

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

In This chapter, the researcher presents about some related information topic of the recent study. It is intended to provide some theoretical concepts which could support this study. The explanation is presented under the following sub headings:

#### **A. Teaching Media**

##### **1. Definition of Teaching Media**

The word media comes from the Latin “medius”, which has means intermediary or introduction. According to Ibrahim (2001), teaching media are everything that can be used to provide stimuli that occur in teaching and learning interactions in order to achieve certain instructional goals. Teaching media is anything that can transmit messages, can stimulate the thoughts, feelings and students' safety, which is can encourage the processes of creation in students. The definition of media in the learning process, more specifically, according to Arsyad (2011: 3) tends to be defined as graphic, photographic, or electronic devices for capturing, processing, and rearranging visual or verbal information. In short, media is a tool that conveys or delivers learning messages.

Teaching media is one component of learning that has an important role in teaching and learning activities. The accuracy of the use of teaching media can affect the quality of the process and the results achieved. Munadi (2010: 7) defines teaching media as "everything that can convey and transmit messages from planned sources so as to create a conducive learning environment where the

receiver can carry out the learning process efficiently and effectively". Kustandi & Sutjipto (2011: 9) also concluded "teaching media is a tool that can help the teaching and learning process and work to clarify the message conveyed, so that it can achieve learning objectives better and more perfect".

Learning is a process of communication between teachers, students, and teaching materials. Communication will not run without the help of the means of conveying messages or media. The message to be communicated is the content of learning in the curriculum presented by the teacher to students in the learning process at school. Delivery of messages is one component of learning that has an important role in teaching and learning activities. The use of media should be part of the teachers' attention in every learning activity. Therefore, the teachers should use teaching media in order to make learning objectives effective in the teaching and learning process. Moreover, the students feel interested in learning activities to achieve their learning goals.

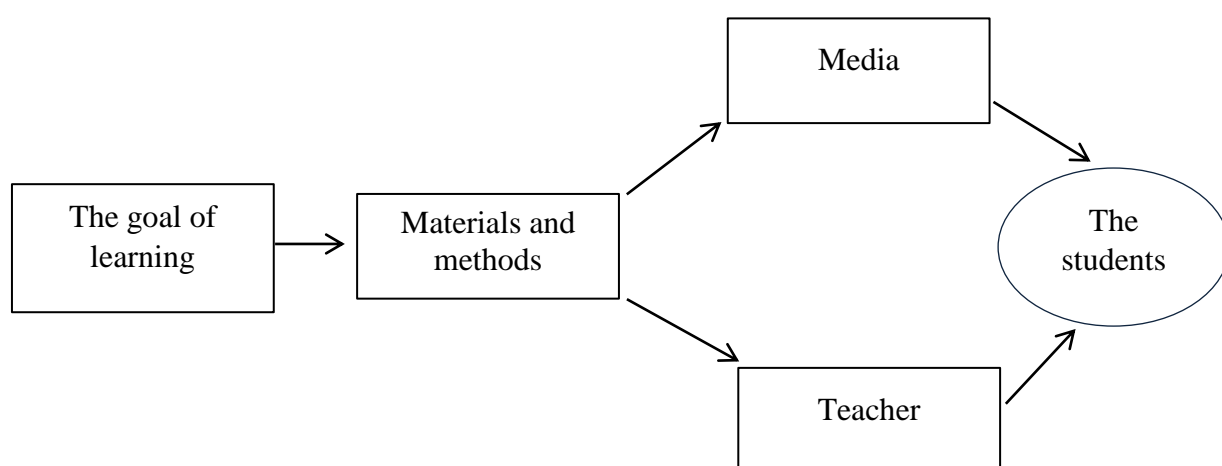
From some of the definitions above, the researcher concludes that the teaching media is anything that can be used to transmit a message from a teacher to students that stimulates the mind, feelings, attention, and interest of students. So, there is a good learning process.

## **2. The Importance of Using Media**

The media is an integral part of the learning process. The media is not only a teaching aid, but also an indispensable part of the learning process. According to Musfiqon (2012: 35) explains the use of media in learning is very important, because the media can support the success of learning. The media is

not just a messenger that must be completely controlled by human sources. It can also become part of the teachers' task of presenting the theme. By using the right media, the teacher can teach and get the best results. The students can learn and master the materials with the help of media. The students can learn according to the content and goals of the learning materials.

