The Use Of Quizizz Application To Increase Descriptive Text Writing Skills Of Eleventh Grade Students

Anggreni Nurmika Turnip[1], Mungkap Mangapul Siahaan[2], Partohap Saut Raja Sihombing[3]
Fakutas Keguruan Dan Ilmu Pendidikan Universitas HKBP Nommensen Pematangsiantar,
Indonesia
Email: anggreniturnip11@gmail.com

Abstract

Writing skills are one of the essential skills in learning English. However, many students have difficulty developing ideas, using appropriate vocabulary, and structuring sentences into well-organized paragraphs, especially when writing descriptive texts. This research aims to investigate the effect of using the Quizizz Application on students' writing skills, particularly in writing descriptive texts. This research uses a quantitative method with a quasi-experimental design. The population of this research was eleventh grade students at SMA Negeri 5 Pematangsiantar, and two classes were selected as samples using purposive sampling. The experimental class (XI-4) consisted of 33 students who were taught using the Quizizz Application, while the control class (XI-1) consisted of 33 students who were taught using the conventional model. Data were collected through pre-test and post-test writing assignments, then analyzed using an independent sample test. The results showed that the average score of the experimental class increased from 53,70 on the pre-test to 84,16 on the post-test, while the control class increased from 43,37 on the pre-test to 59,67 on the post-test. Statistical analysis showed that the significance value was 0.000 < 0.05, which means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. This means that there was a significant improvement in students in the experimental class who received the treatment. Thus, this shows that there is a significant difference between the experimental class and the control class. Therefore, the use of the Quizizz Application has a positive and significant effect on students' writing skills in descriptive texts. Based on these findings, Quizizz can be used as an effective and interactive learning medium to improve students' writing skills.

Keywords: Quizizz Application, Writing Skills, Descriptive Text, Quasi-Experimental Research

INTRODUCTION

Language is the main communication tool in humans that functions to convey ideas, thoughts, feelings and information. According to Arief & Muryanti as cited by Defianty et al., (Basra, 2023) language is a tool used by a person to interact verbally with the surrounding environment and other people around. Muna et al., (Mulyati & Evendi, 2020) agree that language is a need required by individuals as a channel to speak with other people. So, language is a human communication system to convey an idea, opinion, thought, message and information to others. Through language, humans can establish social interactions and broaden their horizons in social life. Along with the development of

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increasingly sophisticated times, language is also growing. In everyday life, language development is not only Indonesian and regional languages but also foreign languages such as English, Japanese, German (Purnama Sari, Djamilah, & Ganda Nugroho, 2022).

English is one of the most widely used languages globally and has achieved the status of an international language. According to Raja in Apipudin (Noor, 2020) English is the main international language which is the lingua franca of all nations in the world, so if we want to enter the international scene, we must master English well. In line with Fauzi in Siahaan et al., (Anggoro & Pratiwi, 2023) stated that English as a Global Language is a practical, open and quite appropriate view of English as a Global Language. In Indonesia, English is taught as a foreign language and English is one of the compulsory subjects in schools starting at the elementary school, junior high school, senior high school and even in universities. In line with the opinion of Cesare et al. (Lubis, 2022) in 1967 the Minister of Education and Culture issued a decision that English was officially taught as a foreign language in Indonesian schools. This shows the importance of learning English in the world of education, especially in preparing and equipping students with English competence so that they can participate and communicate both orally and in writing in various life contexts.

English consists of four language skills that are interrelated with each other, namely: listening, speaking, reading, and writing. Among the four skills, writing is often considered the most difficult skill to master in English language learning because it involves various linguistic and cognitive aspects. In accordance with the opinion of Rass (writing is the most difficult skill when learned by foreign language learners. According to Sinaga et al(Rachmawati, Prahani, & Mubarok, 2022) writing is very important because it plays an important role in students' success in learning a language. In addition, Siahaan and Sinaga describe writing as a means of sharing ideas, experiences, stories, problems, and solutions in a way that is straightforward and easily understood by readers. So, writing is a means for someone to express thoughts by requiring skills and abilities to generate and organize ideas, compose arguments, choose the right vocabulary, apply proper grammar, punctuation and correct spelling in writing.

