

ENHANCING STUDENTS' PROFICIENCY IN SUBJECT-VERB AGREEMENT USING "QUIZWHIZZER" AS A PEDAGOGICAL TOOL: CLASSROOM ACTION RESEARCH

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Abstract

This study examines the effectiveness of applying QuizWhizzer in enhancing students' proficiency in comprehending subject-verb agreements in the simple present tense. This study is crucial to improve Students' comprehension of subject-verb agreement in the simple present tense. This comprehension serves as a vital foundation for students to compose high-quality written work, ultimately enhancing their academic and professional capabilities in the future. The participants in this research consisted of 28 junior high school students. The research employed a collaborative classroom action research approach (CAR). Data collection utilized pre-test and post-test results conducted within each cycle, researcher-conducted observations, and assessment sheets completed by colleagues. The collected data were analyzed quantitatively. Quantitative results indicate a significant improvement during this study's pre-cycle, cycle I, and cycle II phases. The average score increased from an initial 6.1 to 39.6 in cycle I and further to 74.3 in cycle II. These findings indicate that the utilization of QuizWhizzer in learning English grammar, especially on the topic of Subject-Verb Agreement in Simple Present Tense, is effective in increasing students' comprehension.

Keywords: QuizWhizzer, subject-verb agreement, students' proficiency

Introduction

English is one of the foreign languages learned by students in Indonesia. Proficiency in English holds the potential to grant broader access to knowledge. This is in line with the statement (Alfarisy, 2021) which states that being able to speak English will open opportunities for Indonesian people to develop and disseminate knowledge that is developing in Indonesia. Therefore, it can be concluded that mastery of English is essential for Indonesian students.

Within the realm of English education, there exist four key facets demanding mastery, one of which is the skill of writing. Proficient writing capabilities empower students to effectively communicate their ideas to others. Through writing, individuals can articulate their thoughts, emotions, and perspectives to a broader audience (Mantra, Handayani, & Widiastuti, 2021). Therefore, writing must attain



a high standard to ensure the reader comprehends the intended message without any potential for misinterpretation.

However, to be able to produce good writing, students need to have a deep understanding of proper grammar and adequate vocabulary. This is in line with the statement (Jayanti, 2019) that writers must use good grammar and a complete vocabulary to write well. Therefore, having strong grammar skills is essential for students to be able to produce quality writing.

Mastery of grammar is an important part of learning a language because the true meaning cannot be understood without applying the correct grammar rules (Drahman & Hashim, 2020). One important aspect of grammar in writing is the Subject-Verb Agreement. To write good and grammatically correct sentences, students need to pay attention to the relationship between the subject and the verb (subject-verb agreement) in each sentence (Dinillah et al., 2021). Therefore, it can be concluded that mastering the subject-verb agreement is very essential for students as a basis for writing so that they can produce precise and good writing.

Several studies have shown that students have difficulty in terms of subject-verb agreement in the Simple Present Tense. Research conducted by (Rifki et al., 2019) found that when junior high school students wrote in the simple present tense, they often made mistakes, especially in connecting subjects and verbs correctly. Similar findings were also recorded in research (Kurniawan & Firdaus, 2020). It is not only students from junior high schools who experience difficulties in Subject-Verb Agreements but this is also found in students from senior high schools and students who also face similar difficulties. This was found by Goncalves (2018) and Fauzan et al. (2020) at the high school level, and was found in research conducted by Nurjanah (2017), Sholihah (2019), and Pandapatan (2020) at the university level. Based on previous research above, it can be concluded that students from various levels of education have similar difficulties in subject-verb agreement in Simple Present Tense. Consequently, within the realm of the learning process, it becomes imperative to underscore the enhancement of students' comprehension of subject-verb agreement in the simple present tense. This emphasis aims to empower students to compose paragraphs accurately and suitably, thereby averting potential misunderstandings.

In the realm of education, the incorporation of technology as a pedagogical medium can aid students in comprehending subject matter and enhance their academic performance. This is in line with research conducted by Bimo, Murni, and Dartani (2021) who found that the utilization of technology can increase students' values and motivation. It can be concluded that the utilization of technology can make the learning process more effective. Many technology-based learning media can be utilized, one of which is QuizWhizzer.

