

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. Research Findings

4.1.1. Research Setting

This study was conducted at SMK Negeri 1 Ulu Moroo, situated in Saloo Village within West Nias Regency's Ulu Moroo Sub-district. The school campus features well-maintained facilities including administrative offices, faculty workspaces, a library, an assembly hall, and a computer lab. With a teaching staff of 42 educators, including three specialized English instructors, the institution maintains strong academic resources. The classrooms are particularly conducive to learning - spacious, neatly arranged, and benefiting from ample natural light. Their location away from busy roads ensures minimal noise disruption, creating an ideal environment for student concentration. Beyond academics, the school fosters student development through various extracurricular programs like student government (OSIS), scouting (Pramuka), and arts clubs (Sanggar). Committed to continuous improvement, SMK Negeri 1 Ulu Moroo consistently implements enhancements to elevate educational quality and student outcomes.

For this study, the focus was on 19 students from class X-TKJ at SMK Negeri 1 Ulu Moroo. This particular class was selected based on two key factors: recommendations from their English teacher and preliminary observations showing many students struggled with learning motivation. Before beginning, official approval was obtained from the school principal to conduct the research.

The study followed the standard classroom action research framework, progressing through four key phases: initial planning, implementation of teaching strategies, systematic observation, and critical reflection. Throughout this process, the researcher worked closely with a collaborating English teacher who served as an independent observer. This teaching partner carefully monitored both instructor techniques and student

responses during lessons, providing valuable third-party insights into the classroom dynamics.

4.1.2. Description of Research Data

This study employed a Classroom Action Research (CAR) approach to enhance learning motivation among tenth-grade students at SMK Negeri 1 Ulu Moro'o. The research design incorporated two iterative cycles, with each cycle following four key stages: strategic planning, implementation of interventions, systematic observation, and critical reflection.

To establish a baseline measurement, students completed a preliminary assessment prior to the introduction of the Quizizz application as an instructional tool. This pre-test, administered on February 25, 2025, served to evaluate existing levels of student motivation before any experimental treatments were applied. The assessment instrument comprised a multiple-choice format written test, specifically designed to measure initial motivational levels in the learning context. Then, the pre-test results can be seen in the table below:

No.	Students' Name	Score
1	Asraniati Gulo	20
2	Agam Wislon Gulo	40
3	Alvabet Putra B. Gulo	50
4	Claudya Gres J. Gulo	80
5	Delfi Gulo	20
6	Damai Alfeber Zai	80
7	Desrahmat Gulo	40
8	Elpita Lindawati Gulo	20
9	Efraim P.C. Gulo	70
10	Irene F. Mendrofa	40
11	Jufin Putra Gulo	20
12	Joki Putra Gulo	50

13	Joshua Prakasa Gulo	50
14	Mintaria Laia	30
15	Priamar Deyanawan Gulo	50
16	Susi Damai Hati Waruwu	60
17	Sandi Susanto Gulo	10
18	Twelf M.P. Gulo	70
19	Wentra Krisna Nduru	70
Average		45,78

Table 4.1 The students' score (Pre-test)

In the table above, it can be seen that the pre-test results show the average score obtained by the students.

The initial assessment results revealed significantly low scores, indicating students struggled to answer questions accurately. This poor performance appeared to stem from limited engagement, as the conventional teaching methods failed to actively involve learners. Recognizing this motivational challenge as a key issue requiring intervention, the researcher implemented Quizizz as an interactive learning platform to stimulate greater student participation and improve outcomes.

The student score data above can be classified based on the category in the following table.

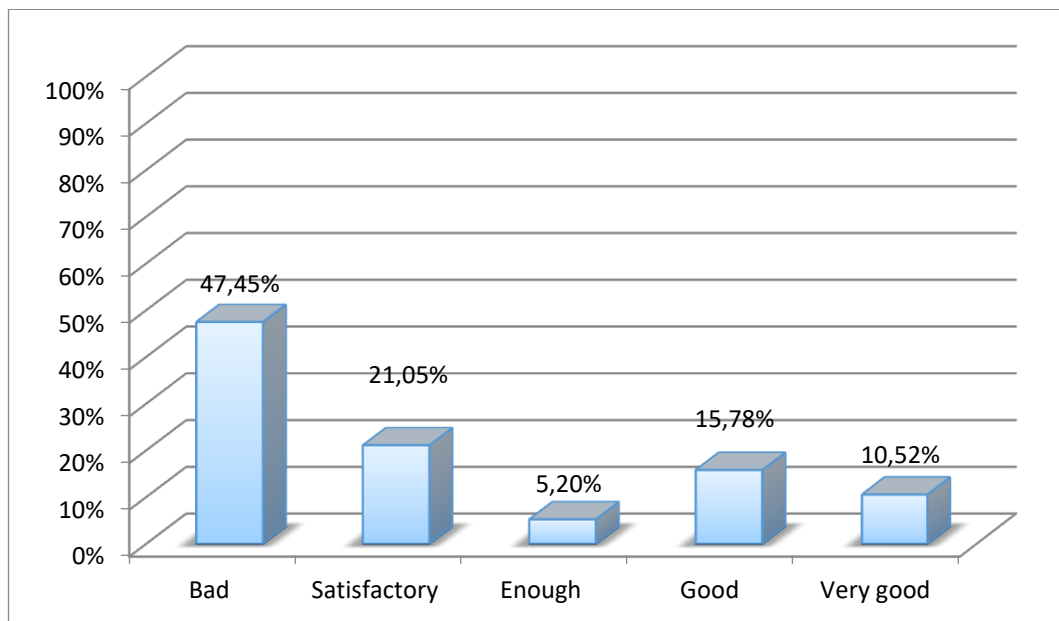
No.	Category	Frequency	Presentage
1.	Very good (80-100)	2 People	10,52%
2.	Good (70-79)	3 People	15,78%
3.	Enough (60-69)	1 People	5,20%
4.	Satisfactory (50-59)	4 People	21,05%
5.	Bad (0-45)	9 People	47,45%
Total		19 People	100%

Table 4.2 The students' score (Pre-test)

The baseline assessment conducted prior to implementing Quizizz revealed concerning levels of student motivation. Among the 19

participants, only a small fraction demonstrated satisfactory engagement levels: merely 2 students (10.52%) scored in the 80-100 range (Excellent), while 3 (15.78%) achieved 70-79 (Good). The results showed progressively lower performance across subsequent categories, with 1 student (5.20%) at 60-69 (Average), 4 (21.05%) at 50-59 (Below Average), and a striking 9 students (47.45%) This finding shows that more than half of the students still do not have optimal learning motivation.