In writing activities, students must have clear goals. The purpose of writing is to pour ideas into writing. According to Graham & Alves (Amany, 2020) it is important for writers to think about why they are writing because it not only affects the type of text used but the information they include. In writing, writers must know several types of texts. According to Siahaan & Sinaga (2020: 1-2), there are twelve types of text genres including: recount, descriptive, narrative, explanation, news story, spoof, report, discussion, hortatory, analytical exposition, anecdote and procedure.

One of the texts that used by researcher in this research is descriptive text. According to Ningsih in Siregar (Ningsih, Sugiyanti, & Ariyanto, 2021) descriptive text is a type of text that uses sensory details to help readers imagine something clearly. Thus, descriptive text provides a description of an object in detail to be easily understood by the reader. However, many students especially at the upper secondary level, face various difficulties in producing accurate and effective descriptive writing. This challenge arises due to a number of factors, such as limited vocabulary, lack of understanding of text structure, and uninterestinglearning methods. Therefore, writing skills require special attention from

teachers or educators so that students can develop their descriptive writing skills optimally (Evendi, 2024).

Along with the times, technology has brought significant changes in the field of education so that various interactive learning media appear that can be used to support and improve the quality of English learning including in writing skills. With the help of technology, new opportunities increase learning efficiency, facilitate access to various educational resources and build skills that are suitable for the digital era (Tekege, 2017: 42). Technology makes it possible to use various digital tools and platforms in the educational environment, including computers, internet, mobile devices, application software that can make learning interactive. There are several interactive software used in the classroom including Kahoot, Quizizz, FlipQuiz, Duolingo, Ribbon Hero, ClassDojo, and many more (Rahayu, Zuhri, Ariyanto, & Wibawa, 2025). One of the most popular and widely used applications in learning English is the Quizizz Application. Quizizz is a game-based learning application where teachers create interactive, fun and motivating quizzes for students. It can be accessed online through smartphones, tablets or computers and supports face-to-face and distance learning, making it a very flexible and accessible platform. According to Azzahra & Pramudian(2022: 3205), Quizizz has two main features, namely: lesson feature and quiz feature. The lesson feature has advantages that distinguish it from other media because it is equipped with text, images, videos and sound. This feature can also combine teaching material with feedback in the form of quizzes in the form of multiple choice, short form, and true-false answers that can be modified to hone students' understanding in various aspects of English including grammar, vocabulary and sentence structure and can hone all four English skills. Listening skills can be honed by using audio-video features, reading skills can be honed by using text features, speaking skills can be honed by using voice features through audio answers and writing skills, Quizizz provides an essay answer format so that using the Quizizz Application can improve students' English skills (Amin, Saputra, & Maryati, 2023). According to Lim and Yunus), the use of Quizizz in English language learning can increase motivation, active participation and significant student learning outcomes. Another study byChotimah and Nurhayati (Amiroh & Afifah, 2021) showed that the use of Quizizz in writing activities can help students understand text structure, enrich vocabulary and build sentences correctly (Siregar, 2021a).

Interactive learning media such as Quizizz can encourage students' independence and confidence in writing English texts. However, during my Internship Program (PPL) at SMA Negeri 5 Pematangsiantar from October 10, 2024 to January 25, 2025, there are still many English teachers who use conventional models in teaching. These models often makes students less interested, especially in writing skills. The lack of using interesting learning models as well as the lack of interactive tools and feedback causes the English learning process to be monotonous and less effective. As a result, many students are unenthusiastic and unmotivated to learn, especially in completing writing assignments. Writing skills cannot be improved solely through lecture model or textbook; students need a more creative approach in order to develop their ideas actively and independently. In line with Akbar et al,. (Siregar, 2021b) argue that through the creation of an interesting and fun learning environment, the use of technology in education by using simulations, learning games, and interactive multimedia can help increase students' enthusiasm and interest in learning new

things. Therefore, it is crucial to explore some innovative learning models that can improve students' writing skills while making the teaching and learning process meaningful and fun. Especially with the times where the younger generation is very familiar with technology and digital applications (Jamarudin, Pudin, Dewi L, Syehabudin, & Tentri, 2022).