Several preceding studies employing QuizWhizzer have demonstrated the effectiveness of this tool in enhancing students' academic performance. A study conducted by Oktika et al. (2023) found that the use of QuizWhizzer to help the process of learning English vocabulary was effective in increasing students' vocabulary skills. In addition, other studies show similar results, namely the use of the QuizWhizzer game can significantly improve students' abilities and understanding in other subjects. In research conducted by Faijah, Nuryadi, and Marhaeni (2022); Sumandya and Saraswandewi (2023); Yanuarto and Susanti (2023) in the application of the QuizWhizzer game to Mathematics subjects found

something similar, namely the QuizWhizzer game to Mathematics subjects can improve understanding and student learning outcomes. In conclusion, the role of technology plays a substantial role in the educational process. For instance, through the utilization of technology like the QuizWhizzer game, students can receive effective support in enhancing their academic achievements. The QuizWhizzer game can be adapted to various subjects, providing efficient assistance to students.

Furthermore, aside from enhancing learning outcomes, prior research has also demonstrated that the utilization of QuizWhizzer can substantially boost student motivation. An investigation conducted by Oktavian (2023) in the application of the QuizWhizzer game to Pancasila and Citizenship Education (PPKN) subjects, shows that the use of the QuizWhizzer game in the PPKN learning process can help students improve learning outcomes and have a positive influence on responses learners. The results of other studies also show that the use of the QuizWhizzer game in the learning process can increase students' learning motivation. This finding was discovered by Alfianistiawati et al. (2022) and Efendi and Sutiarti (2023). Consequently, it can be inferred from these findings that incorporating QuizWhizzer into the learning process can contribute to an increase in student motivation.

With increased student motivation in the learning process, they will be more likely to achieve high scores. Students who have high learning motivation have a great opportunity to achieve better learning outcomes. This motivational factor is also in line with research Abidin (2018) and Skolastika et al. (2022) which found a significant relationship between learning motivation and student learning outcomes. In conclusion, students' motivation has a significant impact on the achievement of their academic scores. Therefore, in the learning process, it is important to encourage students' motivation to help them achieve high scores.

Based on observations made by researchers at partner schools, it can be seen that in the learning process, the use of technology has not been optimally applied. Teachers only use LCD projectors as a tool to display e-books and speakers to help with listening activities in class. In addition, based on the results of the diagnostic assessment conducted by the researcher, shows that students have difficulty in subject-verb agreement in the Simple Present Tense. Based on the statement above, it is known that there is a gap between expectations and reality in students' understanding of the subject-verb agreement in Simple Present Tense which is the basis for being able to write sentences accurately and well-structured sentences.

Then, based on observations, results of diagnostic assessments, previous research, and the gaps described above. This study will implement the interactive game 'QuizWhizzer' in the subject-verb agreement learning process in the Simple Present Tense. Thus, this study aims to examine how QuizWhizzer can effectively enhance students' proficiency in subject-verb agreement within the simple present tense.

Subject-verb agreement in simple present tense

Subject-verb agreement is an essential aspect of grammar that students must grasp to construct accurate sentences and compose paragraphs of high quality. The statement of Simanjuntak (2019) is in line with this, stating that to produce good writing, a student must also have good grammar skills. Therefore, students need to have a strong and deep understanding of grammar to produce accurate and correct

writing. However, mastering the Subject-Verb Agreement poses a challenge for students when producing paragraphs (Amnuai et al., 2021). This difficulty is faced when students' mother tongue has rules that are different from English, so they need to understand new rules that were previously unknown. The difficulty arises due to the absence of subject-predicate agreement in the Indonesian language, leading to considerable obstacles for Indonesian language learners when attempting to translate into English (Simanjuntak, 2019).

Therefore, students need to understand and learn the Subject-Verb Agreement which is a new thing for them to be able to construct well-formed paragraphs in English. According to English grammar rules, subject and verb phrases must be in proper agreement concerning numbers and persons. To elaborate, a singular subject must correspond with a singular verb, while a plural subject should be followed by a plural verb (Budiharto, 2019; Kuswoyo & Susardi, 2018). Thus, students need to be meticulous in identifying the number of subjects to appropriately use the corresponding verbs.

