

## Developing an Interactive English Teaching Module for Fashion Students at Grade X SMKN 1 Mataram by Using Quizizz Application

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### ABSTRACT

Vocational high school students need to learn the English language tailored to their specific majors. It is necessary to design the specific module for their chosen field, especially in fashion majors. This study aimed to design an interactive English teaching module using Quizizz for a fashion major in a vocational high school, along with discovering the feasibility of the English teaching module in supporting teaching-learning in English for fashion majors. This is a Research and Development (R&D) study with the ADDIE model consisting of five phases: analysis, design, development, implementation, and evaluation. Interviews, documentation, and expert validation questionnaires were used to collect the data. The data were analyzed using quantitative and qualitative analysis. The developed English teaching module using Quizizz resulted in three sections: introduction, main lessons, and assessments with different variations of feature tasks such as slides, poll, multiple-choice, fill-in-the-blanks, match, reorder, drag-drop and drop-down, draw, audio responses, and open-ended enriched the interactivity of the module. The results of expert validation for the module showed high feasibility for the module to use in the classroom, with an average percentage score of 96% for content and 94% for media. Based on the result, it can be shown that the English teaching module using the Quizizz application is very good to be applied in English teaching and learning for fashion majors.

**Keywords:** ESP, Teaching Module, Quizizz, Vocational High School

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### INTRODUCTION

Vocational high school is one of the educational school types in Indonesia that is oriented to prepare students to enter the world of work after graduating. However, the orientation has not met the objectives, and each year, the employment rates for vocational high school graduates are still low. The data from BPS-Statistics Indonesia shows that the unemployment rate of vocational high school graduates is still 9.31% compared to other education levels (Rachman, 2023).

The lack of English language skills among vocational high school graduates is the reason for the high unemployment rate. In the professional world of work, English language

skills are one of the requirements considered in recruitment. Safira & Azzahra (2022) stated that English is widely used and most needed in state-owned, multinational, foreign, and private companies. Related to this, English must be taught effectively and tailored to their specific majors by using customized methods to encourage students to acquire English aligned with their majors to compete in the Indonesian job market and succeed globally.

However, the English materials used to teach in vocational high schools are general and not tailored to their majors (Mahbub, 2018). Toward this, the English for Specific Purpose materials must be adapted to teach English in vocational high schools. As stated by Hutchinson & Waters (1987), the concept of English for Specific Purposes (ESP) encompasses an educational approach involving content and methodological choices in language education depending on the learners' specific targets for acquiring the language. ESP is viewed as a movement designed to meet the language learning needs of individuals who require English for specific purposes, such as being a student, engineer, or professional worker (Richards & Rodgers, 2001). Then, the material selection in the ESP approach includes varieties, authenticity, flexibility, a differentiated learning style, a student-centered learning style, and is based on the result of the students' needs (Tomlinson, 2011). It is believed that the adjusted authentic material by simplifying the grammar, and choosing vocabulary or diction that is appropriate to the student's level will be suitable to use in classes (Apgrianto et al., 2021). Therefore, using the ESP approach in teaching English at vocational high schools might be the solution to acquiring content knowledge and practical skills through the use of English.

Moreover, in the Merdeka Curricula in Indonesia, teachers can create their teaching modules according to the needs of students to achieve learning objectives. With this policy, the development of teaching modules containing materials and worksheets for students can be tailored to specific English language learning based on particular majors. The teaching module development is essential as it optimizes the teaching and learning process with the interactive learning model and various materials and worksheets. Pulukadang et al. (2020) describe a module as one form of teaching material encompassing a package of whole-planned learning activities containing learning competencies, learning objectives, teaching and learning activities, lesson plans, topic materials, assignments, and assessments.

Furthermore, these growths of varieties of tools for education offer a dynamic learning experience for students by combining multimedia elements, interactivity, and auto feedback. One of the educational technology tools that offer dynamic learning experiences for creating lesson and tasks is Quizizz platform. Quizizz is a quiz and interactive educational technology tool that includes game-based activities in the classroom by providing fun exercises (Zhao, 2019). Quizizz has several types of questions, such as multiple choice, fill in the blanks, drag & drop and drop down, reorder, match, categorize, draw, audio and video response, and slides that will help users create interactive and engaging activities (Haripriya, 2023). The use of Quizizz in teaching-learning environments has several advantages such as easily accessible, flexible to use everywhere, can be used to give assignments by providing a deadline for submissions, can be used to make an interactive module by providing the

teacher with slide designs where the teacher can input videos, voice recorder, images, etc., has entertaining features such as music to reduce the boredom of students in doing questions or studying the materials as claimed by Junior (2020).