With the background that the researcher found, the researcher is interested in examining the use of learning media with the title The Use of Quizizz Application to Increase Descriptive Text Writing Skills of Eleventh Grade Students at SMA Negeri 5 Pematangsiantar. This research aim to determine whether the use of Quizizz in English language learning has a positive impact on students' descriptive text writing skills, especially in generating ideas, composing paragraphs and creating paragraphs accurately. This research will be expected to contribute to the development of an effective and fun application technology- based English learning model.

METHOD

In this research, the researcher used quantitative research methods. According to Ary et al., (2014: 27 as cited by Siahaan, 2024: 890), quantitative research is a deductive approach that aims to analyze relationships or cause and effect, using large samples, and presenting and analyzing data using numbers and statistical tests. In this quantitative research, the researcher used a quasi- experimental design. A quasi-experimental design is a conclusive method because the researcher gives different treatments to the sample and then compares the effects that occur on the sample (Arta, Ratminingsih, & Hery Santosa, 2019). This method involves two groups: an experimental group that received a specific treatment and a control group that does not received any treatment. Data was collected through giving pre-tests and post-tests to the students for measure the effectiveness of the Quizizz Application to descriptive writing skills achievement. The quasi-experimental design was chosen because it allows for the testing of cause-and-effect relationships in real-world conditions without full randomization of research subjects.

This research was carried out at SMA Negeri 5 Pematangsiantar, located at Jl. Medan Km 6.8, Kecamatan Siantar Martoba, Kota Pematangsiantar. The researcher conducted the research in the odd semester of the 2025/2026 academic year.

According to Creswell as cited by Rahmadiyah (2020: 29), a population is a group of individuals who share the same characteristics, which forms the basis for data collection in research. The population in this research consisted of eleventh grade students at SMA Negeri 5 Pematangsiantar in the 2025/2026 academic year, odd semester, comprising 10 classes with 33-36 students per class. The total number of eleventh grade students in all classes is 343 students.

Based on the above population, the researcher selected two classes as the research sample. The researcher used purposive sampling. According to Subhaktiyasa (Nasihah & Elfiyanto, 2022). purposive sampling is a sampling technique in which subjects are deliberately selected based on certain criteria deemed relevant by the researcher. Before determining the sample classes, the researcher discussed with the English teachers in grade XI about the learning media used in this research. From this discussion, the researcher concluded that classes taught by the same teacher and using the same material would be used. Therefore, the researcher selected class XI-1, consisting of 33 students, as the

experimental class and class XI-4, consisting of 33 students, as the control class. Thus, the total sample used in this research was 66 students.

A research instrument is a tool that is used to measure observed phenomena and social phenomena (Kusumawati, Supeno, & Lesmono, 2020). Instrument is designed to measure variables that are determined in the research in a systematic and structured manner. In this research, the instrument used pre-test and post-test. Thepre-test was given to the experimental class and the control class. The pre-test was used to determined the students' initial ability in writing descriptive texts. The post-test was given after the treatment was completed to determine the ability improvement in writing descriptive texts using the Quizizz Application. Both tests were designed with different questions. The test in this research was an essay test with one question whose answer was tailored to the student's characteristics or observations. The research instrument was administered at SMA Negeri 5 Pematangsiantar. This test was designed based on the basic competencies listed in the English curriculum book for eleventh grade, specifically on the material descriptive texts. Assessment was conducted using a rubric developed based on theories from expert, ensuring that the results obtained were objective and comprehensive, and reflected the students' abilities.