An overview of the use of media in learning can be seen in the following figure:



**Figure 2.1 Instructional Patterns of Using Media**

It can be clearly seen from the figure that the teaching and learning process to achieve learning goals depends on how to design media as an integral part of achieving learning goals. This facilitates the interaction between teachers, students and the media. The errors in the selection and distribution of media can interfere in teaching goals.

The importance of using media as an integral part of learning is strongly influenced by teachers' ability to select and design appropriate media. The more professional the teacher, it prefers the role of the media in learning. It is because

professional teachers will be able to create learning resources and media to allow students understand materials more quickly. Teachers must be able to understand the various types and characteristics of media, and learn to operate the media that will be used in the learning process. Teaching media is actually just a tool that allows children and teachers to explore information or master learning materials more easily.

### **3. The Functions of Teaching Media**

Teaching media has become an integral part in learning, no one even can separate in the learning process at school. This matter has been studied and researched that learning using the media the results are more optimal. Mc Kenzie (2005: 46) in his book "Multiple Intelligences and Instructional Technology" says that the media have important role in classroom learning, which affects the quality and success of learning. This section describes the various functions of media in learning.

According to Hujair AH Sanaky (2013: 7) teaching media function to stimulate learning by:

- 1) Presenting real objects and rare objects
- 2) Make duplication of real objects into real objects in fact
- 3) Making concepts from abstract to concrete concepts
- 4) Provide a common perception
- 5) Overcoming obstacles such as time, place, amount, and distance
- 6) Represents all information consistently
- 7) Provide a learning atmosphere that can be fun or not depressed, relaxed,

and interesting, so that the goal is achieved learning

According to Benni Agus Pribadi of Fatah Syukur, teaching media has the following functions:

- 1) Help promote the learning of students and also promote the learning process of teachers.
- 2) Provide a more real experience (abstract becomes concrete).
- 3) Attract more attention from students (the course is not boring).
- 4) All senses of students can be activated.
- 5) Can evoke the world of theory and reality.

From the various functions of the media above, the ultimate goal is to improve the quality of learning. The quality is built through effective communication. Meanwhile effective communication only occurs when using tools as an intermediary for interaction between teachers and students. Therefore, the function of the media is to improve the quality of learning with indicators that all material is completely delivered and students understand more easily and thoroughly.

#### **4. The Goals of used Teaching Media**

The purpose of teaching media as stated by Hujair AH Sanaky (2013: 9) as learning contributes for:

- 1) Facilitate the learning process that occurs in class
- 2) Improving the efficiency of the learning process
- 3) Maintaining the relevance between learning materials and objectives existing learning

- 4) Help increase the concentration of students in the teaching and learning process

## 5. The Benefits of Teaching Media

In addition to having several functions, teaching media also has several functions some of the benefits of which are explained by Sastrinawati (2018) are as follows:

**Table 2.1 The Benefits of Teaching Media**

Aspects	The Benefits of Teaching Media	
	For Teachers	For Students
Submission of materials	Make it easy for teachers in explaining learning materials	Make it easy for students in understanding learning materials
Concept	Materials that are abstract to be concrete	The concept of material is easy to understanding
Time	More effective and efficient, repeat learning materials just as necessary	Have a great time more in study material and increase material which is relevant
Interest	Encourage interest learn and teach teacher	Awaken student learning interest
learning situation	Interactive	Multi-Active
The result of learning	Quality of teach is better	More depth and intact

## 6. The Kinds of Teaching Media

There are many types and kinds of teaching media. There are media that can be made by teachers and also that are produced by factories. There are media that are already available can immediately use. There are also media that are

specifically designed for learning purposes. Teaching media are divided into two, they are:

a. Non-electronic Media

1) Print media

Print media is a way to produce or deliver materials, such as books and static visual materials, mainly through mechanical or photographic printing processes. The examples of print media include textbooks, modules, manuals, graphics, photos, loose sheets, worksheets, and so on. This media produces learning materials in the form of printed copies. The two main components of this media are verbal text material and visual material which is developed based on theories related to visual perception, reading, processing the information, and learning theory.

