The Use of Quizizz to Develop Instructional PJBL Practices in Teaching Writing

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Article Info	Abstract
	This research aims to explain the use of Quizizz to develop instructional PJBL practices in teaching writing to the eighth-graders of MTs Ihsaniyah Balapulang, Tegal. This research applied mixed-methods research design and the concurrent embedded design. There were 30% quantitative data which were collected through students' formative assessment and 70% qualitative data which were collected through observation, documents, and interview. This study involved an English teacher and 19 students of MTs.Ihsaniyah Balapulang. The instruments used were observation checklist, interview, documentation, and formative test. The researcherss did the validity, reliability, practicality, authenticity and T-test. The T-test result shows that the sig (2-tailed) value is 0.00 <0.05 and the t-count (5.759) > t-count (2.1009). Thus, it can be concluded that the hypothesis used in this study was accepted. It means that the use of Quizizz to develop instructional PJBL practices can be said to be effective. The teaching and learning observation in the classroom also show that the English teacher was able to effectively conduct the teaching of writing recount text, and the students were enthusiastic about participating in writing lessons using PJBL and Quizizz. Therefore, Quizizz and PJBL can be considered as an effective approach to improve students' writing.

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INTRODUCTION

Teaching English in modern times like today is a challenge for English teachers. Teachers are required to be as creative as possible to create a learning model with a suitable approach to adjust the online and offline teaching and learning activities. As in the 2013 curriculum which has been implemented for more than 5 years in Indonesia and has received a lot of criticism and suggestions from various groups especially from teachers, it integrates several scientific disciplines and provides meaningful experiences to students. They are required to understand the concepts to be studied in their entirety and by the facts so that a scientific approach is created in the 2013 curriculum. Several learning models are suitable for this approach, namely discovery learning, problem-solving, and project-based learning. Flemming (2000) stated that a project can generate many opportunities to help students find academic goals, and develop personal, social, and technological talents so that they are incorporated into these interdisciplinary connections.

Furthermore, this PJBL challenges students to think creatively, independently, and responsibly so that they can achieve the desired language learning goals. In language learning, four skills must be mastered by students, namely speaking, listening, reading, and writing. From the explanation that has been described, the appropriate skills to be applied in project-based learning, one of which is writing skills. Unfortunately, students' interest in writing is very low because they have not been able to understand a learning model that can help them focus on writing and its steps that are not boring. This situation has happened to the researchers's English class. When the researchers asked the students to write a simple story just like a simple descriptive text individually at the appointed time, they still needed a long time to finish the writing and the results were not satisfying. They also think that writing is a very difficult skill. As Richards and Renandya (2002) in their book convincing that writing is a difficult skill, the difficulty that students find is in building ideas and putting them in writing kinds of text.

In learning English, several types of text must be mastered by students, especially in the eighth grade of Junior High school which is precisely written in the 2013 curriculum in the second semester, one of which is recount text. The text describes experiences or tells an event that has happened in the past. Many students still find some difficulties. As mentioned by Ratminingsih (2015) and Rintaningrum (2023), the difficulty faced by students is at the orientation and re-orientation stage, they lack ideas to unify their sentences. From these problems, the researchers observed the teacher at MTs Ihsaniyah 01 Balapulang who has applied the learning models needed by students, namely PJBL. After applying those learning models, he reveals that the students still also need an atmosphere of fun learning and teaching processes, so that the material of recount text is understandable and well absorbed. Then, he combines the PJBL model with the application which serves fun learning. Fun learning can be created through game-based learning. There are lots of game-based learning, such as Quizizz. Macnamara and Murphy (2017) and Goksun and Gursoy (2019) stated that Quizizz is a learning application that applies the concept of a game. Quizizz can also be used to create classroom learning and test preparation (Dean, 2017). This application brings a multiplayer activity room into a class to create fun learning, provides practice questions that can be carried out in the classroom or remotely, and also provides some fun features such as themes, avatars, music, etc. Students can also see the score they have achieved and the comparison of other participants' scores. Quizizz is well known as game-based learning for some researchers and has been proven by so many studies about the implementation of Quizizz and also PJBL. Those only reveal about the implementation of one method, the result only shows the effect or the effectiveness of one method between PJBL or Quizizz such as the research on the implementation of PJBL that has been conducted by Salsabila (2018). The study aimed to determine how project-based learning can help improve students' writing skills to program textual form. The students can produce the written text individually and in groups. The data shows that PJBL can improve students' writing skills, among which students have improved the skills of procedural text concepts involving social functions, schematic structure, and language function. Tsiplakides and Fragoulis (2009) reveals that the purpose of their study is to investigate the use of project-based learning in English writing

