The Use of *Quizizz* Web Tool to Support Writing Skills in Arabic

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Abstract

The use of multimedia technology as an Arabic learning medium is an alternative to help overcome students' learning problems, because by using web technology, namely Quizizz, students are able to learn Arabic independently, more easily, comfortably, and learn according to their abilities. But in facts, the technology has not been used optimally so that researchers are interested in conducting research. This study aims to determine students' interest in learning Arabic in the Maharoh Kitabah. This research used a field study research that gets its data source from collecting data from schools by recording data from school documents. The research data were collected through observation, interviews, and documentation techniques, which were then analyzed qualitatively using descriptive methods. The results showed that using Quizizz multimedia improved the proficiency of the Arabic book with the web application. This conclusion is the use of Quizizz multimedia can be used in the development of technology in learning Arabic. Quizizz-based learning media in Arabic learning is appropriate to be used as a learning medium. And this learning media is considered capable of increasing student interest and learning value.

Keywords: *Arabic, kitabah, multimedia Quizizz, technology*

Introduction

The world of education is familiar with the mobile learning system which refers to the use of different learning technologies, and helps distance learning. Mobile learning includes models that are different from conventional classrooms where they will be introduced such as web learning, virtual classrooms, and computer-assisted learning and digital communication.

The Industrial Revolution 4.0 is a challenge in all fields of science, especially in the field of education. Education plays an important role in the progress of a nation. Education is a conscious effort to develop the potential of human resources through teaching activities (Rohmah, 2017).

The rapid development of information technology in the current era of globalization has provided many benefits to human life. Many things can be done easily and instantly. It is undeniable that the role of technology has been used as a human role in various fields and has also strengthened it. In the world of education, technological sophistication has an extraordinary role in the learning process (Sanusi et al., 2020; Sauri et al., 2021). As explained by Noor Amalia Audina and Muassomah that the Android IOS operating system and OS until now continue to be produced with various features, software, applications and are always undergoing development.

Conventional learning that is carried out monotonously in the classroom has many shortcomings such as easy boredom for students, limited access to learning locations, limited study time, and so on. Given the current era of technology, it seems that it is mandatory to collaborate between learning and technology (Sanusi & Haq, 2021). Weaknesses and

limitations of conventional learning have given birth to learning ideas with new concepts which are close to the use of ICT.

Then in learning Arabic, as well as learning other foreign languages, has its own challenges. The difficulty lies in the difference between the characters of the foreign language and the original, both in sound and in writing. Proficiency in Arabic as a second foreign language in Indonesia has begun to be recognized. It is also possible to use textbooks and technology. The Arabic language learning system in Indonesia, as stated by Busyairi Madjidi, was that before the 1976 curriculum for religious schools within the Ministry of Religion was implemented, it was carried out according to the traditional system (furu'yah). This system has been divided into several subjects, namely; Nahwu, Sharaf, Qira'ah, Muhadasah, and each stand alone with his book.

There are four basic skills that must be learned in Arabic learning, such *as maharah al-istima'* (listening skills), *maharah al-kalam* (speaking skills), *maharah al-qira'ah* (reading skills), *maharah al-kitabah* (writing skills).). These four skills are important aspects that cannot be separated. Maharah al-kitabah is an important skill in Arabic in the field of writing because writing can actualize skills and knowledge to the public (Nurbayan et al., 2021).

In learning, *khat imla '*is learning that learns about writing Arabic. According to Lalu Akmal Hijrat, khat/calligraphy is a science that discusses the forms of hijaiyah letters singly, such as how to arrange them, place them into a manlisan writing, and touch letters.

According to Arsyad (2015: 16), in addition to arousing students' motivation and interest, teaching media can also help students improve understanding, present data in an interesting and reliable way, facilitate data access, and condense information. The use of media should be part of the teacher's attention in every learning activity. Therefore, teachers need to learn how to determine learning media in order to make learning objectives effective in the learning process. In addition, teachers also learn to be able to develop learning media that utilize developing technology or the like. One technology that is often used in the world of education is a computer or laptop and cellphone or smartphone.

In this case, it can be said that Arabic learning methods can be very varied. Professional experts in Arabic learning have conducted a long debate on this matter. The result is that each method has strengths and weaknesses, so the statement appears "there is no one method that is considered the most ideal to be applied in an Arabic learning process (Muhammad Ali, 1986).

