

English for Vocational Education: Developing Interactive English Materials with Quizizz for Office Management and Business Services Students of Senior Vocational High School (SMKN) 1 Mataram

Baiq Intan Nurhaliza¹, I Made Sujana², Kurniawan Aprianto³, Boniesta Zulandha Melani⁴, La Ode Alfin Haris Munandar⁵

¹⁻⁵ English Education Department, Faculty of Teacher Training and Education, University of Mataram, NTB, Indonesia

Received : June 23, 2024

Revised : March 24, 2025

Accepted : March 26, 2025

Published: March 30, 2025

Corresponding Author

La Ode Alfin Haris Munandar
laode_alfinharis@unram.ac.id

DOI: [10.29303/jeef.v5i1.680](https://doi.org/10.29303/jeef.v5i1.680)

© 2025 The Authors. This open access article is distributed under a (CC-BY License)



Abstract: This study explores the development of English learning materials using Quizizz-based interactive design for tenth-grade students of Office Management and Business Services (OMBS) at SMKN 1 Mataram. Vocational high schools aim to equip students with both specialized skills and essential competencies, such as English, which is taught as a foreign language tailored to meet the specific needs of the OMBS curriculum. The integration of technology, particularly through the use of Quizizz, enhances the learning experience by promoting engagement and motivation among students. The study employs the ADDIE model (Analyze, Design, Develop, Implement, Evaluate) for material development, ensuring alignment with student needs and curricular goals. Expert validation and student-teacher feedback reveal that the materials are highly effective, with students demonstrating increased motivation and improved learning outcomes. The interactive elements of Quizizz, including polls, open-ended questions, and various quiz formats, foster an engaging and interactive learning environment. The findings suggest that Quizizz-based learning materials can significantly enhance the learning process, making it more enjoyable and effective for vocational high school students. This research serves as a reference for future studies on material development and highlights the potential of Quizizz as a valuable tool for interactive education.

Keywords: materials development, Quizizz-based learning, interactive learning materials, English for Specific Purposes

INTRODUCTION

Vocational high schools are designed to prepare graduates for the workforce. One of the majors offered is Office Management and Business Services (OMBS). Mastering their chosen field while also acquiring skills in other areas, such as foreign languages, is crucial for students. English, an international language, facilitates communication between speakers of different languages and is one of the foreign languages taught in these schools. The teaching of English must align with the curriculum and meet student needs. For the OMBS major, English material should be based on English for Specific Purposes (ESP). Integrating technology into learning materials adds a new dimension to the learning experience. The era of the Industrial Revolution 4.0, characterized by digitalization and automation, demands that teachers be creative and innovative in planning and managing learning (Sujana et.al., 2019). One modern application that can support students' learning is "Quizizz," which, when used effectively, can have a positive impact on students.

According to Nisma (2018), material is an essential component of the teaching and learning process. Careful selection of learning materials is necessary to find the most appropriate ones for students. Ramdhani et.al. (2021) state that learning models, materials, and settings are critical elements for the success of the teaching and learning process, with teaching materials being particularly important. These materials can help teachers and students during learning activities, ensuring that the content meets students' needs.

ESP class material should be designed to meet students' needs (Rohimajaya et.al., 2021). Material development requires careful consideration to support students effectively. Teachers must deliver material in an engaging manner, making interactive learning essential. Aminatun et.al. (2022) describe interactive learning as a method involving active participation from both teachers and students, enhancing engagement and effectiveness.

Using online platforms as learning media can increase student interest. Sasahan et.al. (2017) describe learning media as tools that facilitate interaction between teachers and students, integrating technology through application programs and electronic media. Interactive learning media, which combine text, images, graphics, sound, and animations, can positively impact learning activities by increasing student motivation and interest.

Quizizz is an interactive learning medium that can enhance the learning process. Amornchewin (2018) notes that Quizizz features can boost students' interest in learning English. Research by Bunyamin et.al. (2020) shows that Quizizz can improve students' English learning outcomes, specifically in past tense material. Lestari & Khairuna (2022) found that Quizizz media received positive feedback from material experts, teachers, and students when used for teaching the digestive system.

This research aims to develop English material using Quizizz-based interactive design for students of X OMBS 1 at SMKN 1 Mataram. It is hoped that this study will serve as a reference for others conducting research on material development according to students' majors. Additionally, this

research can contribute to the use of Quizizz as an online platform for interactive learning.

