

Quizwhizzer Game in Teaching Past Tense Mastery: An Experimental Research

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A B S T R A C T

The purpose of this research was to find out the effectiveness of Quizwhizzer in teaching past tense mastery. It used true experimental research as the research design. This research was conducted on tenth grade students of SMK N 1 Batealit academic year 2024/2025. The sample of this research was XI AK 2 as the experimental class and XI APHP 1 as the control class. Each class consisted of 36 students. This research used simple random sampling to take the sample. The data were obtained by simple present test which divided into pre-test and post-test and the data was analyzed using SPSS. The result of the data of pre-test showed that the mean of experimental class was 64,38 and control class was 64,13. The mean score of post-tests in experimental class was 84,88 and the mean of control class was 81,61. The t-test of post-test showed that the sig (2-tailed) < 0,05 (0,004 < 0,05). Based on the hypothesis testing, H_0 was rejected and H_a was accepted. It means the data was significant differences. Based on the findings and the discussions of this research, the researcher can conclude that using Quizwhizzer was effective to improve students past tense mastery at tenth grade of SMK N 1 Batealit.

Keywords: *Quizwhizzer, Past Tense, Writing Skill.*

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INTRODUCTION

English is one of the important of foreign language to learn. In addition, English has become the language international in the world. According to Wintle (2020) language is linguistic adjustment in relation to the environment are important in order to maximize communication. English is expected to bridge the necessary information gap, facilitate communication with outsiders where the mother tongue is not reliable (Susanto et al. 2020). Therefore, the Indonesian government has recommended English as one of the compulsory subject that must be taught in school.

Many terms that we can learn from English, such as vocabulary, speaking, listening, literature, pragmatics, grammar, etc. Teaching English as subject in schools involves learning four skills. They are listening, speaking, reading, and writing. Writing skill not only requires the use of a large vocabulary while writing a paragraph, but also correct grammar along with other rules of writing. Grammar becomes one of the parts that is important when we study English. People tend to focus on the learning of grammar to make a good writing and in a good speech. According to Alfayed (2017). Mastering grammar, the students would be able to produce many sentences easily either spoken and written (Ilam et al. 2022). Tenses are part of English grammar and one of the most important components of language. Through mastery of tenses, students will be able to communicate in accordance with effective use of time in English (Hasibuan et al. 2024).

Grammar plays a central role in second language acquisition because it provides the structural system that enables learners to produce meaningful and accurate communication. Within this system, tense and aspect are particularly important, as they allow speakers to

locate events in time and express temporal relationships clearly. The English past tense, for instance, requires learners to understand both form and function, including verb inflections, distinctions between regular and irregular verbs, and appropriate usage across contexts. Research in Second Language Acquisition highlights that grammar learning is most effective when it combines explicit instruction with meaningful practice, allowing learners to notice patterns while actively using the language (Ellis, 2016; Nassaji, 2017). Recent studies also suggest that interactive and technology-supported environments can facilitate deeper grammatical understanding by increasing engagement and providing immediate feedback, which are essential for internalizing complex structures such as tense systems (Godwin-Jones, 2018; Lai & Zheng, 2018). Consequently, integrating innovative instructional approaches into grammar teaching is not merely a pedagogical preference but a necessary response to ongoing challenges in helping learners achieve grammatical accuracy and fluency.

Based on the researcher observation and interview with a teacher in SMKN 1 Batealit, the researcher found some problem in English Learning especially in Tenses. The problem is that student's difficulties in making sentences correctly in the form of Past Tense. Beside that the researcher got the information from the teacher, the number of student scores that are still minimum KKM. The KKM at school is 75 and there are still 60% of students score below KKM in learning English. If this is left unchecked it will have a negative impact on students' interest and English learning skills. English learning activities must be adapted to students' interests, character and needs. The solution to this problem is that the teachers need to use learning media which is expected to improve students' abilities.

According to Puspitarini, Y. D., & Hanif, M. (2019) learning media that is utilized appropriately in the learning process will become a more effective and efficient support tool in achieving the learning objective (Puspitarini and Hanif 2019). Learning media can also increase and direct students' attentions, so that it can create learning motivation, direct interaction between students and the involvement and the possibility for students to learn independently according to the abilities and interests (Magdalena et al., n.d.).

One of the innovative media used is Quizwhizzer. According to Wahyuningsih et al (2021) state that Quizwhizzer is an educational game application that is narrative and flexible. This application is part from being medium to convey learning material can also be used as an evaluation interesting medium and fun learning (Wahyuningsih et al. 2021). With easy access to media current learning, teacher can use and evaluation media through Quizwhizzer application, so that it can achieve educational goal.