The above categories can be presented in the following graphic:



Graphic 4.1 Students' Score (Pre-test)

The five categories represent performance levels based on score ranges:

1. **Very Good (80-100)** Students with scores in this range demonstrate excellent mastery of pronunciation, spelling, and meaning. They are highly proficient and show minimal errors.
2. **Good (70-79)** Students scoring here show strong abilities but may have minor errors. Their performance is above average but not flawless.
3. **Enough (60-69)** This range indicates average performance. Students have basic knowledge but may struggle with consistency or accuracy.
4. **Satisfactory (50-59)** Students here show limited proficiency and need significant improvement to meet acceptable standards.

5. **Bad (0-45)** Scores in this range reflect poor understanding or skills. Students require substantial intervention to improve their abilities.

4.1.3. Explanation of the Media Application Quiziz to Improve Students' Learning Motivation

To increase student motivation, researcher used application Quiziz media in teaching which consisted of 2 cycles and each cycle consisted of 2 meetings. The following is an explanation of each cycle.

4.1.2.1. Description of Cycle I

Classroom Action Research activities in cycle I were carried out in two meetings and can be described as follows.

1. First Meeting

The initial session of Cycle 1 took place on february 26, 2025, following a structured lesson format that began with preparatory activities and concluded with follow-up tasks. The researcher implemented a pre-designed Lesson Plan (CAR) to guide the instructional process. This action research phase incorporated four distinct methodological stages, which will be detailed in the following section.

a. Planning

Before conducting the first research session, I carefully prepared all required teaching materials and tools. This included developing detailed lesson plans, gathering relevant educational resources, printing attendance sheets, and preparing observation forms to document both teacher and student interactions during class. For the instructional media, I set up the Quizizz platform, selected appropriate textbooks, and prepared presentation equipment including a projector and laptop. Additionally, I thoroughly reviewed all subject matter to ensure complete understanding before teaching the lessons.

b. Action

For this phase of the study, I implemented the Quizizz application as the primary instructional tool. The first session of Cycle I followed this structured learning sequence:

a) Pre-teaching

During this phase of the lesson, the classroom teacher granted me permission to begin the planned activities. Upon entering the classroom, I greeted all students warmly and initiated our session by selecting a volunteer to lead an opening prayer. After taking attendance to account for all participants, I introduced the Quizizz platform to the class, explaining its features and how we would be using it for our learning activities.

b) Whilst -teaching

During this phase of the study, I introduced Quizizz as an interactive learning and assessment tool. I explained to students that Quizizz is a digital platform designed to make quizzes engaging and enjoyable while supporting the learning process. To ensure familiarity, I demonstrated how to access the application via smartphones or laptops, including steps such as entering quiz codes, answering questions, and viewing real-time results. Additionally, I highlighted the benefits of using Quizizz—not only for assessing comprehension but also for boosting motivation and making lessons more dynamic.

Following the introduction, I presented the learning material on Fractured Stories using Quizizz, which was projected for the whole class. After the explanation, I encouraged students to ask questions, actively engaging with those who participated by providing clear answers and acknowledging their contributions to maintain enthusiasm.

Next, I assigned group tasks (in pairs) using Quizizz. Each group received a task link via WhatsApp, and students collaborated to complete the quiz within a set time. As they

worked, I monitored their progress, ensuring they stayed on track. Upon completion, students submitted screenshots of their answers as evidence in the group chat. Finally, I reviewed the correct answers with the class via projector, reinforcing key concepts and addressing any misconceptions.

c) Post-teaching

To wrap up the lesson, I first invited a student volunteer to recap the key points we had covered during the session. After this summary, I briefly previewed what topics we would explore in our next meeting. Before concluding, I reinforced the main takeaways from today's lesson. Finally, I officially ended our class session by asking another student to lead the closing prayer.

c. Observation

At this stage, the researcher noticed that students showed enthusiasm when using the quizzes app in learning, possibly because it was their first experience using this interactive tool in the classroom. However, some challenges emerged during the session. Firstly, some students struggled to fully understand how to use the quiz app, which affected their participation. In addition, the classroom became quite noisy when the media was introduced, making it difficult for students to focus on the instructions. Many were also hesitant to come forward and interact with the tool, as they felt shy or unfamiliar with the activity. Therefore, the researcher should provide clearer guidance on how to navigate the quiz app and implement better classroom management strategies to make the class more engaged and organized, helping students feel more comfortable with the technology.

d. Reflection

In the first cycle there were strengths and weaknesses found in the teaching learning process, below were explanation:

1) Strength:

- a) Students were interested in using the quiz app and seemed more focused.
- b) Students are enthusiastic when learning because the learning is fun and makes students more interested and not feel bored

2) Weaknesses:

- a) There are still students who are less active in learning.
- b) There are still some students who are passive because they lack confidence or do not understand how to use the quiz
- c) There are some students who are too active in answering the quiz, causing a little commotion.

2. Second Meeting

The second session took place on March 5, 2025, following a structured lesson format. The class began with introductory warm-up activities and concluded with a wrap-up discussion. Throughout the session, I implemented the pre-designed lesson plan to guide the instructional process.

a) Planning

Prior to the initial research session, I ensured all essential teaching resources were ready for use. This included developing comprehensive lesson plans, gathering relevant educational materials, preparing attendance records, and creating observation forms to track both instructor and learner engagement. The technological tools selected for the study - including the Quizizz platform, presentation equipment, and assessment materials - were also carefully set up. Furthermore, I conducted an in-depth review of all subject content to guarantee complete command of the instructional material before classroom implementation.

b) Action

During this phase of the study, I implemented the Quizizz platform as the primary instructional tool. The second session of Cycle I followed this structured sequence of learning activities:

a) Pre-teaching

At this stage, the researcher entered the classroom while greeting all students in a friendly manner. Furthermore, the researcher asked one of the students to lead the prayer before proceeding with checking the presence of students, after finishing praying the researcher checked the presence of students.

