

The Effectiveness of Using Quiz Bot as an Online Learning Method

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Abstract

The COVID-19 pandemic has significantly altered the educational landscape. Distance learning, which used to be carried out face-to-face, needs attractive and simple-to-use learning resources for both teachers and students. Telegram is a platform that is simple to use and has a lot of benefits. Mastery and use of technology to support successful learning has become a necessity and is increasingly educative, especially during the COVID-19 pandemic. Teachers as the main actors in driving educational progress are required to keep up with the times and be creative in the use of media in the form of a Learning Management System (LMS). Therefore, this article aims to explain about the provision of the use of Telegram Quiz Bot as a means of teaching English material, especially structure material. The use of this media is carried out by Telegram users with high school age who have an interest in learning English on Telegram. This study used a descriptive qualitative approach. Data obtained from active Telegram users with the results of each structure question given 45 seconds of time with the results obtained from 20 participants, 3 people 90% correct, 7 people 50% correct and the remaining 30%. This is because Quiz bot has several more benefits as a medium for learning listening material, namely providing a means of making multiple choice questions, polling features, quiz descriptions, text and images. In addition, the quiz bot is easy to use and there is an audit facility in it.

Keyword : Quiz Bot, Learning Management System (LMS), Structure.

INTRODUCTION

The point to which a student comprehends the content that the teacher has provided in class is a good indicator of how well the learning process is going in the classroom. The student's understanding may change after reviewing the teachers' materials. A number of variables might affect a student's knowledge, including: 1) how teachers implement the learning process in the classroom; 2) the learning preferences of the students; and 3) the students' capacity for memory retention (Croese, 2011). By choosing the most appropriate learning model and approach to use next, teachers should take into account the aforementioned factors and solutions.

Use of management system learning or learning management system (LMS) in learning activities at school is not a new thing. An application or LMS becomes an inevitable necessity which must be mastered by all stakeholders in the world education, especially

by teachers as educators at the forefront for the progress of the nation. Therefore, the use of LMS in the present and of course the future is contribute greatly to the development and progress of the learning process as well as education as a whole.

The outbreak of Covid-19 as a pandemic that has hit Indonesia and even almost all countries in the world further emphasizes the importance of mastering LMS as a means of supporting learning. The direct impact for the world of education is the activity of learning from home to avoid the rapid spread of the virus. The Minister of Education and Culture (Mendikbud) of the Republic of Indonesia even issued Circular Letter No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Covid 19. Number two point a in the Circular of the Minister of Education and Culture explains that learning from home through online/distance learning is implemented to provide meaningful learning experiences for students

Professional teachers must have the required competencies in the teaching profession. According to Surya et al (2004:4.24) teacher competence is a set of mastery abilities that must exist in the teacher in order to realize the appearance of performance as a teacher appropriately. In Law Number 14 of 2005 Article 10 paragraph 1 teacher competencies are grouped into 4 groups, namely (1) pedagogic competence, (2) personality competence, (3) social competence, and (4) professional competence. Pedagogic competence is the ability to manage student learning, including: (1) skilled in carrying out educational development activities, and (2) skilled in conducting research, assessment and evaluation of learning processes and outcomes, (3) utilizing research, assessment and evaluation results for the benefit of learning . Professional competence is the ability to master the subject matter broadly and deeply. One of the efforts that professional teachers can do to improve the quality of learning is through the use of online media as a means of learning English during the current pandemic.

The teaching and learning process relied on the face-to-face manner before the Covid-19 epidemic, where teachers played a significant role. The Covid-19 outbreak caused a dramatic alteration in the circumstances. Previously teacher-centered, the teaching and learning process is now student-centered. Teachers are unable to use the face-to-face method as frequently as they once could because to the pandemic. Online education is therefore required to aid pupils in their learning. Numerous issues have emerged during the deployment of the online learning method, such as: (1) Parents are not prepared to act as their children's teachers; (2) There is a lack of interaction between teachers and students; (3) The students' motivation for conducting online learning is still low; (4) Each student's learning style is different; and (5) There are differences in the initial knowledge. These influences result in unsatisfactory learning results for students (Pianta & Hamre, 2009).(2012) Rossman & Rallis

When conducting classes online, teachers can use learning styles as one of the variables that affect students' performance in their studies as a guide to enhance learning results. There are two different learning styles, referred to as the field independent learning style

and the field dependent learning style, depending on the pupils' capacities for conceptual knowledge. According to Azis and Susanti (2014), students with these varied learning styles exhibit noticeably different learning results. The same results are shown by other studies. The learning condition factors are separated into three groups, including (1) objectives and characteristics of the topic of study, (2) constraints and characteristics of the subject of study, and (3) limitations and characteristics of the subject of study, according to the findings of studies that support the theory put forward by Reigeluth and Merrill (1979).

