



# The Development of Quizizz-Based Interactive Design using *Whole-Part-Whole* Model for Teaching English Vocational School for Culinary Arts Department

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Article Info	Abstract
<b>Article History</b> Received: 2024-08-07 Revised: 2024-09-22 Published: 2024-10-08  <b>Keywords:</b> <i>Quizizz-Based Interactive Learning;</i> <i>Vocational School;</i> <i>Culinary Arts.</i>	This research is a Research and Development study aimed at developing game-based English language learning tailored to the needs of students in the culinary field, utilizing <i>ESP</i> (English for Specific Purposes) and the <i>Whole-Part-Whole</i> model. The data were analyzed using both qualitative and quantitative descriptive methods. Qualitative data were generated during the Analysis phase of the ADDIE research procedure, which served as material for content development. Quantitative data were obtained from expert judgment. The data analysis process, which included document analysis and interviews, identified several student needs related to English language learning. The results of this study were as follows: In the first stage ( <i>whole</i> ), materials were presented along with interactive quizzes through Quizizz. In the second stage ( <i>part</i> ), detailed materials were displayed, covering definitions, social functions, text structure, and linguistic features of procedural texts. In the third stage ( <i>whole</i> ), students were assigned to create their procedural texts, both orally and in writing, using Quizizz. The average percentage of student perception was 92.03%, indicating that the module implemented in class is highly suitable. The average rate of expert judgment reached 95.83%, with an interpretation score of very suitable. Thus, developing an interactive quiz-based design for teaching English in culinary vocational schools at SMK N 4 Mataram was deemed very appropriate for use in the teaching and learning process.

Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2024-08-07 Direvisi: 2024-09-22 Dipublikasi: 2024-10-08  <b>Kata kunci:</b> <i>Pembelajaran Interaktif Berbasis Quizizz;</i> <i>SMK;</i> <i>Tata Boga.</i>	Penelitian ini merupakan penelitian Research and Development yang bertujuan untuk mengembangkan pembelajaran bahasa inggris berbasis game berdasarkan kebutuhan siswa di bidang kuliner dengan penerapan ESP dan Whole-Part-Whole model. Data dianalisis menggunakan deskriptif kualitatif dan kuantitatif. Data kualitatif dihasilkan pada bagian Analysis pada prosedur penelitian ADDIE yang digunakan sebagai bahan untuk pengembangan materi. Data kuantitatif didapat dari expert judgement. Proses analisis data yaitu dengan analisis dokumen dan wawancara menghasilkan beberapa kebutuhan siswa terkait pembelajaran bahasa inggris. Hasil penelitian ini adalah; pada stage pertama ( <i>whole</i> ), terdapat materi yang ditampilkan dan kuis interaktif melalui Quizizz. Pada stage kedua ( <i>part</i> ), menampilkan materi secara rinci meliputi pengertian, fungsi sosial, struktur teks, dan ciri kebahasaan teks prosedur. Pada stage ketiga ( <i>whole</i> ), siswa diberi tugas untuk membuat sendiri teks prosedur baik lisan maupun tulisan melalui Quizizz. Hasil persentase persepsi siswa rata-rata 92,03% bahwa modul yang diterapkan di kelas sangat layak. Hasil persentase rata-rata penilaian ahli mencapai 95,83% dengan interpretasi skor sangat layak. Dengan demikian, pengembangan desain interaktif berbasis kuis untuk pengajaran bahasa Inggris di sekolah kejuruan jurusan tata boga di SMK N 4 MATARAM dinilai sangat layak untuk digunakan dalam proses belajar mengajar.

## I. INTRODUCTION

Vocational school students are prepared to be in the world of work, according to regulations Law no. 20/2003 concerning the National Education System and Government Regulation no. 29 of 1990 concerning Secondary Education. Therefore, to build competitiveness in vocational school students, education must focus on developing skills that are relevant to the world of work according to their respective fields. skills, which consist of the 4Cs: Creativity,

Collaboration, Critical Thinking, and Communication (Trilling & Fadel, 2009). Vocational school students must have the ability to communicate in English because it is an additional value in job competition. With the ability to communicate in English, they will be able to develop themselves, become more competitive, and have confidence in developing their careers.

