pre-test and post-test scores. In the post-test, the students' score was better than the pre-test. Students' understanding of the 16 active voice tenses also gets better after the treatment. It is also supported by the data in the finding that the paired sample of t-test, the sig. (2tailed) is 000 and less than 0,05 or the sig-tailed is $0,00 < 0,05$. It shows that there was a significant difference between the pre-test and post-test. Therefore, using the Top Grammar method in improving students' understanding of the 16 active voice tenses is effective. Once previous related research, (Rusdi & Hafid, 2016) that also researched about teaching tenses using Crossing Formula of Tenses Table that has the similar method with the method that available in the TOP Grammar, they said that Crossing Formula of Tenses Table was effective in increasing students' understanding of the tenses. And also (Karlina et al., n.d.) The researchers found that the use of modified song lyrics as the method in increasing students' understanding of the tenses is fulfilled.

2. The extent to which the effectiveness of using the Top Grammar method when assessed by using Quizizz application before and after the treatment.

Based on the previous findings, the writer showed that the students' understanding of 16 active voice tenses, when assessed by using the Quizizz application in the pre-test, was poor. Only two of 12 students got a good score and the percentage of it is 16 %. Six of each student got a fair score with a percentage of 50 %. And the rest got a poor score with a percentage of 34%. It shows that the student's ability in understanding the 16 active voice tenses was poor before the treatment.

After giving the treatment, the researcher found that the students' score was better. Five of the 12 students got a very good score, with a percentage of 42% and seven of the rest students got a good score with a percentage of 58%. No one of the students' got a fair, poor, and very poor score in the post-test. From those findings, the

researcher can conclude that teachers can improve students' understanding of tenses when teachers apply and modify some methods, especially a method taken from the Top Grammar applied in this study. In similar studies, (Witchukriangkrai, 2011) and (Rusdi, M., & Hafid, 2016) said that the English teacher should be more creative in teaching English grammar, especially teaching tenses. It is because students will be more motivating when the teacher is more creative. Not only in teaching, but also in assessing students' ability, the teachers should be more creative and innovative. (Permana & Permatawati, 2020) said that most of the students respond positively to the new medium of assessing their ability.

CONCLUSION

Based on the finding and discussion of the research above, the writer can be concluded that: The methodology of the Top Grammar textbook is effective to improve students' ability in understanding the 16 active voice tenses. It is proven by the score in the pre-test and post-test. And also there is a significant difference between students' ability about the 16 active voice tenses before and after giving the treatment of the Top Grammar textbook when assessed in the pre-test and post-test by using the Quizizz application.

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