Starting from the above background, this study shows steps to improve al-kitabah proficiency using the *Quizizz* application as an assessment medium and some of the advantages and disadvantages of the *Quizizz* application based on observations at SMUN 4 Muhammadiyah. Based on the description, the research can be started by discussing, namely:

1). How is the implementation of learning Arabic *Maharah al-kitabah* with the *Quizizz* webtool at SMA 4 MUHAMMADIYAH?

2). Steps to use *Quizizz* in maharah al-kitabah. 3). What are the advantages and disadvantages of implementing Arabic learning for maharah kitabah with the *Quizizz* webtool?

The research objective was to find out how to process and student's responses related to the use of Video conferencing (Google Meet) in learning Khat Imla' in the Arabic Language Education Department (PBA) in Semester II and IV of IAIN Surakarta.

The basis of this research is the research conducted by Nalurita with the title "Utilization of the Google Meet Application in Business Projection Engineering Courses Odd Semester Academic Year 2020/2021 Diversity Diversity Marshal Suryadarma

(UNSURYA) (Studies in Class G Management Study Program Students". the response of management study program students after learning using the Google Meet application. The results showed that there were 92% of students stated that it was easy to use Google Meet, 79% were able to understand the material through Google meet, 95, 83% stated that the use of Google Meet was effective in online learning.

In another study entitled "Google Meeting as an Alternative Media in a Pandemic Period in Learning Maharah Kitabah"(2021). The result of this study is the learning process using Google Meet vide conferencing has been going quite well, seen from the level of student participation in attending lectures is very satisfying. In terms of understanding the material, it is quite understandable by students. However, from the point of view of using google meet to practice writing khat imla', it is still less effective, due to signal problems which cause the video stucked when the lecture is practicing writing khat imla', so that in the training and evaluation process there are still many students who complain of difficulties.

The research in this journal is to identify the effect of Web Quiz on learning Arabic, especially at SMAN 4 Muhammadiyah, without any material limitations on learning Arabic and on students' prior learning Arabic skills in writing skills. The research that will be carried out is focused on the effectiveness of learning Arabic with Web Quizziz media in terms of material explanation and learning evaluation by looking at the interests and final results of students.

Aspects in *maharah al-Kitabah*

Abdul Hamid suggests that writing skills have three aspects: First, Proficiency in forming letters and mastery of spelling. Second ,ability to repair khoth; Third, The ability to produce thoughts and feelings with writing.

Aspects in the maharah al-kitabah according to 'Ulyan are al-qawaid (nahwu and sharf), imla' and khat. The elements in the book are al-kalimah (the smallest word unit of a sentence unit or the basic element of sentence formation), al-sum (a collection of words that can form an understanding of meaning or one word that is based on another word), al-fakrah (paragraph) and uslub.

Meanwhile, according to Sri Lestari in Efforts to Improve Writing Skills, there are three components that are needed, namely: The first called Mastery of written language, including vocabulary, structure, sentences, paragraphs, spelling, phrasing and so on. The second called Mastery of the content of the essay in accordance with the topic to be written. And the third, Mastery of the types of writing. Namely assembling writing using language so as to form a desired composition, such as essays, articles, papers and so on.

Quizizz is a game-based educational application, which brings multiplayer activities to the classroom and makes practice classes interactive and fun (Purba. 2019:5). Implementation using *Quizizz*, students can do exercises in class on their electronic devices. Unlike other educational applications, *Quizizz* has game characteristics such as avatars, themes, memes, and entertaining music in the learning process. *Quizizz* also supports students to compete with each other and motivates them to learn so that learning outcomes can improve. Students take quizzes at the same time in class and see live rankings on their leaderboards. The instructor or teacher can put together the process and the results when the quiz is over to complete the student's performance. *Quizizz* can help students learn motivation and improve learning outcomes. This is in line with the opinion of Dewi, C.K. (2018: 43) who said that game-based learning has good potential to be used as an effective learning medium because it can increase the visual and verbal components.

Quizizz can provide data and statistics about student performance results directly. *Quizizz* can not only be done when learning in class, but also can be made questions for

homework (PR), so that it can be played anytime and anywhere by students as long as it does not exceed the specified time limit.

With this *Quizizz*, students will feel challenged, because there is a score obtained by answering quickly and accurately, the speed will have its own score. In addition, there will be competition, because *Quizizz* immediately creates live rankings between *Quizizz* participants. It's fun because there will be music to cheer you up, as well as funny and encouraging memes.