RESEARCH METHOD

This research was conducted using Research and Development (R&D). R&D is adapted for developing and validating their educational products (Borg & Gall 1983). This research used development model with ADDIE model according to Branch (2009), which consists of five stages, namely; 1) **Analyze** is the first stage in developing material, the purposes of this stage was to analyze the syllabus (ATP) to determine the learning objective (TP). Teacher interview and students questionnaire also conducted to find out the student needs in developing the material; 2) **Design**, the purpose of this stage was made a draft for Quizizz design in order to determine the input, customize the content, determined the language used and the task.; 3) **Development**, the purpose of this stage was conducted expert judgment for the material developed and revised the material based on the expert judgment and then the material developed put on Quizizz; 4) **Implementation**, the purpose of this stage was applied the material developed and to know the effectiveness of the materials developed on Quizizz; 5) **Evaluation**, the purpose of this stage was Evaluated the material then got feedback from experts, teacher and students regarding the material developed and implemented through Quizizz.

The data were analyzed using a mixed method, namely quantitative and qualitative data such as observations, interview and documentaries analyzed using analytical model from Miles and Huberman in Sugiyono (2013). Data Analysis include data reduction, data presentation, and drawing conclusion, and verification.

While, quantitative used to analyze data in the form of numbers. The data form students' preference in learning analyzed using frequencies and percentage. The highest percentages of the answer of each question considered representing the students' preference in learning. The data from expert judgment were gathered by employing a Likert-scale. Level of validity descriptively analyzed using this formula below.

$$Va_1 = \frac{TSe}{TSh} \chi 100\%$$

After the value of each validity test is known, the researcher can calculate the combined validity of the analysis results. After the average results are known, then to determine the criteria the feasibility level of the media from: 1) 01.00% - 50. 00% is invalid, or may not be used; 2) 50.01 % - 70.00% is less valid, it is recommended not to use it because it needs major revision; 3) 70.01 % - 85.00% is valid enough, or usable, however, needs minor revision; and 4) 85.01 % - 100.00% is very valid, or usable. Data from students' and teachers' opinions about the material developed and implemented through Quizizz were analyzed using formula below.

$$P = \frac{F}{N} \times 100\%$$

After the result was found then the category of the students' and teachers' opinions can be categorized from 50-54%: worst, 55-59%: fair enough, 56-75%: fair, 76-85%: good, 86-100%: excellent.

RESULT

The Design of English Learning Materials for Tenth Grade Students of Office Management and Business Services.

Design

There was one unit regarding descriptive text designed in this research. The material was developed to adapt learning activities that use flipped learning.

There was one Quizizz designed before learning in the classroom. the Quizizz contained: 1) Warm-up, this section contained Quizizz for warm-up material in the form of polls and open-ended questions and aimed to introduce students to the learning material. This section contains poll questions about office-related vocabulary and open-ended questions about reading text about jobs provided to reinforce the material. 2) Core material explanation. There were also explanations of the generic structure and language features of descriptive text that students must read before learning in the classroom.

Then, there were four Quizizz created during learning in the classroom. The first Quizizz for warm-up, this Quizizz was distributed to students as a warm-up before starting learning. This Quizizz contained 10 words that must be matched with their meanings.

The second Quizizz is for core material (Pronouns and noun phrase). This Quizizz is given in drag-and-drop form. There were 8 questions, namely 4 questions for pronouns and 4 questions for noun phrases. This Quizizz is given when the teacher has finished explaining the material about pronouns and noun phrases.

The third Quizizz for Core material (Adjective and action verbs) is given in multiple-choice form. There were also 8 questions, namely 4 questions for adjectives and 4 questions for action verbs. This Quizizz is given when the teacher has finished explaining the material about adjectives and action verbs.

The fourth Quizizz for closing the material was in the form of a slide show, which displayed the group's task of identifying texts that included descriptive text.

Development

English material uploaded into Quizizz. The material uploaded have been validated by experts and revised according to experts' feedback. The material obtained the average score 87.49% from the experts and categorized as *very valid*. It means that the experts agreed that the material developed on Quizizz suitable for the X OMBS 1 and ready to implement in the teaching English. The material on Quizizz shows below.



Figure 1. Material before learning in the classroom



Figure 2. Material during learning in the classroom

Implementation

The material implemented with flipped learning. The first Quizizz was implemented before learning in the classroom and the second until fourth Quizizz implemented during learning in the classroom.