b) While-teaching

At this stage, the first step of teaching and learning activities is that researchers explain in detail about the use of the quizizz application. The researcher conveyed the various features available in the application and the benefits that can be obtained from the use of quizizz in the learning process. After the explanation was complete, the researcher gave students the opportunity to open their smartphones and asked them to access the quizizz application with their bench partner. Students are asked to observe the features or benefits that can be found in the application. In addition, researcher also constantly provide opportunities for students to ask questions about the use of the quizizz application in the context of learning. After finishing explaining the use of the quiziz application, the researcher continued to deliver the next material as part of continuous learning, the researcher included a summary on the material using the quiziziz application and displayed the material through the projector. After the researcher explained the material, the researcher opened a question and answer session, giving students the opportunity to ask questions about things that had not been understood. Some students took advantage of this opportunity to ask questions, and the researcher answered with a

detailed and easy-to-understand explanation. As a form of appreciation, the researcher also gave appreciation to students who actively asked questions to maintain the spirit of learning. After the question and answer session, the researcher continued the activity by giving assignments. The researcher shared the task link through the whatsapp group, and students were asked to work on it with each group's smartphone. Students are given time to complete the task using the quizizz application. Once finished, the researcher asked each group to take a screenshot of their work and send it to the whatsapp group as proof of work. In the next step, the researcher displayed the correct answers through the projector screen, so that students could see directly and evaluate their work. In this way, students can find out which parts they have mastered and which parts still need to be improved. At the end of the teaching and learning process, the researcher gave a test to the students to find out the extent to which their learning motivation increased after being introduced to the use of the quiziz application in learning. This test aims to obtain data on the impact of using the quiziz application on student motivation in participating in learning, especially in English language learning.

c) Post-teaching

In this step the researcher asked students to provide conclusions from the material conveyed by the researcher, and after that the researcher made conclusions from the material that had been explained, then the researcher informed the next meeting material, and closed the lesson by asking one of the students to pray.

d) Observation

The result of observations during the teaching and learning process at the second meeting of cycle 1 were as follows:

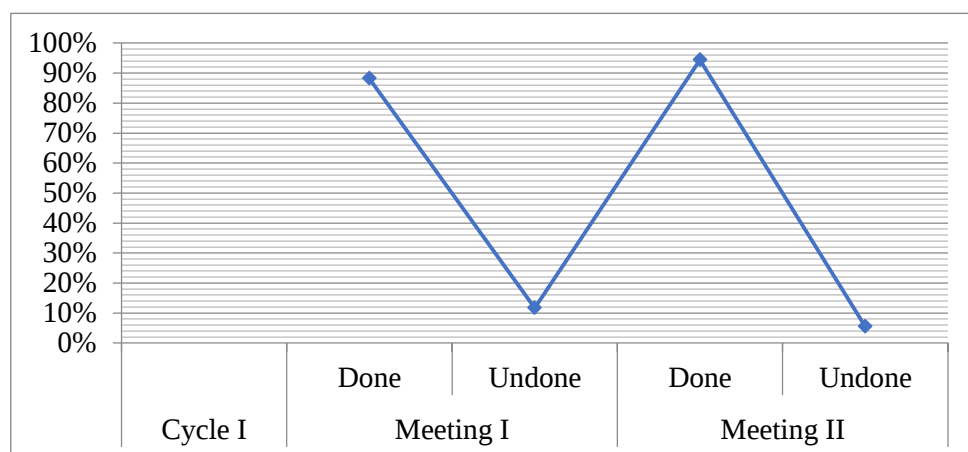
1) Observation Sheet for the Researcher activities

Based on the results of observations of researcher activities, activities carried out and undone during the teaching and learning process can be described as follows.

Cycle I		
Meeting I	Done	15 activities (88.23 %) of 17 activities
	Undone	2 activities (11.70 %) of 17 activities
Meeting II	Done	17 activities (94.44 %) of 18 activities
	Undone	1 activity (5.55 %) of 18 activities

Table 4.3 Presentation of researcher activities

The researcher teaching performance was rated as "Good" in the first session and improved to "Very Good" in the second meeting. A detailed breakdown of completed and incomplete tasks during the first cycle of the teaching process is clearly illustrated in the graph.



Graph 4.2 Presentation of researcher activities in cycle I

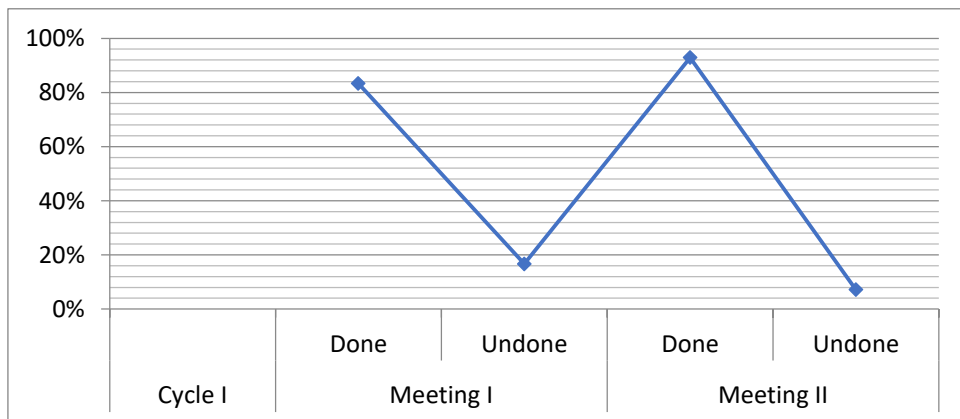
2) Observation sheet for the students activities

Cycle I

Meeting I	Done	10 activities (83,33 %) of 12 activities
	Undone	2 activities (16,66 %) of 12 activities
Meeting II	Done	13 activities (92,85 %) of 14 activities
	Undone	1 activity (7, 14 %) of 14 activities

Table 4.4 Presentation of students activities

Based on the observation of students' activities, the collaborator teacher noted that at meeting I of cycle I, the activities carried out reached 83,33%, while those not carried out were 16,66%. At meeting II of cycle I, the percentage of activities carried out increased to 92,85%, while those not carried out decreased to 7,14%



Graph 4.3 Presentation of students activities in cycle I

d) Reflection

In the first cycle of second meeting, there were strengths and weaknesses found in the teaching learning process, below were explanation:

1) Strength:

- a) Students were interested in using the quiz app and seemed more focused.
- b) Students show interested when learning because the learning is fun and makes students more interested and not feel bored.

c) Students have shown confidence in using the quiz app.

2) Weaknesses:

a) There are still some students who are less active in learning.

b) There are some students who are too active in answering the quiz, causing a little commotion.