2) Display Media

Display media are generally used to convey messages or information in front of small groups. These media include whiteboards, magnetic boards, bulletin boards, charts, and exhibitions. The display media is simplest and almost always available in every classroom is the blackboard.

3) Visual Media and Experiments

Teaching media can be in the form of original or imitation tools, and usually in the laboratory. This media is usually in the form of models. It is only used to show parts of the original tool and the working principle.

In addition, there are also experimental media in the form of original tools that are usually used for practical activities. The differences between visual media and experimental media include:

- a) The tools in the experimental media are in the form of original tools while the visual media are in the form of imitation tools.
- b) Experimental media can be used as visual media, while visual media can not necessarily be used as experimental media.

b. Electronic Media

1) Overhead Projector (OHP)

Media transparency or overhead transparency (OHT) is often referred to by the hardware name, namely OHP (overhead projector). Transparency media is a visual projection media, made on transparent material, usually acetate film or plastic measuring 8 1/2" x 11", which is used by the teacher to visualize concepts, processes, facts, statistics, outlines, or summaries in front of the small/big group.

2) Instructional Slide Program

Slides are projected media that can be seen easily by students in class. A slide is a transparent pictures that projected by light through a projector.

3) Film Strip Program

The film strip is a positive roll containing 35 mm that interconnected images with one projection for one image.



#### 4) Film

The film is a live image taken using a film camera and displayed through a film projector. The compare between strip film and film, the film moves more quickly so that the appearance is continuous or steady. Objects that are displayed will be more natural. Moreover, the film used is color film. In general, films are used to provide entertainment. The development of film can provide other information. Especially, information related to the concept of learning skills and attitudes.

#### 5) Video Compact Disk

Some equipment is needed to broadcast instructional VCD programs, such as cables video and audio connecting, cables RF and TV connecting, and remote controls.

#### 6) Television

Television is an electronic system that transmits still images and lives images along with sound via cable or space. This system uses equipment that converts light and sound into electrical waves and converts them back into visible light and audible sound.

#### 7) Internet

This media is changing the way people interact, experiment, and communication. Based on these characteristics, the internet is very suitable for distance classes, where students and teachers are each in different places, but can still communicate and interact like in a classroom.

In addition to the media above, the media can be classified into 10 groups, including:

**Table 2.2 The Classification of Media**

No	Media	Examples of Media in Learning
1.	Audio	Cassette, radio broadcast, CD, telephone
2.	Print	Textbooks, modules, brochures, leaflets, Picture
3.	Audio-printed	Cassette with material written
4.	Visual projection	Overhead transparency (OHT), Film (slides)
5.	Audio Projection	visuals Audio frame (slide) film
6.	Motion visuals	Silent film
7.	Motion Visuals with Audio	Motion audio visuals, sound motion films, video/VCD, television
8.	Physical objects Real objects	Objects, models, and specimens
9.	Human and environment.	Teacher, librarian, laboratory assistant
10.	Computers	CAI (Assisted learning computer), CBI (-based learning computer)

## **B. Internet**

### **1. Definition of Internet**

The word internet comes from the Latin "inter" which means "between". Internet means "intermediate network or link". In simple terms the internet can be interpreted as a relationship consisting of various types of computers with different specifications that form a communication system.

Aji Supriyanto (2005) states "the internet is a global network, which consists of millions of computers that are connected to each other using the same protocol to share the same information". According to Kenji Kitao (in Munir,

2008) provides an understanding of the internet "a computer network that is interconnected with other computers throughout the world".

Meanwhile, according to Mac Bride (2001) the notion of the internet is "an open global communication network that connects thousands of computers, through public and private telephone lines (government and private)". According to Allan (2005) "the internet is a collection of computer networks that are physically connected to each other and have the ability to read and decipher certain communication protocols called Internet Protocol (IP) and Transmission Control Protocol (TCP)". A protocol is a simple specification of how computers exchange information with each other.