Several research result show that the teaching vocabulary using Quizwhizzer game is effective for improving students' vocabulary ability at SMAN 1 Blitar (Felix et al. 2024). Using Quizwhizzer to teaching vocabulary is effective for improving students' vocabulary ability of seventh grade SMPN 2 Rembang in academic year 2021/2022 (Oktika et al. 2023). Quizwhizzer game as gamification provides valuable insights into the effectiveness of gamified learning activities in enhancing students' motivation and academic performance in English (Fauzi and Rachman 2024).

However, from the result of the several studies conducted, there are several aspects that need to be updated by researchers with previous research, namely in this study the researcher want to know the effect of using Quizwhizzer on past tense which wasn't present in previous research. Realizing the benefits of Quizwhizzer, it is necessary to be conducted research in order to prove whether Quizwhizzer media has significant influence to improve on past tense mastery of tenth grade students at SMKN 1 Batealit. So, the researchers would like to conduct as a research untitled "The Effect of Quizwhizzer on Past Tense Mastery of Tenth Grade Students at SMKN 1 Batealit Jepara"

METHOD

In this research, the researcher conducted quantitative method through experimental. Experimental research is a research method that is used to find a specific treatment effect against the other in uncontrolled condition (Mubarok 2015). The researcher was applied a true

experimental research. The population of this study included all students in class Tenth at SMKN 1 Batealit in academic year 2024/2025. The researcher used simple random sampling by using lottery technique to get the data. . The researcher used simple random sampling because the population in this research was homogeneous. In this research, 72 students in two classes become the sample of the research. The researcher took Tenth AK 2 as the experimental class that had 36 students and Tenth APHP 1 as the control class that had 36 students.

The researcher looked at the validity of the questions to be evaluated before administering the pre-test and post-tests. In order to collect enough information, researchers conducted four meetings. During those meetings, there was pre-test meeting, three treatment meetings, and one post-test meeting. Pre-test and post-test used for both of experiment class and control class. The pre-test is a test conducted before treatment, it assessing students past tense mastery before intervention. The experimental class received a treatment which is using Quizwhizzer, while the control class only using conventional medium the treatment in the experimental class was conducted by applying the Quizwhizzer medium in English lessons for four meetings. Furthermore, post-test was held to measure students' abilities afterwards. The researcher used the test as the instrument for collecting data. Testing is one of the measurement methods to collect information about the characteristics of an object (Widoyoko 2016). The data analysis test were the normality test, homogeneity test, and Independent sample T-test will be analyzed by using SPSS 25. The analysis of data employs descriptive statistical techniques utilizing independent samples t-test. The evaluation condition for the hypothesis is as follows: (a) If $t_{test}(t_0) > t_{table}(t_t)$, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. (b) If $t_{test}(t_0) < t_{table}(t_t)$, the alternative hypothesis (H_a) is rejected the null hypothesis (H_o) is accepted. This statistical method ascertains if there are significant disparities in student achievement between two classes, providing a detailed comparison of their performance

FINDINGS AND DISCUSSION

This chapter includes a presentation of experiment results that have been carried out by researchers. The pre-test was given to classes Tents AK 2 and Tenth APHP 1 with a total of 72 students. The researcher designed an instrument by presenting multiple-choice questions, the question given have been tested in previous validity classes. Based on the validity test results, the researcher provided 30 questions. A pre-test was conducted to assess students' initial abilities in English listening skills. The outcomes were displayed in Table.

Table 1. Test of Normality

Class		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Result		Statistic	df	Sig.	Statistic	df	Sig.
	pretest_control	0,158	36	0,024	0,957	36	0,172
	post_control	0,149	36	0,042	0,971	36	0,461
	pretest_eksperiment	0,165	36	0,014	0,951	36	0,116
	post_eksperiment	0,147	36	0,047	0,950	36	0,107

According to the result of statistical calculations in SPSS 25, the researcher used shapiro-wilk because the sample of the research less than 100. The experimental class pre-test has a significance value of 0,116 while the control class was 0,172. This shows that both data are normally distributed and all the data were above 0,05 (0,116 > 0,05; 0,172 > 0,05). The post-test results indicated a significance value of 0,107 for the experimental class and 0,461 for the control class. The result is more than 0,05, it indicated that both of the data classes is normally distributed (0,107 > 0,05; 0,461 > 0,05). To assess if the data had a same or different variants, a homogeneity test was conducted. The results can be seen in Table 2.