Therefore, in the next meeting, researchers need to pay special attention to students who are still inactive to do quizzes on the quiz application.. In the second meeting of cycle I, the researcher tested the students, and below are the results of students' score:

No.	Students' Name	Score
1	Asraniati Gulo	50
2	Agam Wislon Gulo	60
3	Alvabet Putra B. Gulo	80
4	Claudya Gres J. Gulo	80
5	Delfi Gulo	40
6	Damai Alfeber Zai	90
7	Desrahmat Gulo	80
8	Elpita Lindawati Gulo	30
9	Efraim P.C. Gulo	80
10	Irene F. Mendrofa	40
11	Jufin Putra Gulo	50
12	Joki Putra Gulo	70
13	Joshua Prakasa Gulo	60
14	Mintaria Laia	50

15	Priamar Deyanawan Gulo	80
16	Susi Damai Hati Waruwu	70
17	Sandi Susanto Gulo	50
18	Twelf M.P. Gulo	90
19	Wentra Krisna Nduru	80
Average		64,73

Table 4.5 The students' score (Cycle I)

The data from Cycle I shows that using Quizizz as a learning tool helped boost student motivation compared to their performance before its implementation. Out of 19 students, the average score was 64.73%, indicating progress from earlier results. Several students performed exceptionally well, with Damai Alfebe Zai, Twelif M. P. Gulo, and Desrahmat Gulo scoring 90, while Alvabet Putra B. Gulo, Claudya Gres J. Gulo, Efraim P. C. Gulo, and Wentra Krisna Nduru achieved 80. Their higher scores suggest increased interest and participation in class.

However, some students, like Elpita Lindawati Gulo (30) and Irene F. Mendrofa (40), still scored below expectations. This could be due to personal factors or the fact that they were still adjusting to the new learning approach. While Quizizz has started to positively influence student motivation, further refinements are needed to ensure all students benefit equally in the next cycle.

The student score data above can be classified by category in the following table.

No.	Category	Frequency	Presentage
1.	Very good (80-100)	8 People	42,13%
2.	Good (70-79)	2 People	10,52%
3.	Enough (60-69)	2 People	10,52%

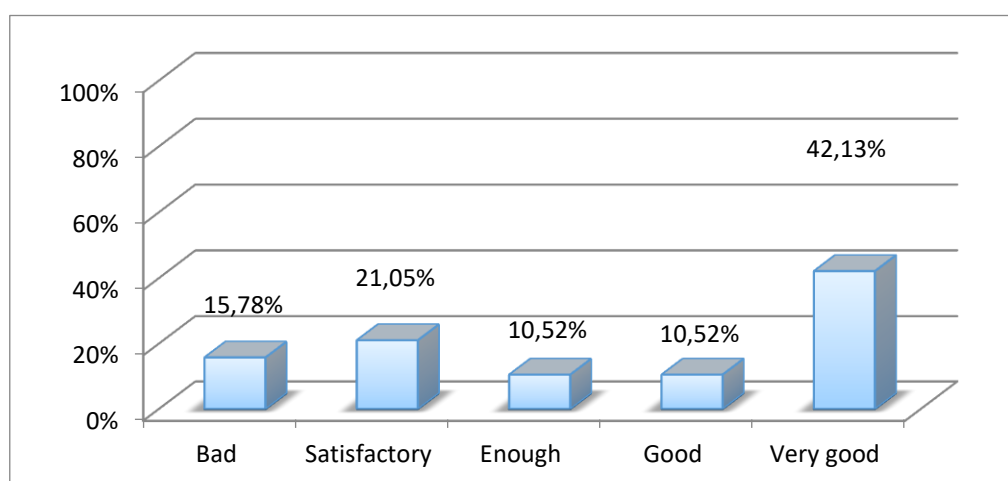
4.	Satisfactory (50-59)	4 People	21,05%
5.	Bad (0-45)	3 People	15,78%
Total		19 People	100%

Table 4.6 The students' score (Cycle I)

The results reveal that 8 out of 19 students (42.13%) scored in the Very Good range (80-100) after using Quizizz, demonstrating strong academic performance. This means nearly half of the class achieved excellent results with the new learning tool. Additionally, 2 students (10.52%) fell into the Good category (70-79), while another 2 (10.52%) reached the Adequate level (60-69). However, 4 students (21.05%) remained in the Satisfactory range (50-59), and 3 (15.78%) still scored poorly (0-45).

Despite these variations, the overall performance in Cycle I improved significantly compared to the pre-test, where lower scores were more common. This suggests that Quizizz helped boost student motivation, making them more engaged, active, and invested in their learning.

Student scores in improving student learning motivation can be seen in the graph below:



Graph 4.4 Students score in Cycle I

The five categories represent performance levels based on score ranges:

1. **Very Good (80-100)** Students with scores in this range demonstrate excellent mastery of pronunciation, spelling, and meaning. They are highly proficient and show minimal errors.
2. **Good (70-79)** Students scoring here show strong abilities but may have minor errors. Their performance is above average but not flawless.
3. **Enough (60-69)** This range indicates average performance. Students have basic knowledge but may struggle with consistency or accuracy.
4. **Satisfactory (50-59)** Students here show limited proficiency and need significant improvement to meet acceptable standards.
5. **Bad (0-45)** Scores in this range reflect poor understanding or skills. Students require substantial intervention to improve their abilities.

4.1.2.2. Description of Cycle II

1. First Meeting

The initial session was conducted on March 12, 2025, following a complete learning structure from pre-lesson activities through to post-lesson evaluation. For this meeting, the researcher implemented all activities according to the prepared Lesson Plan (RPP). This first cycle of classroom action research followed the standard four-phase approach, which will be detailed in the following explanation.

a) Planning

For the initial research session, the teaching team completed thorough preparations before class began. They developed detailed lesson plans, organized all teaching materials, and prepared observation forms along with student attendance sheets. The instructors also set up the necessary teaching tools, including loading the Quizizz platform, gathering textbooks, and testing the projector and laptop setup. Most importantly, they spent time reviewing and internalizing all the course content to ensure complete mastery of the subject matter before presenting it to students.

a. Action

For this phase of the study, the research team implemented the Quizizz platform as the primary learning tool. The instructional approach for the first session of Cycle II followed this sequence of activities:

a) Pre-teaching

For the opening session of Cycle II, the teaching team gathered all necessary materials before class began. They prepared textbooks, observation checklists, field journals for recording classroom interactions, and evaluation rubrics to assess both instructor and student performance throughout the lesson.

b) Whilst-teaching

At this stage after planning, the researcher takes action in the classroom. The first meeting was held on Wednesday 5 March 2025. The lesson began with students being divided into small groups, each equipped with a shared smartphone for the day's activities. I start explaining the next material to the students.

The session then became more interactive as students began asking thoughtful questions about the material. I encouraged this dialogue by posing additional questions myself, which sparked lively discussions. I made sure to acknowledge and praise students who participated actively.

For the practical application portion, I guided students through accessing our Quizizz activity. Each group collaborated on their shared device to complete the assignment, working with noticeable focus and engagement. As groups finished, I reminded them, "Don't forget to include all group members' names and save your results with a screenshot."