Based on the explanation of the problem above, it is necessary to develop ESP-based English language materials for grade 10 of Fashion students at SMK Negeri 1 Mataram by using Quizizz to attract students' interest so that students are enthusiastic and active in learning English in class and to discover the feasibility of the English teaching module using Quizizz. This research aims to assist teachers in developing materials for ESP-based English teaching by using the Quizizz application and also to discover the feasibility of the developed English teaching module using Quizizz.

## METHOD

The design in this study uses the Research and Development (R&D) method. R&D is a study to create specific products and evaluate their effectiveness (Sugiyono, 2014). It is aligned with the aim of the research that attempt to develop the English module for fashion major. The ADDIE model is used as the development method. This instructional design was introduced by Branch (2009) and consists of five phases such as:

Analysis: Examining learning objectives, current modules, and teacher interviews.

1. **Design:** Creating course grid framework and selecting module content.
2. **Development:** Incorporating Quizizz for interactive elements.
3. **Implementation:** trial the product in the field.
4. **Evaluation:** the expert evaluates the module.

The research involved 30 Fashion students as the subject for implementation of the English teaching module at the 10th-grade fashion major at SMKN 1 Mataram. The English teacher of fashion major also become the participant to collect main information related to the development of the module. The data collection involved qualitative methods (interviews, document analysis) and quantitative methods (expert validation questionnaires). The instruments used to gain data were interview guides, a content and media validation questionnaire, and documentation. This study uses quantitative and qualitative descriptive analysis methods to analyze the data. Quantitative analysis was used to analyze the expert validation data, using a Likert scale (1-5) with results calculated as percentages. The resulting percentages were then interpreted using a rating scale: 81-100%: Very Good (usable without revision), 61-80%: Good (usable with minor revisions), 41-60%: Sufficient (needs major revision), 21-40%: Bad (unfeasible to implement), 0-20%: Very Bad (very unfeasible to implement). Product feasibility was determined by a minimum score of 61-80% ("Good") on the expert validation. Then, the qualitative descriptive analysis was used to process and interpret the qualitative data gathered from teacher interviews, document analysis of syllabi and learning objectives, and student feedback. It uses three phases: data reduction, display, and conclusion/verification (Miles & Huberman, 1994).

## **FINDING AND DISCUSSION**

### **RESEARCH RESULT**

The findings describe the result of the study, such as designing the interactive English teaching module using Quizizz and discovering the feasibility of the interactive English teaching module using Quizizz. In designing the English teaching module, the study followed the ADDIE development procedure, which consisted of five stages: analysis, design, development, implementation, and evaluation.

#### **1) Analysis**

At this stage, the analysis was carried out to find out the needs of students and teachers related to the design of the interactive English teaching module. Sujana et al. (2022) discovered that the primary and fundamental stage in designing an English teaching plan is the need analysis. The analysis was conducted by interviewing the English teacher and analysing some supported documents such as the curriculum syllabus (ATP), basic competency (TP), and the current module.

The result of the interview with the English teacher revealed a need for Fashion students to have a specific English topic that required industry-relevant content and interactive learning experiences that suit the pre-intermediate level of English. The students need a supporting vocabulary and expressions commonly used in the fashion industry, providing them with reading, speaking, and vocabulary to enhance their comprehension and communication. Further, the teacher highlighted using an integrated educational technology tool to develop the English teaching module for teaching-learning environments.