classes to increase students' awareness of environmental issues. It was conducted in the English Department of Sabharata College of Arts and Education. The participants were 34 English-speaking students. The results of this study based on an open-ended questionnaire with students' reflective diaries and teachers' notes show that PJBL enhances students' content knowledge about the environment and English skills. Furthermore, the result of the study shows the students' autonomous transversal skills and self-confidence in using English in contexts increase. Finally, the PJBL experience increases students' knowledge about the environment and how to protect it. The purpose of this study is to provide the knowledge needed to understand students' experiences and perceptions of PJBL in writing classes.

Zhao (2019) and Priyanti et al. (2019) investigated the effectiveness of Quizizz in enhancing the learning experience of students in the accounting classroom. Quizizz is an educational application that enables students to engage in enjoyable multiplayer classroom exercises. After using Quizizz for classroom exercises, the students show that the implementation of Quizizz brought a positive impact on their learning experience. Some of the classes that used Quizizz has reported higher satisfaction with this application and higher scores in the teacher's teaching evaluation. Wahyuni et al. (2020) conducted research that has the purpose to investigate the effectiveness of using Quizzizz to improve the grammar achievement of eighth-grade students, especially in the use of present simple tense and present continuous tense. The research design was a quasi-experimental study with an inadequate control group design. The population of his study is students at MTs Al-Maslihun Tlogo Blitar which consisted of 360 students. The research instruments were in the form of pre-test and post-test which were analyzed by independent sample t-test. Furthermore, the results show that the result of the t-test is 8446 which is greater than the t-table of 206866. This means that the Quizizz application is effective in increasing the grammar achievement of class VIII students at MTs Al Masihoon Tlogo Blitar. Therefore, he concluded that the Quizizz application can be used by teachers as an alternative tool for learning and teaching grammar especially the present simple tense and the present continuous tense.

Priyanti et al. (2019) and Dolezal et al. (2018) conducted a study that examined the influence of Quizizz on the English study of eleventh-grade students. A quasi-experimental design with a post-test-only control group was used to collect data. The participants of the study were eleventh-grade students at SMA Negeri 4 Singaraja. The experimental group consisted of 37 students from XI IPS 1 who were taught using Quizizz, while the control group consisted of 36 students from XI IPS 2 who were taught using the traditional teaching methodology. Different multiple-choice tests were used to collect data. The results showed that the average score of the experimental group was 83.08 with a p-value of 0.018, while the average score of the control group was 80.77 with a p-value of 0.018. The experimental group had a higher score than the control group (83.08>80.77) and the p-value was 0.018, which is less than 0.05. The findings of the reading comprehension results supported the limited impact of Quizizz, which was determined by assessing the cognitive aspect. In conclusion, Quizizz had an impact on students' reading comprehension.

Juniarta et al. (2020) and Lestari (2019) examined the study that aims to enhance the students' grammar performance in learning relative pronouns by utilizing the Quizizz application. The Participants of the study are 24 students in the Second semester who take Intermediate English Grammar Course at Balitar Islamic College. The methodology of the study is classroom action research which includes 4 fundamental steps: Planning, Implementing, Observing, and Evaluating. The researchers employed tests and Surveys for gathering the data for the study. The investigation revealed that the student's performance in learning relative pronouns improved after they learned the materials and were evaluated by utilizing Quizizz Application. Moreover, they also exhibit positive perspectives towards the use of Quizizz for Learning and assessing Relative Pronouns.

The previous studies above explain the implementation of PJBL and the application of Quizizz which focuses on various scientific fields such as accounting, knowledge and also in the field of education with different skill attainment. While, in

this study, Quizizz is used to strengthen students' comprehension of the general framework of recount text, and its language characteristics, and PJBL is utilized to structure educational tasks on an individual basis for learners, and helped the teacher in giving the project. Through this Quizizz and PJBL, it is hoped that it can help reduce the difficulty in understanding and producing the recount text. The purpose of this study is to explain the use of Quizizz to develop instructional PJBL practices in teaching writing to the eighth-graders of MTs Ihsaniyah Balapulang, Tegal.

