

STUDENTS' PERCEPTIONS TOWARD THE USE OF QUIZIZZ.COM AS THEIR ENGLISH LEARNING AND EVALUATION MEDIA

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Abstract: This study aimed to investigate the students' perceptions of using Quizizz.com as their English learning and evaluation media. The subject of the study was 50 eighth-grade students of MTs Roudhotul Muhibbin Bekasi. The research design of this study was descriptive quantitative by applying closed-ended questionnaire that is categorized as a survey instrument. The data was then analyzed through MS. Excel calculation system. The result showed positive perception of the students toward using Quizizz as their English learning and evaluation media. The students also responded that Quizizz has interesting features and displays, is easy to use, and had contributed to students' motivation and interest in learning English. However, most students were still hesitant to use Quizizz.com in the future due to some factors that need to be investigated in further research.

Keywords: English Learning, Evaluation, Media, Quizizz

INTRODUCTION

The development of technology in this modern era runs so fast and cannot be avoided or interfered in every human life. Many things in human life today are different from the past or previous era. We can see in Indonesia, for example, there is now Gojek or Grab applications, which become a new era of transportation, and give so many economic advantages to ease humans mobility to other places or Internet 4G which makes it easy for humans to communicate online everywhere in the world. This shows how vital technology is that providing easiness in accessing, working, and conducting activities that lead to positive productivity and practicality for humans. Mulyani and Haliza (2021) stated that advances in technology, in this case, communication technology, increases the sophistication and inexpensiveness aspects, thus human can build relationship better with each other.

The advantages of technology usage have also been experienced and felt by the education sectors and stakeholders in Indonesia. In the world of education, technology is very important to meet the needs of learning activities so that they can be used effectively and efficiently. The changes can be seen in the way teachers teach, the way students learn, and the learning materials or media itself are always updated. Tondeur et al (2011) stated that digital technology has now begun to be used in the field of education as a means to support learning, both as an information tool.

Recently, there are a lot of technological innovation which are created, and developed by experts to support teaching and learning activity. One of the popular websites and applications or technology innovations today is Quizizz.com. Quizizz is an innovative software company and is also considered to be the world's most engaging learning platform founded by Ankit Gupta and Deepak Joy Cheenath in 2015 it is currently used by more than 70 million teachers and students worldwide (Chaiyo and Nokham, 2017). Quizizz.com is described as a free accessible website with interactive quiz features that can be used as game-based learning and evaluation tool (Anggraeni et al., 2021). Quizizz is quite superior and has characteristics over the other online learning media. By accessing its website www.Quizizz.com, Quizizz has features that not only cover learning process (including practice) but also evaluation needs and

purposes. It is supported by (Zhao, 2019) who mentioned Quizizz as one of the online platforms used in the learning process including for evaluation purposes. This shows how interesting Quizizz.com is as multipurpose application. It seems suitable for the need for teaching and learning, including English Language Teaching (ELT) and Learning (ELL).

However, the advantages of Quizizz.com showed in above literatures seem meaningless knowing there were English teachers and students who had never tried or utilized the application. One of it is teachers and students in eighth grade level of MTs Roudhotul Muhibbin Bekasi. Based on the writer’s pre-observation during the Internship Program from January to March 2022, the English teacher did not use Quizizz.com as the one of English learning and evaluation media. Moreover, the writer then did a pre-interview to confirm this issue that showed the English teacher was quite familiar with Quizizz.com, however, but she had not used it for teaching and evaluating their students. In fact, the students’ technological level is important considering that Quizizz is well-updated technology application that might support English teaching and learning even evaluating students. The English teacher did not provide students with better technology that could lead to success of students in learning English.

Due to issue found above, the writer is interested in conducting research concerning students’ perceptions of using Quizizz.com as English learning and evaluation media in a junior high school in Bekasi. Through this study, the writer focused on investigating students’ perceptions on Quizizz.com as a media to learn and evaluate their English proficiency.