We concluded by projecting the Quizizz results to review correct and incorrect answers together. This whole-class reflection helped reinforce key concepts while allowing students to learn from each other's responses.

c) Post-teaching

To end the lesson, I summaries the key points we have covered. Before closing the class, I give the students a brief overview of what we will be working on in the next session. Finally, as is our class tradition, I ask one of the students to lead the closing prayer to end our learning time together.

b. Observation

In this session, the students' enthusiasm and motivation in learning English were highlighted by the researcher. Every quiz question was satisfactorily answered by the students; however some still struggled with the questions.

c. Reflection

In the second cycle of first meeting, there were strengths and weaknesses found in the teaching learning process, below were explanation:

1) Strength:

- a) Students are interested in using the quiz app and seem more focused.
- b) Students show interested when learning because learning is fun and makes students more interested and not feel bored.
- c) Students have shown confidence in using the quiz app.
- d) Students show activeness during learning by using the quiz app

2) Weaknesses:

There are still some students who are too active in answering the quiz so that it causes a little commotion

The excitement it generates makes lessons more dynamic and memorable. For the second cycle implementation, I refined how we used Quizizz based on our first cycle observations. These adjustments helped address previous challenges while maintaining the app's motivational benefits. Each modification

was carefully planned to enhance the learning experience and improve outcomes.

2. Second Meeting

The second session of Cycle II took place on Wednesday, March 19, 2025. For this class, I followed the lesson plan (RPP) I had prepared earlier to guide the research activities. This phase of our classroom action research maintained the standard four-stage approach, which I'll explain in detail below.

a. Planning

For our second Cycle II session, I made thorough preparations to ensure everything ran smoothly. I developed detailed lesson plans, gathered all necessary teaching materials, and prepared observation forms and attendance sheets. The classroom was set up with all required technology - including the Quizizz platform, textbooks, a projector, and laptops. I also created assessment materials to evaluate student progress. Most importantly, I spent time thoroughly reviewing all the lesson content to ensure I could present it effectively to my students.

b. Action

In the second meeting of cycle II, researchers implemented the steps or learning scenarios that had been designed. This activity included the following:

a) Pre-teaching

The class began with me greeting the students warmly as I entered the room. To set a positive tone, I invited one student to lead a short opening prayer. After taking attendance, I spent a few minutes motivating the class, sharing why today's lesson would be meaningful and exciting.

I then introduced our learning topic through Quizizz, using its interactive features to grab students' attention. Before diving into the material, I made sure to explain what we would achieve by

the end of the lesson, helping students understand the purpose behind our activities.

b) Whilst -teaching

I began the session by facilitating a lively group discussion to activate students' prior knowledge. Before diving into new content, we revisited key concepts from our previous lesson through an interactive review, with students eagerly responding to my questions.

When introducing the fractured story lesson, I used Quizizz and the projector to create an engaging multimedia presentation. I invited several volunteers to read portions of the displayed material aloud, which helped maintain focus and participation. After each student read, I elaborated on the content to reinforce understanding and address any immediate questions.

After completing the lesson explanation, I opened up a discussion where students could ask about any unclear concepts. Many participated enthusiastically, posing thoughtful questions which I addressed with clear, straightforward explanations. To encourage this active participation, I made sure to recognize and thank students who asked questions, helping keep the classroom energy positive and focused.

To help students assess their understanding, I projected the correct answers on screen. This allowed the class to immediately see which concepts they'd mastered and which needed more practice. Students could compare their responses with the solutions and identify specific areas for improvement.

At the end of the lesson, I administered a short assessment to measure how Quizizz affected students' motivation in our English class. This evaluation helped me understand how the interactive platform influenced their engagement and enthusiasm for learning the material.

c. Observation

The result of observations during the teaching and learning process at the second meeting of cycle 1 were as follows:

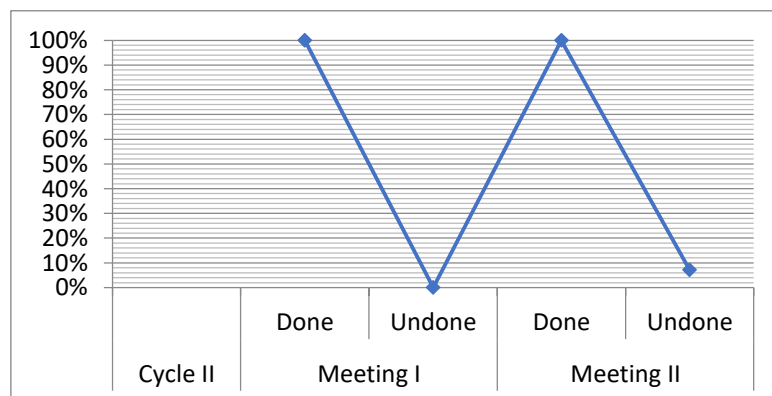
1) Observation Sheet for the Researcher activities

Based on the results of observations of researcher activities, activities carried out and canceled during the teaching and learning process can be described as follows.

Cycle II		
Meeting I	Done	1616 activities (100 %) of 16 activities
	Undone	0 0 activities (0 %) of 12 activities
Meeting II	Done	1717 activities (100 %) of 17 activities
	Undone	0 0 activity (0 %) of 17 activities

Table 4.7 Presentation of research activities

Based on the results of the activities above, the level of teaching of the researcher in the first meeting can be categorized as "Very Good" while in the second meeting it can be categorized as "Very Good". Clearly, the activities carried out by the researcher during the teaching and learning process can be seen in the graph below as follows:



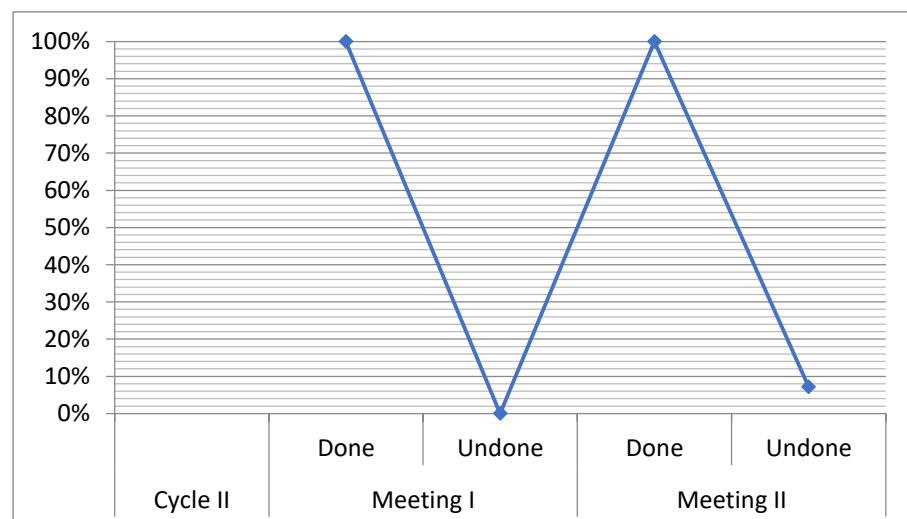
Graph 4.5 Presentation of researcher activities in cycle II