From some of these explanations, it can be concluded that the internet is a global level communication network that connects one computer to other computers around the world and is based on a protocol called TCP/IP. In addition, the internet can also be referred to as an information resource that can be used by the whole world in finding information.

## **2. The Functions of Internet**

According to Kenji Kitao (in Munir, 2008) there are five functions of the internet that can be used in everyday life, they are:

### **1) Function of Communication Tool**

The internet functions as a communication tool, because with the internet people can use it as a means of communication anywhere quickly.

## 2) Information Access Function

The internet functions as an access to information, because the internet allows people to access various information presented by various newspapers or subscription magazines.

## 3) Education and Learning Function

The internet functions as education and learning, the quickly of development technology and reaching all corners of the world has been utilized by various countries, institutions, and experts of various interests including in education and learning.

## 4) Additional Functions

The internet functions as an addition, if students have the freedom to choose to use electronic learning materials or not.

## 5) Complementary Functions

The internet serves as a complement, if electronic learning materials are programmed to complement the learning materials that students receive in class.

### **3. The Use of the Internet as a Teaching media**

According to Budi Oetomo (2002: 91) "the internet as a learning medium is a tool used in electronic media-based learning in the form of the internet". According to Munir (2008: 162) explains "The introduction of the internet as a teaching media can be started with an explanation of how to connect to the internet, making e-mail addresses, procedures and procedures for using e-mail". The use of the internet as a teaching media can also be done by browsing and

discussing certain topics through mailing lists, newsgroups and other internet facilities. From the description above, it is meant by the use of the internet as a teaching media are all activities that are realized by using the internet that helps in the learning process to achieve the good result of learning.

According to Mangkoesapoetra (2004) the use of the internet as a teaching media has several advantages as follows:

- a. It is possible to distribute education to all parts of the country with unlimited capacity because it does not require classrooms.
- b. The learning process is not limited by time as usual face-to-face.
- c. Learning can choose topics or teaching materials according to the wishes and needs of each.
- d. The length of study time also depends on the ability of each student.
- e. The existence of accuracy and the desire of the subject.
- f. Learning can be done interactively, so that it attracts students.
- g. Allows interested parties (parents and teachers) to participate in the success of the learning process, by checking the assignments done by students online.

#### **4. The Characteristics of Internet as Teaching Media**

The methods and technologies used in internet as teaching media generally have the following characteristics:

- a. Learning materials consist of text, graphics, and multimedia elements such as video, audio, and animation
- b. The existence of a real-time communication application and not real time such as chat rooms, discussion forums, and video conferencing

- c. Using an internet browser
- d. The storage, maintenance, and administration of material is carried out on the internet server
- e. Using internet protocols to facilitate communication between students and learning materials

### 5. The Advantages and Disadvantages of Internet as Teaching Media

According to Davidson & Rasmusen (2006: 16) there are several advantages and disadvantages of internet as teaching media, as shown in the following table:

**Table 2.3 The Advantages and Disadvantages of Internet as Teaching Media**

Advantages	Disadvantages
For Institutions or Organizations: – Potential to reach large number of learner – Potential for cost efficiency – Effectiveness – Repurposing	For Institutions or Organizations: – Initial development costs – Infrastructure – Maintenance costs – Learner support systems – Instructor support systems
For Instructors: – Convenience – Flexibility – Potential to develop professional relationships with student in different locations, cultures, etc.	For Instructors: – Overload of students – Lack of technical expertise – Lack of instructional strategies for WBI – Loss of intellectual property rights – Time-intensive teaching
For Learners: – Convenience – Flexibility – One on one instructor – Access: Anywhere, anytime – Potential to continued development of knowledge, skills, and abilities. – Type of feedback received	For Learners: – Isolation – Technology road bocks – Challengers or problems – Weak resources – Illiteracy – Computer anxiety – Confusion about topics and – Assignments

## **C. Quizizz Application**

### **1. Definition of Quizizz Application**

Quizizz is a web tool for creating interactive quiz games that are used in classroom learning. According to Purba (2019: 5) "Quizizz is a game-based educational application, which brings multiplayer activities to the classroom and makes them interactive and fun in practice classes". In line with that according to Amornchewin (2018: 87) explained that "Quizizz is a learning tool or media that is believed to be able to motivate students in learning with interesting features". Quizizz is an application that can be used to create multiplayer interactive quizzes that can be accessed via any device such as a computer, smartphone, or tablet to complete the quiz. Meanwhile, according to Suo Yan Mei (2018) "Quizizz is one of the e-learning-based evaluation tools that is very suitable to be used to evaluate quickly and directly give results to teachers to take action on students". In learning, the students need to be remedied or need enrichment before moving on to the next basic competence.

