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Implementing Quizizz as Game Based Learning in the Arabic Classroom

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Abstract

Quizizz is an online assessment tool as a fun multiplayer classroom activity that allows all students to practice together with their computer, Smartphone and I Pad. The main purpose of this research is evaluating the effectively interesting of students for Arabic class by implement of Quizizz as a game based learning in the Arabic classroom of Sultan Idris Education University Malaysia . The researchers tested 85 students for 3 sections during Arabic course titled "Arabic skill". And created 20 questions relevant to the topics which are students already learned before by using Quizizz as games based learning for 20 minutes before finishing Arabic class once the students feel very tired, sleeping and bored for their Arabic class. And a set of questioners was distributed to those students regarding to their opinion of implementing Quizizz during the Arabic class. According to testing the implementing of Quizizz by researcher during the Arabic skill classroom, found that all students were very active to answer the questions which provided by researches, and more concentrated on the topic. And the results of the questioners shows that the students displayed the position attitude for quizizz as a online teaching and assessment tool during the Arabic class.

Keywords: Quizizz, Game based learning, Arabic classroom

Introduction

Arabic language is not easy to learn for non native speakers, and many students lost motivation to learn this language once they felt difficulties. Therefore, scholars and educators always investigate the best methods for teaching Arabic language for non native speakers. In the 21 century, the digital games by computer, Ipad, and Smartphone are not only for Fun, but also become a very active education tool among the students, teachers and parents for teaching and learning inside and outside of the classroom. Especially for language teaching and learning. Because games are typically characterized by curiosity, expectation, control, and interactive features, which can increase learners', learning interest and intrinsic motivation (Lim, Nonis, & Hedberg, 2006). the game named "Quizizz" is one of digital games which is a fun multiplayer classroom activity, that allows all your students to practice together by computer, Ipad, teblet and Smartphone . It also has an iOS app, Android app and Chrome app_for students. However, This research is investigating the effects and benefits of students "quizizz as game based learning in the Arabic class of sultan idri education university, and their attitude toward the "quizizz" as game based learning during the Arabic class.

Literature reviews

Many researchers examined that the games based learning is effective and innovative teaching strategy in education filed, and can help students to enhance their performance of language studies, as well as enhance their collaboration and keep learning active. as researchers Glandon and Ulrich (2005) mentioned that one advantage of using Games as a teaching strategy is that students have opportunities to immediate feedback through the discussion and correct answer of their rationales, However, According to some researchers said that digital games based learning, Learners are willing to overcome difficult challenges to gain a sense of achievement. Compared with conventional courses, digital game-based learning enables students to improve their memory of course content and engage in more critical thinking (Ke, 2014;). Researchers and have shown that online game-based learning has the potential to provide effective and powerful learning environments in which students can develop essential skills of learning, such as critical thinking and problem solving skills (e.g., Prensky, 2001; Shaffer, Squire, Halverson, & Gee, 2005). There is study found that Digital game based learning can effectively enhance the attention, interest, creativity, and community relationships of students. Moreover, designing a series of rules and objectives in a digital game-based learning environment can enable achieving mental and physical satisfaction and insight; such satisfaction and insight can thus facilitate the realization of learning objectives (Burguillo, 2010)

Methodology Participation

This research is randomly including 85 first year degree students aged 18-20 years old. The survey is only focused on one subject titled “Arabic language skill 1”. And those students are majoring in Arabic language with education under Arabic unit of sultan Idris Education University Malaysia. The sample comprised 15 male students and 70 female students who already have Arabic language background at least 7 years before entering the university. There are 83 out of 85 students are local, and only 2 students from china with very weak background of Arabic language. All of them had studied Arabic language in the school within their own countries.

Instruments

The online game named “Quizizz (<https://quizizz.com/admin?q=undefined#>) was implemented as the instrument of the online game-based learning for this research. The participants played Quizizz in class, Every students was played by their smart phone or laptop, and join in the game with Pin no which already ready by game, the lecturer need to make sure every one of them already joined in with pin no which provided. They need and completed 20 questions which are relevant to contents of textbook, and the topic of questions already informed to students to review and prepared for game. The games controlled 3 minutes answer timing for each question.

The survey of students’ opinion and attitude toward “ Quizzes”

Table 2: Age

	Frequency	Percent	Valid Percent	Cumulative Percent
19	39	45.9	45.9	45.9
20	36	42.4	42.4	88.2
Valid 21	8	9.4	9.4	97.6
22	2	2.4	2.4	100.0
Total	85	100.0	100.0	

Table 3 Statuses

	Frequency	Percent	Valid Percent	Cumulative Percent
Local	83	97.6	97.6	97.6
Valid international	2	2.4	2.4	100.0
Total	85	100.0	100.0	

Table 4: Specilazation

		Frequency	Percent	Valid Percent	Cumulative Percent
Majoring in Arabic language		79	92.9	92.9	92.9
Valid	Elective course Total	6	7.1	7.1	100.0
		85	100.0	100.0	

Table 5: year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2	2	2.4	2.4	2.4
	3-5	4	4.7	4.7	7.1
	6-9	71	83.5	83.5	90.6
	10-14	8	9.4	9.4	100.0
Total		85	100.0	100.0	

The research -based survey measuring participants’ opinion and attitude towards “ Quizizz” as a game-based learning which is including 2 parts. Part 1 consisted 4 questions about students’ general information, including gender, age, and nationality. And year of their Arabic language study. part 2 included 10 items , and the questions designed by five-point Likert scale is from strongly agree (1 point) to strongly disagree (5 points). And will analysis the data by using descript analysis in five-point Likert scale questions on students’ opinion and attitude was examined.