According to the previously outlined guidelines, English holds a significant importance

for students attending vocational schools, as it can facilitate their transition into the workforce. In Indonesia, the curriculums of high schools and vocational schools closely correspond to the level of English competence. Students in vocational schools require different resources and instructional strategies than those in high school. The goal of English instruction in vocational schools should be to help students become proficient in their chosen industries so they may work and grow as individuals. English for Specific Purposes (ESP), should be used in vocational school English course design to accomplish this purpose (Asmin, 2019).

According to Hutchinson & Waters (1987), ESP is an approach to designing courses based on learners' needs. The term "specific" in ESP refers to a specific purpose for learning English. Students work on learning English in areas that are already familiar and relevant to them. This means students can immediately apply what they learn in the ESP classroom to the field of work and studies. The ESP approach helps students learn more using English, as their learning becomes more relevant and their interest in the subject matter motivates them to interact with speakers and texts. To sum up, ESP in culinary arts department is an approach to designing material in all aspects of food, including traditional and international cuisine preparation and serving. It is the art of food processing. The goal of culinary arts programs is to develop professional chefs in the industry.

Teaching materials are important things to be prepared in teaching. Most of the teachers in Indonesia prepare the materials based on the curriculum that applied at that time. For example, the era of Kurikulum Merdeka which is the lesson plan included in module ajar. This module can be arranged by the teacher freely based on the curriculum. Based on the word "free", teachers should create good teaching materials that are appropriate to students' majors in vocational schools. According to Tomlinson (2013), materials are the instruments used to support language learning. Print materials, materials from live performances or displays, cassettes, CD-ROM, DVDs, and online resources (e-books) are all possible formats for materials. Other kinds of materials are in linguistic, visual, aural and kinesthetic forms. Teachers could deliver the material using educational, experiential, elicitation, or exploratory to teach the language. They give students a chance to hear, encourage, and understand the language. Teachers could support

the students as they can discover things in their way. Thus, teaching materials are tools that aid language acquisition through various methods such as print, live performances, and digital platforms that a teacher can use to facilitate learning for their student. The material can be linguistic, visual, aural, or kinesthetic, and can be educational, experiential, elicitation, or exploratory.

Game-based learning is integrating elements of gameplay into the learning to enhance students' engagement actively in the learning process. Instead of traditional methods, like books or lectures, game-based learning uses games on computers or gadgets. In this case, the popular game used in teaching is Quizizz. Quizizz is a popular platform for learning and assessment that offers interactive quizzes for students. One of the main reasons to choose Quizizz is its engaging and gamified approach to learning. Quizizz contains some elements of gaming, such as points, leaderboards, and funny memes, making the learning process more enjoyable and motivating for students. This gamified approach encourages active participation and fosters a competitive spirit among students, leading them to strive for improvement. The study which was conducted by Zhao (2019), found that there were some advantages of Quizizz. Taking Quizizz improves the students' learning. The student as the sample in the study stated that using Quizizz eases their test anxiety; completing in-class tasks on Quizizz is preferable to doing them on paper; and they want to use Quizizz in the lessons that follow. This study also reveals that higher ratings for both the instructor's teaching evaluation and user satisfaction with Quizizz are reported in the class sections when the app is used more frequently.

Based on these problems, an idea emerged for developing teaching modules in the Kurikulum Merdeka. The researcher developed English teaching modules related to culinary arts that suit the student's field of study at the partner school, SMK Negeri 4 Mataram. In the end, this motivated and full supported the competency of the student's specific area of expertise. Students also can communicate their expertise as a product of expertise to interested parties, as well as a preparation for students to pursue a culinary profession in the future.

