

The Use of Quizizz to Increase Students' Ability in Writing Descriptive Text

**Roselly Estherlin Rambli,
Siti Nur'Aini,
Arso Setyaji**

Universitas PGRI Semarang
Jl. Lontar No.24 Semarang
jerryroselly@gmail.com

ABSTRACT

The objective of this research was to investigate how extend *YouTube* and *Quizizz* could increase students' ability in writing descriptive text. The method used in this research was quantitative. The students underwent pretest before the treatment and post-test after the treatment. The objective of writing descriptive text is to describe someone, a place, or something. Writing is one of a language's skills that needs composing, which means to convey some information narratively, descriptively, expositoryly, or argumentatively. Writing itself is a complex combination of cognitive and metacognitive activities such as brainstorming, planning, outlining, organizing, drafting and revising. Descriptive text is formed by identification and description. By doing descriptive writing the students will have the ability to depict the sensory attribute of an object. There are four components in descriptive text language feature: participant, adjective, present tense, and action verb. Therefore, teaching media is needed to increase students' writing descriptive text ability. In 2025 there were 143 million users of *YouTube*. *YouTube* is accessed because of its exciting and educative purpose fit the need of Junior High School students. Social media platforms especially *YouTube* and *Instagram* give positive impact for ESL students' vocabulary and motivation. It is stated that *Quizizz* has positive influence upon English teaching and learning. *Quizizz* can improve grammar understanding significantly. *Quizizz* also can enhance students' grammar understanding also. *Quizizz* increased students' learning English motivation. Students enjoyed *Quizizz* because it enhanced their involvement and

encouragement along classroom activities. This research showed that there was a positive relationship between *Quizizz* and ability of writing descriptive text.

Keywords: writing, descriptive text, *quizizz*, *YouTube*.

INTRODUCTION

Writing is one of a language skill that needs composing, which means to convey some information narratively, descriptively, expositoryly, or argumentatively (Hadley & Terry, 1986). Writing itself is a complex combination of cognitive and metacognitive activities such as brainstorming, planning, outlining, organizing, drafting and revising (Flower & Hayes, 1981). Vocabulary and grammar are two main elements needed to manifest the writing text for EFL students (Hekmatiar A Badri et al., 2025). Based on (Hekmatiar A Badri et al., 2025) students who are struggling with writing need to increase their vocabulary acquisition and grammar understanding level. Therefore, teaching media is needed to increase students' writing ability.

In Indonesia it is described that there were 356 million smart phones were connected in early 2025 in Indonesia. It means that 125 percent of the population (*Digital 2025: Indonesia DataReportal Global Digital Insights*, n.d.). Based on the data it can be concluded that most students in Indonesia are literate with smart phones usage. Still based on the source, the most accessed social media on 2025 is *YouTube*, a video based social media, since there are 143 million users. People access *YouTube* for instruction, entertainment, information seeking, and convenience. *YouTube* is also accessed because of its exciting and educative purpose fit the need of Junior High School students (Burhanli & Bangir-Alpan, 2021). According to (Jiang & Zhao, 2025a) Social media platforms especially *YouTube* and *Instagram* give positive impact for ESL students' vocabulary and motivation. (Ryan & Deci, 2000).

Quizizz which is now called *Wayground* is an application for implementing interactive quiz (Rahmah et al., 2019). *Quizizz* is an exciting application for students and teacher. One of *Quizizz* benefits is its practical use (Zhao, 2019). In *Quizizz*, the teacher is going to be able to produce some kinds of test such as multiple choice, short answers, and polling. In *Quizizz* the teacher can produce quiz in multiple choice or short answer. The teacher also can share the quiz while the students are not in the classroom. Even now, there is AI in *Quizizz* which now rebranding as *Quizizz*. By using AI in *Quizizz* teacher can create test in a short time. What makes students also

enjoy doing test using *Quizizz* because of its fun interactive *quizzes* (Ashari et al., 2023).

The motivation of doing this study is the difficulty faced by the writer to undergo teaching and learning activity about descriptive text in 7th grade students in a private junior high school. There are 12 students in the class. The writer wanted the students in the classroom to increase their English, especially in writing. Once, the writer had a spelling quiz. At that time, there were only 11 students in the classroom. The spelling quiz is about simple daily words such as things in the house, things in the kitchen, family, clothes, and common verb. Total number of the spelling quiz was 50. The result was only one student got 76, the others were below it. From this result, the writer intended to increase the students' knowledge in English.