Finding and Discussion

The total of 85 first year students in 3 sections of same subjects played the game “Quizizz” which included 20 questions during the Arabic class and the students evaluated the questionnaires which distributed by researchers. The researchers will apply the descriptive statatasic to anlysis the dates following:

Table 1: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Male		15	17.6	17.6	17.6
Valid		70	82.4	82.4	100.0
Total	85	100.0	100.0		

The 5 tables above indicated the general information of responders in this research. according the tables we observes that the female students who are studying Arabic language at UPSI are much more than male students, it take almost 80.5% of Female students with only 17,2%of female students .and Majority of first year students both male and female are 19 years old, The table indicated that 97.6% of students are Malaysian , only 2.4% of them are international who are very weak in Arabic language background, according the table , we indicated that all Malaysian students already learned Arabic language at least 3-5yaers before they entering UPSI. There are 83.5 % of local students who studied Arabic before entering Upsi almost 6-9 years , that means that they don't have much problem to practical their 4 Arabic skills in Arabic language one they are studying in UPSI, however, there are certain students who are not majoring in Arabic language , but still can score Arabic as their specialization , and among them there are 7.1% of students choose the Arabic language even thought they are not majoring in Arabic language , but they still able to score as minor students in USPI.

Table 6

Item cod	Q1		Q2		Q3		Q4		Q5	
	F	P	F	P	F	P	F	P	F	P
Strongly agree	32	37.6	46	54.1	38	44.7	49	57.6	43	50.6
Agree	40	47.1	17	20.0	19	22.4	13	15.3	15	17.6
Natural	5	5.9	11	12.9	16	18.8	9	10.6	15	17.6
Disagree	5	5.9	9	10.6	11	12.9	11	12.9	7	8.2
Strongly	3	3.5	2	2.4	1	1.2	3	3.5	5	5.9
Total	85	100.0	85	100.0	85	100.0	85	100.0	85	100.0

Table 7

Item cod	Q6		Q7		Q8		Q9		Q10	
	F	P	F	P	F	P	F	P	F	P
Strongly agree	40	47.1	46	54.1	44	51.8	52	61.2	49	57.6
Agree	21	24.7	17	20.0	19	22.4	13	15.3	14	16.5
Natural	12	14.1	12	14.1	8	9.4	9	10.6	10	11.8
Disagree	9	10.6	6	7.1	12	14.1	7	8.2	9	10.6
Strongly	3	3.5	4	4.7	2	2.4	4	4.7	3	3.5
Total	85	100	85	100.0	85	100.0	85	100.0	85	100.0

The table 6 and table 7 is showing the attitude and opinion of students toward the Game named “ Quizizz” and the questioners’ consisted 5 questions designed by five-point Likert scale is from strongly agree (1 point) to strongly disagree (5 points). And will analysis the data by using descript analysis in five-point Liker scale questions on students’ opinion and attitude was examined. 1) There are 40 students out of 85 students are agreed that they know the digital Game named “ Quizizz “. 2) The table show that more that 54% of students strongly agreed that they understand the class faster once they play the game “ Quizizz”. Therefore, 3) 38 out from 85 students can memorized the vocabulary more fast once they play “ Quizizz “, beside that 4) more than 57% students love Arabic class because of playing the game “ quizizz during the class . and 5) more than half of total no of students become more focusing on the Arabic class once their lecturer using the Quizizz. However, 6) shows that 47.1 % students strongly agreed that the game “ Quizizz” helps them to collaborate with their classmates during the class . indeed , 7) there are 46 students out of total no of students agreed that the game “ Quizizz” encouraged them to participate more actively during the class. Furthermore,8) more that 50 % of students felt that the game “ Quizizz” helps them to improve their Arabic skills . as well as , 9) more that 60 % of students agreed that the game “ Quizizz” encouraged them to competitive with the classmates during the Arabic class . and 10) there are almost hale of total students strongly agreed that The game “ Quizizz” helps me to think about strategy of solving problem faster.

Conclusion

Result

According to high total no of percentage of positive point toward using the game “ Quizizz” during the Arabic class , the researchers found that using “ Quizizz” during the Arabic class is significant applicable in UPSI or another institute as a teaching tool to make students more interesting and more focusing on the class .

Recommendations and suggestions

Based on the result which researchers found is positive toward using the QIZIZZ during the Arabic class , and at 21 centre

, almost, every high institute and schools provided the technology and Internet. There are some recommendation and suggestions as a following:

To Ministry of Education, must encourage high institute and schools to use game during the classes, especially, language class. And create more interesting games for the high institute and schools.

To the lecturers and teachers, try to apply variable gamed during the class to attract the students more focusing on the class.

To the students, encouraged to apply the games inside and outside the classroom, but must be very clear that apply game not for Fun but for seeking knowledge.

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