



THE DEVELOPMENT OF A LEARNING MEDIUM USING QUIZZZ APPLICATION FOR GERMAN GRAMMAR A2 WITH THE TOPIC LEBEN UND LERNEN IN EUROPA

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Abstract--The aim of this study is to develop a learning media using the application Quizizz for german grammar A2 with the topic Leben und Lernen in Europa. This study uses the theory of Richey and Klein. These include: (1) the planning, (2) the developing, and (3) the evaluation. The data in this study are the grammatical rules in Unit 13 Leben und Lernen in Europa. This consists of subordinate clause weil, comparison with wie, als, and Superlativ. The data source of this study is the book Studio Express A2, Cornelsen, by Hermann Funk, and Christina Kuhn. This study was carried out in the foreign language laboratory at the Faculty of Language and Art, Universitas Negeri Medan. The result of this study is the learning medium with the application Quizizz for german grammar A2 with the topic Leben und Lernen in Europa. The developed learning material was validated by Material expert with a grade of 91.6. This means that the developed learning material is very good. The learning medium has already been validated by medium expert with a grade of 90. This means that the learning medium is very good. Through this study, the learning materials can be useful to enrich the knowledge of german grammar, especially at level A2.

Keywords: *Development, Learning Medium, German Grammar, Quizizz*

INTRODUCTION

In the digital age, many people use their Android to provide information and to make phone calls. According to Databoks (2020), Android usage in Indonesia will increase 25.9% from 2018 to 2019. This means that there is the increase in the development of technology in Indonesia because the use of Android is already widespread. One of the uses of Android is as a learning medium. There are many learning media for learning the foreign languages, but based on the questionnaire, Android based learning media is still limited because students agree to have created learning media for this topic. This shows that Android can still potentially be used as a learning medium, especially learning foreign languages. Android can also be used as a learning medium. Learning medium is one of the factors as supporting the goal of learning (Astuti & Bhakti, 2018). This is related to the use of suitable and diverse media in the learning process and can build up better motivation to learn. The learning medium should be packaged as interestingly as possible so that the students can understand the learning materials more easily. An Android-based learning medium uses the cell phone technology. Mobile learning is an alternative development of learning media. Mobile learning can be seen as an alternative to improve the quality of learning by trying to overcome spatial and temporal boundaries (Darmawan, 2016 in Astuti 2018). One of the Android-based learning media is Quizizz. Quizizz is an application that offers some good forms of quizzing. This application is easy to use. This application is easy to use with the new function. The function is called "Slides". Inside you can enter learning materials, for example grammar A2 with the topic "Living and learning in Europe". The topic is chosen because that is the first unit from the data source. The author intends to enter all topics into the application next. The learning materials are focused on grammar because all language skills need grammar. Based on the experience of the students at the German department, UNIMED during their online studies in the Covid-19 pandemic, which is collected with a questionnaire, there is still no learning medium with an Android-based application, that is, Quizizz for the topic of "Living and learning in



Europe". This topic consists of 3 types of German grammar, which are subordinate clauses with *weil*, comparison with *wie* and *als*, and superlative. Based on the problems mentioned above, it is interesting and useful to create a learning medium with the application "Quizizz" for grammar at level A2.

LITERATURE REVIEW

The Development Model

Richey and Klein (in Tracey, 2009) explain that design and development study is the systematic study of design, development and evaluation processes. This aims to provide an empirical basis for the creation of educational and non-educational products and tools, as well as new or improved models that determine their development.

1. The Planning phase
2. The Development phase
3. The Evaluation phase
 - a) The Planning phase Initially, the production of the learning media product is planned. This is filled with materials in the form of a grammar at level A2. The learning media product is then designed with the functions contained in the "Quizizz" application.
 - b) The Development phase At this stage, the Quizizz website will be developed on the basis of the planning for the creation of the product using the A2 grammar materials.
 - c) The Evaluation phase The evaluation is a test activity to assess the extent to which the product meets the specified specification and how is the quality of the product in terms of content.

The concept of the media

Puspitarini (2019) explains that learning is an activity carried out with the aim of acquiring knowledge, mastering certain competencies and shaping students' attitudes. The success of learning is measured by the changes in behavior and learning outcomes of the students. Learning activities go smoothly when students are motivated to learn. Gerlac & Ely (1971) in Arsyad (2017) explain that the media are created to acquire knowledge and skills. Musfiqon (2012) then states in Puspitarini (2019) that learning media are used as a means to support the learning process for learning objectives. Learning media are used as an item in the form of physical and non-physical by teachers to convey material to students in order to be more effective and efficient. So that the learning materials are accepted intact by the students more quickly and thereby attracted to learn more. From the above opinions of the experts, it can be concluded that learning medium contains the materials that are more effective and efficient for students.