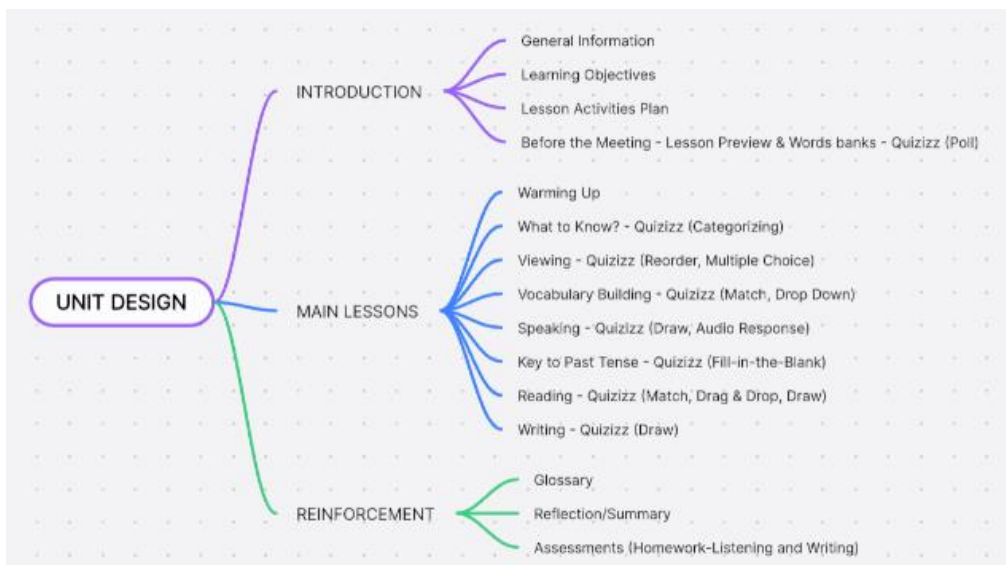
The next analysis was for the TP, ATP, and current module. It was found that the TP was not specific to Fashion Design students. The existing teaching module begins with topic-related vocabulary and group activities, incorporating technology like YouTube for listening and viewing skills. A single text is used for all language skills, with various exercises, including information identification, gap-filling, and text creation. Students prefer short audio or video inputs (under 5 minutes) for listening, 4-5 paragraph authentic texts with relevant vocabulary for reading, guided speaking activities with visual aids, and picture-based prompts for writing. The current materials lack focus on fashion-specific content.

Based on the analysis, the researchers and teachers will develop a new teaching module using the existing TP but with learning objectives tailored to fashion design students. The unit of teaching module integrates Quizizz for engagement and focuses on receptive skills, vocabulary building, language features, and productive skills.

#### **2) Design**

In designing the English teaching module, the basic competency was chosen and elaborated into three learning objectives such as students will be able to use effective language features of retelling texts, students will be able to interpret the information from the recount texts, and students will be able to present ideas/topics related to the fashion industry figures using effective communication skills. Then, the topic of the unit was about various factual events, biographies, and experiences in the fashion industry. The title of the

unit is “The Growth and People in the Fashion Industry.” The teaching module is divided into three sections: introduction, main lesson, and reinforcement. The course framework design of the unit is as follows:



**Figure 1.** The course unit design framework

### 3) Development

At this stage, the interactive English teaching module was developed according to the designs made in the previous stage until the product was published on Quizizz after being revised based on the feedback of validation. Validation was carried out to determine the feasibility of the media before it was applied or used by teachers and students. The validation focused on content and media and was validated by two experts. The English teaching module validation resulted in a ‘very good’ rating with a 96% score for the content validation and a 94% score for media validation, and it strongly confirmed the feasibility of the English teaching module to use in the classroom.

### 4) Implementation

After the English teaching module is validated by experts and published on the Quizizz platform, the next stage is the implementation stage. The aim of the stage is to apply the English teaching module to an actual situation. The implementation is divided into two sections namely, preparation and trial day.

In the preparation, students were informed about the upcoming learning activities and given warm-up exercises via online media. On the trial day, the implementation incorporated Quizizz into core lessons and tasks, with students working in groups of 5 consisted of 6 students per group. The determination of dividing students into groups is chosen by teacher to avoid to avoid over-screen time on the phones used in the learning process, to prevent students from opening another platform/application, and to avoid the limitations of internet usage. The class progressed through various activities, including

vocabulary review, main lesson explanations, and tasks covering warming up, categorization, viewing, vocabulary building, and speaking. Students provided positive feedback, noting that Quizizz made the class more engaging and fun. They appreciated the varied activities, the challenge of timed questions, and the flexibility of accessing the module outside of class. However, students also highlighted the need for a reliable internet connection to ensure effective use of the module. Overall, the implementation demonstrated the potential of the English teaching module using Quizizz to enhance student engagement and learning in fashion-related English instruction.