2) Observation Sheet for the Students activities

Cycle II		
Meeting I	Done	16 activities (97,33 %) of 12 activities
	Undone	0 activity (2,5 %) of 12 activities
Meeting II	Done	14 activities (100 %) of 14 activities
	Undone	0 activity (0 %) of 14 activities

Table 4.8 Presentation of students activities

The classroom observations conducted by the collaborating teacher showed excellent student participation, with all planned learning activities (100%) being successfully completed during both sessions of Cycle II. Throughout these lessons, students demonstrated remarkable enthusiasm and engagement in the learning process. Their progress was clearly visible as they participated more actively and answered questions with greater accuracy. The positive classroom environment was further enhanced by students' supportive gestures, such as applauding their peers' correct answers. Additionally, students responded very positively to the interactive teaching media, which significantly contributed to their enjoyment and active involvement in the lessons. This successful implementation resulted in a highly productive and enjoyable learning experience for all participants.



Graph 4.6 Presentation of students activities in cycle I

d. Reflection

In the second cycle of second meeting, there were strengths and weaknesses found in the teaching learning process, below were explanation:

1) Strength:

- a) Students are interested in using the quiz app and seem more focused.
- b) Students show interest in learning because learning is fun and makes students more interested and less bored.
- c) Students have shown confidence in using the quiz app.
- d) Students show activeness during learning by using the quiz app
- e) All students know how to use the quiz app and they do the task with order and discipline.

It can be concluded that at this meeting, students have shown a positive attitude during learning. learning has also been carried out well, and all the shortcomings in the previous meetings have been resolved and did not occur again at meeting 2 cycle 2.

In the second meeting of cycle II, the researcher tested the students, and below are the students' score:

No.	Students' Name	Score
1	Asraniati Gulo	90

2	Agam Wislon Gulo	80
3	Alvabet Putra B. Gulo	80
4	Claudya Gres J. Gulo	90
5	Delfi Gulo	80
6	Damai Alfeber Zai	100
7	Desrahmat Gulo	90
8	Elpita Lindawati Gulo	70
9	Efraim P.C. Gulo	80
10	Irene F. Mendrofa	80
11	Jufin Putra Gulo	90
12	Joki Putra Gulo	80
13	Joshua Prakasa Gulo	90
14	Mintaria Laia	90
15	Priamar Deyanawan Gulo	90
16	Susi Damai Hati Waruwu	100
17	Sandi Susanto Gulo	80
18	Twelf M.P. Gulo	90
19	Wentra Krisna Nduru	100
Average		86,84

Table 4.9 The students' score (Cycle II)

The table displays the motivational assessment scores of 19 students, showing clear improvement compared to earlier results. In this cycle, scores ranged from 70 to 100, with an average of 86.84%—indicating that most students performed well, with several achieving 90 or above.

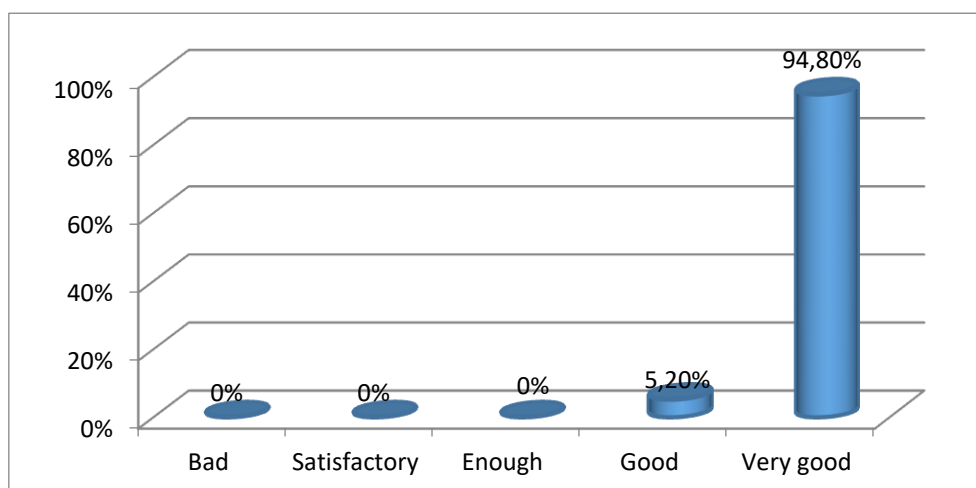
These findings demonstrate that Quizizz successfully boosted student motivation beyond previous levels. The platform’s interactive and engaging format made lessons more enjoyable, leading to higher participation, deeper involvement, and sustained interest in learning. As a result, Quizizz has proven to be an effective tool for fostering a positive classroom environment and helping students achieve better learning outcomes.

The student score data above can be classified based on the category in the following table.

No.	Category	Frequency	Presentage
1.	Very good (80-100)	18 People	94,80%
2.	Good (70-79)	1 People	5,20%
3.	Enough (60-69)	-	-
4.	Satisfactory (50-59)	-	-
5.	Bad (0-45)	-	-
Total		19 People	100%

Table 4.10 The students’ score (Cycle II)

The students’ score in three aspects of vocabulary improvement can be seen in the graphic below:



Graph 4.7 The Classification of the students' score in Cycle II

The five categories represent performance levels based on score ranges:

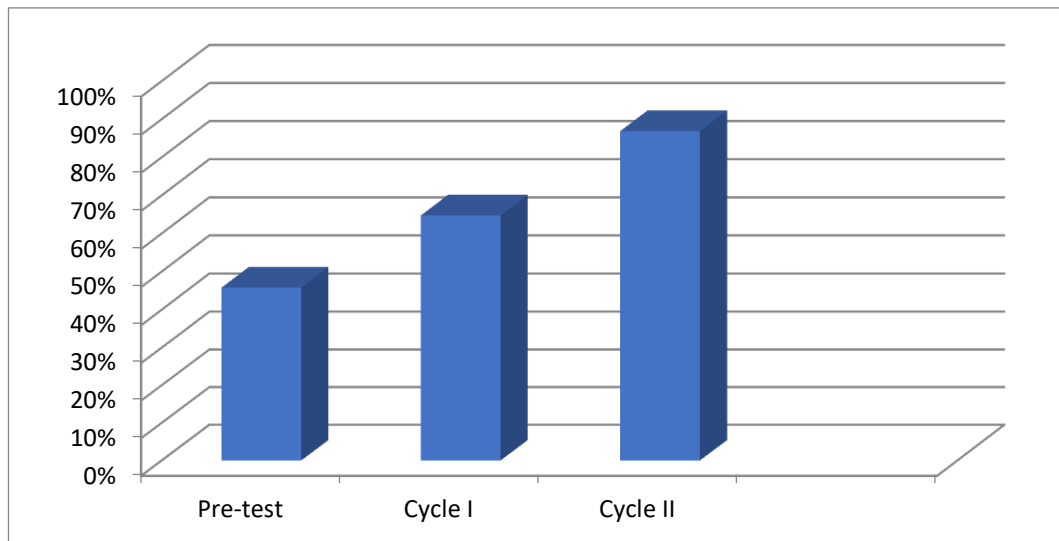
1. **Very Good (80-100)** Students with scores in this range demonstrate excellent mastery of pronunciation, spelling, and meaning. They are highly proficient and show minimal errors.
2. **Good (70-79)** Students scoring here show strong abilities but may have minor errors. Their performance is above average but not flawless.
3. **Enough (60-69)** This range indicates average performance. Students have basic knowledge but may struggle with consistency or accuracy.
4. **Satisfactory (50-59)** Students here show limited proficiency and need significant improvement to meet acceptable standards.
5. **Bad (0-45)** Scores in this range reflect poor understanding or skills. Students require substantial intervention to improve their abilities.

The second assessment revealed noticeable growth in student motivation, with consistently strong performance across all evaluation categories. These results demonstrate that learners have developed substantial mastery of the material, highlighting the success of our instructional approach - particularly our implementation of Quizizz. When comparing all three assessments (the initial pre-test, Cycle I evaluation, and Cycle II results), the data table below clearly illustrates this positive academic progression

Scores	Average of Students' Score		
	Pre-test	Cycle I	Cycle II
Average	45,78	64,73	86,84

Table 4.11 The Average of Students' Score in Pre-test, Cycle I & II

The data above can be presented in the graph below:



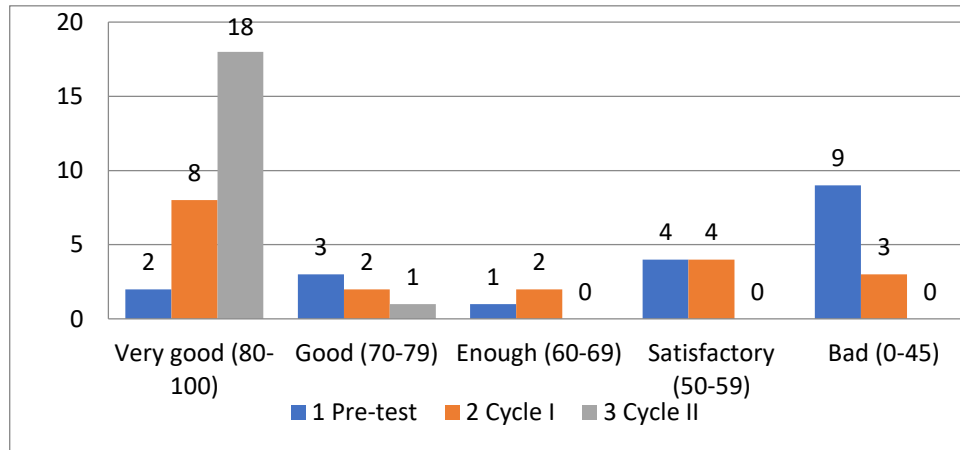
Graph 4.8 The Average of Students' Score in Pre-test, Cycle I & II

Based on the data above, the score was classified based on category in the table below:

No. Test	Very good (80-100)	Good (70-79)	Enough (60-69)	Satisfactory (50-59)	Bad (0-45)
1. Pre-test	2	3	1	4	9
2. Cycle I	8	2	2	4	3
3. Cycle II	18	1	0	0	0

Table 4.12 Classification of students score

The data above show the significant improvement of frequency students' category score started from pre-test until cycle I and II. Below are the interpretation of data in the graph.



Graph 4.9 Classification of students score

At the conclusion of Cycle II, I administered a questionnaire to assess how Quizizz impacted students' learning motivation. This survey was distributed after all lessons and activities from both cycles were completed, allowing students to reflect on their entire experience with the interactive platform.

4.1.2.3 Questioner

The questionnaire helped measure changes in students' engagement, interest, and enthusiasm throughout the study. By analyzing their responses, I gained valuable insights into how effective Quizizz was as a motivational tool in the classroom. The feedback provided a data-driven understanding of whether the gamified learning approach successfully enhanced their overall participation and attitude toward lessons.

Student score data can be seen based on categories in the following table.

No	LEVEL					Frequency	Score	Score Ideal	Percentage
	Vey High	High	Medium	Low	Very Low				
1.	10	9	0	0	0	19	86	95	90,52%
2.	12	7	0	0	0	19	88	95	92,63%
3.	17	2	0	0	0	19	93	95	97,89%
4.	9	10	0	0	0	19	85	95	89,47%
5.	15	4	0	0	0	19	91	95	95,78%
6.	8	11	0	0	0	19	84	95	88,42%
7.	19	0	0	0	0	19	100	95	100%
8.	13	6	0	0	0	19	89	95	93,68%
9.	18	1	0	0	0	19	95	95	98,94%
10.	19	0	0	0	0	19	100	95	100%
Average									94,73%

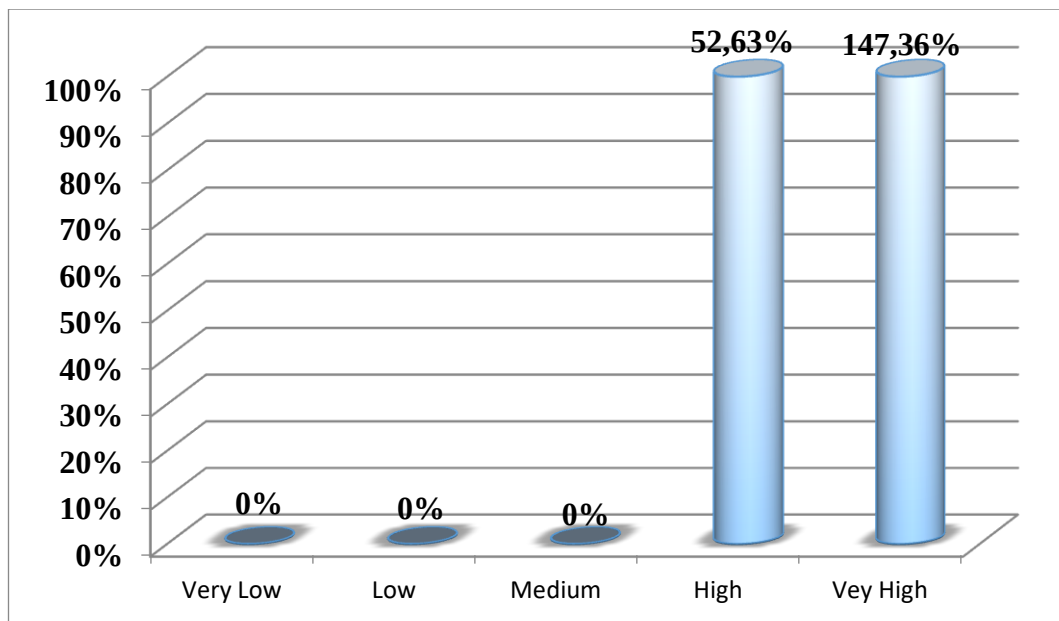
Table 4.13 The students' score (Questioner)