Method

This study focuses on the implementation of a web tool for the Arabic subject of Maharah al-kitabah at SMUN 4 Muhammadiyah, South Margahayu, Bandung.The research method is the most important part in a study. The results of a study are said to be valid, if they go through the stages of the research process that are good and correct. In this research method, there are 4 stages that the researcher will describe, namely the type of research, data collection techniques, data validation techniques and data analysis techniques.

The application of this method is more concerned with the process than the results of research conducted by researchers and research subjects. The descriptive method was chosen because the research carried out was related to ongoing events and with regard to current conditions. Data and information collection techniques are taken by interviewing, observing and reviewing written sources such as scientific journals, reference books, literature, encyclopedias, scientific essays and other reliable sources, either in written form or in digital format that is relevant to the object being studied. researched and developed and developed. While the validity of the data in this study used triangulation techniques.

Results and Discussion

The results and discussion of this research are: 1). Implementation of learning Arabic Maharah al-kitabah with the *Quizizz* webtool at SMA 4 MUHAMMADIYAH 2). Steps to use *Quizizz* in maharah al-kitabah. 3). The advantages and disadvantages of implementing maharah kitabah Arabic learning with the *Quizizz* webtool.

Data about the learning media used at SMUN 4 Muhammadiyah were obtained from interviews with Adliyatul Hikmah, S.Pd (C) and Sri Wiyanti, S.Pd (B) as Arabic teachers. and Deputy Principal (Vakasek) and Curriculum. The results of the interview are as follows:

A (Researcher): Do schools only use textbooks or worksheets during learning, especially during online learning?

B (Vice Principal): Sometimes, teachers use several existing media, namely google classrom, whatsapp, zoom, youtube, kahoot, and Quizizz.

A: Is Quizizz media often used for learning at SMA 4 Muhammadiyah schools, especially in Arabic subjects?

C (Arabic Teacher): So far, in carrying out Arabic learning, they use several media, namely google classrom, whatsapp, zoom, youtube, and Quizizz. The use of Quizizz is quite frequent in the past two years because of the online period. However, the learning and use of media is handed back to the respective subject teachers as long as the indicators or basic competencies of the material are conveyed.

Quizizz is a learning platform that uses a system of teaching and learning methods through quizzes, where students answer questions that have been made by the teacher, and compete with other students on the same quiz. *Quizizz* to give homework to students. According to Hamidah, quizzz is often used for maharah kalam.

Implementation of the Maharah Al-Kitabah Arabic Learning *Quizizz* Webtool

    Quizizz can now be accessed on the Playstore for Android users so that it is more practical to use. There are two options for creating questions with the *Quizizz* application. The first is by creating questions from scratch, namely by creating a new quiz menu, and the second by using and modifying the existing quizzes in the *Quizizz* library by using the find a quiz menu. In addition, users can also copy from existing questions with the teleport menu.

    Here are the steps for making quizzes through *Quizizz*:

1. Go to www.*Quizizz*.com then click "Sign Up"

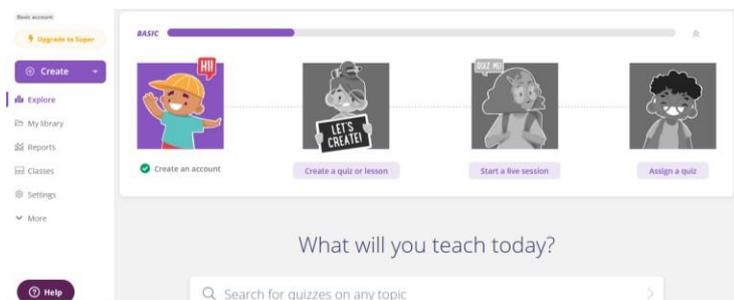2. Select "sign up with email" or "sign up with google"
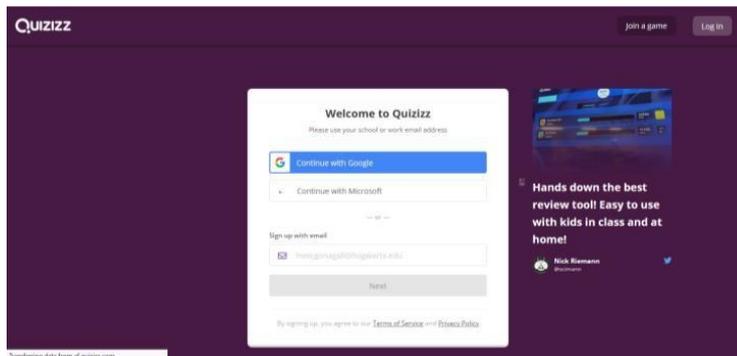
3. Click "Teacher" if you want to log in as a teacher