Based on the above opinion, it can be concluded that Quizizz is an interactive game-based educational application that can be used as a teaching media or evaluation tool, so that's attracting students' attention to be more motivated in the learning process. The interesting features of Quizizz can be used by teachers to facilitate the teaching and learning process. Quizizz also allows students to compete with each other and motivate them in learning so that outcomes of learning can improve.

## **2. The Purpose of Quizizz Application**

Quizizz is an application that similar to Kahoot. It can make an online quiz. In the Quizizz all the students can see the question on the device. They work at their own pace and timers can be turned off. The teacher can make quiz as work assignment or have students complete them in the classroom. After the students answer the quiz, Quizizz will show a picture with memes to tell whether the answer is right or wrong.

Quizizz application is included internet-based games or usually called online gamification. The integration of internet-based games gives some benefits to the teachers and the students. It will make teaching and learning more effective. Game based-internet gives part to increasing students' motivation in English learning. It also makes more fun and the students can focus on their study.

## **3. Quizizz Application as a Teaching Media**

The right teaching media is an important thing to support the success of education. The role of teaching media as a forum for delivering learning messages to learning targets. This is a challenge for teachers to be able to create interesting and fun learning. It can be created through the use of various models or learning methods so that it can make students excited to learn and more easily understand the material.

The use of teaching media cannot be separated from learning patterns. Learning patterns are organized, then applied based on the limitations of educational technology. According to Difany dkk (2020) describe that there are 4 learning patterns applied in Indonesia, 1) Traditional Patterns, it means the



teacher-student are relationship directly, 2) Teacher used patterns with media, 3) Media learning patterns, 4) Media-only learning patterns. The use of the Quizizz application as a learning medium is included in the category of learning patterns number 3, which places the media as a component of the learning system on a part with other components. Learning patterns created and empowered through the Quizizz application are interactive multimedia patterns. The Quizizz application has advantages that can be easily used in addition to teaching media, which can also be used as learning evaluation materials.

#### **4. The Feature of Quizizz Application**

Quizizz is a gamification for creating interactive quiz games that are used in learning. Quizizz application allows students to do exercise in the classroom or at home on their electronic devices. Quizizz application is different from other educational applications. Quizizz application has game characteristics such as avatars, themes, memes, and entertaining music in the learning process. Besides, that there are various other available features in the Quizizz application, which can be used as one of the teaching media.

Some of the features in the Quizizz application besides doing assignments, students can feel learning that is not too heavy in thinking about answers, because the Quizizz application looks refreshing and more interesting. A game does have creative, innovative, adventurous, and fun elements, which can foster positive motivation to learn from each student. So, it can realize the goals of education in a concrete.

Using Quizizz application is very easy. This interactive quiz has up to 4-5 answer choices including the correct answer. The teacher also can add an image to the background of the question. The teacher can adjust the question settings according to the teachers' wishes. When the quiz is ready, it can be distributed to students using the generated 6-digit code. Quizizz application provides a "homework" feature, so the students can be done the homework anytime and from anywhere. So students can be more flexible in doing their homework and teachers can limit the time for homework. Quizizz application allows students to compete with each other and motivates them to learn. The students can see their live ranking on the leaderboard. Quizizz application provides data and statistics about student performance. The teacher can track how many students answer the questions that have been made. Teachers also can download statistics in the form of Ms. Excel. Teachers can monitor the process and download the results when the quiz is over to evaluate student performance.