METHOD

This research applied mixed-methods research with concurrent embedded design. It is an approach used to investigate a study that combines or associates both qualitative and quantitative forms (Creswell, 2009). The concurrent embedded model is a research method that combines methods qualitative and quantitative research by mixing the two methods it is unequal. The researcherss used 70% qualitative data and 30% quantitative data in this research. It was implemented because this research has an objective to investigate the use of Quizizz to develop instructional PJBL practice in teaching writing recount text with an appropriate syllabus, lesson plan, materials, teaching techniques, assessment and evaluation. The mixed-methods used because this research presented the quantitative data counted by using SPSS programs by counting and considering the result of students' formative assessment as the data sources. The reseachers analyzed the result of pre-test and post-test which is the teacher used as a formative test. While, according to Creswell (2009) one of the purposes of qualitative research is to get the participants' point of view of the occasions, circumstances, and activities that they were included with and of the clarification that they gave around their lives and encounters. The qualitative data are achieved using the methods such as observation, documents, questionnaire and interview. The researcherss observed the teaching and learning process in the class and took some photos and videos to analyzed whole teaching and learning process.

Based on the explanation above, the researchers did mix methods research since she need to find out the qualitative and quantitative information around the use of Quizizz to develop instructional PJBL practice in teaching writing recount text. The researcherss saw the phenomena that happened within the classroom activities, expounded the teacher's activities during the teaching and learning process and need to find out the data statistics of the use of Quizizz to develop instructional PJBL practice in teaching writing recount text.

RESULTS AND DISCUSSIONS

MTs Ihsaniyah Balapulang is a private school located in the district of Tegal, Central Java. This school has students from various remote villages around Balapulang such as Jurang Jero, Semboja, Balaradin, and surrounding villages. Although the students come from remote areas, this school is quite good and famous. This school has implemented the 2013 curriculum since several years ago. Some of the teachers who teach at this school are proficient in the field of IT, and even some teachers have applied IT in the teaching and learning process in the classroom.

The data of this study were obtained through the use of Quizizz to develop instructional PJBL practices in teaching writing recount text. The observation was done by applying classroom observation and recording the teaching process using Quizizz to develop instructional PJBL practices in teaching writing recount text and the learning process by the eighth-grade students of MTs Ihsaniyah Balapulang.

Material Uses in Quizizz

As stated by Chandler (2015) In the Quizizz application, teachers can create and display interactive presentations that provide great features from Quizizz for teaching in the classroom. Teachers can control students in learning, teachers can also insert material and quizzes at once with various types of slides in Quizizz so that learning is interesting, informative, and not boring. What's more interesting for teachers and students is that Quizizz can be accessed for free. Teachers can add slides to a variety of presentations such as text slides with subtitles and bullet point media slides that can be filled with text and media in the form of audio-video images. For

audio and video, teachers need to use a super account but for images, teachers can use a regular account. Teachers can populate a slide-embedded web page with an embedded web page. Teachers also can use Question Slides that can add slides as questions. The researchers has observed the development of learning materials on Quizizz conducted by an English teacher at MTs Ihsaniyah Balapulang; the material developed is in the form of material about personal recount text. He presented the material on the Quizizz by presenting an explanation of recount text in general, then explained about the generic structure of the text, social functions, and language features of recount text which he should not have applied in the genre text learning by the rules in the 2013 curriculum. The language features and social functions must be conveyed implicitly, so as not to reflect conventional learning.

In addition to the material contained in Quizizz and student handbooks, English teachers at MTs Ihsaniyah Balapulang also develop materials using CRT (Creative Recount Text). In CRT, the teacher provides a sheet "The note of writing needs and difficulties" so that, it can benefit teachers and students. For students, writing needs notes can help them express the difficulties they face in written Indonesian, while for teachers, these notes make it easier for teachers to identify students' abilities and difficulties in writing recount text. In addition to writing notes, if in the recount text material taught in the handbook, students are only explained generic structure, language features, and kinds of text, then in CRT the teacher emphasizes several steps that students need to understand in writing recount text, including anecdotes (humorous usage), imagination (fantasy usage), mechanism, vocabularies, structure & tense, and grammar. Overall students can follow learning activities well.