## **II. RESEARCH METHODS**

This research is a type of Research and Development (R&D). This is highly suitable

because the output is a teaching product that can be used as a reference for teachers in developing teaching modules at vocational schools in the culinary arts department. This research uses the ADDIE research procedure. According to Branch (2010), there are five research steps, i.e., analyzing, designing, developing, implementing, evaluating.

In the analysis stage, document analysis was used. The documents are; Learning Outcomes or *capaian pembelajaran* (CP), Lesson plan or *Alur Tujuan Pembelajaran* (ATP), and teaching modules. Learning outcomes were adopted for the material development. Lesson plans were being adapted with the different teaching model from the previous. Teaching modules were adapted due to the different media and teaching models. Interviews were conducted as secondary data collection, resulting in the selection of procedural text teaching material to be developed along with Quizizz.

In the design stage, mapping was carried out for the learning methods to be used. In this case, the *Whole-Part-Whole* model was used. The first stage (*whole*) involves presenting the overall content of the teaching material to the students. The second stage (*part*) is detailed material related to text procedures is presented. In the third stage (*whole*), the student gives the task and attempts to integrate an overall understanding of the task along with the individual components that have been practiced in the 'part' section.

In the development stage, procedural text teaching materials with the Whole-Part-Whole concept were developed with Quizizz. At this stage, two types of developments were made; the development of materials through Quizizz and the development of interactive quizzes. The first stage (*whole*), consists of receptive skills. In the second stage (*part*), in the form of definition, social function, text structure, and linguistic elements of procedural text. The third stage (*whole*), consists of productive skills.

In the evaluation stage, this phase requires an assessment from two experts regarding the feasibility of the product that has been developed. In this case, two experts were involved: a lecturer from the University of Mataram and an English teacher from SMK N 4 Mataram. In the implementation phase, the teaching module was directly applied in the classroom with students to determine the effectiveness. In this case, several questions were distributed to students in the form of a

questionnaire to assess the effectiveness of the Quizizz-based teaching modules.

The techniques of collecting data were: documentation and interviews. The research instruments used documents such as CP, ATP, and teaching module, an interview sheet for the English teacher, and expert validation. This study employed a combined approach to data analysis, utilizing both quantitative analysis techniques and qualitative analysis. Quantitative analysis was used to examine data gathered from the expert validation results and students' perception questionnaires. This analysis aimed to assess the validity and student perception of the Quizizz-based interactive module. Initially, the quantitative analysis focused on the Material validation questionnaire: This questionnaire employed a Likert scale, consisting of four categories starting from "Very Feasible" "Feasible", "Quite Feasible", "Not Feasible", "Very Not Feasible" These categories were further defined according to percentage ranges: (Very Feasible ; 81 % - 100 %, Feasible ; 61 % - 80%, Quite Feasible ; 41 % - 60 %, Not Feasible ; 21 % - 40 %, Very Not Feasible ; 0 % - 20%). As suggested by Arikunto (2013), materials and learning media were considered feasible if the validator assessment yielded a percentage of  $\geq 41\%$ .

This research involved 25 students from class X.2 in the culinary arts department at SMK N 4 Mataram, as the analysis of students' perceptions used a four-category Likert scale with 10 questions in the form of a questionnaire. Student responses were converted into percentage scores and then categorized as follows: Very Feasible ; 81 % - 100 %, Feasible ; 61 % - 80%, Quite Feasible ; 41 % - 60 %, Not Feasible ; 21 % - 40 %, Very Not Feasible ; 0 % - 20%. These categories served to determine the feasibility of the Quizizz-based interactive module based on student opinions.

### III. RESULTS AND DISCUSSION

#### A. Results

This research uses the ADDIE method, which is Analysis-Design-Development-Implementation- Evaluation. The ADDIE method was used to develop teaching materials in English subjects that focus on the culinary arts department.

