



Students' Perception of Using Quizizz as an Assessment Tool by the Third Year English Department Students of Universitas Riau

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ABSTRACT

Technology has significantly impacted education, enabling students to access online materials and exercises. One of the online applications used by lecturers in carrying out the learning process is Quizizz. Quizizz is a game-based education platform which has interesting features, so it can increase student motivation in the learning process. This research is to identify students' perception of using Quizizz as an assessment tool. This study uses a descriptive quantitative research design. The research population was the third year English Department Students of Universitas Riau. The samples were class 6-A and 6-C with the total of 76 students and selected using cluster random sampling technique. The data were collected by using closed-ended questionnaire consists of 7 indicators with the total of 30 questions. The research result was the third year English Department Students have a high perception of the use of Quizizz, because using Quizizz students feel comfortable, satisfied, motivated, practical, better understanding, and feel more confident when doing tasks individually or in groups. However, there are a small number of them who are a little bit challenging and unsatisfactory because they still distracted by notification from other applications when doing exercises through Quizizz.

Keywords: students' perception, quizizz application, assessment tool

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INTRODUCTION

Nowadays, technology is developing to be more sophisticated and people can easily communicate with others using the internet. Most aspects of society have been influenced by the development of technology. It is clear that all society's segments have changed along with the development of technology dramatically. As technology has developed, it is being used for more than just communication. However, technology has developed to support the field of education. Technology can be used for teaching and learning activities. It is possible for students to access the online materials or exercises. Nowadays, teaching and learning activities can be done online. Through the online system, lecturers can conduct learning outside and inside the classroom, so that it is more efficient and effective. Lecturers can not only use it as a learning media, but also to conduct assessments the students.

Online assessment can be another option for lecturers to assess student performance and measure student achievement. Students can use the assessment results to find out their skill abilities and can be used as an evaluation. According to Orsmond et al (2005), assessment plays a key role in improving and increasing student learning motivation. Students will be motivated to better understand learning topics to avoid misunderstandings so that they can assess the extent of their understanding of the topic. Jimaa (2011) states that the purpose of assessment is to determine the level of student learning progress. Assessment can diagnose students' participation in learning activities and measure their achievement. Through the assessment process, teachers can reflect on their teaching methods and gather more information about students' learning process to achieve the learning objectives. Information about students' learning process can be collected in various

ways in the form of oral or written tests. In this research, the Quizizz application is used as an assessment tool both in formative assessment and summative assessment.

One of the online applications used by lecturers in carrying out the learning process is Quizizz. According to Pahamzah et al (2020), Quizizz is a game-based educational media that can be used to create a fun and interactive classroom environment. Avatars, themes, memes, and music are gamification features in Quizizz that can encourage fun learning. By using this app, students can take quizzes wherever they are. They can use a computer, laptop, or mobile phone to do the quiz by entering the code given by the lecturer. They can see their ranking on the Leader Board and the ranking can be purely based on the number of correct answers and also consider the amount of time it takes students to complete the quiz. Lecturers can use the shuffle questions feature so that students cannot cheat when doing the quizzes. Then, quizzes that have been completed can be reviewed by students both questions and answers, it make easier for students to review the material or questions that have been learned. After students complete the quiz, lecturers can download the scores obtained by students in Excel format. Of course, this makes it easier for lecturers in the assessment process.

A previous study which is related to this study conducted by Amalia (2020), the study showed that students' strongly agreed that Quizizz has an attractive display which is interesting, fun, and Quizizz is better than the offline traditional test. Wulandari (2021) states that Quizizz prevents students from cheating in exams, creates a competitive environment, more interesting and fun than traditional test. Prasongko (2021) found that Quizizz is fun and effective activity, so it is expected to continue to be used in further lecturing activities. In Ningrum's (2022) research, she found that Quizizz is a learning application that is fun, effective, increase motivation, not boring, challenging, and can be used anywhere. In Siregar & Oktavia's (2022) research, they found that students had positive perceptions towards both aspects: perceived ease of use and perceived enjoyable, it show that the use of Quizizz is easy to use, easy to access, interesting, and fun. Moreover, Utami et al (2022) found that using Quizizz made them have new experiences in conducting assessments in EFL classes.