4. Enter the identity (Username, email, and password) then Continue

5. Once logged in, create a quiz by clicking "create new quiz" at the top left.

6. The Let's create a quiz screen will appear: Enter the name of the quiz, the language then click "save"

7. The next screen will appear then click "Create new question"

8. Enter the question in the "Write your question here" column then enter the answer option (if using multiple choice) in the "Answer option 1, answer option 2, and so on" column

9. Check the correct answer column, set the duration of work in one question, then click "save" If you have written all the quizzes, click "Finish Quiz"
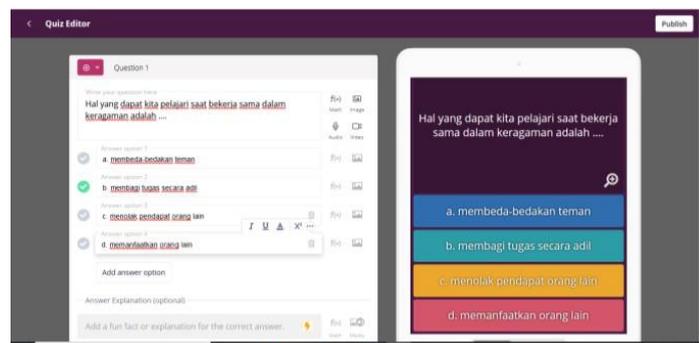
10. The Quiz Details display will appear (set which class you want the quiz to be addressed and what subjects are used) then click "save details" The next screen will appear, select "Homework" if you want to use it as homework and select "Play Live" if want to use as from now on.
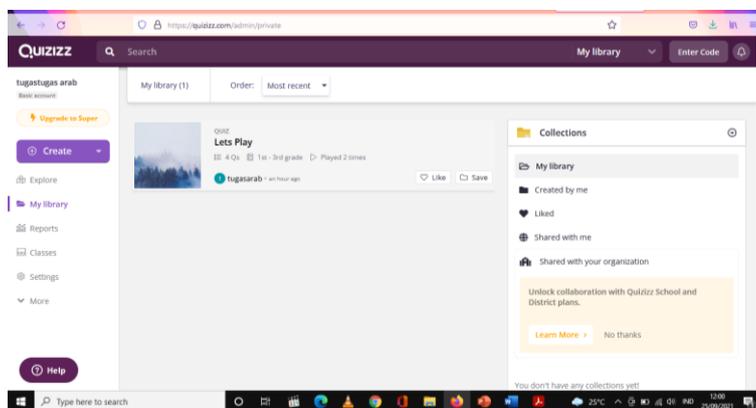
How students do *Quizizz*:

1. Students open the link https://join.*Quizizz*.com

2. Students enter the 6-digit code given by the teacher then click "Proceed"

3. Students enter their respective names then click "start"

4. Students take the quiz with the time of each question, for example 20 seconds (according to the teacher's rules)

Quiz Description:

1. Each student finishes answering the question correctly, it will show how many points are obtained in one question and also what rank in answering the question.

2. If the student answers the question incorrectly, the correct answer will appear.

3. After completing the quiz, at the end of the quiz there will be a Review Question display to review the answers we chose. In doing the quiz, each student gets a different list of questions from other students because the quiz is made in the form of Homework/PR so that the list of questions is randomized and each student, the questions that appear
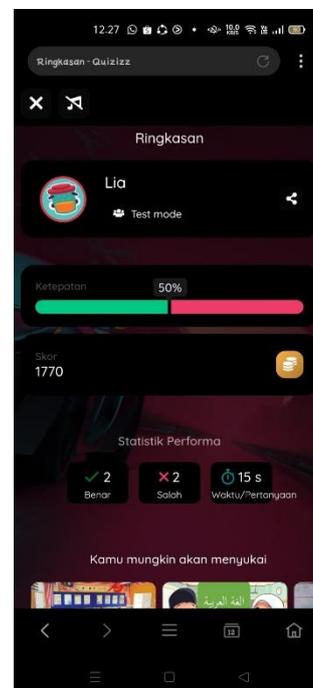
Quizizz has been carried out by Arabic teachers to build enthusiasm and improve students' Arabic skills, especially in maharah kitabah, from the results of interviews and observations, students like the form of questions as displayed by *Quizizz* because of the results they see and they can find out where the error lies. In addition, the *Quizizz* application can display questions in the form of images and sound so that students are excited to answer them. It also motivates students to immediately try and practice how to write and type Arabic in their Books or Mobile Phones.

