STUDENTS' PERCEPTION OF QUIZIZZ USES AS ENGLISH LEARNING MEDIA

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ABSTRACT

The development of Information Communication and Technology (ICT) considerably influences all aspects of human life, including education. With the development of ICT, the lecturer must also be able to follow its development by adapting ICT into the learning process, for example in learning media. In Indonesia, the application of ICT as a learning media is the newest trend. The research in this paper aims to discover the students' perceptions regarding the use of Quizizz as English learning media. The research design is survey research. The research subject involved 15 Agribusiness students at Universitas Muhadi Setiabudi. The questionnaire in the form of Google Forms is used to process the data collection and subsequently analyzed by using the Likert Scale. The research result indicates that students' perception of the use of Quizizz is highly positive with a questionnaire result of 750. It means they strongly agree that Quizizz is highly useful and suitable to use as a learning medium in English subjects. In addition, they agree that Quizizz can create a fun English learning atmosphere.

Keywords: english learning, information communication and technology (ICT), learning media, quizizz

PERSEPSI MAHASISWA PADA PENGGUNAAN *QUIZIZZ* SEBAGAI MEDIA PEMBELAJARAN BAHASA INGGRIS

ABSTRAK

Perkembangan Teknologi Informasi dan Komunikasi (TIK) sangat mempengaruhi seluruh aspek kehidupan manusia, termasuk pendidikan. Dengan berkembangnya TIK, dosen juga harus mampu mengikuti perkembangannya dengan mengadaptasi TIK ke dalam proses pembelajaran, misalnya dalam media pembelajaran. Di Indonesia, penerapan TIK sebagai media pembelajaran merupakan kebiasaan terbaru. Penelitian dalam artikel ini bertujuan untuk mengetahui persepsi mahasiswa tentang penggunaan *Quizizz* sebagai media pembelajaran Bahasa Inggris. Desain penelitian adalah penelitian survey. Subjek penelitian melibatkan 15 mahasiswa Agribisnis Universitas Muhadi Setiabudi. Kuesioner berupa *Google Forms* digunakan untuk proses pengumpulan data yang kemudia dianalisis dengan menggunakan Skala *Likert*. Hasil penelitian menunjukan bahwa persepsi mahasiswa terhadap penggunaan *Quizizz* sangat posistif dengan hasil kuesioner menunjukan skor 750. Hal itu berarti mereka sangat setuju bahwa *Quizizz* sangat bermanfaat dan cocok digunakan sebagai media pembelajaran Bahasa inggris. Selain itu, mereka setuju bahwa *Quizizz* dapat menciptakan suasana belajar Bahasa Inggris yang menyenangkan.

Kata Kunci: pembelajaran Bahasa Inggris, teknologi informasi dan komunikasi (TIK), media pembelajaran, *quizizz*

INTRODUCTION

Reading skills are one of the English skills that must be acquired by students, reading can obtain more information in the learning process (Widowati & Kurniasih, 2018). Reading is a structured step to obtain new facts about various aspects. Reading is an important receptive skill for students to master because this skill can upgrade students' English skills in general and also upgrade students' mastery of English vocabulary (Ismail & Mohammad, 2017). In other words, reading is a good way to get new ideas, information, and experiences that will help them learn more about English. Therefore, reading is one of the highest levels of English Skills because it is a complex activity that depends on students' thinking and language skills.

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On the other hand, involvement in reading activities becomes a problem and a challenge for students and lecturers. Lecturers often feel confused about choosing the right method or media to solve students; problems in reading activities. This encourages the lecturer to have clear knowledge regarding how to use suitable techniques, methods, and media so that when the students attend the reading course boredom can be minimized. Learning media is defined as an instrument and support program in the learning process so that the desired learning objectives can be achieved (Puspitarini & Hanif, 2019). The accomplishment of learning media during the learning process is critical for lecturers because it encourages student participation and boosts motivation. The material taught is easier for students to understand and boredom during the learning process can be minimized. This happens because learning media has many traits that can make students involved in the learning process directly. In addition, lecturers must be more creative and innovative in the reading-learning process. The use of suitable learning media in teaching reading skills is one of the solutions to upgrading writing skills and overcoming students' problems in reading. At this time, lecturers can evolve learning media with existing technology. Technology has a good effect on the education field such as classroom active learning, allowing students to collaborate, be creative, and evaluative (Raja & Nagasubramani, 2018). This is inseparable from the support of Information and Communication Technology (ICT) growth which provides many advantages for students to evolve their language skills, especially in reading.