1. The Analysis Phase: in the analysis phase, based on document analysis and interviews with the teacher, it was found that the learning needs of students in the culinary arts department were to be able to speak

English to prepare them for the culinary industry. Teachers are also recommended technology in learning to avoid boredom. Therefore, the teacher applied Quizizz to the previous material. The Quizizz contains several kitchen stuff to make student more adaptive to their major. Students were quite interested in Quizizz. They like competition, so Quizizz should be used more often. This was in line with the development of materials for students in culinary arts. The material that suitable to the students' needs was procedural text. The procedural text contains two kinds of text, which are spoken and written. There were five learning objectives to do in the material development. There was also group work consisting of 4 students. From the analysis of the previous module, it seems that the teacher already applied to teach using videos and PowerPoint (ppt). Thus, the material development consisted of video, powerpoint in Quizizz, and group work at the end of the lesson.

2. The Design Phase: the design of the material development based on students' needs at the analysis phase was the need for the ability to speak English fluently. The procedural text was chosen because it was one of 3 materials with take quite long meetings. This material trains students to know the names of stuff in the kitchen and trains students to present their dishes step by step using English. This was also in line with adopting the learning objectives from the previous module, one of the learning objectives being able to present oral procedural texts. The development of this material used a material slide and interactive quizzes. The material slides contain video as found in the analysis stage. Material development uses the Whole-Part-Whole method. In the second Whole there was group work with 4 students in the group assigned to create an oral procedural text for 2 minutes length and then upload it to the Quizizz page.



Figure 1. Whole-Part-Whole model

3. The Development Phase: in developing the material, two kinds of Quizizz features were applied in this research. There were the slides of material and interactive quizzes. The slides of material covered all material from the first Whole until the last Whole. The quizzes were divided into three different parts, along with the Whole-Part-Whole model. Thus, every step of the method consists of three different quizzes of each.

a) Whole

The slides of material that were displayed in this section include spoken procedural text and written procedural text. The spoken procedural text contains a video about How to make Buttermilk Pancake. There were several questions to pay attention to before the student watched the video.



Figure 2. Spoken Procedural Text

The written procedural text contains a text with the title "How to Make the Traditional Cake of Sasak "Cerorot"". The text highlights every structure of the procedural text precisely. This was an easy way for students to understand more about the procedural text. There were some simple quizzes related to enriching students' understanding of the text.

On the first whole, the quizzes displayed contained 10 questions. These quizzes were based on the video and the text that had been explained. Five numbers of quizzes were based on the video and five numbers were based on the text. Figures 3 and 4 are the sample questions.



**Figure 3.** Samples Interactive Quizizz in the first stage (Whole)

This is how to play the sample interactive quizizz in the figure 3:

- 1) The question is about matching *the* dry ingredients and wet ingredients with the options.
- 2) There are several options for ingredients on the left side.
- 3) The students drag the options one by one into the dry ingredients column or wet ingredients column based on the video they have watched.
- 4) After all the ingredients are brought to the correct column, click 'submit' in the bottom right corner of the screen to submit the answers.
- 5) The answers are marked with a red cross if incorrect and have a green checkmark (v) if correct.



**Figure 4.** Samples Interactive Quizizz in the first stage (Whole)

This is how to play the sample interactive quizizz in the figure 4:

- 1) The question is about labeling the structure of the procedural text.
- 2) There are several options on the left side of the screen. The students drag the *labels* one by one into the correct place.
- 3) After all the *labels* are brought to the correct place, click 'submit' in the bottom right corner of the screen to submit the answers.

- 4) The answers are marked with a red cross (x) if incorrect and have a green checkmark (v) if correct.

#### b) Part

In the part section, there were slides of material and quizzes. The slides of materials contain detailed explanations regarding the definition of procedural text, social functions, text structure, linguistic features, and types of cooking. Each material is given an example. There were also simple quizzes to enrich students' knowledge regarding the material.