Tabel 1:
The Result of Spelling Quiz

Students' code	01	02	03	04	05	06	07	08	09	10	11
Students' mark	52	46	60	56	14	66	76	34	7	42	40

In Indonesia, *YouTube* had 143 million users. *Digital 2025: Indonesia DataReportal Global Digital Insights* (n.d.) compares with 53 million of students population (*Wajah Pendidikan Indonesia - Berita Dan Siaran Pers-Badan Pusat Statistik Kota Semarang*, n.d.). At the institution where the writer works as a teacher all students have their own smart phone and of course familiar with *YouTube*. Based on the condition the writer intended to use *YouTube* and *Quizizz* in doing the research. Why *YouTube*? It is said before that *YouTube* could improve students' writing skill in narrative text among elementary students (Agustin et al., 2025). While in this research the subject of the research were 7th grade students with low achievement in English. Besides using *YouTube*, the writer also applied *Quizizz* in improving students' writing skill. According to previous research, *Quizizz* was also able to increase student skill in writing (Asma, 2022). Based on the situation faced by the writer, and supported by some previous researches the writer decided to do research about the use of *YouTube* and *Quizizz* to improve students writing skills and motivation. Based on the problems prior mentioned, the questions of this research are: To what extent is the students' ability in writing descriptive text improved by using *YouTube* video integrated with *Quizizz*?

Writing is the process of expressing thought, emotions, and concepts into written form while noticing the language in the most proper way (Lindsay, 2020). Next Lindsay stated that writing is the thinking process of an author that next that thinking is produced in written work. In other words, writing can be concluded as a way of sharing information that includes pouring thought, observation, or concept into written form so that it can be distributed. Writing can improve students' vocabulary, grammar, critical thinking, and creativity (Andargie et al., 2025). Students' academic achievement can be improved if the students are able to write proficiently (Călinescu, 2024). Writing is the most difficult language skill to learn (Hwang et al., 2024). Writing is more difficult compared to other language skill such as listening, speaking, and reading because students need to acquire content creation, composition, arrangement, vocabulary, and dynamics in writing (Patty, 2024). If a student wants to be a good writer, he/she must go through instruction and guidance (Perdana et al., 2023)

The objective of writing descriptive text is to describe someone, a place, or something. Descriptive text is formed by identification and description (Billa et al., 2021). By doing descriptive writing the students will have the ability to depict the sensory attribute of an object (Yoandita et al., 2019). There are four components in descriptive text language feature: participant, adjective, present tense, and action verb (Djuhari, 2007). According to Sudarwati and Grace, there are some features of descriptive text. First, it emphasized on what will be depicted, for example, place, thing, or people. Next, descriptive text uses Present Tense. Third, it uses noun phrase. The last is the description of the object is written from nonspecific to particular (Sudarwati & Grace, 2007).

The research related with *YouTube* as a media to increase students' English writing have already performed upon 3rd grade students (Agustin et al., 2025). The research reported that there was notable improvement upon students' writing ability. The researcher applied quasi experimental method in accomplishing the research. It was a quantitative research with one experimental group with treatment and control group with conventional with conventional learning. There were four supreme indicators to examine the writing result: the content, the structure, the usage of effective language, and the paragraph's cohesion and coherence. Analysis instrument used in that research are descriptive analysis, Pearson correlation analysis, paired samples t-test, Cohen's d, and Hedges correction. According to Evita et al., 2025, *YouTube* also primarily increase students' writing skills, motivation, and engagement in writing process. In doing the

research, Evita et al applied library researched analysis focused on survey techniques.

YouTube also enhance students' motivation in learning English. Megati Hia stated that *YouTube* increase students' learning motivation (Hia, 2021). Hia applied quantitative method in accomplishing the research. The data was collected from 74 SMP students divided into two groups, control and experimental group. *YouTube* enhances students' motivation in vocabulary acquisition based on (Chabibah, Faricha Maula; Ardianti, 2025). Systematic Literature Review was applied in analyzing the relation of *YouTube* and students' motivation. *YouTube* also increased students' motivation in developing vocabulary based on (Jiang & Zhao, 2025b) research. Jang & Zhao used mixed-method approach upon 45 language school students in China. The quantitative data was collected from post-test to evaluate vocabulary acquisition and qualitative data was from focus group discussion. ANOVA was applied to analyze the data.

The role of Quizizz in this research is a media for assessing what the students got after viewing *YouTube* video. Quizizz is a suitable application for executing formative test. As described by Rahayu & Purnawarman (2019), *Quizizz* was able to improve their grammar understanding; as grammar is important part in writing. Rahayu and Purnawarman analyzed the data qualitatively. The data was collected through interview, self-assessment, and test upon 14 eleven grade students in Bandung senior high school. Quizizz also has positive influence upon English teaching and learning (Degirmenci, 2021). Literature review procedure was conducted in performing the research. Segaran and friends also found out that online quizzes, such as *Kahoot*, *Quizizz*, and *Wordwall* can improve grammar understanding significantly (Segaran & Hashim, 2022). Mix-method research is applied in the research using pre-test, post-test, and semi-structured interviewed instrument. Segaran and friends used action research model by Kemmis and McTaggart (1988). Thirty students of *YouTube* 3 participated in that research. *Quizizz* also can enhance students' grammar understanding as stated by (Pham et al., 2025). Mixed-method approach was applied in the research with questionnaire and semi-structured interview as the instrument. The research was conducted upon 151 university students in Vietnam.