The first research question is how is the use of material for Quizizz implementation in PJBL to teach writing to the eighth-graders of MTs Ihsaniyah Balapulang, as stated by Chandler (2015) In the Quizizz application, teachers can create and display interactive presentations that provide great features from Quizizz for teaching in the classroom. Teachers can control students in learning, teachers can also insert material and quizzes at once with various types of slides in Quizizz so that learning is interesting,

informative, and not boring. What's more interesting for teachers and students is that Quizizz can be accessed for free. Teachers can add slides to a variety of presentations such as text slides with subtitles and bullet point media slides that can be filled with text and media in the form of audio-video images. For audio and video, teachers need to use a super account but for images, teachers can use a regular account. Teachers can populate a slide-embedded web page with an embedded web page. Teachers also can use Question Slides that can add slides as questions. All the material prepared and developed by the English teacher of MTs Ihsaniyah Balapulang. The material was in the form of sheet that showed in Quizizz about personal recount text. He presented the material on the Quizizz by presenting the explanation of recount text in general and the specific material which in this case is personal recount text then explained about the generic structure of the text, social functions, and language features of recount text.

The teacher also showed some examples of personal recount text. From the observation that the researchers did, the teacher has fit the material based on the syllabus of curriculum 2013 especially for the eighth graders. In addition, English teachers at MTs Ihsaniyah Balapulang also develop materials using CRT (Creative Recount Text). In CRT, the teacher provides a sheet "The note of writing needs and difficulties" so that, it can benefit teachers and students. For students, writing needs notes can help them express the difficulties they face in written Indonesian, while for teachers, these notes make it easier for teachers to identify students' abilities and difficulties in writing recount text. In addition to writing notes, if in the recount text material taught in the handbook, students are only explained generic structure, language features, and kinds of text, then in CRT the teacher emphasizes several steps that students need to understand in writing recount text, including anecdotes (humorous usage), imagination (fantasy usage), mechanism, vocabularies, structure & tense, and grammar. Overall students can follow learning activities well.

The practice of Quizizz in PJBL

According to the introduction by Chandler (2015), the implementation of the Quizizz application is as follows: Firstly, Quizizz is a costless

tool that enables educators to swiftly transform introductory and review exercises into enjoyable multiplayer activities for learners. It can be accessed on any device with a web browser and enables you to create your exercises or utilize exercises that other educators have already prepared. No Username or password is necessary. Secondly, to participate in Quizizz games, learners simply need to visit the Quizizz website and input the game code provided by the educator. Once the test is completed, a comprehensive report of the learner's answers will be provided to the educator, which can be downloaded and saved. Thirdly, Quizizz possesses some distinctive features that are not typically found in free game applications. For instance, Quizizz is designed to adapt its progress based on the learners, rather than being controlled by the educators. The educator's dashboard offers exceptional real-time updates on learner progress and also allows educators to personalize each learning exercise.

Finally, certain choices enable the possibility of altering the sequence of the inquiries, deciding whether to incorporate time limits and scoreboards, and even furnishing a compilation of accurate questions and corresponding answers upon completion of the quiz. Equally significant, it furnishes educators with valuable insights into the academic progress of their students.

In this situation, the reseacher recorded from the beginning of the lesson using the project-based learning method enriched with the use of Quizizz. The teacher started the lesson by greeting, motivating, and checking the student attendance and asked the students to pray together. After that, the teacher checked the readiness of students in preparing their phone and their phone's connection. Their phone must be connected with the internet network. The students take advantage of the school's wifi network. After all participants were getting ready to join the class, the teacher started to implement the method and material.

The first step in implementing the PJBL method is that the teacher started the essential questions by asking students to open the material on the Quizizz, which is about the recount text that has been prepared by the previous teacher. After the students opened the material on Quizizz, the teacher asked "Do you like the story? the students answered

"yes" directly and the teacher asked how many character mentioned in the story? The students answered "three". Then, the teacher showed the entire text along with an explanation of the recount text such as the generic structure, kinds of text, and language features. The teacher explained and students paid attention to the explanation, while occasionally asking questions. The teacher also gave the formative test through the Quizizz. The formative test used as the post-test after the treatment. The used Quizizz to hold the formative test because it made the students more interested in learning.

The second step is designing a plan project. In this step, the teacher described the project to be implemented in the Quizizz, and showed the example of some writings project about recount text then, the teacher explained to students the rules in working on this project, namely, students must make a project progress table and record the activities carried out during the project period. The teacher also set the theme of the student project, which is to write a holiday experience story.