**Figure 5.** Materials in second stage (Part)



Also, in the part section, the quizzes were displayed containing 15 numbers of questions. This section was based on the materials explained in the slides. Most of the features used were multiple choice, categories, drag and drop, matching, fill in the blank, and drop down.



**Figure 6.** Sample Interactive Quizizz in the secondstage (Part)

This is how to play the sample interactive quizizzin the figure 6:

- 1) The question is about the definition of procedural text.
- 2) Students choose one of the four that are considered correct answers by clicking on one of them.
- 3) The answers are marked with a red cross (x) if incorrect and have a greencheckmark (v) if correct.



**Figure 7.** Sample Interactive Quizizz in second stage(Part)

This is how to play the sample interactive quizizzin the figure 7:

- 1) The question is about matching the picture with the correct name of cookingthe method.
- 2) After all the pictures are brought to the correct name, click 'submit' in the bottom right corner of the screen to submit the answers.
- 3) The answers are marked with a red color if incorrect and have a green color if correct.



**Figure 8.** Sample Interactive Quizizz "Part" Section

This is how to play the sample interactive quizizzin the figure 8:

- 1) The question is about labeling the cooking method with the correct name.
- 2) There are several options on the left side of the screen.
- 3) The students drag the *labels* one by one into the correct picture.
- 4) After all the *labels* are brought to the correct picture, click 'submit' in the bottom right corner of the screen to submit the answers.
- 5) The answers are marked with a red cross (x) if it is incorrect and have a greencheckmark (v) if it is correct.



**Figure 9.** Sample Interactive Quizizz "Part" Section

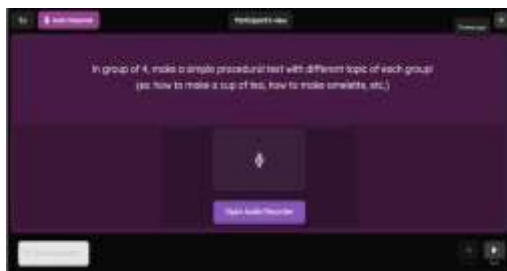
This is how to play the sample **interactive** quizizzin the figure 9:

- 1) The question is about filling in the blanks with the words that are considered as correct answer. There are several options on the bottom side of the screen.
- 2) The students drag the options into the correct place.
- 3) After the words are brought to the correct place, click 'submit' in the bottom right corner of the screen to submit the answers.
- 4) The answers are marked with a red cross (x) if it is incorrect and have a greencheckmark (v) if it is correct.

#### c) Whole

The concept of the second "whole" was to give the students a task and

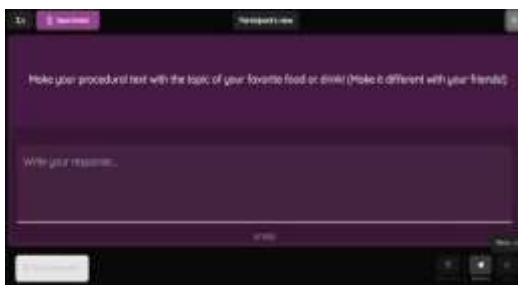
attempt to integrate both an overall understanding of the material and detailed components they have practiced in the "part" section. Thus, in this section, the student only focused on making their procedural text. The second "whole" contains two kinds of tasks; group tasks and individual tasks. The group including 4 people each was asked to make the simple procedural text and then make a recording with 2 minutes long through Quizizz. The individual task was to create written procedural text through Quizizz.



**Figure 10.** Interactive Quizizz Second "Whole" Section

This is how to play the sample interactivequizizz in the figure 10:

- 1) The question is about making simple procedural text with different topics for each group.
- 2) In a group of 4 students, they have to record their voices for 2 minutes long.
- 3) Student can *play* and *retake* their voice if they want.
- 4) After that, the student submits their work.



**Figure 11.** Interactive Quizizz second "Whole" section

This is how to play the sample interactivequizizz in the figure 11:

- 1) The question is about making procedural text with the topic is students' favorite food or drink.
- 2) The students have to make it individually.