One of the applications that can be used for teachers is Quiz Bot facilitated by Telegram. Telegram is currently very popular with the general public remembers the features that offered easier for use mainly in online learning. With the help of Quiz Bot, teachers can make multi-question quiz and share it with students. Quiz Bot also to add text or media before the question is shared with students. As for the types of tests that offered by Quiz Bot can be graphs and tables - or the Know Your test Meme (Oris Krianto Sulaiman, 2020).

Telegram is cloud-based, able to send files with large capacity, and easy to use. The number of group members reaches 200,000. It has many features, and can be accessed from several devices at once. The features of bots in telegram that can be utilized in learning include online absences (Pollr Bot, Vote Bot, Ultimate Bot), evaluation tools (Quiz Bot, Pol), share material (telegraph Bot, voice, live video), discussion media (Comment Bot, voice chat), and interactive learning media online.

According to Heidari Tabrizi & Onvani's (2018) research entitled "The impact of employing Telegram app on Iranian EFL beginners' vocabulary teaching and learning", adopting a research design that resembles an experiment. The convenience sample approach was used to choose 31 Iranian students from the English Language Institute in Isfahan, Iran, who were between the ages of 10 and 14. The results of this study show that Telegram is a more effective way to acquire vocabulary than the traditional method. Hakim (2019) concluded that the way that students learn and develop is significantly impacted by Telegram. Since Telegram enables them to debate topics or assignments both in and out of class, students are engaged and like utilizing it. Based on research from Sulistyanto & Prellani (2020) concluded that there are significant differences in teaching reading using the Telegram Bot strategy for tenth graders of SMAN 1 Grogol Kediri. The mean difference score of the control class was 24.62 and the experimental class was 32.62.

Based on the description above, it is necessary considered for holding training activities how to make questions through Quiz Bot in learning English for high school teachers. Training activities are limited to high school teachers for language subjects English throughout and only focused on improving the ability of teachers in take advantage of Quiz Bot Telegram. The hope, after training, teachers become more active and productive in generating quiz interesting through Quiz Bot Telegrams.

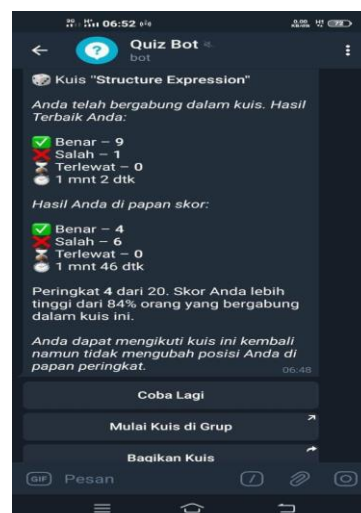
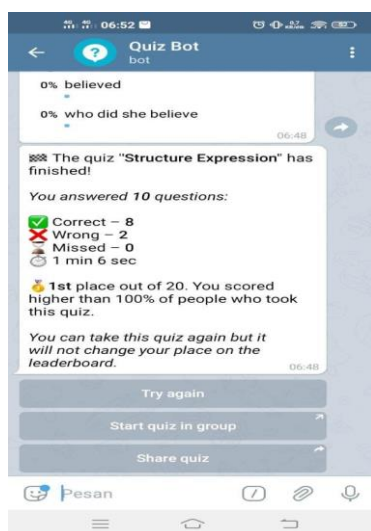
METHOD

This research uses a descriptive qualitative approach. The development of the concept of data obtained is made factually, systematically, and accurately related directly to the facts that exist in the reality studied. (Sugiyono, 2016) explained, qualitative research results data are more related to interpretation of data found in the field. According to (Hasanudin, 2017), qualitative research is a study whose research results do not go through statistical procedures or calculations. The object of research in this study is the students of Vocational High School 1 Ma'arif class X school year of 2022-2023 with a sample number of 30 students. Research was conducted on students on English subjects. Research data is collected using instruments in the form of surveys, interviews, and documentation. Research data is analyzed with descriptive methods.

The Team Quiz method begins with the teacher explaining the material classically, then the students are divided into large groups. All group members study the material together, give each other direction, give each other questions and answers to understand the material. After finishing the material, an academic competition was held. With this academic competition, competition between groups is created, students will always try to learn with high motivation in order to get high scores in matches. This technique increases the ability of students to take responsibility for what they learn in a fun and less intimidating way.

RESULTS AND DISCUSSIONS

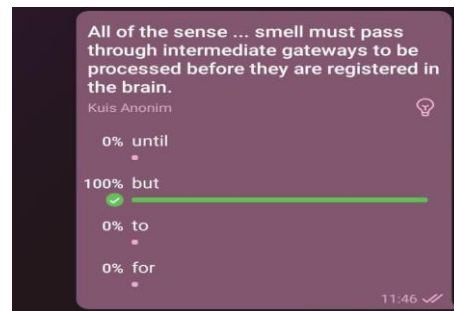
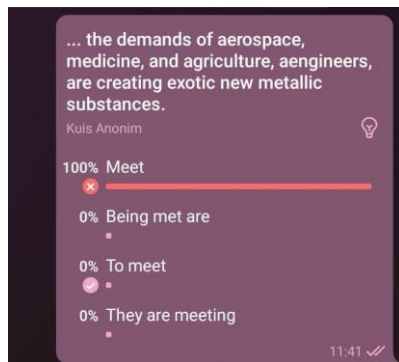
The results and discussion that will be reported are the effect of Quiz Bot on improving student learning outcomes in English. Quiz Bot media and the results of research that have been carried out are packaged through a chronological learning process. Each structure question is given 45 seconds of time with the results obtained from 20 participants, 3 people are 100% correct, 7 people are 50% correct and the remaining 30%. The results of the work of Telegram users.