The third step is determining the schedule. Teachers and students prepared a project schedule to be worked on. The schedule is prepared by agreement between the teacher and students; it turns out that the project must be completed within three meetings in class.

The fourth step is monitoring the project. At the next meeting, the teacher asked about the progress of the project given earlier. Some students answered that they had just written the beginning of their experience story in Indonesian. The teacher checked the project progress table for each student and some students have finished writing stories in Indonesian and will soon be translated into English. Teacher and students were very enthusiastic about learning activities, there is quite good feedback in the class. At the second meeting after the project was assigned, the teacher rechecked the student project progress table, and it turned out that most students had almost finished working on the project.

The second research question is How is the practice of using Quizizz in PJBL to teach writing to the eighth-graders of MTs Ihsaniyah Balapulang, the first step did by the teacher in the practice of using Quizizz in PJBL was checking the students' readiness in preparing their phone and their phone's

connection. Their phone must be connected with the internet network. While operating the Quizizz, the teacher applied the learning steps in PJBL like gave the essential question to the students about the material showed on the Quizizz. In this situation, the researchers thought that between teacher and students have often used Quizizz in the teaching and learning process. The students have mastered the use of Quizizz so did the teacher. According to the introduction by Chandler (2015), the implementation of the Quizizz application is as follows: Firstly, Quizizz is a costless tool that enables educators to swiftly transform introductory and review exercises into enjoyable multiplayer activities for learners. It can be accessed on any device with a web browser and enables you to create your exercises or utilize exercises that other educators have already prepared. No Username or password is necessary. Secondly, to participate in Quizizz games, learners simply need to visit the Quizizz website and input the game code provided by the educator. Once the test is completed, a comprehensive report of the learner's answers will be provided to the educator, which can be downloaded and saved. Thirdly, Quizizz possesses some distinctive features that are not typically found in free game applications. For instance, Quizizz is designed to adapt its progress based on the learners, rather than being controlled by the educators. The educator's dashboard offers exceptional real-time updates on learner progress and also allows educators to personalize each learning exercise.

Finally, certain choices enable the possibility of altering the sequence of the inquiries, deciding whether to incorporate time limits and scoreboards, and even furnishing a compilation of accurate questions and corresponding answers upon completion of the quiz. Equally significant, it furnishes educators with valuable insights into the academic progress of their students.

The Instructional Media Using Quizizz

The situation in the classroom at that time was quite active. After the students absorbed the explanation from the teacher, the students were asked to do a formative test in the form of 20 multiple choice questions. At that time, the researchers recorded how students worked on the questions through Quizizz. In Quizizz, there are three modes to choose from, namely classic, individual, and team modes. At that time, the teacher chose the classic mode for students. On the main menu of Quizizz students are asked to enter a code that has been given by the previous teacher. Then they type their name in the name field and click start.

While waiting for all students to enter the quizzz, the teacher informed the students that there will be 25 multiple choice questions to be answered. All the student's name was detected on the teacher's screen and the teacher can monitor all the students' activities in the Quizizz. The teacher clicked start tab in order that the students can answer the question. The teacher set the time for about 30 minutes to students to do the test. The teacher always reminds students to work on questions quickly because time automatically continues and the scoring system on Quizizz is based on the speed and accuracy of the students in answering questions. When students did the quizziz, on the teacher Quizizz screen appeared green and red ratings on each question which means "true" for green and "false" for red. By this signal, the teacher can know the easy and difficult questions for the students. After the time is over, on the Quizizz screen, the student ratings automatically appeared from the first to the next rank and a graph appears on how many students answered correctly and incorrectly. Then the teacher discussed the questions that are answered incorrectly. Students paid attention to the teacher's explanation while occasionally asking questions. In Addition, besides using Quizizz application, the teacher developed the instructional media through pictures, audiovisuals, and slides displayed with a projector, so that the learning atmosphere in class is more fun and students are more interested in learning English.

The use of Quizizz in writing recount text with PJBL is more interesting than learning to write recount text only with the PJBL method without using Quizizz. If PJBL is used in learning to write recount text without Quizizz, the activities and learning steps include: Determining basic questions, at this step the teacher might ask about what events or events students have experienced, then proceed with planning projects where students and teachers agree with the rules -rules specified in the project and adjust the project to be done with the material that has been delivered by the teacher. After that, proceed

with compiling a project completion schedule. In this step, the teacher and students make an agreement on how long the project can be completed, for example, one week, two weeks, or 3 weeks. The last step is to test the results of the project, where the teacher asks students to present and show their writing results in front of their classmates. The teacher made questions according to the indicators and basic competencies in the 8th grade English syllabus.