QuizWhizzer game

QuizWhizzer is an e-learning platform that can be integrated into the educational process. It is designed to foster collaboration and communication, enabling students to actively engage in learning through interactive games (Susanto & Ismaya, 2022). The utilization of QuizWhizzer enables students to engage with the learning material proactively, leveraging a variety of interactive games available on the platform. Beyond its role as a content delivery tool, QuizWhizzer serves as an engaging and enjoyable assessment instrument as well (Septiani & Santi, 2022). As such, QuizWhizzer adapts to users' requirements and purposes.

Initially introduced in 2019 with a modest array of three question types, QuizWhizzer has since evolved to encompass eight distinct question types that users can employ (Wahyuningsih et al., 2021). The platform's question menu provides various question formats that can be easily generated by educators or content creators. These formats encompass multiple choice, multiple responses, numeric, short answer, true or false, open-ended, drag and drop, and ordering questions. Additionally, users can enhance their questions by incorporating audio, recordings, and videos. To facilitate the question-creation process, QuizWhizzer offers several available templates (Iskandar et al., 2023).

Method

This research presents a collaborative classroom action study aimed at enhancing students' proficiency in subject-verb agreements in the simple present tense through the implementation of the interactive game QuizWhizzer. Research involves collaboration between researchers, supervisors, tutors, and colleagues. Classroom collaborative action research (CAR) is chosen as the preferred method, in which researchers act as facilitators while other teachers or others act as observers, using field observations or notes (Rukminingsih, Adnan, & Latief, 2020). Consequently, the adoption of collaborative classroom action research ensures the thoroughness of the research process and minimizes the likelihood of overlooking any pertinent aspects.

The study employed Kurt Lewin's model, consisting of four stages: planning, action, observation, and reflection (Machali, 2022). Each cycle consists of planning,

action, observation, and reflection. In this study, two cycles were conducted, with two meetings held in each cycle. The first cycle took place on March 10 and 13, 2023, followed by the second cycle on March 17 and 21, 2023. Before planning, the researcher conducted a diagnostic assessment to determine the student's initial abilities. This helps researchers design learning processes that are tailored to the characteristics of the students. This diagnostic assessment consists of 10 questions, covering the material that students will learn. To facilitate the process, the researcher distributed diagnostic assessments to students via the Google form.

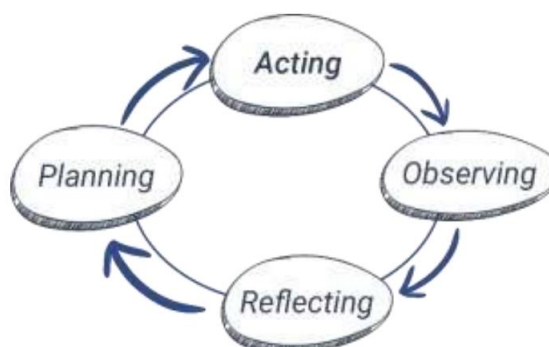


Figure 1. Kurt Lewin model CAR cycle (Machali, 2022)

The research included 28 participants (16 male and 12 female) from grade 7 at SMPN 121 Jakarta during the 2022/2023 academic year. Data collection techniques utilized in this study involved pre-tests and post-tests conducted in each cycle, observations made by the researcher, and peer observation sheets. The collected data was analyzed through quantitative analysis.

Findings and Discussion

Before initiating the Classroom Action Assessment, the researcher conducted a diagnostic test before introducing a new chapter. The objective was to obtain a comprehensive understanding of the initial state of the student's knowledge. This is in line with the statement by Wahyuni (2023) emphasizing the need for regular diagnostic assessments at the commencement of each instructional unit to identify students' learning challenges and aid teachers in directing their focus toward areas where students require additional support. Diagnostic assessment plays a crucial role in planning and comprehending the initial circumstances before implementing corrective measures. The researcher administered a Diagnostic assessment comprising 10 questions that pertained to descriptive text content relating to directions and subject-verb agreement in the simple present tense. This test was distributed to students through a Google Form, which they were required to complete. The outcome of the diagnostic assessment revealed that the majority of students possessed skills at the lower-middle level of English proficiency, and a significant 80% of students encountered difficulties when addressing questions related to Subject-Verb Agreement.