The end-of-study questionnaire revealed strong evidence that Quizizz positively impacted student motivation. In response to the first statement - "I feel more excited to learn English when using this

application" - we saw overwhelming agreement, with 10 students strongly agreeing and 9 agreeing. This clear consensus demonstrates how effectively Quizizz enhanced engagement in English lessons.

The data showed particularly striking results in statements #7 and #10, where we achieved perfect 100% positive responses. While scores varied slightly across indicators, even the lowest response rate remained high at 88.4%. Most remarkably, the average motivation score across all questions reached 94.73%, providing compelling evidence that Quizizz significantly boosts student enthusiasm for learning.

The table above can be presented in the following graphic:



Graph 4.10 Classification of students score questioner

4.2. Discussions

4.2.1. General Response of Research Problem

This research addresses the challenge of low student motivation caused by repetitive, uninspiring teaching methods that lead to disengagement in class. To combat this issue, the study explores how implementing Quizizz - an interactive game-based learning platform - can revitalize classroom energy and boost student motivation. By incorporating this digital tool into lessons, we aim to transform passive learning into an active, engaging experience that captures students' interest and improves their focus.

a. Quizizz application can improve students learning motivation

Prior to the use of Quizizz media, traditional learning tended to be monotonous and made students only passive recipients of information. This often led to a decrease in student motivation and engagement in the learning process. With the inclusion of Quizizz and similar digital media, there is a paradigm shift in learning to be more collaborative, interactive and competitive.

After the implementation of the Quizizz application in the learning process, positive changes began to appear. Students became more active, enthusiastic in answering questions, and more focused on following the material. They respond to learning enthusiastically because they feel like playing while learning. These results show that the use of media that matches students' interests and characteristics is very important in increasing learning motivation and creating a more lively and effective classroom atmosphere.

Quizizz increases student motivation through several ways such as Providing a gamified learning experience, so that students feel learning is a fun and challenging activity. Furthermore, the real-time feedback and leaderboard features encourage students to compete healthily and want to achieve the best rank. In addition, the interactive quiz system allows students to practice questions independently and get immediate feedback,

so they better understand the material and feel confident. Then, the classroom atmosphere becomes more dynamic, students interact more actively, both with the teacher and fellow friends, thus increasing social engagement and intrinsic motivation. The results of this study indicate an increase in student motivation through Quizizz in line with and strengthen the findings of previous research.

So it can be concluded that the use of the Quizizz application significantly increases student learning motivation, both in terms of engagement, learning outcomes, and a more interactive and fun classroom atmosphere. This finding is consistent with previous research comparing conventional and digital methods, where Quizizz proved more effective in increasing student motivation. Your CAR strengthens the empirical evidence that gamification based learning innovations such as Quizizz are very relevant to be implemented in today's digital era.

b. Quiziz make students feel not bored and focus in learning

Based on the observations made by both the collaborating teachers and researchers, student engagement in learning showed significant improvement. The Quizizz application played a key role in this increase, as its interactive and visually appealing format captured students' attention effectively. The tool also contributed to a more lively and enjoyable classroom atmosphere. Additionally, the interactive nature of the tasks encouraged students to think on their feet, respond promptly, and receive immediate feedback, further enhancing their learning experience. In fact, this process helps students learn from their mistakes and strengthens their understanding of the subject matter.

4.2.2. Analysis and Interpretation of Research Findings

After completing the research, the researcher analyzed the data collected from student tests, observation sheets, and questionnaires. Initially, a pre-test was administered to measure students' learning motivation, revealing that most students scored below the Minimum

Completion Criteria (KKM) of 70, with an average score of just 45.78. These low results highlighted the need for intervention, prompting the researcher to implement Classroom Action Research (CAR) using Quizizz media to enhance learning outcomes.

In the second meeting of Cycle I, another test was conducted to evaluate student progress. The results showed improvement 10 students met the KKM, while 9 still fell short. Although this marked progress compared to the pre-test (before Quizizz was introduced), the fact that some students remained below the KKM indicated that further action was necessary. To ensure all students could achieve the target score, the researcher decided to proceed to the next cycle for further refinement and support.

In the second meeting of Cycle II, students were given another assessment to measure their progress. The results demonstrated a clear improvement in learning motivation compared to both the initial pre-test and the first cycle. Students achieved an average score of 86.84, reflecting significant growth. These findings confirm that the use of Quizizz as a learning tool effectively enhanced student motivation throughout the study.

4.2.3. Research Findings versus Theory

The research findings were evaluated in relation to established educational theories. According to the theory (Al Mawaddah et al., 2021) which states that Quizizz is important to use for the learning process because it can increase students' learning motivation. Similarly, Astari Zuri's (2023:59-65) research highlights that the quiziz application can be used as a learning medium that can increase student motivation in learning with various interesting features. The current study confirms these theoretical perspectives, demonstrating how Quizizz's engaging format successfully captures students' interest and enhances their learning drive.

4.2.4. Research Implications Based on Findings

The researcher found the following research implications

- a. The implementation of Quizizz has proven effective in boosting students' learning motivation through its engaging and interactive format.
- b. This digital tool creates an enjoyable classroom environment that encourages active participation. One of its key advantages is the instant evaluation feature, which provides immediate scoring and feedback, allowing both teachers and students to quickly assess understanding.

Additionally, the platform's game-like approach helps reduce learning anxiety, enabling students to absorb information in a relaxed yet focused manner. This stress-free learning atmosphere contributes to better knowledge retention and academic performance. The research successfully achieved its objectives of integrating technology into education, demonstrating how Quizizz can maintain student interest while effectively enhancing their motivation to learn.