METHOD

The method used in this study is quantitative survey method. According to Creswell (2012), Survey research design procedures in quantitative research category aims to know particular behaviors, attitudes, opinions, or characteristics of people or population. The research instrument that was used in this study was a closed-ended questionnaire. It consisted of 20 items adopted and modified by Cookson & Stirk (2019), Amalia (2020), and Prasongko (2021). The instrument followed a Likert's scale format 5 to 1; 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Neutral (N), 2 = Disagree (D), and 1 = Strongly Disagree (SD). The respondents were 50 eighth-grade students of a junior high school in Bekasi. For information, the total population of eighth-grade students was 125 students from 8A Class to 8E Class. Each class has only approximately 24-26 students. The writer chose 8A and 8D students purposively based on the permit or access from the School Authority there. This selection was believed as a representative that can cover the generalization of the students’ perception of Quizizz. Below was the demography:

Table 2: The Demography of Respondents

Demography	Category	Frequency	Total
Gender	Male	24	50
	Female	26	
Class	VIII A	24	50
	VIII D	26	
Age	11 – 13	11	50
	14 - 16	39	

The writer followed eight steps to complete the study. A pre-observation and pre-interview were conducted to regain the issue, followed by research approval from School Authority and Supervisor Consultation. Next, the completion of chapters 1-3 as one as instrument development and distribution to eighth-grade students at MTs Roudhotul Muhibbin Bekasi. Afterward, the data were collected, tabulated, calculated, and analyzed. Finally, findings and discussion were completed with an interpretation or discussion of the data.

FINDINGS AND DISCUSSION

Instrument Reliability

The reliability analysis of the closed-ended questionnaire must be conducted by the researchers by using Cronbach's Alpha Analysis before the data can be calculated. This is a crucial part to make sure the consistency of items of the questionnaire. The result was revealed below:

Table 3: Reliability Statistic

Cronbach's alpha	N of Items
0.72	20

As shown in Table 3, Cronbach's Alpha Score from 50 students' responses to 20 items was 0.72. This shows that the closed-ended questionnaire had an insufficient level of reliability (Vaske et al., 2017).

Close Ended Questionnaire Result

The objective of the study was to know students' perceptions on Quizizz.com used as their English learning and evaluation media. Data were taken from the questionnaires. In the questionnaire, the 50 students gave their perceptions toward the questionnaire items according to their real thoughts. The following was the recapitulation:

Table 4: Tabulation of Close-Ended Questionnaire

No	Statement	X	SA	A	N	D	SD
1	Quizizz is interesting and fun.	4.1	10 (20%)	35 (70%)	5 (10%)	0 (0)	0 (0)
2	Quizizz has an interesting display.	4.2	15 (30%)	30 (60%)	5 (10%)	0 (0)	0 (0)
3	Quizizz has many challenging features.	3.64	5 (10%)	25 (50%)	17 (34%)	3 (6%)	0 (0)
4	I enjoy doing learning and evaluations using Quizizz.	3.84	11 (22%)	20 (40%)	19 (38%)	0 (0)	0 (0)
5	Quizizz feels like a game.	4.12	11 (22)	35 (70%)	3 (6%)	1 (2%)	0 (0)
6	Quizizz doesn't make me tense in doing the test.	3.24	4 (8%)	17 (34%)	18 (36%)	9 (18%)	2 (4%)
7	I can't cheat on a test using Quizizz.	3.64	6 (12%)	24 (48%)	16 (32%)	4 (8%)	0 (0)