The millennial generation's progress is actually followed by new challenges for the accomplishment of management in organizations, especially for the accomplishment of human resource management including the educational field (Putra, 2016). There are significant differences in characteristics between millennial generations with other generations, especially in the level of mastery the information and technology (Troksa et al., 2016). Millennial generations are attached to digital devices so they can be utilized in learning (Wibawa et al., 2019). The evolvement of information technology and communication brought great changes in the education field. Information and communication technology services to assist innovation in the learning process and upgrade students' performance by creating, using, and managing the processes to be effective and efficient (Wanda, 2017).

One of the ICT tools that are used as learning media to upgrade students' reading skills is *Quizizz*. *Quizizz* is one of the countless excellent learning media for quiz games in a classroom activity that allows lecturers to see the evolution of students' reading skills (Basuki & Hidayati, 2019). *Quizizz* is a game-based educational application that brings many players to do activities in class and makes the classroom atmosphere more interactive and fun (Fadhilawati, 2021). *Quizizz* stimulates the students to study so that what they have learned can be held accountable for themselves. Students require to discuss, ask questions they do not understand, give directions express their ideas, and communicate the information through this application learning process. The student's level of knowledge and progress can be helped by using *Quizizz* as a learning medium (Sinta et al., 2019). Due to Quizizz's student-centered approach, students are more engaged and involved in the learning process.

The selection of suitable learning media is based on suggestions obtained from previous studies to solve the lecturer and students' problems in English learning, the alternative learning media chosen by researchers is Quizizz. This has been applied in the English learning process for six weeks. For instance, the researcher was interested to examine Agribusiness students' of Universitas Muhadi Setiabudi feedback, especially in English Class.

Quizizz is a game-based learning media in the form of an application for educational programs where students can play together to build a fun, interesting, and interactive classroom atmosphere (Pahamzah et al., 2020). *Quizizz* is

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designed like a game with avatars, themes, memes, and music that can create fun learning. Even if students are in distance learning or in one class, they can access them online together at the same time through a computer, laptop, smartphone, or tablet by logging in code and they can find out their ranking in the leaderboard.

Quizizz is one of the several learning applications with a game concept. This application is supported by some trademarks such as photo profile, music, leaderboards, and display themes that bring students into the concept of learning while playing (Namara & Murphy, 2017). Furthermore, Quizizz provides an interactive and fun learning experience for students in doing exercises or quizzes to minimize boredom in learning (Zuhriyah & Pratolo, 2020). Quizizz provides a display in the form of a meme that shows the student's answer is quiz right or wrong.

Quizizz can be designed in a heterogeneity of Quiz formats such as true, false, multiple choice, matches, and fill-in-the-blank (Zhao, 2019). The lecturer can organize the gamification in several ways such as animating or outside of the back song, student level based on the correct answer only or both correct answer and time to finish the quiz. The ranking level shows all players or only the top five players in that quiz, the lecture can set the randomization question in a quiz. Dealing with the features of a random question, the level of students' understanding can be seen at the end of the quiz session where students are not allowed to cheat to get the actual score. Once the quiz session is over, all questions can be reviewed by students, and the result of students' reports can be downloaded or sent to their parents.