### **5. The Use of Quizizz Application**

The use of quizizz application is very easy. Teachers and students as users are asked to register in the application. The registration steps between teachers and students are different, but in registering student and teacher accounts both require email. As a new user, students and teachers register on the Quizizz application, through the website, in [www.quizizz.com](http://www.quizizz.com). This application is also available on the Playstore or other internet pages. The steps are as follows:

a. Student

For newcomers, or who do not yet have an account, the students are required to register first, and will get an account. It is used to facilitate access to the Quizizz application. The steps as students are:

- 1) Click at [www.quizizz.com](http://www.quizizz.com) or through application
- 2) Click on the sign up text listed
- 3) Enter the email address that will be used to register
- 4) Select the stage "at school" and "personal use"
- 5) Fill in the students' date of birth twice
- 6) Choice of student education level/level
- 7) Account is already registered. Students can enter the code in the "enter a game code" column from the teacher to start quiz

b. Teacher

The first, preparing the material. The form of questions is alternative questions and answers in the Quizizz application. After finishing compiling the material into questions, then open and enter the Quizizz application, through the website or application. For new user, or the teacher who do not yet have an account, the teacher is required to register first. Then the teacher will get an account to access to the Quizizz application. The steps operate Quizizz application as teacher are:

- 1) Open the web, [www.quizizz.com](http://www.quizizz.com) or through application
- 2) If the teacher don't have an account, click sign up
- 3) Fill in all the conditions for registering a learning account.
- 4) Fill in the email and password used when registering an account

- 5) Determine the model quiz, the teacher can make their own by clicking create my quiz
- 6) Enter the name of the quiz, for example: Simple Present Tense for Eighth Grade
- 7) Then click save
- 8) Next screen appears, click create new question
- 9) Write the question in the column provided, "Write Question Here", then enter the answer option (if using multiple choice/multiple choice) in the column "Answer option 1, answer option 2, and so on"
- 10) Put a check mark, the correct answer column
- 11) Then set the duration of working on each question
- 12) Click save
- 13) When the teacher have completed filling out the quiz, click "Finish Quiz"
- 14) Then, a detailed quiz display will appear (set to what class the quiz will be entered), then click save details
- 15) Then, the next screen appears, select "Homework", if you want to use it as "homework", and select "Play Live", if you want to use it now.
- 16) Enter the deadline or work deadline (set the date and time) then click "Proceed"
- 17) Then, the next screen appears, which is the code used to enter the quiz.
- 18) Then the quiz can start to do, the teacher can ask the student open the link <http://quizizz.com> or application and enter the code to starting the quiz

That is the steps using the Quizizz application as a teaching media.

#### **D. Review of the Previous Study**

The previous study related the effectiveness of Quizizz application towards students' grammar understanding was given by several researchers. It conducted in this chapter is to find the gap or difference between previous study and this study.

The first previous study was written by Siti (2018). The central intention of this study was to investigating the use of the Quizizz application in improving students' reading comprehension skill at the tenth TKJ-1 (*Teknik Komputer dan Jaringan*) students of SMKN 3 Takalar, Makassar. The design in this study was pre-experimental. The population of the study was the tenth grade students of SMKN 3 Takalar, Makasar. The results of this study show that the use of the Quizizz application is improving students' reading comprehension. It was showed from the mean score of post-test was greater than the mean score of pre-test. The difference with this study is the language skill being improved. The aim of previous study was to improve students' reading comprehension, while this study aims to improve the students' grammar understanding. Furthermore, the researcher in the previous study implemented the Quizizz application to the students of first-grade at Vocational School, while in this study implemented the Quizizz application to the student of second-grade at Junior High School.

The second previous study was conducted by Sugihartini (2020) about Quizizz Effect on Students' Grammar Mastery in Higher EFL Classroom based Mobile Assisted Language Learning (MALL). The design of this study was a quasi-experimental research. The population was the 4<sup>th</sup> semester. It was consists

of 246 students in English Language Education of UNDIKSHA (Universitas Pendidikan Ganesha). The researcher used two classes in English Language Education as sample. They were from 33 students of F Class as the experimental group and 32 students from C Class as the control group. In F Class as an experimental group the researcher was taught by using MALL strategy through Quizizz application and was taught by using conventional strategy in C Class as control group. The researcher administered post-test only for both experimental and control class. The result of this previous study was effective. This was supported by the result of hypothesis testing indicated the value of Sig. (2-tailed) was 0.000. It was lower than 0.05. The difference with this study is population studied. The population in previous study was college student in English Education, while in this study the population was the student of second-grade at Junior High School. Besides, the research design in previous study was quasi-experimental research with post-test only, while the research design in this study was pre-experimental research with distributed pre-test and post-test.