RESULT AND DISCUSSION

Data Analysis of The Research

In this chapter, the researcher presented the test results obtained from the pre-test and post-test in the experimental class and the control class, which were compiled and presented systematically. This data forms the basis for presented the research results to determine the effect of using the Quizizz Application to increase descriptive text writing skills in the eleventh grade at SMA Negeri 5 Pematangsiantar in the 2025/2026 academic year.

This section presented statistical data from the pre-test and post-test results in the experimental and control classes. The data was obtained through a written test that focused on students' ability to write descriptive texts. This test aimed to determine the extent to which students' writing skills have developed after being given different treatments in each group. Therefore, the data generated from the pre-test and post-test form the basis for analyzing the differences in learning outcomes between the experimental and control classes. In this research, the experimental class was given treatment using the Quizizz Application in learning as an effort to improve students' writing skills, while the control class continued to use the conventional model (Bracewell, 2020). The results of these two tests were used as the main data to determine the effect of using the Quizizz Application to increase descriptive text writing skills in the eleventh grade at SMA Negeri 5 Pematangsiantar.

Based on preliminary research in class XI of SMA Negeri 5 Pematangsiantar, students needed assistance because their descriptive writing skills were still low. The population in this research was all students in class XI of SMA Negeri 5 Pematangsiantar in the 2025/2026 academic year. The sample wastaken from two groups. One group was used as the experimental class and one group as the control class. The number of students involved was 66, consisting of 33 students in the experimental class and 33 students in the control class. The control class was taught using the conventional model (textbook

The Analysis of Data

The pre-tests and post-tests from each sample, both the experimental class and the control class, were collected as part of this quantitative research and then analyzed further. The researcher obtained the results of the students' descriptive text writing tests using a quasi-experimental research method. The assessment was based on writing skill assessment criteria.The amount of research data, maximum and minimum values, mean, and other characteristics are described and analyzed using a statistical approach.

Table 1. Descriptive Analysis

N		Minimum	Maximum	Mean	Std. Deviation
Pre-tes Exp	33	38	78	53.70	9.831
Post-test Exp	33	74	92	84.15	5.712
Pre-test C	33	25	64	43.36	10.117
Post-test C	33	38	75	59.67	8.891
	33				

From the table above it can be concluded as follows:
1. There were 33 students in each class, denoted by the letter N.
2. The experimental class pre-test scores ranged from 38 to 78, with an average of 53.70 and a standard deviation of 9.831. The experimental class post-test had a minimum value of 74, a maximum value of 92, an average of 84.15, and a standard deviation of 5.712.
3. The control class pre-test had a minimum value of 25 and a maximum value of 64. The standard deviation was 10.117, while the mean was43.36. While the lowest post-test value of the control class was 38 and the highest value was 75, with an average value of 59.67 and a standard deviation of 8.891.

Independent Sample Test

Table 2. Independent Sample Test of Pre-test and Post-test

		Levene's Test		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	ig.	f		ig. (2-ailed)	Mean Difference	Std. Error Difference	ower	pper
asil	Equal variances	.172	145	3.310	4	000	24.485	1.840	20.810	28.160

						2	1		2
a ssume d									
E qual varian ces not assum ed			3.31 0	4.57 5	000	4.485	.840	0.79 8	8.17 2

Based on the results of the independent sample T-test, it can be concluded that there is a statistically significant difference between the pre-test scores of the experimental class and the control class. The significance value (sig 2-tailed) of 0.000 < 0.05 indicates that the average pre-test scores of the experimental class and the control class are significantly different. Thus, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. This difference shows that the treatment given by the research had an impact on one of the classes, resulting in an increase or change in the post-test results. In other words, the use of the Quizizz application contributed significantly to improving the descriptive writing skills of grade XI students at SMA Negeri 5 Pematangsiantar

Research Findings

Based on the data analysis, the research question in answered as follows: The students' writing skill in descriptive text by using Quizizz Application of the eleventh grade at SMA Negeri 5 Pematangsiantar can be seen in Based on Figure it can be seen that the descriptive writing skills of grade XI students at SMA Negeri 5 Pematangsiantar who were taught using the Quizizz Application showed a significant improvement. In the initial test, the lowest score was 38 and the highest score was 74, with an average of 53.70. After being taught using the Quizizz Application, the post-test results showed a clear improvement, with the lowest score rising to 72, the highest score reaching 92, and the class average increasing to 84.16. This data proves that the use of the Quizizz Application has a positive impact on the descriptive writing skills of grade XI students at SMA Negeri 5 Pematangsiantar. The descriptive writing skills of students without using the Quizizz application (Solomon, 2019).

