

Impact of Quizzes as Learning Media for Online Mandarin Courses during COVID-19

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Abstract

In learning foreign languages, especially Mandarin, a student needs an adaptation process to understand the vocabulary, grammar and culture in using the language being studied. Various kinds of components and elements of language need to be mastered by the students. Therefore, as a teacher, it is mandatory to prepare lesson plans with appropriate methods and media for the students. The Quizizz application media is one of the options in supporting an online Mandarin learning process. It is supported by the results of the research using descriptive research method, by obtaining the data through student responses in learning Mandarin online using Quizizz media, with the aim of investigating the role of Quizizz application media in supporting the achievement of learning objectives and competence in Mandarin. The results obtained are that Quizizz can provide benefits, a positive influence on learning Mandarin. However, there are several components that need to be improved or combined to make the online classes more attractive and reach the desired results.

Keywords: Online Learning, Learning Media, Quizizz, Acceptance Model

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1. Introductions

In the process of learning a foreign language, a student requires an adaptation process to understand vocabulary, grammar and language use culture that needs to be studied so that learning outcomes can be mastered by students (Degirmenci, 2021). To achieve the expected competencies or learning objectives, in the process of implementing language learning, a teacher needs to pay attention to all aspects of learning support, namely media, tools, methods and approaches to students so that learning can run as expected and be implemented effectively (Amalia, 2020).

The state of learning during the Covid-19 Pandemic has changed all processes of face-to-face learning activities to online and also hybrid learning, this is also a challenge for teachers to be able to adapt to these changes, so as to maintain the effectiveness of the learning process in various ways, methods and all kinds of media variations are used to support learning (Andiyan et al., 2021). In the process of learning foreign languages at the Mandarin Education Study Program at the university in the city of Surabaya, in the learning process in order to achieve the competencies that have been determined for students, the use of Quizizz media is one of the options in supporting the effectiveness of learning (Chaiyo & Nokham, 2017).

In the implementation of online learning, as a teacher and supported by organizers/managers of educational institutions, it is necessary to pay attention to infrastructure and teaching media to support students in achieving the competencies specified in the learning plan (Anak Yunus & Hua, 2021). so that in this case it requires the attention and consent of the teacher to prepare it. so that learning can be more effective.

In the online learning process, a teacher needs to maximize the various technologies and open resources needed to make learning maximal (Göksün & Gürsoy, 2019). One of the supporting media for learning based on IT (technology) that can be used is Quizizz. Quizizz learning media needs to be used by teachers as a choice of technology-based learning media in order to achieve competencies and learning objectives. Utilization of this learning media is used to overcome the lack of utilization of media or online learning tools so that it can support the achievement of learning objectives (Zhao, 2019).

Mandarin is a language of the Sino, Tibetan family and is widely used by people from East Asia, including Japan, Hong Kong and Korea. There are so many speakers or users of Mandarin as a means of communication in the world today until now Mandarin is recognized as the official language of the United Nations, so based on statistics it has the largest number of language speakers in the world (Darmanto et al., 2016).

Mandarin has various kinds of differences compared to Indonesian and these differences are found in pronunciation, intonation, and characters with strokes. Students need a variety of supporting media and multimedia applications such as videos, images and animation media to make it easier for students to learn Mandarin (Hari & Hermawan, 2015). The basic material in Mandarin that needs to be taught to students consists of listening, speaking, reading, and writing Chinese characters.

In the Mandarin Online learning process, teachers need to develop appropriate learning plans for students by considering the psychological aspects of children who basically like to play with their devices (Hari & Yanggah,

2016). So that in the Chinese learning process by paying attention to the role of Quizizz to be able to support the learning achievements of listening, speaking, reading and writing characters (Amalia, 2020), it is necessary to do research on the role of Quizizz media whether it is in accordance with interests and provides benefits and has a positive influence on online Chinese learning.

Online learning can increase students' learning independence. If students learn on their own without being guided directly by the teacher, this can make students independent in learning, because they will look for information about learning materials and various kinds of assignments given online (Hari et al., 2020). In learning Mandarin as a foreign language, some traditional methods are still often used, including the drill and question and answer method, but because these methods are carried out intensely and repeatedly, students become bored and feel unattractive. So, a teacher needs to develop the learning process so that it can be more interesting and suitable for students (Göksün & Gürsoy, 2019).