The third previous study was a classroom action research that was organized by Dian (2021). The previous study was about using Quizizz application for learning and evaluating grammar material. The aim of this research was to enhance the students' grammar achievement in learning relative pronouns by applying Quizizz application. The population in this research was the college students of second semester in Balitar Islamic University. The instruments used in the research were test and questionnaire. The results show that the students' performance in learning relative pronouns in the first cycle has increased from

64.25 in the pre-test to 83.75 in the post-test. In addition, from questionnaire presented the most of the students said that they are motivated to learn relative pronouns by applying Quizizz application. It could be concluded the students gave positive views toward the use of Quizizz for learning and evaluating relative pronouns. The main different the previous study and this study was in the design. The previous study used classroom action research, while this study used pre-experimental research with using pre-test and post-test as instrument to collecting the data. In addition, the purpose of this previous study was aimed to enhance the students' grammar achievement. While in this study was aimed to improve students' grammar understanding. Moreover, in the previous study used college students of second semester as population, while the population in this study was the student of second-grade at Junior High School.

The last previous study was conducted by Rahayu (2018). This study was about the use of Quizizz in improving students' grammar understanding through self-assessment. This research aimed to present a practical way of self-assessment by making of Quizizz application to improve students' grammar understanding. The data were obtained from students in eleventh grade at senior high school fourteen in Bandung. The design of previous study was qualitative approach. The instruments used in previous study were observation and interview. In the observation the research observed how the students conducted self-assessment in Quizizz application. The interview in this previous study purposed to find out more data on students' self-assessment practice, and test to investigate students' improvement on grammar. The result presented that students were able to do self-

assessment to identify their strengths and weakness. Majority of student could be seen significant improvement on their grammar understanding. There are some differences between the previous study and this study. The design in previous study was qualitative research with employed observation and interview as instrument. While in this study, the design used pre-experimental research. Then, in the previous study not only focused in using Quizizz application in improving the students' grammar understanding but also how the student conducted self-assessment by using Quizizz application. While, in this study focused to investigate the effectiveness of using Quizizz application in students' grammar understanding. Moreover the population in this previous study was eleventh-grade students in one of senior high school in Bandung, while in this study the population was the student of second-grade at one Junior High School in Sumbergempol.

**Table 2.4**The Summary of Previous Study

No.	Researcher	Title	The Result	The Different
1.	Siti Reski Nanda	The Use of Quizizz Application in Improving Students' Reading Comprehension Skill at SMKN 3 Takalar	This media was effective to improving students' reading comprehension	<ul style="list-style-type: none"> <li>– The language skill being researched</li> <li>– The method of collecting data</li> <li>– The population of research</li> </ul>
2.	N. Sugihartini (2020)	Quizizz Effect on Students' Grammar Mastery in Higher EFL Classroom Based Mobile Assisted Language	Quizizz application was effective on students' grammar mastery	<ul style="list-style-type: none"> <li>– The research design</li> <li>– The population of research</li> </ul>



3.	Dian Fadhilawati (2021)	Using Quizizz Application for Learning and Evaluating Grammar Material	The students' performance in learning relative pronouns has increased. The most of the students said that they are motivated to learn relative pronouns by applying Quizizz application	<ul style="list-style-type: none"> <li>– The research design was used in the research</li> <li>– The purpose of research</li> <li>– The population of research</li> </ul>
4.	Intan Sinta Dewi Rahayu (2018)	The Use of Quizizz in Improving Students' Grammar Understanding through Self-Assessment	The students were able to do self-assessment to identify their strengths and weakness. The student could be seen significant improvement on their grammar understanding	<ul style="list-style-type: none"> <li>– The research design was used in the research</li> <li>– The research focus</li> <li>– The population of research</li> </ul>