Therefore, students' perception in using online assessment may help lecturers in the learning process. Wang (2007) defines perception as a set of internal sensory and cognitive processes that the brain uses to detects, connects, analyzes, and searches for cognitive information at the level of subconscious cognitive function. According to Sahrawi (2017), perception is a person's ability to select, evaluate, organize, interpret, and integrate stimuli of any kind of information that are significant and different from one another. Systems, methods, learning media or learning materials that will be applied to students can be evaluated by lecturers based on student perceptions. So, for a lecturer, understanding student perception is very important in the learning process because it will help the lecturer to achieve the goals of the teaching and learning process that has been set.

METHOD

Design

In this study, the researcher used a descriptive quantitative research design. According to Loeb et al (2017), descriptive quantitative is a fundamental component of this process as it plays an important role in helping to observe the world or phenomenon and assists in identifying research questions and generating hypotheses based on what has been observed.

Place And Time

The study was carried out at English Study Program at Universitas Riau, which is located at Kampus Bina Widya, Km. 12.5, Simpang Baru, Tampan, Pekanbaru. The research was conducted in the period of May 2023 to June 2024.

Population And Sample

The population of this research was the third year English Department Students with a total of 116 students from 3 classes; class 6-A, 6-B, and 6-C. The samples were selected using random sampling technique, namely classes 6-A and 6-C, each class has 38 students and the total samples were 76 students. The class 6-B was the class which did validity and reliability test as the class who was not chosen as the sample.

Instrument

The researcher collected the data by using a closed-ended questionnaire with the total of 30 questions consist of 7 indicators; convenience, satisfaction, motivation, challenges, practicality, cognitive outcome, and affective outcome.

Data Collecting Technique

To indicate the level of agreement, the Likert Scale has been used. The score for each scale are shown in Table 1 as follow:

Table 1. Likert Scale

Likert-Scale Description	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Source: Sugiyono (2013)

The questionnaire uses in this research is adapted from Zhao (2019), Munawir and Hasbi (2021), Dharmayanti (2021), Zulfa and Ratri (2022), and Ningrum (2022) The blueprints of the questionnaire are presented in Table 2 as follow:

Table 2. The Blueprints of Questionnaire

Indicators	Total Questions
Convenience	5
Satisfaction	5
Motivation	5
Challenges	3
Practicality	5
Cognitive Outcome	2
Affective Outcome	5
Total	30

DATA ANALYSIS TECHNIQUE

The researcher utilized descriptive statistics to analyze the data. According to Kaur et al (2018), descriptive statistics are used to summarize and arrange data by describing the relationship between variables and their population or sample. The analysis was based on Santiago & Somera (2010), they described there are five main categories to interpret the score. The questionnaire's responses were categorized into the following interval.

Table 3. The Descriptive Interpreting of the Data

Range Score	Description
4.5 – 5	Very High
3.5 – 4.49	High
2.5 – 3.49	Moderate
1.5 – 2.49	Low
0.5 – 1.49	Very Low

Source: Santiago & Somera (2010)

RESULTS AND DISCUSSION

In this section, the researcher presents the findings involve seven indicators consisting of convenience, satisfaction, motivation, challenges, practicality, cognitive outcome, and affective outcome.

Table 4. Convenience

Items	N	Minimum	Maximum	Mean	Description
ConvenienceQ1	76	1	5	4.29	High
ConvenienceQ2	76	1	5	4.30	High
ConvenienceQ3	76	1	5	3.42	Moderate
ConvenienceQ4	76	1	5	4.32	High
ConvenienceQ5	76	1	5	3.96	High
Total Average				4.06	High

Table 4 shows the highest average score was on question number 4 with a total score of 4.32 and followed by question number 2 which has average score not much different from previous one with a total score of 4.30 and question number 1 with a total score of 4.29. After that, there was question number 3 which had the lowest average score of 3.42. The average score of the total answers of the students was 4.06 which indicate the high perception of students in terms of convenience.