8	Quizizz creates a competitive atmosphere in the evaluation session (Quiz).	3.74	9 (18%)	22 (44%)	17 (34%)	1 (2%)	1 (1%)
9	Quizizz is better than traditional tests.	3.42	4 (8%)	20 (40%)	19 (38%)	7 (14%)	0 (0)
10	Using Quizizz is easy.	3.84	6 (12%)	31 (62%)	12 (24%)	1 (2%)	0 (0)
11	Using Quizizz was effective in increasing my involvement in learning English in the classroom.	3.48	2 (4%)	21 (42%)	26 (52%)	1 (2%)	0 (0)
12	Using Quizizz for practice sessions or class evaluations stimulated my interest in learning English.	3.80	6 (12%)	28 (56%)	16 (32%)	0 (0)	0 (0)
13	Using Quizizz for practice sessions or classroom evaluations helps me review topics in reading lessons.	3.52	4 (8%)	20 (40%)	24 (48%)	2 (4%)	0 (0)
14	Using Quizizz helps me concentrate in class on answering English questions.	3.52	5 (10%)	22 (44%)	17 (34%)	6 (12%)	0 (0)
15	Doing exercises in class using Quizizz is more helpful in learning than doing exercises in class using paper.	3.46	4 (8%)	22 (44%)	17 (34%)	7 (14%)	0 (0)
16	Doing exercises in class using Quizizz helps me deepen my learning of English.	3.28	2 (4%)	16 (32%)	26 (52%)	6 (12%)	0 (0)
17	I would like to use Quizizz more in the future.	3.56	6 (12%)	17 (34%)	26 (52%)	1 (2%)	0 (0)
18	Using Quizizz is effective in improving my Grammar skills or Vocabulary in class.	3.42	3 (6%)	16 (32%)	30 (60%)	1 (2%)	0 (0)
19	I recommend Quizizz to learn English for classroom learning.	3.6	4 (8%)	22 (44%)	24 (48%)	6 (12%)	0 (0)
20	The rating function (Leaderboard) in Quizizz encourages me to learn English.	4.18	19 (38%)	21 (42%)	10 (20%)	0 (0)	0 (0)
Total Percentage (50)			13.6%	46.4%	34.7%	5%	0.3%
			36.8%			5.15%	

As shown in Table 4, it can be seen that 50 students answered differently to 20 items given to them in the close-ended questionnaire without any manipulation. The majority of the students responded Strongly Agree (SA) 13.6% and responded Agree (A) 46.4% with a total percentage = of 36.8%, Neutral (N) responded with a total percentage = of 34.7%, then Disagree and Strongly disagree were responded 5% and 0.3% with the total percentage = 5.15%. This result showed that the majority of students support the statements stated in close-ended questionnaire with Strongly Agree (SA) and Agree (A) responses.

Next, the writer can identify and categorize five aspects of learning English using Quizizz which were positive in terms of features and display, student motivation, easiness, English competence and evaluation, and satisfaction.

Table 5: Recapitulation of Student’s Perceptions

Classifications	Numbers	Percentages		
		SA+A	N	D+SD
Feature and Display	1,2,3,20	80.00%	15.50%	1.50%
Motivation	4,5,6,12	66.00%	28.00%	6.00%
Easiness	7,9,10	60.67%	32.33%	8.00%
English Language and Evaluation	1,11,13,14,15,16,18	48%	44.85%	7.17%
Satisfaction	17,19	49.00%	50.00%	1.00%

Based on the recapitulation of table 5 above, it can be seen that students' perceptions of the Feature and Display on Quizizz show the highest results from other aspects. This can be seen from the results of the percentage of Strongly Agree (SA) and Agree (A) from students' responses to Features and Displays (80%). The second highest result was motivation. Most students responded Strongly Agree (SA) and Agree (A) in the context of how the use of Quizizz as an evaluation media in learning English can increase their level of Motivation (66%). Next, students viewed that Quizizz is easy to use, as seen from most of the students' responses Strongly Agree (SA) and Agree (A) (60.67%). Then, students thought that using Quizizz is more effective for learning English and their evaluation media, as seen from the responses of most of the students in Strongly Agree (SA) and Agree (A) responses (48%). Last, Students felt still hesitant about using Quizizz in the future, as shown by most of the students' responses of Neutral (N) or 50%.