SUBJECT VERB AGREEMENT

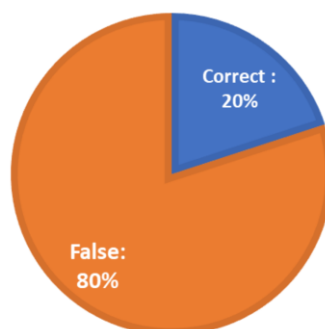


Figure 2. Percentage of initial ability in subject-verb agreement

Based on the findings from the diagnostic assessment, the researcher formulated a comprehensive lesson plan and organized students into groups. The classification of students as heterogeneous was undertaken, considering their diverse abilities. This approach was adopted to facilitate mutual support among students.

In cycle I, at the first meeting on March 10, 2023, before students started the learning process, they were asked to work on the questions individually first. The researcher distributed the questions to students via the Google form. This question consists of 10 questions about the Subject-Verb Agreement in the form of negative and positive sentences. The results of this work will then be used as a pre-cycle step.

The outcomes from the pre-cycle phase indicated an average student score of 6.1. The highest individual score attained was 50, whereas the lowest score was 0. Notably, the school's established Minimum Completeness Criteria (KKM) was 77, and no student reached the level of completeness.

Table 1. Students' pre-cycle scores

Criteria	Pre-Cycle
Average Student Grade	6.1
Student's Highest Score	50
Student's Lowest Score	0

After the participants completed the pre-cycle, the learning process for the first meeting in cycle I was implemented. In the core part of learning, students work in groups to work on the exercises that are distributed by the teacher through the QuizWhizzer game. Before commencing the game, the teacher provided a clear explanation of the game's instructions: correct answers would advance a player by one step, while incorrect answers would maintain the player's current position. The form of the game in QuizWhizzer resembles a snake and ladder and the practice questions that need to be completed by students consist of 5 questions in each game.



Figure 2. Display of the QuizWhizzer game

After completing all the questions in the game, students were able to review and verify the correct answers. After all groups finished doing the exercises, students and researchers discussed their work together. This setting also provided students with the opportunity to seek clarification on any aspects they found unclear.

During the second meeting of Cycle I, the learning process followed a similar pattern to the preceding session. The central activity involved students collaborating within their groups to complete the assigned exercises facilitated through the QuizWhizzer game. Subsequently, joint discussions were conducted by students and researchers. Towards the conclusion of the learning session, students individually undertook a post-test provided by the researcher via a Google form. The post-test results at this meeting revealed an average score of 39.6. Meanwhile, the highest score obtained by students was 80, and the lowest score reached 0. The number of students who scored above 77 was 1 child. So, it can be concluded that students who complete the learning process are 1 child with a percentage of 4% while those who have not completed are 27 children with a percentage of 96%.

Table 2. Students' cycle 1 scores

Criteria	Cycle 1
Average Student Grade	39,6
Student's Highest Score	80
Student's Lowest Score	0

Based on the observations conducted by researchers, observations made by colleagues, and the feedback obtained from students through reflection sheets after the learning process, a discernible conclusion can be drawn. The learning process has demonstrated positive progress, albeit with opportunities for further enhancement in subsequent cycles. Students have exhibited a notable degree of engagement and motivation throughout the learning process. This is evident through their enthusiastic participation and active involvement in the learning activities. The learning environment has been characterized by comfort and a lack of undue stress.

Moreover, students have taken the initiative to provide feedback, both verbally and in writing through reflection sheets. The integration of QuizWhizzer into the learning process has been positively received by students. Their feedback indicates a sense of contentment and enthusiasm for using QuizWhizzer as an educational tool, with a collective eagerness to continue engaging with the platform and its exercises in future sessions.

In cycle II which was held on March 17 and 21 2023, the structure of the learning process remained largely consistent with that of the first cycle. However, there were modifications in lesson plans and learning approaches. Notably, Cycle II saw the learning process transition to an individual mode, foregoing the use of groups. Nevertheless, students were still allowed to engage in discussions and interactions with their peers. This alteration was informed by the insights derived from observations and student reflections from Cycle I. The intent behind this adjustment was to address the shortcomings and weaknesses identified in the initial cycle, with the aspiration of fostering improvements in Cycle II

At the second meeting in cycle II, a post-test was carried out by students with individuals via the Google form. Based on the results of the Cycle II post-test, it can be seen that there was an increase. The results show an average student score of 74.3. Significantly, the highest individual score attained was 100, while the lowest score achieved was 30. Notably, 12 students scored above 77, indicating an achievement rate of 43%. Conversely, 16 students did not achieve this benchmark, reflecting a rate of 57%.