Figure 4.2 shows the results of the control class, where students were taught using a conventional model (textbook). On the initial test, the lowest score was 25 and the highest score was 38, with an average of 43.37. After the learning process, the post-test showed an improvement, with the lowest score rising to 64, the highest score reaching 75, and the average increasing to 59.67. These results indicate that students' descriptive writing skills developed through conventional learning, although the improvement was not as significant as that achieved by the experimental class, which used the Quizizz application as a learning medium. Findings from the control class show that the conventional model can still help students improve their descriptive writing skills, especially in understanding text structure and correcting basic errors in grammar and vocabulary. However, because learning takes place conventionally in the sense that it is teacher-centered and interaction between students is very limited, their progress tends to be slower. This explains why the increase in scores

in the control class was not as significant as in the class taught using the Quizizz Application learning media.

The significant effect of using the Quizizz application on the descriptive writing skills of students in grade XI at SMA Negeri 5 Pematangsiantar can be seen in
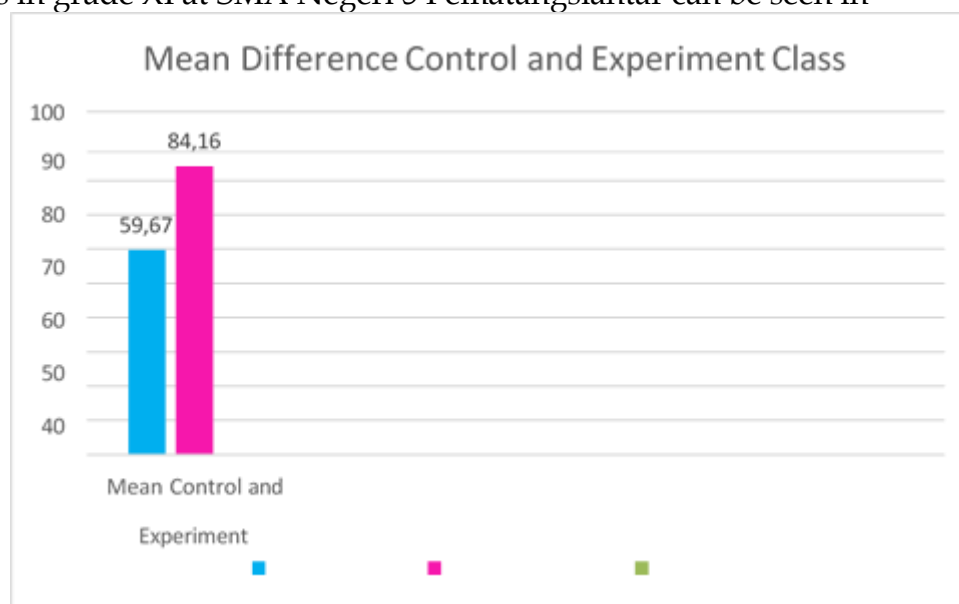

Figure 1. Mean difference control and experiment class

shows the results of comparing the average post-test scores between the control class and the experimental class. The control class, which was taught using the conventional model, obtained an average score of 59.67, while the experimental class, which was taught using the Quizizz Application, achieved a higher average score of 84.16. The t-test results based on the above scores using IBM SPSS V24 showed a significance value of 0.000, where $0.000 < 0.05$, meaning that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Thus, it can be concluded that the use of the Quizizz Application can significantly improve the descriptive writing skills of students in grade XI at SMA Negeri 5 Pematangsiantar.