Evaluation

The focus of this evaluation was on the quality and effectiveness of English material developed on Quizizz. Then, the experts gave good feedback regarding the effectiveness of English material developed in Quizizz after development. Then students and teachers also gave good feedback after implementation regarding the material developed and implemented through Quizizz.

The Result of Students’ and Teachers’ Opinion about the Materials

The Result of Students’ Opinions

The following table captures the feedback of students regarding their experience with the Quizizz learning tool, specifically focusing on its use for English material in the Department of Office Management and Business Services (OMBS). The feedback is classified into four categories: Strongly Agree, Agree, Disagree, and Strongly Disagree. Each statement about Quizizz is evaluated based on these categories.

Table 1. The result of students’ opinion

No	Aspect Evaluated	Feedback			
		Strongly Agree	Agree	Disagree	Strongly disagree
1	The English material presented in Quizizz is for the Department of OMBS.	29%	71%	0%	0%
2	The language used in explaining the material is easy to understand.	29%	53%	18%	0%
3	Vocabulary studied is in accordance with the Department of OMBS	32%	68%	0%	0%
4	Learning material in Quizizz is presented with an attractive design	65%	35%	0%	0%
5	The practice questions explained in Quizizz are in accordance with the teaching material	32%	68%	0%	0%
6	The visual appearance presented in Quizizz is clear	62%	35%	3%	0%

	Aspect Evaluated	Feedback			
		Strongly Agree	Agree	Disagree	Strongly disagree
7	The instructions for each question in Quizizz are easy to understand	41%	50%	8%	0%
8	The processing time for each question in Quizizz is just right	20%	62%	15%	3%
9	Easy to operate the Quizizz as a learning tool	35%	62%	2%	0%
10	Learning and answering questions through Quizizz are very fun	61%	38%	2%	0%

Table 1 indicates that all students found the material developed using Quizizz to be relevant to their major, which is Office Management and Business Services (OMBS). This is evidenced by the number of students who chose "strongly agreed" (10 students, 29%) and "agreed" (24 students, 71%). Furthermore, the data reveals that students are quite familiar with and understand the language used to explain the material, with 10 students (29%) strongly agreed and 18 students (53%) agreed. However, 6 students (18%) disagreed, indicating some difficulty in understanding the language used.

In addition, students believe that the vocabulary in the material is pertinent to their major, differing from the general English vocabulary they had learned previously. The vocabulary in the developed material received positive feedback, with 11 students (32%) strongly agreed and 23 students (68%) agreed that it introduced new vocabulary. The appearance of the material also garnered positive responses, as 22 students (65%) strongly agreed and 12 students (35%) agreed that the colorful and varied shapes made the explanations more engaging.

Moreover, students actively participated in answering the practice questions provided in Quizizz. The exercises received a favorable response, with 23 students (68%) agreed and 11 students (32%) strongly agreed. Similarly, the image displays on Quizizz were well-received, with 21 students (62%) strongly agreed and 12 students (35%) agreed that the images were clear, although 1 student (3%) had a different opinion. The commands in the learning manual were generally found to be clear, with 14 students (41%) strongly agreed and 17 students (50%) agreed, though 3 students (8%) remained somewhat confused.

The practice questions' duration was considered appropriate by most students, with 21 students (62%) agreed and 7 students (20%) strongly agreed. However, 5 students (15%) disagreed and 1 student (3%) strongly disagreed, feeling the time was insufficient. Almost all students provided positive feedback on using Quizizz, with 21 students (62%) agreed and 12 students (35%) strongly agreed, although 1 student (3%) required help accessing it. Lastly, Quizizz proved to be an engaging learning tool, with 21 students (62%) strongly agreed and 13 students (38%) agreed that it enhanced their educational activities and provided a novel learning experience.

The Result of Teacher's Opinions

This table delineates the feedback from teachers regarding their experience with the Quizizz, particularly in relation to its application for English material within the Department of Office Management and Business Services (OMBS). The feedback is systematically categorized into four levels: Strongly Agree, Agree, Disagree, and Strongly Disagree. Each evaluated aspect of Quizizz is assessed based on these categories.