Furthermore, according to the results of a closed-ended questionnaire, features and displays on Quizizz got the highest results from other aspects. Students' responses to the Quizizz feature and display were good. The writer viewed students feeling happy in using Quizizz to learn English. Furthermore, Quizizz's colorful display entertains students to use the website. This was similar to a previous study conducted by Yanti et al. (2021) which found that Quizizz has a variety of features and displays, which prevents students from becoming bored while studying online. This also increases interest in reading questions and studying the material. The writer also believed that Quizizz's leaderboard feature encouraged students to learn English. Cookson and Stirk (2019) stated that the Quizizz rating function (Leaderboard) motivates students to learn.

Students' responses to the motivational aspect were just as positive as those to Feature and Display. The writer viewed that Quizizz had a significant impact on students in terms of motivating them to learn English and evaluating classroom learning. Students, for example, can use Quizizz to work on an evaluation of English education and recognize it as a game, making them less tense while taking the test or evaluating. In addition, the writer believed that using Quizizz in class for practice sessions or evaluations increased students' motivation to study English. This is similar to the previous study from Basuki and Hidayati (2019) that found Quizizz to be more interesting, motivating, and enjoyable, and that Quizizz made students more confident and positive. Quizizz is an easy interactive educational game that makes students happy and enjoys their activities (Prasongko, 2021).

Next, the Easiness aspect also received a positive response from most of the students. The writer assumed that using Quizizz, which was easily accessible, would make it easier for students to use the application. According to Cookson and Stirk (2019), the application of Quizizz provides easiness for students. Furthermore, Quizizz does not allow students to cheat during a test. Basuki and Hidayati (2019) mentioned that students were not able to cheat because the questions and answers were shuffled for each student, and they remained focused on their tests.

Furthermore, most students gave positive responses to the English learning and evaluation aspect. The writer expected that students would find Quizizz helpful in concentrating in class while answering questions during the test, resulting in increased proficiency in learning English. This is similar to a previous study by Zuhriyah and Pratolo (2020), which found that 96% of students agreed that using Quizizz helped them concentrate. Furthermore, using Quizizz helps students learn English more effectively than doing tasks in class on paper. Online tools such as Quizizz are thought to be superior to traditional assessments because they provide students with access to an engaging learning environment that supports a variety of learning styles (Bury, 2017).

Last, most of the students felt hesitant about using Quizizz in the future, as shown by most of the students' responses of Neutral (N). The writer assumed that students would sometimes have internet connection troubles when completing an online quiz, making them hesitant to use Quizizz in the future. Yanti et al., (2021) stated that internet connection issues that frequently occur during online quizzes make students feel uneasy about using Quizizz to do exercises because students must repeat the quiz if the connection is unstable, which wastes time and affects their final grades. This finding was supported by Junior (2020) who listed two disadvantages of Quizizz: (1) The platform can only be used online, so an internet connection is required to create and respond to quizzes; and (2) only one correct response can be registered for each quiz part. Therefore, students should carefully monitor their internet connection before beginning any online tests to avoid problems connecting accounts to Quizizz. Students may have difficulty completing internet-required online assessments. As a result, taking the quiz without an internet connection is not possible. To put it another way, students can only use the Quizizz application online.

CONCLUSION

Based on the result of the study, it can be concluded that Students' perceptions toward the use of Quizizz.com as their English learning and evaluation media is categorized into positive perceptions. The twenty items are divided into 5 aspects comprising feature and display, motivation, easiness, English learning and evaluation, and satisfaction. Four of the five aspects were perceived positively, and one aspect received a neutral response. The students strongly agreed that Quizizz has an attractive feature and display that is enjoyable and fun, Quizizz can

help students more motivated to learn English, Quizizz application is easy to use, students can't cheat during the test, Quizizz can improve student's English learning and evaluation, and Quizizz is better than the traditional formative test. However, most of the students gave neutral responses about using Quizizz in the future.

At last, there are a lot of advantages of using Quizizz for learning and evaluation media, which encourages students to study English and influences how effectively they learn the language. As a result, using Quizizz as a learning and evaluation media for students is the best option, according to the 50 EFL students who participated in this study.

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