Table 5. Satisfaction

Items	N	Minimum	Maximum	Mean	Description
SatisfactionQ1	76	1	5	4.12	High
SatisfactionQ2	76	1	5	4.24	High
SatisfactionQ3	76	1	5	3.83	High
SatisfactionQ4	76	1	5	4.26	High
SatisfactionQ5	76	1	5	4.00	High
Total Average				4.09	High

Table 5 shows the highest average score was on question number 4 with a total score of 4.26 and followed by question number 2 which has average score not much different from previous one with a total score of 4.24. After that, there was question number 3 which had the lowest average score of 3.83. The average score of the total answers of the students was 4.09 which indicate the high perception of students in terms of satisfaction.

Table 6. Motivation

Items	N	Minimum	Maximum	Mean	Description
MotivationQ1	76	1	5	4.01	High
MotivationQ2	76	1	5	3.74	High
MotivationQ3	76	1	5	4.38	High
MotivationQ4	76	1	5	3.89	High
MotivationQ5	76	1	5	3.74	High
Total Average				3.95	High

Table 6 shows the highest average score was on question number 3 with a total score of 4.38. After that, there were question number 5 and 2 have the same average score and both are the lowest average score with a total score of 3.74. The average score of the total answers of the students was 3.95 which indicate the high perception of students in terms of motivation.

Table 7. Challenges

Items	N	Minimum	Maximum	Mean	Description
ChallengesQ1	76	1	5	2.96	Moderate
ChallengesQ2	76	1	5	3.86	High
ChallengesQ3	76	1	5	3.26	Moderate
Total Average				3.36	Moderate

Table 7 shows the highest average score was on question number 2 with a total score of 3.86 and followed by question number 3 with a very far average score with a total score of 3.26. The lowest average score was on number 1 with a total score of 2.96. The average score of the total answers of the students was 3.36 which indicate the moderate perception of students in terms of challenges.

Table 8. Practicality

Items	N	Minimum	Maximum	Mean	Description
PracticalityQ1	76	1	5	3.58	High
PracticalityQ2	76	1	5	3.53	High
PracticalityQ3	76	1	5	3.54	High
PracticalityQ4	76	1	5	4.18	High
PracticalityQ5	76	1	5	4.09	High
Total Average				3.78	High

Table 8 shows the highest average score was on question number 4 with a total score of 4.18. After that, question number 3 with a total score of 3.54 and followed by question number 2 which has average score not much different from previous one with a total score of 3.53 and this question is the lowest score. The average score of the total answers of the students was 3.78 which indicate the high perception of students in terms of practicality.

Table 9. Cognitive Outcome

Items	N	Minimum	Maximum	Mean	Description
CognitiveOutcomeQ1	76	1	5	3.76	High
CognitiveOutcomeQ2	76	1	5	3.88	High
Total Average				3.82	High

Table 9 shows the highest average score was on question number 2 with a total score of 3.88. After that, there was question number 1 with the lowest average score of 3.76. The average score of the total answers of the students was 3.82 which indicate the high perception of students in terms of cognitive outcome.

Table 10. Affective Outcome

Items	N	Minimum	Maximum	Mean	Description
AffectiveOutcomeQ1	76	1	5	3.79	High
AffectiveOutcomeQ2	76	1	5	4.07	High
AffectiveOutcomeQ3	76	1	5	3.54	High
AffectiveOutcomeQ4	76	1	5	3.80	High
AffectiveOutcomeQ5	76	1	5	3.92	High
Total Average				3.82	High

Table 10 shows the highest average score was on question number 2 with a total score of 4.07. Then, question number 3 with a total score of 3.80 and followed by question number 1 which has average score not much different from previous one with a total score of 3.79. After that, there was question number 3 which had the lowest average score of 3.54. The average score of the total answers of the students was 3.82 which indicate the high perception of students in terms of affective outcome.

Discussions

The first finding presents convenience indicator. The findings show that convenience indicator is at a high level with an average mean of 4.06. Students feel the use of Quizizz is easier than paper, Quizizz is like playing a game, using Quizizz is low preparation and simple to do. This implies that students are comfortable in using Quizizz in the learning process. This finding is relevant to Siregar & Oktavia (2022) study that Quizizz is easy to use, easy to access, interesting and fun. In line with Amalia (2020) and Wulandari (2021), Quizizz creates a competitive atmosphere in the classroom and Quizizz is better than the offline traditional test. Meanwhile, students still feel that the use of Quizizz is disturbed by notifications from other apps when doing exercises through Quizizz.