The third research question is how is the use of instructional media using Quizizz in PJBL to teach writing to the eighth-graders of MTs Ihsaniyah Balapulang. After the students absorbed the explanation from the teacher, the students were asked to do a formative test in the form of 20 multiple choice questions. As Bell, (2010)stated that formative tests can be defined as assessments carried out at the end of each discussion of a topic to find out how far the learning process has developed in the project. Formative test is also interpreted as tests that monitor student learning progress during the educational process. A formative test is usually held before or during lectures. However, it is possible that the implementation of the experiment was warned before the final termination of the experiment. At that time, the researchers recorded how students worked on the questions through Quizizz. In Quizizz, there are three modes to choose from, namely classic, individual, and team modes. At that time, the teacher chose the classic mode for students. On the main menu of Quizizz students are asked to enter a code that has been given by the previous teacher. Then they type their name in the name field and click start.

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"true" for green and "false" for red. By this signal, the teacher can know the easy and difficult questions for the students. After the time is over, on the Quizizz screen, the student ratings automatically appeared from the first to the next rank and a graph appears on how many students answered correctly and incorrectly. Then the teacher discussed the questions that are answered incorrectly. Students paid attention to the teacher's explanation while occasionally asking questions.

The use of Quizizz in writing recount text with PJBL is more interesting than learning to write recount text only with the PJBL method without using Quizizz. If PJBL is used in learning to write recount text without Quizizz, the activities and learning steps include: determining the basic question, designing a plan project, determining the schedule and monitoring. The whole step can be done verbally and conventionally without any modern tools and instruction.

The Evaluation and the Effectiveness of Using Quizizz in PJBL

According to Lestari, (2019), Quizizz is an effective way for student teachers to prove their motivation while generating interest and fun while playing Quizziz on online quiz apps. Supported by mei et al. (2018) stated that Quizizz is a very effective assessment tool. Quizizz is a great strategy for developing an evaluative learning environment in the classroom. Quizizz produces a detailed analysis of students' exam answers that can be used as a learning assessment tool for potential improvement. Students are very happy to use Quizizz to complete their exams. The app's fun and interactive interface encourages you to complete the test. In evaluation, the researchers distributed the questionnaire to the students and asked them to answer "agree, strongly agree, disagree, and strongly disagree" on each questions about the use of Quizizz in teaching and learning process. The results of students' responses showed that all students agreed and strongly agreed with the effectiveness of using Quizizz in learning English. After the researchers obtained the result of students' responses, she examines the effectiveness of using Quizizz to develop PJBL learning practices in English classes using the one-sample t-test. A one-sample t-test is a parametric test in which usually the

size is small. The condition is that the data distribution is quantile and normally distributed. A single-sample tester initially wants to test whether the values used differ significantly from the sample mean. Researcherss should perform a normality test before performing a one-sample t-test. A normality test is used to determine whether the error term follows a normal distribution. If the number of observations is greater than 30 the normality test is not necessary because the distribution of the sampling error term is close to normal. For example, if the research use 285 observations it can skip the normality test. Shapiro-Wilk has a difference with the Kolmogorov-Smirnov normality test. Kolmogorov-Smirnov is used to test normality on a large number of samples (> 100), while Shapiro-Wilk is used for small samples (<100). This research used Shapiro-Wilk tests of normality.

Table 1. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Nilai Formatif	.142	19	.200[*]	.914	19	.090

[*]. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

To carry out the one simple test, it is required to carry out a normality test to prove that the data used is normally distributed. The normality test was used with the Shapiro-Wilk method because the sample is $\leq$ 50. The decision for the normality test of Shapiro Wilk is as follows:

- If the significance value is sig. $\geq$ 0.05 then the data is normally distributed
- If the significance value is sig. $\leq$ 0.05 then data is not normally distributed

Based on the normality test results table above, it can be seen that the significance value of the Shapiro-Wilk method is 0.09 > 0.05, which means that the data used is **normally** distributed.