Table 2. The result of teachers' opinion

No	Aspect Evaluated	Feedback			
		Strongly Agree	Agree	Disagree	Strongly disagree
1	The English material presented in Quizizz is for the Department of OMBS.	25%	75%	0%	0%
2	The language used in explaining the material is easy to understand.	25%	75%	0%	0%
3	Vocabulary studied is in accordance with the Department of OMBS	25%	75%	0%	0%
4	Learning material in Quizizz is presented with an attractive design	100%	0%	0%	0%
5	The practice questions explained in Quizizz are in accordance with the teaching material	25%	75%	0%	0%
6	The visual appearance presented in Quizizz is clear	25%	75%	0%	0%
7	The instructions for each question in Quizizz are easy to understand	25%	75%	0%	0%
8	The processing time for each question in Quizizz is just right	25%	75%	0%	0%
9	Easy to operate the Quizizz as a learning tool	100%	0%	0%	0%
10	Learning and answering questions through Quizizz are very fun	100%	0%	0%	0%

Table 2 indicates that the teacher's response to the material developed received positive feedback. Specifically, the teacher agreed that the material developed for students majoring in Office Management and Business Services is relevant. Additionally, the teacher agreed that the explanation of the material on Quizizz used language that is easy for students to understand. Furthermore, the teacher also agreed that the vocabulary provided in the learning material was appropriate for their major, broadening students' insight into new vocabulary. The positive response extended to the material design developed through Quizizz, with the teacher strongly agreeing that it was presented in a way that could attract students' desire to learn.

Moreover, the teacher found the practice questions in the material interesting and appreciated the variety of question types used to support learning. Similarly, the teacher agreed that Quizizz's visual attachments, including the clarity of color and shape, made the material more attractive compared to

traditional blackboards and books. The instructions given in the practice questions and explanations of the material were also deemed easy for students to understand. Additionally, the teacher agreed that providing a specific duration for the practice questions was beneficial as it challenged students and helped them focus more while studying. The ease of accessing Quizizz further reinforced the positive response, with the teacher strongly agreeing that students would not face much difficulty using it as a learning medium. Finally, the teacher gave positive feedback, strongly agreeing that Quizizz is an interesting learning medium that could enhance the students' learning process.

DISCUSSION

Before developing learning materials, data must be collected to guide the process. This data was obtained from ATP, observations, teacher interviews, and student needs questionnaires. The course grid for designing English materials was first based on the analysis results of TP in the Syllabus or ATP. Learning focuses on vocabulary, language features, and the generic structure of the text. The developed material was then uploaded to Quizizz. It had been validated by experts and revised based on their feedback, achieving an average score of 87.49% and being categorized as very valid. The material on Quizizz is divided into two sections.

The first section of Quizizz was given before classroom learning. It served as a warm-up, containing 10 vocabulary questions in the form of poll questions, with no right or wrong answers, but rather whether students knew the vocabulary. The vocabulary choice was based on student needs as explained by the teacher during the interview. Additionally, there were 5 open-ended questions to warm up students for reading the text titled "Hannah: An Administrative Member," prepared based on the student's questionnaire in the learning reading section.

During the classroom learning process, there were four Quizizz activities. The first Quizizz contained 10 matching words questions to improve students' memory and knowledge of vocabulary from the reading text, based on the student needs questionnaire. The second Quizizz included 8 drag-and-drop questions: 4 about pronouns and 4 about noun phrases. This section was based on students' needs in writing activities and adjusted to the material to help students complete sentences with the appropriate words. The third Quizizz contained 8 multiple-choice questions: 4 about adjectives and 4 about action verbs. The fourth Quizizz included a group assignment shown in the Quizizz slide, aiming to assess students' ability to differentiate between descriptive and non-descriptive texts, developed based on the TP on the ATP.

After implementation, a second questionnaire was given to students and teachers to obtain their opinions about the teaching material on Quizizz. The students' opinions on the teaching materials, developed and implemented through Quizizz, reached an average score of 83.89%, categorized as good. This result shows that the material is related to their major and that using Quizizz as a learning medium can improve their motivation by making learning more fun and interesting. This aligns with Zhao (2019), who stated that Quizizz is a game-based educational application that can make learning activities more enjoyable.

The teacher's opinions from the questionnaire obtained an average score of 83%, also categorized as good. It can be concluded that teachers agree that the material developed and implemented through Quizizz relates to students of Office Management and Business Services major and that using this learning medium can make students more interested in learning activities.

CONCLUSION

The results from the first research questionnaire show that the material developed is suitable for the Office Management and Business Services major. The material on Quizizz is divided into two sections: before and during classroom learning.