The second finding presents satisfaction indicator. The findings show that satisfaction indicator is at a high level with an average mean of 4.09. Students feel the use of Quizizz is fun, challenging, reduce the fear in the learning process, not boring, and effective. This result is in accordance with Ningrum (2022), Quizizz application is a learning application that is fun, effective, increase motivation, not boring, varied, challenging, simple, and can be used anywhere. In addition, Prasongko (2021) also stated in their findings that lecturers and students are satisfied with the learning process through this method.

The third result presents motivation indicator. The findings show that satisfaction indicator is at a high level with an average mean of 3.95. Students are motivated to use Quizizz during learning, they don't feel anxious, more confident, and also compete to get the highest score because it will be displayed on the Leader board. In line with Amalia (2020) and Wulandari (2021) Quizizz creates a competitive atmosphere in the classroom.

The fourth result presents challenges indicator. The findings show that challenges indicator is at a moderate level with an average mean of 3.36. Students feel that they couldn't think properly in doing quizzes using Quizizz because the class is too noisy, so they prefer to do Quizizz as homework. As stated by Ningrum (2022), the use of Quizizz is challenging.

The fifth result presents practicality indicator. The findings show that challenges indicator is at a high level with an average mean of 3.78. Students feel using Quizizz helps students feel that using Quizizz makes it easier for them to review the material, because after doing the quiz, they can still see the questions that the lecturer has given both questions and answers. Then, students think that using Quizizz helps them concentrate, reduces anxiety when doing quizzes, and has an attractive design, therefore they want to use Quizizz more in the future. This result also supports by Utami et al (2022), Quizizz has complete and flexible features, is easy

to use, makes students understand the EFL material better and can review live answers, and reduces cheating on exams.

The sixth result presents cognitive outcome indicator. The findings show that cognitive outcome indicator is at a high level with an average mean of 3.82. By using Quizizz, students can measure how far their understanding of the material that being studied. Cognitive outcomes are behaviours that emphasize the intellectual, such as knowledge and thinking skills. In line with Ningrum's (2022) research in material mastery indicator that by using Quizizz, students' understanding is increasing, the material and exercises that have been learned can also be reviewed again, so it make easier for students to increase their knowledge.

The seventh result presents affective outcome indicator. The findings show that affective outcome indicator is at a high level with an average mean of 3.82. Affective emphasizes more on the feeling aspects, such as feelings, interests, attitudes, emotions, and values. Students enjoy learning when using Quizizz, they can take notes on the subject matter, and they are more confident when working together in groups or individually, so their grades are good. In line with Amalia's (2020) research that Quizizz creates a competitive atmosphere in the classroom and students feel encouraged to be number one on the leaderboard.

In this study, the highest average indicator is satisfaction with a total score of 4.09, this finding was similar to Amalia (2020) and Wulandari (2021). Meanwhile, in Prasongko (2021) the indicator with the highest average score is convenience, but in this study the convenience indicator gets the second highest average score with a total score of 4.06. Furthermore, according to Ningrum (2022), the indicator with the highest average is motivation and in this research the motivation indicator gets the third highest average score with a total score of 3.95. In this study, the lowest indicator is challenges, this is inversely related to previous research because there are no studies that have challenges as the lowest indicator.

CONCLUSIONS AND RECOMMENDATION

Based on the results above, it can be concluded that the third year English Department Students have a high perception of the use of Quizizz, because using Quizizz students feel comfortable, satisfied, motivated, practical, better understanding, and feel more confident when doing tasks individually or in groups. Students also want to use Quizizz in the future because it has interesting features, saves the use of paper, simple to do, create a competitive atmosphere in the classroom, and they can review material whenever and wherever they want. However, there are a small number of them who are a little bit challenging and unsatisfactory because they still distracted by notification from other applications when doing exercises through Quizizz. Additionally, lecturers are advised to use Quizizz because it makes the assessment process easier. Using Quizizz also increase students' motivation and improve their understanding, so their scores become higher.

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