The concept of quizizz

According to Quizizz (2020) it has been declared that Quizizz is a creativity software used in class, group work, pretests, exams, unit tests, used with on-the-fly tests. It enables students and teachers to be online at the same time. It uses a quiz-style teaching and learning method in which one user answers questions independently in a series, and battles with other users on the same quiz. Students can use Quizizz on any electronic device and surf similar to laptops, iPads and smartphones. Quizizz can be used as a "check" tool that shows how students know about the material. Teachers can use Quizizz to assign homework to students.

The concept of grammar

Dykes (2007: 5) states that grammar is a language for talking about language. She goes on to explain that if you want to study grammar, you can begin to learn vocabulary and the function, the pattern of the sentence, the phrase, and the meaning. This investigation focuses on grammar A2, which is taken from the book Studio Express. These are:



- a. Subordinate clause with *weil* A subordinate clause usually does not stand alone. That depends on the main clause. There is a comma between the main and subordinate clauses. Conjunction because is as an answer to the question *Warum?*. In the subordinate clause, the conjugated verb is at the end of the sentence.

(<https://mein-deutschbuch.de/nebensaetze.html>)

Example:

X: „Warum studierst du Deutsch?“

Y: „Ich studiere Deutsch, weil ich nach Deutschland fliegen möchte.“

X: „Warum sind Sie stolz auf Ihre Kinder?“

Y: „Ich bin stolz auf sie, weil sie ihre A2 Prüfung bestanden haben.“

(www.pinterest.de/pin/649785052460813736/)

- b. Comparison with *wie* and *als* Positive + *wie* The comparison word *wie* is used when things or one are the same in a comparison. You can also use the word *so wie* in the positive sentence and emphasize it with *genauso*.

Example:

Max ist so alt wie sein Bruder. Robert ist genauso klug wie Rina. Comparative + *als*

The comparative is used with the comparison word *als*.

Example:

Italienisch ist schöner als Deutsch. Französisch ist aber schöner als Italienisch.

(<https://deutschegrammatik20.de/adjektiv/komparativ-superlativ/komparativ-als-wie/>)

- c. Superlativ The superlative means that a thing exhibits the highest possible degree of a property or characteristic when compared to other things.

Example: Peter ist klug. Max ist klüger als Peter. Aber Johan ist am klügsten.

Conceptual Basis

In this study, learning is selected based on a “Quizizz” application. This learning medium can be used by lecturers and students as an effective, interesting, and practical learning process. This learning medium can be used to facilitate delivery of the learning material. In addition, the application is also easy to use. This learning medium can motivate and attract students to improve their learning. This medium can also be used anywhere, anytime. In this study the author develops an application of Quizizz as a learning medium for grammar at level A2. In this study, the study model of Richey and Klein is used. The Richey and Klein model consists of three steps, which are 1. The planning, 2. The creation, 3. The evaluation. Each phase corresponds to the investigation. The use of Android in the learning process is not yet optimal. Therefore, it is necessary to conceptualize the grammatical materials in the book *Studio Express* by Hermann Funk, Christina Kuhn, especially Unit 13 *Living and Learning in Europe*, to be complete and interesting materials. The grammatical materials included in the topic are made more complete and detailed. Materials in the form of grammar, and quizzes, are applied to the Android-based application “Quizizz” so that the use of Android in the learning process can be more optimal. The result of this creation is produced as learning media in the book *Studio Express* as the application “Quizizz”.

RESEARCH METHOD

The method of this investigation is creation investigation. The descriptive qualitative method is used in this study. This study uses the Richey and Klein model. The data sources in this study consist of the book *Studio Express* by Hermann Funk, Christina Kuhn. The data used are the grammatical rules of Unit 13 “*Leben und Lernen in Europa*”. The topic consists of a subordinate clause, comparison, and superlative. This unit is chosen because that unit is at the beginning of this book. The author intends to enter all topics in the “Quizizz” application in the



future. This research was carried out in the foreign language laboratory at the Faculty of Language and Art, Universitas Negeri Medan. This investigation uses the theory of Richey and Klein. The development model from Richey and Klein consists of three steps: 1. The planning, 2. The development, 3. The evaluation. In the following, the individual steps of the creation model are explained in detail:

- 1) The planning phase
 - a) The formulation of the goals, the structure and the design of product components.
 - b) Speeches of the learning materials, words, sentences, and quizzes on the subject of Living and Learning in Europe in the Studio Express book match the learning objectives.
 - c) Design full study materials in the master plan.
- 2) The development phase
 - a) Work on the “Quizizz” application. In this phase the author begins to work with the application.
 - b) Arrange the learning materials in the framework plan for the “Quizizz” application. Here the slide is made with all learning materials. Audio, video, and images can also be entered inside. The time is limited to 120 minutes for class and 45-60 seconds per number for exam.
 - c) Have the learning materials created in the Quizizz application corrected yourself. When the author has entered all learning materials into the application, the learning material is corrected by the author himself.
- 3) The evaluation phase In this phase, the learning materials are validated by experts so that you know whether the learning materials are already good or whether they still need to be improved. Then the application “Quizizz” will be validated by media experts as a learning medium for grammar at level A2 with the subject of living and learning in Europe.