Quizizz increased students' learning English motivation was also supported by (Zhang & Crawford, 2023). The research was conducted using qualitative and quantitative approach. The quantitative data was taken from questionnaire using Likert scale, and interview was used for qualitative data. The analyzing method were Keiser-Meyer-Oklin and triangulation. Based on (Pham, 2022) *Quizizz* application

enhanced motivation in learning English. It was a mix-method approach. Questionnaire for the sake of quantitative data, while semi-structured interview was for qualitative data.

YouTube and *Quizizz* are effective media in teaching descriptive text writing. *YouTube* with its audio-visual content assists students in understanding descriptive text more easily and joyfully through videos of humans, locations, animals, or other objects. *YouTube* videos are able to increase students' concentration, understanding, and motivation in learning descriptive text writing (Berk, n.d.). *YouTube* is an effective media in English language learning for its original content, such as language and culture (Almurashi, n.d.).

Meanwhile, *Quizizz* through its interactive quizzes and gamified learning activities really helps in teaching descriptive text writing. *Quizizz* can be used to strengthen what the students have learned about vocabulary and grammar, as the elements of writing descriptive text. *Quizizz* also provides feedback that assist students to comprehend their mistakes. Basuki and Hidayati stated that students enjoyed *Quizizz* because it enhanced their involvement and encouragement along classroom activities (Basuki et al., n.d.)

METHOD

This research applied quantitative design. The quantitative data was collected from pre-test and post-test results before and after using *YouTube* and *Quizizz* in learning descriptive text writing. In specific, the design of research will be accomplished as follows:

- a) The students would have a pre-test about descriptive text writing
- b) The students would have learning activity using *YouTube* and *Quizizz* to improve students' ability in writing descriptive text
- c) Post-test would be implemented for the students after having learning strategies experience. This is for quantitative data

The participants of this research are 7th grade students in Semarang. Nine students participated in this research. The reason for choosing the class is because of the students' need to improve their four language skills, vocabulary, and grammar.

a) *YouTube* video

The video could be in the form of a short movie, with or without English subtitle. The aim of watching the video is to identify the parts of video and to generate a descriptive text based on the video

b) Quizizz

Quizizz is given to strengthen the students' ability in writing descriptive text after watching YouTube

c) Pre-test

Pre-test is done before the students undergo learning process of learning descriptive text writing using *YouTube* and *Quizizz*

d) Post-test

Post-test is done after the students undergo learning process of learning descriptive text writing using *YouTube* and *Quizizz*

FINDINGS AND DISCUSSION

The students underwent the pre-test before being treated by *YouTube* and *Quizizz*. Since the researcher designed the pre-test in a complicated way for the students, the students struggled with bizarre and difficult vocabularies. Moreover, though the grammar used in the pre-test is simple present but it was still hard for the students to accomplish the pre-test in a satisfying result. The test was in the form of cloze paragraph. There were fourteen blanks to be filled to finish the descriptive text paragraph. The vocabularies used to fill the paragraph were new for the students. Therefore, the result of the pre-test was not satisfying at all.

Table 2:
Pretest Result

No	Students' percentage	Students' result
1	55%	14%
2	11%	0%
3	33%	21%

The next step, the researcher had to apply *YouTube* and *Quizizz* in increasing students' ability in writing descriptive text. First the students watch *YouTube* video to identify the things in the living room. Next, the students do *Quizizz* to strengthened what they got from the *YouTube* video. After the students accomplished their learning activity using *YouTube* and *Quizizz*, the researcher conducted the post-test to measure whether the students. The post-test result was quite satisfying, since 55% of the students got 100%, 22% got 90% of the text, 11% got 80% of the text, and 11% got 70% of the text.

Table 3:
Post-test Result

No	Students' percentage	Students' result
1	55%	100%
2	22%	90%
3	11%	80%
4	11%	70%

There was a significant improvement by the students, because they had chance to practice using *Quizizz*, over and over to acquire the new vocabularies and structure.

CONCLUSION

Based on the result of the research, it can be concluded that *Quizizz* can increase students' ability in writing descriptive text. Thus, the research question of this research is already answer by this research.

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