The next presentation is an explanation of the advantages of the Telegram bot quiz feature. Among them are providing a means to create multiple choice questions, providing a poll feature, providing facilities for creating titles and descriptions of quizzes, Quiz Bot users can add media in the form of text, images and audio (watch it), Telegram Quiz Bot is also easy to use, especially in features share in channels, groups and contacts, then it's easy to edit again if you feel something needs to be fixed.

Making Quiz Bot The steps for making a quiz bot are explained in detail as follows:

- 1. Name and description.** First you will give your quiz a **name** and an optional **description** – for educational tests, it's best to use the subject matter, example *Organic Chemistry I* or *British Royal History*. The description could contain information or instructions like “you will need a graphing calculator for this test”.
- 2. Pre-question text or media.** Now comes the time to create the quiz's **questions**. Tapping the 'Create a question' button opens the template to create your first question. However, if you would like **text** or **media** to appear before a question, send that first, *before* tapping 'Create a question'.
- 3. Questions.** Once in the new-question interface, simply **fill out the fields** for what the question is asking, as well as its possible answers. Select the **right answer** by tapping on it, which will mark it with a green check.
- 4. Explanations.** If you want to participate in our contest, you should add an **explanation** to each of your questions. Explanations will appear after users choose an answer. They can be used to give **more information**, clarify **common errors**, and support **full text formatting**, including **hyperlinks**. Once you are finished, tap 'Send' to add the question to your test. Repeat the question-making process until you've added all your quiz's questions, then send **/done** in the chat.
- 5. Timer.** Next, the bot will ask you to choose how long users will have to answer each question. For questions that don't require any calculations, **10** or **15 seconds** is usually enough. But for something like math, longer timers like **3** to **5 minutes** are best. You can always change this setting later on, so don't worry.
- 6. Shuffle questions or answer options.** The bot will then ask whether you'd like to shuffle question and answer options – meaning the questions will come up in a random order, and the answers for individual questions will be in a random order as well. It's normally a good idea to say 'Yes' here, so students can retake the quiz for practice without simply memorizing the order. However, if you have “all of the above” style answers, or questions that work best if presented in a specific order, select 'No'. Again, this setting can be changed in the future if needed and there are the question which done.



Based on the research, it can be said that the use of Quiz Bot is a medium that helps students in the process of understanding and increasing students' accuracy in the material presented, namely about English, especially in sentence structure. Quiz Bot is very useful for students because the concept of this media is learning while playing. This will certainly make students feel comfortable and will not feel bored or bored when following the learning process or in the learning process because of this. This Quiz Bot is very suitable for use in English subjects because it will make students more active and focused. The influence of the Quiz Bot can be seen from the students' quizzes starting from understanding the dialogue, and the accuracy in determining vocabulary in filling in the blanks shows that it makes students easier to accept the material presented and answer the questions given.

CONCLUSIONS

The difference in mean scores among the two groups with distinct learning styles is negligible, according to the results of the pretest administered to the two groups. The mean scores of the two learning style groups do, however, significantly differ after the

post-test was given. As a result, even though Kolb asserts that each student has a propensity to combine many learning styles to fit their needs, the student in question eventually manifests a stronger preference for one particular learning style. The fact that there is a significant difference in the rise in mean scores between the pretest and posttest for the active learning style and reflective learning style groups is evidence that the online learning approach using chatbots produces more significant results with the active learning style.

Each quiz administered after the meeting shows an improvement in the students' vocabulary, which is the key indicator of their vocabulary growth. Thus, the development of students' vocabulary improves or becomes better after using Telegram Bot for learning.

The post-test results showed that the pupils' vocabulary mastery had increased since the treatment and was higher than it had been (pre-test). Additionally, it is shown by the fact that the sig. 2-tailed (P) value is not greater than the level of significance (α) ($0.000 < 0.05$). Based on these findings, the significance of this study (0.000) is less than the significant level (0.05), indicating that there is a significant effect before and after the treatment, implying that the alternative hypothesis (H_a) is accepted and the use of Telegram Bot in English learning can help students improve their vocabulary mastery.

Knowledge assessment using the Telegram Quiz Bot and Poll features is effective because it enables teacher to conduct online and interactive assessments so students are motivated to work on. With the timer, students cannot repeat the previous question. Students can also find out their ranking position after finishing working on the task and get the title of champion for the rank of 1, 2 and 3. Telegram can also be used for attitude assessment and skill assessment.

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