Table 2. Test of Homogeneity

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	2,147	3	140	0,097
	Based on Median	2,255	3	140	0,085
	Based on Median and with adjusted df	2,255	3	138,303	0,085
	Based on trimmed mean	2,195	3	140	0,091

According to the table provided, the significance value shows $0,097 > 0,05$. It indicated that the data was homogeneous. The data declared homogeneous if the significance value was higher than 5% ($\alpha = 0,05$). To see a detailed significance score difference between the pre-test and post-test, researcher used Independent T-test. The results show that the mean score in experimental class for pre-test was 64,38 and for the post-test 84,88. While the mean score in control class for pre-test was 64,13 and for the post-test was 81,61. It means that between the experimental and control groups had difference score. The results can be seen in Table 3.

Table 3. T-Test

		Group Statistics			
Class		N	Mean	Std. Deviation	Std. Error Mean
Result	posttest_control	36	77,58	7,396	1,233
	posttest_eksperiment	36	82,28	6,069	1,012

The table shows that each class had 36 students and a total of both the class were 72 that involve in this study. The experimental group had a mean score of 82,28 with standard deviation was 6,069. While the control group had a mean score of 77,58 with standard deviation was 7,396. It indicated that there is difference means between the experimental group and the control group. The results can be seen in Table 4.

Table 4. Independent Samples Test

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Result	Equal variances assumed	1,737	0,192	2,944	70	0,004	4,694	1,595	1,514	7,875
	Equal variances not assumed			2,944	67,430	0,004	4,694	1,595	1,512	7,877

According to the table 4, it can be indicated that Sig. (2-tailed) of both in experimental and control class were 0,004 which lower than 0,05. The equal variances assumed shown that the result of t was 2,944 with $df = 70$. The mean difference was 4,694, Std. error difference was 1,595. The researcher used t table at the 5% significance level. The data statistic showed that T-test was 2,944 which higher than t table 1,994 ($t_0 > t$ table). It indicated that Alternative Hypothesis (H_a) is accepted. It means that the Quizwhizzer is effective to improve students in past tense mastery.

In this study the researcher used quizwhizzer as learning media. Learning using quizwhizzer can improved their students' past tense mastery because they can be used as an evaluation interesting medium and fun learning. In implementing past tense with

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Quizwhizzer, the researcher asked students to find out the material of past tense individually. Then, the researcher created a group to discuss example of past tense was given by the researcher. After that, each group came forward to write down the answer in white board. Before the researcher implemented Quizwhizzer, the researcher gave a pre-test. Then the treatment and gave post-test using Quizwhizzer for the students.

Based on the findings, it can be concluded that students who were taught using the Quizwhizzer got higher score than students who were only taught using the conventional media. Students in experimental class were more active and interested in learning process than the students in control class. Students in the experimental class were able to follow directions and instruction well during the Quizwhizzer media. This research was to know the significant effect of Quizwhizzer in teaching past tense. Before the researcher gave the treatment to students, the researcher gave pre-test in experimental class and control class. The pre-test was used to measure the students' past tense. Next, after the researcher gave treatment, the researcher gave post-test to the student. Post-test used to know the students' past tense mastery after getting the treatment. Based on the observations during the use of the Quizwhizzer shows that this medium can increase students' interest and motivation in learning.

This media has succeeded in creating a fun learning, where students feel encouraged to more focus and try to understand each question which are given (Sandoval et al. 2023). In this research activity, not only students get a new experience, knowledge and abilities, but the teacher also attend and participate help accompany students to increasingly understand the importance of integration (Samad 2024).

Based on the findings, it can be concluded that the students who were taught using the Quizwhizzer got higher scores than students who were taught using conventional media. They gained a better understanding of the material. It is similar to Oktika, et al (2023) who found that students who received teaching using Quizwhizzer games as an effective method in teaching and learning activity, as a learning activities are enjoy, active, and fun. Thus, Quizwhizzer is recommended used of process in teaching and learning english

CONCLUSIONS

The findings of this study indicate that the use of QuizWhizzer has a positive effect on students' mastery of the past tense. The mean score of the pretest in the experimental class was 55.88, reflecting a relatively low level of initial proficiency. After the treatment, the mean post-test score increased to 80.85, which was higher than that of the control class (76.85). Statistical analysis revealed a significance value of 0.004, which is lower than the threshold of 0.05, indicating a statistically significant difference between the two groups. In addition, the learning process showed that students were more engaged and actively participated when the game-based platform was implemented. These results suggest that QuizWhizzer is effective in improving students' past tense mastery while also fostering a more engaging learning environment. Therefore, it can be considered a suitable and effective instructional medium for teaching English grammar at the secondary school level.

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