Table 2. The Result of One-Sample Test

Test Value = 75						
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Nilai Formatif	5.759	18	.000	6.42842	4.0835	8.7734

The basis for deciding on the one simple t-test is done by looking at the following:

- If the significance value is sig. (2-tailed) $\leq$ 0.05 then the Ha hypothesis is accepted, otherwise, if the significance value is sig. (2-tailed) $\geq$ 0.05 then the Ha hypothesis is rejected.

- If the t count value $\geq$ t table then the Ha Hypothesis is accepted, otherwise if the t count value $\leq$ t table then the Ha Hypothesis is rejected. To find the value in the t table using a significance value of 0.05 and a df value of 18 as shown in the table above, a t table value of 2.1009 is obtained.

Based on the table of the results of the one simple t-test above, it can be seen that the sig (2-tailed) value is 0.00 <0.05 and the t count (5.759) > t count (2.1009). So it can be concluded that the hypothesis used in this study is accepted, means that the use of Quizizz to develop instructional PJBL practices in teaching writing is effective.

The last research question is how the effectiveness of using Quizizz to develop instructional PJBL practices in teaching writing to eighth-graders of MTs Ihsaniyah Balapulang is. According to Lestari (2019), Quizizz is an effective way for student teachers to prove their motivation while generating interest and fun while playing Quizziz on online quiz apps. Supported by Mei et al. (2018) stated that Quizizz is a very effective assessment tool. Quizizz is a great strategy for developing an evaluative learning environment in the classroom. Quizizz produces a detailed analysis of students' exam answers that can be used as a learning assessment tool for potential improvement. Students are very happy to use Quizizz to complete their exams. The app's fun and interactive interface encourages you to complete the test. To conclude the effectiveness of using Quizizz to develop instructional PJBL practices in teaching writing to eighth-graders of MTs Ihsaniyah Balapulang the

researchers did the validity, realibility, practicallity and authenticity of the formative test on Quizizz. The English formative test was carried out on November 3, 2021. The test was held by an English teacher at MTs. Ihsaniyah Balapulang. 19 participants took the test. The type of test carried out was a live quiz with a class accuracy of 75%. The result of validity showed the indicator found in the English formative test in Quizizz is 16 items that are distributed to 20 questions. After calculating the data, the test is valid because 14 writing questions fit with the indicators in the syllabus, as this research focuses on writing skills. I did the validity test by matching the contents of the test with the recommended indicators in the syllabus used. The indicators indicate what is found in each item of formative questions on Quizizz based on the syllabus.

Besides testing validity, reliability, practicality and authenticity, the researchers also conducted a T-test. Before doing the T-test, she tested the normality of the formative test with the reference score (*KKM*) for English subjects at MTs Ihsaniyah being 75. After the test was declared normally distributed, then the researchers tested the T-test to find out the effectiveness of using Quizizz to develop instructional PJBL practices in teaching writing. The results show that the sig (2-tailed) value is $0.00 < 0.05$ and the t-count (5.759) > t-count (2.1009). So it can be concluded that the hypothesis used in this study is accepted. This means that the use of Quizizz to develop instructional PJBL practices can be said to be effective.

CONCLUSION

Based on the explanation of the findings presented, the researchers can conclude that the English teacher at MTs. Ihsaniyah Balapulang has carried out the learning process by utilizing the latest technology and developing lesson plans, syllabus, and media well even though there have been a few inaccuracies in the learning process, namely when he explained in detail about the recount text material, such as the generic structure and language features which should only be can be conveyed implicitly in the learning process. The difference in implementing PJBL with Quizizz and without Quizizz is in the first step, namely starting with the essential question. In implementing PJBL using Quizizz, in this first step,

the teacher uses Quizizz to start the essential question. In this step also after the teacher explains explaining the material being studied that day, the teacher can give a formative test with notes that students have received an explanation and understand the material presented. The researchers suggests that English teachers should improve their teaching skills, especially in teaching writing up to 8th graders by attending every teaching workshop training seminar and reading many books to enhance their professional development. Also, the evaluation of the learning process must always be carried out to find out how effective the models, methods, and media are applied in the learning process. Hopefully, this research could give a positive effect on all teachers, especially English teachers in Indonesia, in the learning process. This research is still not perfect in terms of assessing students' writing. Therefore, the researchers hope that teacher who will implement the learning process using Quizizz, continue to include assessments of student writing results.

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