Before classroom learning, there was one Quizizz activity containing warm-up questions in the form of polls and open-ended questions, followed by core material on the generic structure of descriptive texts and language features. During classroom learning, there were four Quizizz activities: 1) the first Quizizz contained 10 matching words warm-up questions; 2) the second Quizizz included 8 drag-and-drop questions about pronouns and noun phrases; 3) the third Quizizz had 8 multiple-choice questions about adjectives and action verbs; and 4) the closing material Quizizz was in the form of a slide with an assignment for students to identify two descriptive texts from five displayed and briefly explain their reasons.

After developing the material, it was implemented through Quizizz. The results showed that students' opinions on the teaching materials developed and implemented on Quizizz reached 83.89%, categorized as good. Teachers' opinions reached 83%, also categorized as good. In conclusion, the positive feedback from both students and teachers indicates that the material developed and implemented through Quizizz was well-received.

Acknowledgement

This research is a part of collaborative research between lecturers and students of English Education Department, the University of Mataram under financial support from the University of Mataram (fiscal year 2023).

REFERENCES

- Aminatun, D., Alita, D., Rahmanto, Y., & Putra, A. D. (2022). Pelatihan Bahasa Inggris Melalui Pembelajaran Interaktif Di Smk Nurul Huda Pringsewu. *Journal of Engineering and Information Technology for Community Service*, 1(2), 66-71. DOI: <https://doi.org/10.33365/jeit-cs.v1i2.141>.
- Amornchewin, R. (2018). The development of sql language skills in data definition and data manipulation languages using exercises with Quizizz for students' learning engagement. *Indonesian Journal of Informatics Education*, 2(2), 85-90. <https://www.learntechlib.org/p/208844/>
- Borg and Gall, (1983). *Educational research, an introduction*. Longman.
- Branch, R. M. (2009). *Instructional Design: The ADDIE approach*. Springer.
- Bunyamin, A. C., Darmawan, D., & Dimiyati, E. (2020). Pengaruh penggunaan aplikasi quizizz terhadap hasil belajar bahasa Inggris siswa pada pokok bahasan simple past tense di SMA Negeri 6 Garut. *Teknologi Pembelajaran*, 5(2).
- Lestari, A. I., & Khairuna, K. (2022). Developing Quizizz-based learning media on digestive system materials. *Jurnal Basicedu*, 6(5), 8450-8457.
- Nisma, A. (2018). Exploring Student's need for developing material of english for civil engineering. *METATHESIS Journal*, 2(1), 1-11. <https://core.ac.uk/download/pdf/296597754.pdf>
- Ramdhani, L. N., Sujana, I. M., Thohir, L., & Saputra, A. (2021). The complexity of sentence structures in reading texts of English textbooks used for the first grade in Senior High School. *In Journal of English Education Forum*, 1(2), 15-25. <https://jeef.unram.ac.id/index.php/jeef/article/view/182>
- Rohimajaya, N. A., Sudirman, A., & Hamer, W. (2021). Developing English Materials for the Students of Information System Department at Technology and Information Faculty, Mathlaul Anwar University Banten. *Language Circle: Journal of Language and Literature*, 15(2), 241-248. DOI: <https://doi.org/10.15294/lc.v15i2.26275>.
- Sasahan, E. Y., Oktova, R., & IRN, O. O. (2017). Pengembangan media pembelajaran interaktif tentang optika berbasis android menggunakan perangkat lunak Ispring Suite 7.0 untuk mahasiswa S-1 Pendidikan Fisika pada pokok bahasan interferensi cahaya. *In Prosiding SNFA (Seminar Nasional Fisika Dan Aplikasinya)* 2, 52-61. DOI: <https://doi.org/10.20961/prosidingsnfa.v2i0.16364>
- Sugiyono. 2013. *Metodelogi Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta. Accessed on August 24, 2023.
- Sujana, I. M., Waluyo, U., Arifuddin, A., & Soepriyanti, H. (2019). Pengembangan "content" google classroom untuk guru dan mahaiswa bahasa Inggris kota Mataram. *Jurnal Pendidikan dan Pengabdian Masyarakat*, 2(4). <http://download.garuda.kemdikbud.go.id/article.php>
- Zhao, F. (2019). Using Quizizz to integrate fun multiplayer activity in the accounting classroom. *International Journal of Higher Education*, 8(1), 37-43. <https://eric.ed.gov/?id=ej1203198>