2. Research Methods

2.1 Research Variable and Target

The method used in this research is to use descriptive research methods because in the implementation of this research, data searches and explores student responses in learning Mandarin online using Quizizz media will be carried out, after which an analysis of student responses will be carried out with the aim of knowing the role of the media. Quizizz application to support the achievement of learning objectives and competence in Mandarin. The research can be concluded briefly using a flow chart as follows:

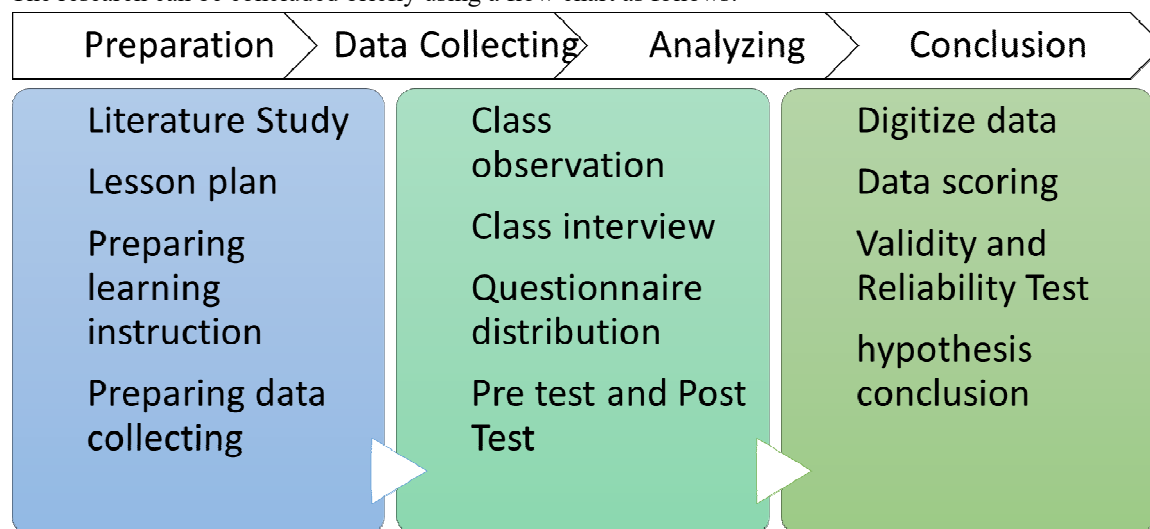


Fig 1. Research flow

The process that will be carried out in this research is by carrying out observations, preparing the Mandarin Language Learning Implementation Plan which is carried out online, distributing questionnaires to students, processing the data that has been collected, analyzing and making conclusions about the role of the Quizizz media in the learning process.

In the process of mastering language, it is divided into 4 basic skills, namely listening skills (听力能力), speaking (说话能力), reading (阅读能力) and writing (写字能力). These 4 basic skills need to be taught properly to students so that language skills for communication purposes can be achieved optimally.

Listening skills are the earliest, fundamental skills in language and the first to be developed in communication. Language skills are acquired by humans before acquiring the ability to speak, read and write (Degirmenci, 2021). In the process of learning Mandarin as a foreign language as well as a second language, it also needs to be taught appropriately and effectively so that these basic communication skills can be mastered by students.

The ability to speak is one of the competencies that must be developed from an early age in learning a language skill. Speaking is a form of verbal communication that has a function to convey meaning in clear sentences, so it is necessary to use the right words, and use perfect and good sentences. By mastering speaking skills, students are able to make statements and express feelings and desires that are used in communicating. so that communication is done well (Chan et al., 2020). The ability to read is the most basic ability and is a language process, because reading will help students understand a reading and give rise to an understanding (Awaliyah et al., 2021). By mastering reading competence, you can add and support other competencies, which are obtained by reading literature to understand Mandarin as a foreign language.

The ability to write is a skill in mastering languages, including Mandarin, there are still many students who

do not correctly master the writing of Chinese characters in the correct stroke order (笔画 bǐhuà). This happens because the Chinese characters or characters are very different from the letters of the alphabet. so that this ability also needs special attention from the teacher so that students who are very lay with character can quickly understand and master (Darmanto et al., 2016, 2019).

2.2 Population and sample

The population in this study were 68 students in the Mandarin language education department, from various classes. For sampling, it adheres to the proportional stratified random sampling principle where the sample is taken as a representative according to the needs based on the classes.

Analysis of questionnaire data from student responses. The score of each answer is assessed based on a Likert scale with a scale of 1 to 4, where 1 is the lowest value or strongly disagrees with the statement given. Furthermore, the value of 4 is the highest value or strongly agree with the given statement.

3. Result and Discussion

3.1 Research Findings

The research process was carried out by observing and collecting data in the form of questionnaires to students who were the sample for this research. From the data that has been obtained, it turns out that 100% of the students know about the Quizizz application, but on the other hand, only 57% of the teachers understand and have used the application to help the teaching and learning process. From this, it can be seen that there is a generation gap and understanding of technology between teachers and students. So that education should be able to transform following the development of existing technology.