Table 3. Student cycle II scores

Criteria	Cycle 2
Average Student Grade	74,3
Student's Highest Score	100
Student's Lowest Score	30

Based on the classroom action research that has been carried out in 2 cycles, the researcher has uncovered two significant findings. Firstly, students show high motivation in the I learning process through the integration of technology, particularly via QuizWhizzer. T Evidently, students actively participate in various learning activities, displaying their willingness to volunteer answers, solve problems in front of the class, and engage in discussions with peers to collaboratively tackle challenges. This is in line with the findings that have been found by Susanto and Ismaya (2022) and Efendi and Sutiyarti (2023) both of whom assert that the utilization of the QuizWhizzer game amplifies students' motivation during the learning process.

Secondly, students' learning outcomes increased significantly in using the QuizWhizzer game in Subject Verb Agreement material. The average value of students has increased, namely in the pre-cycle of 6.1, in the first cycle of 39.6, and the second cycle of 74.3. Based on the table below, it can be seen that the increase did not only occur in the average student score but also occurred in the highest student score. Specifically, the highest score among students ascended from 50 in the pre-cycle to 80 in Cycle I and an impressive 100 in Cycle II. With the school's established Minimum Completeness Criteria (KKM) set at 77, there was a notable increase in the number of students who met this criterion. Initially, there were no students who met the KKM requirement. However, this number rose to include 1 student in the subsequent cycle, and significantly, 12 students in the second cycle successfully achieved the KKM benchmark. Even though not all students reached the school's established Minimum Completeness Criteria (KKM) of 77, the implementation of QuizWhizzer significantly aided students' comprehension of the material. In essence, the utilization of QuizWhizzer was instrumental in enhancing

students' academic performance. This conclusion is consistent with research findings by Juhaeni et al. (2023), Malik (2022), and Khoirurrozikin (2023) which found that the use of QuizWhizzer can improve student learning outcomes.

Table 4. Comparison of pre-cycle and post test results in cycles 1 and II

Comparison	Pre-Cycle	Cycle I	Cycle II
Average student grades	6.1	39.6	74.3
Student's Highest Score	50	80	100
Student's Lowest Score	0	0	30
Number of Completed Students	0	1	12
Number of Students Not Completed	28	27	16
Completeness Presentation	0%	4%	43%

This finding also supports research conducted by Prabowo (2021) and Zaitun et al. (2021) which have demonstrated that the incorporation of technology (e-learning) within the learning process contributes to improved student learning outcomes. Consequently, the integration of technology into the learning process is strongly advocated as it serves to enhance students' comprehension of subject matter. Contemporary students possess distinct characteristics compared to their predecessors.

Today's learners belong to Generation Z, a cohort that has grown up experiencing the pervasive and immersive nature of technology in their daily lives. Technology and information have become an inseparable part of their lives. The use of technology and access to information have become integral aspects of their existence. Raised in an era where information accessibility, particularly via the Internet, is a global norm, this generation's values, attitudes, and aspirations have been profoundly influenced (Fitriyani, 2018). Therefore, the teacher has to adapt the learning approach, both in terms of strategies, models, and media, so that it is by the characteristics of these students and can capture their interest in the teaching-learning process.

This is in line with the statement (Puspitarini, 2022) which emphasizes the need for teachers to always innovate and be creative while continuing to hone and update their knowledge and skills to provide an interesting learning experience for students. One effective way to achieve this is through the use of technology, especially through online learning platforms. This is in line with the findings in research conducted by Izlin and Widiyati (2023)

Conclusion

The Classroom Action Research conducted by the researcher underscores the affirmative impact of technology, specifically QuizWhizzer, in enhancing student learning outcomes about the comprehension of Subject-Verb Agreement within the Simple Present Tense. These findings have the potential to serve as a valuable resource for readers, educators, and stakeholders within the educational domain. They can contribute to collaborative efforts aimed at enhancing the quality of student learning experiences. However, it is important to acknowledge the limitations inherent in this research. One notable constraint is the time constraints faced by the researcher during the research process. Consequently, the increase in student scores didn't reach a significant level. Therefore, it is strongly anticipated

that future classroom action research studies may involve students in a wider range of learning activities utilizing QuizWhizzer to achieve more substantial results.

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