- 3) The students have to write the procedural text they have composed in the provided blank section under the question.
- 4) After finishing writing, click 'submit' in the bottom right corner of the screen to submit the answers.

4. The Evaluation Phase: the evaluation was a Quizizz-based teaching module assessment process. In this case, it was carried out by two experts. The first expert was a lecturer at the University of Mataram and the second expert was the English teacher of SMK N4 MATARAM. Expert validation of teaching modules was carried out by looking at the quality of quizizz as a learning media. The quality of the teaching module was based on several categories which were content feasibility, linguistics elements, design quality, and orientation related to the department. Each category has several criteria with scoring using a 4 Likert scale in each of the criteria to measure the point.

**Table 1.** Expert Validation Score

Experts	E1	E2	Average
Content	16	12	14
Linguistics	11	11	11
Design	28	28	28
Orientation related to the department	16	16	16
Total Score	71	67	69
Maximum Score	72	72	72
Percentage	98.61%	93.05%	95.83%
Interpretation	Very Feasible	Very Feasible	Very Feasible

The average score from all the experts for content was 14, for linguistics element was 11, the design was 28, and orientation to the department was 16, so the total score reached 69 with the maximum score was 72. The average percentage reached 95.83% with the interpretation of the score very feasible. Thus, the development of a quizizz-based interactive design for teaching English vocational school for the culinary arts department at SMK N 4 MATARAM is considered very feasible to be used for the teaching and learning process in the culinary arts department.

All notes on the evaluation from both experts have been revised as appropriate. The development of the latest module has reached the level of being very suitable for use and application in the classroom. The

detailed notes from the validator and student responses, deficiencies in terms of content, linguistic elements, design, and suitability for the major have been corrected as a consideration for the suitability of the teaching module to be implemented.

5. The Implementation Phase: the implementation of teaching module was carried out in class X.2 culinary arts for the 2023-2024 Academic Year. Class X.2 culinary arts students consisting of 25 people. The implementation was carried out during first meeting with a series of learning from pre-activity, whilst activity, and post activity on syntax in the first stage (*Whole*).

Based on the results of student perceptions regarding the modules that have been developed and implemented in the class, several students gave their opinions in the form of a questionnaire. Based on the questionnaire, half of the student's responses were regarding learning using Quizizz media. There were 10 questions with a 4 Likert scale in each of the numbers to measure the point of every number. Most of the students claimed that the feasibility of the module being implemented in the class was very high as proven by an average percentage of 92.03%.

**Table 2** Respondents' results on the implementation of Quizizz-based interactive teaching modules

No	Respondent	Score	Maximum Score	Percentage	Interpretation
1	R1	40	40	100%	Very Feasible
2	R2	40	40	100%	Very Feasible
3	R3	40	40	100%	Very Feasible
4	R4	40	40	100%	Very Feasible
5	R5	40	40	100%	Very Feasible
6	R6	40	40	100%	Very Feasible
7	R7	39	40	97.5%	Very Feasible
8	R8	30	40	75%	Feasible
9	R9	35	40	87.5%	Very Feasible
10	R10	34	40	85%	Very Feasible
11	R11	39	40	97.5%	Very Feasible
12	R12	35	40	87.5%	Very Feasible
13	R13	21	40	52.5%	Quite Feasible
14	R14	40	40	100%	Very Feasible
15	R15	38	40	95%	Very Feasible
16	R16	38	40	95%	Very Feasible
Average		40		92.03125%	