The recapitulation of the results of this study can be seen in table 1. As follows:

Table 1. Recapitulation of the results of the questionnaire research to students

No	Statement	Scale			
		1	2	3	4
1	Knowledge about Quizizz				100%
2	Ease of Use of the Quizizz			32.40%	67.60%
3	Perceived usefulness of Apps			66.18%	33.82%
4	Intention to Use			58.82%	41.18%
5	Attitude toward using the Quizizz		7.35%	44.12%	48.53%
6	Social intention on learning		10.29%	51.47%	41.18%
7	In general, increasing in score test		2.94%	79.41%	17.65%

Judging from the ease of use point, for students, the use of the Quizizz application is quite easy so that it gets a positive score of 67.6% for the value of strongly agree. Likewise, to focus on the perceived usefulness of this application, it also received a positive response, which felt that this media was also able to increase motivation and desire to try and help the learning process.

However, on the point of attitude toward using Quizizz, there are some children who do not agree, because this application is fully online, so sometimes it is very dependent on the internet connection, so sometimes due to the influence of connection and loading, they are left behind with other fellow students in submission. This makes it a separate point so that the uneven internet connection factor for students can be considered in working with Quizizz which is carried out simultaneously.

Social influence is also an important point here, with the results of an open Quizizz making students compete among themselves, but sometimes for some children who get poor grades, they feel reluctant to publish their results, this can be seen at a negative point of 10.29 %. But the rest have positive values so that they are able to share their results on social media or others. This makes pointy social intention when studying becomes important, because social interaction both directly and in cyberspace is important at this time.

Last seen from the increase in score scores, broadly speaking, the use of this application really helps them in better understanding the material, especially in the post test. Thus, significantly increasing the attention and interaction they understand during learning. The results of this score show that 79.41% answered agree and 17.65% strongly agree. However, there were 2.94% who answered less because the internet connection was constrained, causing the scores to not be able to be submitted perfectly.

As a comparison, this study also tested questionnaires for teachers with Mandarin education who had previously received training in the use of interactive learning media, one of which was Quizizz. From the results of the questionnaire to seven teachers, it turned out that the results were relatively different from the results of the students. These results can be seen as follows:

Table 2. Recapitulation of the results of the questionnaire research to Teacher

No	Statement	Scale			
		1	2	3	4
1	Knowledge about Quizizz		42.9%	57.14%	
2	Ease of Use of the Quizizz	14.29%	28.6%	57.14%	
3	Perceived usefulness of Apps			42.9%	57.1%
4	Intention to Use		57.1%	42.9%	
5	Attitude toward using the Quizizz			71.4%	28.6%
6	In general, increasing in score test				100.0%

From the results of the teacher's questionnaire, it can be concluded that there are several basic things including, understanding of technology between generations is very far away. This causes a sudden change in habits due to a pandemic where all activities including teaching and learning must also evolve. The age range of teachers also varies, those who experience many difficulties are generally in the age range above 50 years, this can be seen from the understanding of the ease of use of the Quizizz application which scores 14.29% to strongly disagree and 28.6% to disagree. This shows their level of difficulty in adapting and operating this application.

On the other hand, all respondents gave a positive response to this application and agreed that this application was useful in teaching and learning activities. However, the point of intention to use is still perceived as a new thing, so 57.1% stated that they are reluctant to do additional media with the Quizizz application compared to preparing other things for learning. Because they consider the use of this application is not mandatory but as an addition. But broadly speaking, this application is able to increase student participation, because it is carried out personally and can improve their study results due to more active interactions, compared to passive teaching methods. This result is also supported by previous studies by (Gunawan et al., 2020) that teacher needs to improve the teaching methods and use any means of media to improve the student understanding.

3.2 Conclusion

Based on the questionnaires that have been given to respondents to provide responses and statements to the use of Quizizz in the online Mandarin learning process and processed and analyzed by calculating the Likert scale, a score of 86.12% of respondents stated that Quizizz provides benefits, a positive influence on language learning Mandarins.

Some inputs and suggestions that teachers need to pay attention to in using Quizizz to support online Chinese learning are:

1. In using Quizizz for the practice process, a teacher needs to pay attention to the timing according to the weight of the questions, so that practice and evaluation can be maximized.
2. The process of making exercises using Quizizz, a teacher needs to add other supporting media. including pictures, videos and sound recordings.
3. The use of Quizizz to evaluate Listening and Speaking competence needs to be reviewed, because in the process of improving Listening and speaking competence, students need repetition in listening to recordings or videos.
4. The presentation of the results to students needs to be seen from the psychological side of students who get grades in the lowest order. So it's best if the value or order that is displayed is only the top 5 (Best) results, and the value after that can be hidden. (this feature has also been provided by Quizizz)
5. In using Quizizz, the teacher really needs to ensure an internet connection from the students and from the teacher, so that the practice and evaluation process using Quizizz can run well.

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