Strengths and Disadvantages of Implementation of Maharah Kitabah Arabic Learning With *Quizizz* Webtool.

The advantages of the *Quizizz* application not only provide teachers to make multiple choice (multiple choice) but there are types of checkbox questions (checkboxes), fill in the blanks, elections (polls), and open-ended (open ended). In addition, *Quizizz* also provides a statistical summary of the performance of students. We can track how many students

answered questions correctly, answered incorrectly, and more. Students can also see the results of their performance directly and can find out the ranking obtained when working on questions on *Quizizz*. This can motivate students to compete competitively through the "Play Live" feature or work on questions together with other students at the same time. In addition to the play live feature, the Assign Homework feature is also available which allows students to work on questions that have been made by the teacher by setting the test as homework that is limited in time.

If you want to describe the advantages of this *Quizizz* web tool for maharoh kitabah, among others: (1) For teachers, it is easy to make questions, meaning that the questions that have been made by the teacher in the form of archives about several Arabic language mufrodat can simply move (copypaste), Avoid copypasting questions from other people, because there may be students who have seen it. This is usually if students already know the teacher uses *Quizizz* they will find out or look up various things on *Quizizz* (teachers need to be creative – at least an archive of ones that have been made themselves); (2) Each student answers correctly, several points will appear in one question and also what rank they get in answering the question; (3) If the student answers the question incorrectly, the correct answer will appear; (4) If you finish doing the quiz, at the end of the quiz there will be a Review Question display to review the answers we chose; and (5) In doing the quiz, each student gets a different list of questions from other students because the quiz can be made in the form of Homework/PR so that the list of questions is randomized and for each student, the questions that appear are different.

It's just that based on interviews with teachers, the weakness of this application is that it cannot see the actual abilities of students, if using the form of multiple choice quizzes. So the Arabic language teacher makes more questions or essays and before holding *Quizizz* games, students are first given material in the form of vocabulary. Among other things: (1) Students can open a new tab, meaning that students can log in with another account if the student has two email accounts; (2) Difficulty controlling students when opening a new tab; (3) Students may be dropped in rank even though they have done/answered all the questions, this is because of the "problem", meaning that the speed with which students work on questions will get a large score that affects their ranking; and (4) It will be a problem if there are some students who are late to join because *Quizizz* cannot be played by only one player

Conclusion

Quizizz is one of the media to create a pleasant learning atmosphere but does not eliminate or reduce students' understanding of Arabic material and take advantage of technological developments. Online games or games that can be used as an alternative in delivering learning materials to high school students, namely the *Quizizz* application. This educational game provides so many benefits that can certainly be felt in learning media, because this media is interesting and can motivate brain work and time management but does not make students feel pressured to play it.

The results based on the research and discussion above can be opened as follows: First, implementing Arabic language learning with *Quizizz* can improve students' book skills. Second, the implementation of *Quizizz* in learning Arabic at SMUN 4 Muhammadiyah can be carried out quite well. Third, in implementing Arabic learning with the *Quizizz* web tool, the advantages and disadvantages. There are 3 advantages, namely: providing opportunities for students and teachers to be more creative and innovative, providing flexible time, and providing easy access to learning resources. Meanwhile, there are 3 drawbacks, namely: not all students have an Android cellphone or laptop to support the implementation of e-

learning-based Arabic learning. Uneven internet access, lack of supervision and reduced interaction between teachers and students in the process of teaching and learning activities.

The use of the *Quizizz* application as a learning medium that can increase the maharah of the book can be considered effective in the learning process, if the teacher also pays attention to the needs and shortcomings and differences of students or students. In addition, this *Quizizz* can also be used to deliver or send material so that it can be easily accessed by students. So, even in any condition, equal distribution of education can still be felt by anyone, including high school students, who carry out as young people as the next generation of the nation, both in terms of education, social culture and politics. So, the goals and ideals of education that have been set can be realized as they should.

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