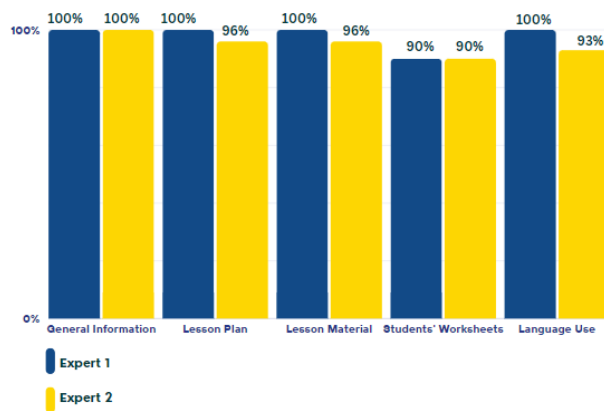
## 5) Evaluation

The evaluation stage means that the expert on the content and media assessed the English teaching module. Based on expert judgment calculations, the English teaching module using Quizizz was successfully developed, and experts were given highly positive feedback regarding the module's content and media.

After the product of the English teaching module using Quizizz was finished, the next aim was to discover the feasibility of the English teaching module. Therefore, after completing the ADDIE stages, the feasibility of the English teaching module using Quizizz can be discovered and concluded in several points: the feasibility of content and media and the feasibility supported by students' task results.

### 1) Content validation

In the content validation, the expert had to validate five components. The components were general information, lesson plans, lesson material, students' worksheets, and language use.



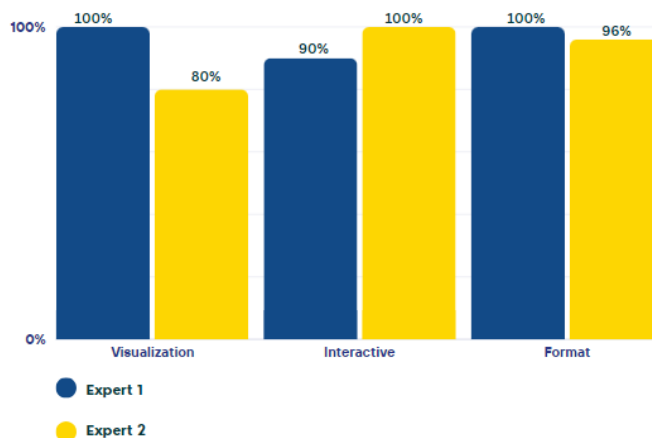
**Figure 2.** Content validation result

Based on the result of expert validation from the first validator, the percentage results from the validation of the content from the first validator was 98.04%, categorized as “very good”, and the module can be implemented in the class. While the percentage score from the second validator from English teacher was shown a 94% percentage of the score and is categorized as “very good”. Both experts' validation gave highly scores for the English teaching module developed using the Quizizz application. The overall percentage

score of the two experts was 96%, which shows that the English teaching module's content is relevant, readable, and sufficient to use for grade 10 Fashion majors in SMKN 1 Mataram.

## 2) Media validation

For the media validation, there are three components to evaluate such as visualization, format, and interactivity. The visualization evaluates the choice of color, font size and type, and media input like pictures, videos, and audio. The format evaluates the page format, the margin and instruction for applying the module. The interactive points evaluate the input and media, the design of the module to enhance students' creativity and activeness, and the accessibility and flexibility of the module. Two experts also validated the media validation.

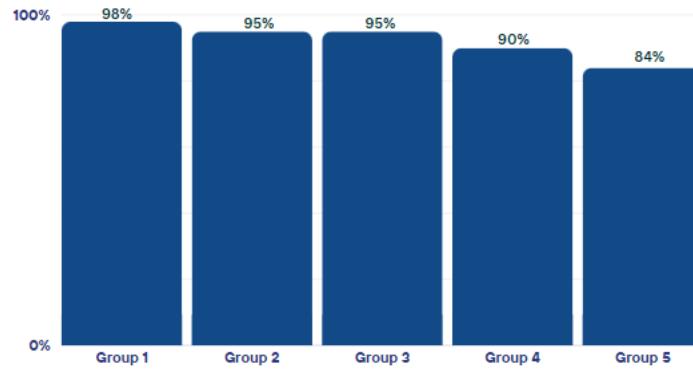


**Figure 3.** Media validation result

The percentage score given by the first validator was 98% and the second validator gave 94% for the media validation. In the calculation, the overall percentage score of the two experts was 94% for media validation, and the score was categorized as 'very good' since the percentage is within the scale of 81%-100%. However, there are further suggestions for revising the module to increase the font and color selection. Overall, the result of the media validation showed that the selection of the media for the English teaching module using Quizizz was extremely good to be applied in the actual environments.