Discussion

After conducted the data analysis process, several findings were obtained that could answer the research problems:

1. The pre-test in the control class, the average score was 43.37. Meanwhile, when conducted a pre-test in the experimental class, the average score was
   1. 53.70. Both samples had average scores below the minimum passing grade.
   2. From the post-test results obtained by the researcher, the average post-test score in the experimental class was 84.16 and the average post-test score in the control class was 59.67.
   3. The difference in the average post-test scores found by the researcher showed that the treatment using the Quizizz application resulted in a greater increase in scores compared to using the conventional model in the control class. From the results of this research, it can be significantly concluded that the use of the Quizizz application has an effect to increase the descriptive

writing skills of students in grade XI at SMA Negeri 5 Pematangsiantar (Winarni, Slamet, & Syawaludin, 2021).

The class that received treatment using the Quizizz Application learning media obtained better scores because the application provided a more interactive learning experience, namely by presenting material in the form of powerpoint presentations and various sample questions that supported student understanding. In addition, the use of the Quizizz Application made students more motivated to study independently without pressure, thereby increasing their frequency of studying. However, there are several weaknesses in the use of the Quizizz application, including: 1) while working, students can open new tabs, meaning that students can easily log in using other methods to find answers, 2) in terms of time, students who initially ranked at the top have the potential to experience a decline in ranking due to improper time management,3) students who join late can be an obstacle (Permatasari, 2017).

CONCLUSION

Based on the findings and data analysis in the previous chapter, it can be concluded that the use of the Quizizz application has proven to be effective in improving the descriptive writing skills of students in grade XI at SMA Negeri 5 Pematangsiantar. The final exam statistics for the experimental class showed a significant improvement compared to the control class, which was taught using the conventional model. The average post-test score for the experimental class was 84.16, while the control class had an average post-test score of 59.67. The average post-test score for the experimental class was higher than the average post-test score for the control class. The significant value (2-Tailed) obtained shows that H0 is rejected, meaning that it can be concluded that the use of the Quizizz application can help 11th grade students at SMA Negeri 5 Pematangsiantar in writing descriptive texts.

After the implementation of Quizizz in the experimental class, students were able to understand the generic structure, language features, vocabulary, and specific information more easily compared to the conventional model. Therefore, the Quizizz application can be considered as an effective alternative and interactive learning medium in English teaching, especially in writing skills. This application is able to minimize students' difficulties while increasing their motivation to learn. However, there are several limitations in its use. Teachers still need to provide supervision to ensure that students do not misuse the application. Therefore, the use of the Quizizz application as a learning medium should be done in a targeted and balanced manner with other learning media.

Suggestion

Based on experienced and observations during the Teaching Internship (PPL) at SMA Negeri 5 Pematangsiantar, several problems related to writing descriptive texts in English were found. Therefore, the suggestions in this research were specifically aimed at overcoming these problems.

1. Students are encouraged to actively participate in class activities, especially when learning using learning media such as the Quizizz Application. This media allows students to develop writing skills through its features. Students are also advised to take advantage of feedback from classmates, friends, and teachers to improve their results. In addition, students can also utilize available resources, such as dictionaries

or other learning applications, to enrich their vocabulary. Finally, maintaining a positive attitude towards learning English is very important to achieve better results.

2. Teachers are advised to use interesting learning media or models. One of them is the Quizizz Application. In this teaching method, students can be encouraged to participate actively. Providing clear instructions and examples can help students understand its benefits. Teachers must also create a supportive environment that encourages students to express their ideas without fear of making mistakes. Regular monitoring and feedback are very important to guide students in their writing practice.

3. Future researchers are advised to explore the Quizizz media further by applying it in different contexts. The results of this research are also expected to be used as additional references for future researchers, especially those who want to further explore the use of digital applications or technology-based media in English language learning. Subsequent researchers can also combine Quizizz with other learning media or methods to identify synergies that maximize student learning. They can also develop this research by expanding the sample, testing other language skills, or comparing the Quizizz application with other digital learning media

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