FINDINGS AND DISCUSSION

The results of the investigation were 6 pictures and 15 exercises in 20 slides. The materials are grammar consisting of subordinate clauses with because, comparative with how and as, and superlative. These learning materials were validated by the material expert with a grade of 91.6, which is called very good. The learning medium can be displayed as live and homework. Students can only join the live room with a code number. With such facilities, the media expert gave the grade 90, which means very good. In the future, this learning medium can be used as an interesting learning medium, especially for German students. This creation enables German students to understand the subject of "Living and Learning in Europe" more easily.

Discussion

Based on the results of the learning medium with the application Quizizz, it is summarized that the data in this study are from the book Studio Express A2. In this investigation, the theory of Richey and Klein was used. This theory consists of three phases: (1) planning, (2) development, and (3) evaluation. In the planning phase, the goals, the structure and the design of the product components were formulated. The goals come from the fact that there is no learning medium with the application Quizizz for grammar A2 with the topic “Living and learning in Europe”. In this phase the author made a plan. In the second phase, the creation phase was carried out. First the author worked on the application. Then the author arranged the learning materials in the framework plan for the Quizizz application. Finally, the author had the learning materials created in the Quizizz application corrected himself. There was a missing step during creation. That was the fact that the author cannot enter audio and video because it had to work with a premium account. The writer couldn't get a premium account because it had to be paid for by credit card. In the evaluation phase, the learning medium was created with the Quizizz application. The validation was carried out. The media expert gave the following grade, with a grade of 4 out of 10 categories. That means very good. The expert gave a grade of 3 for 6 aspects. The expert gave



a grade of 3 for 4 aspects. A grade of 3 means good. The media expert is an IT expert. The inhibiting factor in this investigation is that the functions on the Quizizz website are the same when used for the design of Android. During the creation of the learning medium with this application, the author had to be connected to the Internet. Using this application is easy for users to use. The result of this investigation is different from some relevant investigations in Chapter II, but also the same in some aspects. The differences are that before there were only quizzes in this application, but now there is a new facility called Lesson, so that you can make slides in which you can enter the materials for students. The use of this application is now not only for students, but also for everyone who uses the learning platform. Same things from the result is that until now this application is only used with an internet connection to the link. Student activities also increase when they study with this application. This shows that it is the same as other relevant studies. The second phase is the design phase. In this phase the pop-up books are planned. The examiner will mark the important words and sentences, translate the folk tale "Sampuraga" into German and create a concept. In this phase the concept is made, then it is created. The concept of the pop up book is designed to create an interesting pop up book. The descriptions are written in German and then published. The third phase is the realization phase, in this phase the concept is made, which is planned in the second phase, is realized in this phase. The creation of the folk tale Sampuraga in the form of a pop-up book will be realized. The fourth phase is the evaluation phase. The evaluation phase is the expert review of the pop-up book. The evaluation tool contains ten questions about quality aspects of the created a book with the pop up book. The result has grade 4, which means very good for the seven aspects, and grade 3, which means good for the three aspects. From the above four phases it can be stated that the theory used by Plomp for this investigation is very good.

CONCLUSION

The conclusions of this research are:

1. In this study, a learning medium was created with the application Quizizz for grammar A2 with the topic "Living and learning in Europe" with the theory of Richey and Klein. This theory consists of three phases, namely the planning phase, the creation phase, and the evaluation phase. In the planning phase, the data collection and the problem identification were carried out. In the creation phase, the concept of the learning medium was designed with the Quizizz application in order to create an interesting learning medium. Pictures, materials and exercises were made and entered into the application. Then the author created the learning medium with the Quizizz application. A validation was carried out in the evaluation phase. One lecturer validated the materials with a grade of 91.6. That means that the material is very good. The media expert has validated the learning medium with a grade of 90. That means that the learning medium is very good.
2. The result of creating a learning medium with the application Quizizz for grammar A2 with the topic "Living and learning in Europe" are:
 - a) In this study, a learning medium was created with the Quizizz application, which is attached to this study.
 - b) The learning medium with the Quizizz application has been validated by an expert. The grade of the learning medium is 90, which means very good.

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