## 3) Students' task results

The result taken from the report of the results of doing several tasks of the English Language Teaching Module using Quizizz on the trial day from the questions that appeared in the what-to-know section until the speaking section.

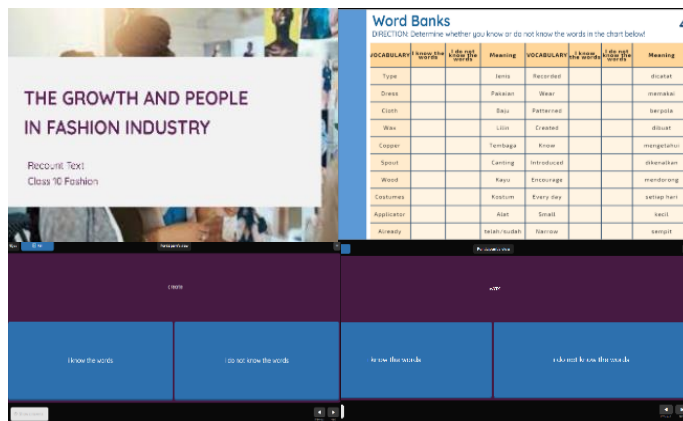


**Figure 4.** Report of students' task results

Based on the report, the 5 groups that consisted of 6 students, –30 students–, students could answer almost all of them correctly with an average accuracy of 93% and follow the learning activities well according to the instructions. This shows that the content and tasks designed in the English teaching module using Quizizz are appropriate to students' abilities and needs, clear instructions on each question, interactive activities in class, as seen in one of the speaking sections, and are acceptable to students.

**DISCUSSION**

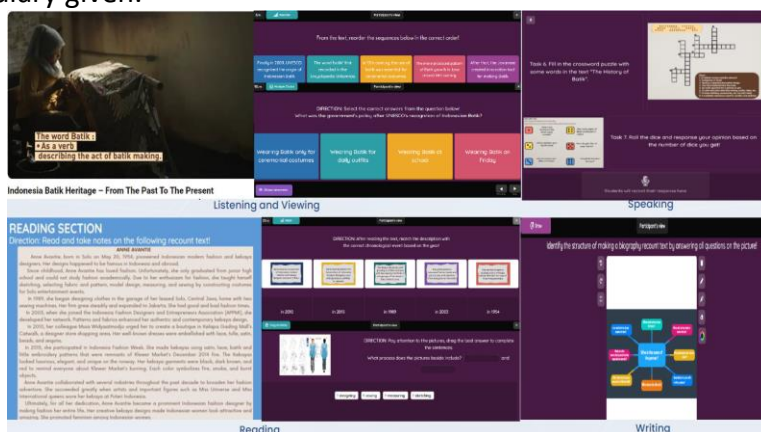
The design of the English teaching module using Quizizz resulted in a highly good product that aligned with the Fashion major for 10th graders in SMKN 1 Mataram. The English teaching module using Quizizz with the title of “The Growth of People and Fashion Industry” is divided into three sections to be published on the Quizizz platform.



**Figure 5.** The design of the first section of the English teaching module using Quizizz

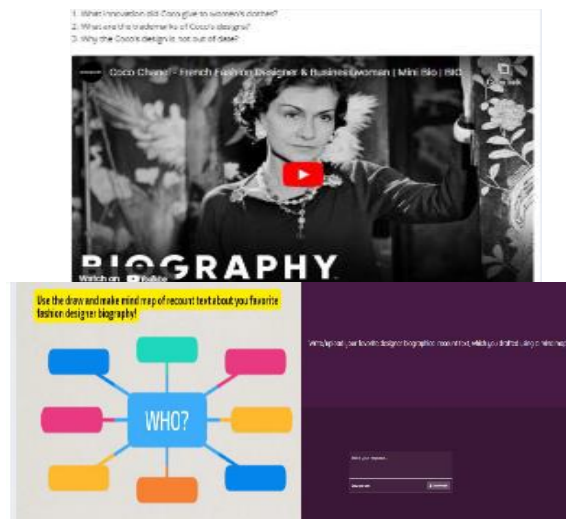
The first section of the Quizizz contained warming-up material given to students before the classroom. This section consists of word banks and what-to-know materials. The word banks contain 20 words, and the what-to-know contains a topic review. The materials were given by using features of slides and polls in Quizizz. The slide in the what-to-know section reviews the general structure of the recount text topic. This aims to review the