## B. Discussions

ESP is an approach to designing courses based on student needs (Hutchinson & Waters (1987)). ESP is incorporated into several stages including needs analysis, syllabus and

course design, material selection, and learning and evaluation processes (Dudley-Evans & John (1998)). In this case, the needs analysis carried out in this research was at SMK N 4 MATARAM in class X.2 for students majoring in culinary arts. As a result, the core need of these students was their need for fluency in speaking English to prepare them for the culinary industry. To design a course with a focus on speaking, the Whole- Part-Whole method was used. This model which the learner is given an overall picture (*Whole*) of the material being taught and then explained in detail in parts (*parts*) and at the end of the lesson students can combine them into one and make what has been taught as a whole (*Whole*) in the previous "part". When selecting teaching material, it was based on the student needs. In this case procedural text was very suitable to be applied in culinary classes. Procedural text material teaches students about tools, ingredients, and how to cook a cuisine. So that culinary students were already familiar with the names of kitchen tools and the uses, ingredients, and procedures for cooking a dish in English.

There are several principles of good materials, one of them materials should achieve impact that can be through novelty, variety, surprise, bizarreness, attractive presentation, and appealing content (Tomlinson (2013)). In this case, the use of artificial intelligence (AI) in learning can be considerable as a good material. One of the famous AI that commonly used for academic purposes was Quizizz. Quizizz is an interactive online learning resource in the form of a game that promotes an engaging classroom. Procedural text has been developed along with Quizizz to promote engaging classroom activity. This was proven by students' responses regarding learning with Quizizz, which achieved an average score of 92.03% points with a very feasible interpretation. There were expert judgments about the material development that reached an average score 95.83% with a very feasible interpretation. This also in line with the study conducted by Puspita & Ganefri (2020) that evaluates the Quizizz's suitability, usefulness, and efficacy as a technology concept in teaching and learning. The result of the study showed that Quizizz received a good score in the practical category that evaluated by the teacher was reach 89.4 and students' responses had an average score of 85.57 with



the title very practical. It has proven that developing material using Quizizz was very feasible because of several advantages. There were many quiz features in Quizizz so that students did not answer just one type of quiz. Another advantage of Quizizz is that it can be accessed anywhere and anytime as long as there is an internet connection. To sum up, the benefits of Quizizz which can create material slides and interactive quizzes to students prove that Quizizz is a novelty in teaching and learning media.

Another principle of good material it helps learners to learn in a way that is similar to the circumstance in which they use the language. In this case, the material can be adjusted by combining local and foreign topics. In developing the material, spoken text was used about making buttermilk pancakes. Meanwhile, the written text used a topic about the local cake of the Sasak tribe, namely "Cerorot". These two topics were contradictory, but if they were combined into one Teaching material, it broadens students' insight both about the material and about the cuisine. The more authentic material the more students understand it easily. The last thing about good material give the student a chance to utilize the language for communicative objectives. In this case, the material development gave a chance for the student in the second whole to create their procedural text in written and spoken. For spoken procedural text the students to record themselves through the Quizizz in 2 minutes. The students could use the simple topic of cooking that they were fluent in. Achieving the communicative goals of language can start by giving them the task of speaking that they like or they often do so that they get used to it, and over time the student can speak fluently.

#### IV. CONCLUSION AND SUGGESTION

##### A. Conclusions

Based on the findings and discussion, the development of a quizizz-based interactive design for teaching English vocational school for the culinary arts department at SMK N 4 MATARAM had been done through research and development in the ADDIE model procedure. By using the WPW teaching model and utilizing the Quizizz feature with the development of procedure text material in the culinary field. This is done by displaying the video as spoken procedural text and a sample of text as written procedural text in the first

whole then playing an interactive quiz through Quizizz. In the parts section display in details about the material in procedural text in the terms of definition, social function, generic structure, language features, and kinds of cooking in culinary art then plays an interactive quiz through Quizizz. The second whole is the last part as the task for the student to make their procedural text. In this section, there are two kinds of task; group tasks and individual tasks through the Quizizz. This term of task is to promote students' understanding of text procedures in culinary arts properly.

##### B. Suggestion

Future researchers can carry out research related to English language teaching by trying other teaching models with new applications. Also, continue this research at a higher grade level than this research. As more updates emerge, better English language learning and produce vocational school students who are more professional in their field.

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