understanding of the generic structure of the recount text that has been known priorly and give students an overview of the recount material taught for the meeting in class. The poll question for word banks aims to prepare students with topics and familiarize the words related to the material that will be taught during class; therefore, quiz answers are not graded because the quiz aims to find out whether the students are familiar or unfamiliar with the vocabulary given.



**Figure 6.** The design of the second section of the English teaching module using Quizizz

The second Quizizz integrated into the English teaching module contained lessons and tasks. This section uses instructor-paced lessons. This feature is used after the teacher explains a material, students will be directed to do several tasks related to the material taught by following the learning flow. The aim is to make students and teachers build an interactive and active class easily by providing direct feedback in class on the results of assignments in Quizizz, and teachers can find out which points students have not understood yet. In the sections, the tasks activities using Quizizz nine types of questions, such as categorizing, multiple choice, match, reorder, drop down, drag & drop, fill-in-the-blank, draw, and audio responses features. All the features used in the module were varied in different quantities.



**Figure 7.** The design of the third section of the English teaching module using Quizizz

The third section of the module integrates Quizizz by using open-ended questions for the assessments. This section contained a further assignment for students that must be done individually as homework. The tasks aimed to extend students' understanding of the topic and enhance their creativity in making biography recounts related to their fashion fields.

The Quizizz integrated into the three section of the English Teaching module makes the materials and tasks activities become interactive in ways such as:

- a. **Immediate feedback:** the interactivity between students and teacher enhance since the feature of Quizizz allows teachers to control the flow of the lesson, providing direct feedback in class and identifying areas where students need more support.
- b. **Accessibility:** The English module using Quizizz can enable students to use the module outside of class time, providing flexibility in learning and reinforcing the interactive nature of the material beyond the classroom setting.
- c. **Gamification:** The tasks in the module have a period of time to answer the questions. It engages students' willingness to do the tasks faster and better since their work is shown on the leaderboards.
- d. **Fun exercises:** The type of questions in the Quizizz allows students to be active in the classroom in fun ways, such as in the speaking section where the tasks direct students to be interactive by doing the task activity 'roll the dice and respond' to speak in Quizizz or directly in the classroom.

The content of the English teaching module using Quizizz, which focused on enhancing vocabulary, language features, and receptive and productive skills in the context of fashion, allowed students to deepen their understanding of their chosen field while learning English. It is also shown that the English teaching module includes four principles of the teaching module, such as relevance, readability, sufficiency, and consistency, as stated by Kurniawan and Kuswandi (2021). Further, integrating Quizizz in the module makes

language learning more meaningful and directly applicable to the student majoring in fashion. Quizizz was integrated into the module to enhance interactivity and support various aspects of language learning. The platform was used to present materials and tasks, with different features employed for various learning objectives. These included high-order thinking tasks, activities to enhance active skills and creativity, and exercises to assess comprehension. The flexibility of making material and tasks as needed aligns with Rogowski (2022), that using Quizizz lesson features is helpful because teachers can select from a library of lessons and quizzes and change them to fit their needs.

The English teaching module using Quizizz implemented in the classroom proved effective, engaging, flexible, and challenging for students. This aligns with Junior (2020), who indicated that Quizizz can improve students' interest in learning. The strategic use of various Quizizz

## CONCLUSION

The research resulted in the product of an interactive English teaching module using Quizizz for Grade X Fashion students at SMKN 1 Mataram. This module, validated by experts with high scores of 96% for content and 94% for media, was categorized as "very good" and deemed feasible for use. Developed using the ADDIE Model, it was structured into three sections: introduction, main lesson, and reinforcement, with Quizizz features integrated in the module. The research effectively produced a tailored, interactive module meeting the specific needs of Fashion students.

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