There is some previous research that proved that *Quizizz* can promote students' English learning. Students' reading comprehension learning outcomes benefit from *Quizizz* (Priyanti et al., 2019). Between *Quizizz* and Kahoot! *Quizizz* is more recommended for use as a learning media because it has features such as a leaderboard so that students can see their achievements directly and also on *Quizizz* a

feature provided to see correct answers and discussions (Suharsono, 2020). Furthermore, Students' strengths and weaknesses in grammar can be identified using *Quizizz*: do the first exercise- receive feedback – review- replay the exercise- do the next exercise (Sinta et al., 2019). Students' level of understanding of grammar can be increased through the quiz. From some of these previous studies, it can be decided that *Quizizz* as game-based learning media has a positive effect on students. Moreover, the accomplishment of Quizizz in Arabic courses can upgrade students' learning outcomes (Yan et al., 2019). Besides, Quizizz is a learning application that can help students to learn more effectively and reduce their anxiety when the learning process (Aşıksoy & Sorakin, 2018). Quizizz can help English Language Arts students to upgrade their learning motivation in the English subject (Hamilton-Hankins, 2017). Furthermore, Students who use Quizizz get higher English scores than students who take English Quiz using Kahoot! (Hurt et al., 2017). The level of students' self-confidence can be increased by using *Quizizz* in the online learning process, this study was conducted on EFL students to know students' perceptions and motivation (Damayanti et al., 2021). The previous research only focused on the effectiveness and the benefit of using Quizizz. Although there are a handful of research investigating EFL students' perception of the effectiveness of using Quizizz. Hence, this study purpose to know the students' perceptions on the use of Quizizz as English learning media.

METHOD
Subject

The process of choosing participants who will participate in a study is very important in conducting the research. The population of this study was 15 students of Agribusiness in the first term registered in 2021/2022 of Muhadi Setiabudi University. This number of participants is sufficient to be analyzed statistically. Participants were selected on the basis of their habit of using Quizizz as a medium in learning English.

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Design and Procedures

This study was a survey study. The survey is a step to obtain data about a person's character, actions, or ideas in a large group (McNeill & Chapman, 2005). In conducting this research there were several procedures that were followed including preparing instruments in the form of questionnaires in the form of statements. Statements in the questionnaire include their impressions and opinions on the use of Quizizz as a learning medium. The statements submitted previously have been validated by experts, with the results of the statements submitted being relevant to the conditions of students and learning conditions.

Data Collection and Data Analysis

The data collection process starts from preparing the instrument in the form of a questionnaire. These statements are adapted from (Rahmawati, 2021). There are 10 statements which are categorized into three namely. Statements are written in two languages, namely Indonesian and English to make it easier for students to understand the statements submitted. Questionnaires in this study were distributed to respondents via Google Forms and analyzed using a Likert Scale.

To examine the data, we first carry out an assessment. There are five points on the Likert scale: point 5 "Strongly Agree", point 4 "Agree", point 3 "Neutral", point 2 "Disagree", and point 1 "Strongly Disagree". The following is how the researcher determined the range of rating for each questionnaire: Maximum rating: 10 x 15 x 5 = 750, minimum rating: 10 x 15 x 1 = 150, and score range: 750 – 150 = 600. The researcher then established the criteria for interpreting each questionnaire sets score. Eventually, the researcher attracted the data structure in the following table:

Table 1. Total Score Interpretation

Score	Interpretation
750 – 601	Strongly agree
600 – 451	Agree
450 – 301	Neutral
300 – 151	Agree
150	Strongly disagree

RESULTS AND DISCUSSION

The questionnaire revealed that students' perceptions of applying the *Quizizz* during English learning were mostly Strongly Agree. Detailed results are shown in the following table.

Table 2. Students' Perception Toward *Quizizz* as English Learning Media

No	Items	SD	D	N	A	SA	HS	I
1	*Quizizz* is simple to use	-	-	-	-	15	750	SA
2	*Quizizz* assistance me to review the English learning material	-	-	2	2	11	550	A
3	*Quizizz* is effective in boosting my assignation in English course learning	-	-	-	-	15	750	SA
4	*Quizizz* stimulates my interest in learning English	-	-	3	3	9	450	N
5	*Quizizz* is fun	-	-	-	-	15	750	SA

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						HS		I
6	*Quizizz* display is attractive	-	-	-	-	15	750	SA
7	When using *Quizizz* I do not feel bored	-	-	-	-	15	750	SA
8	The leaderboard display motivates me to study	-	-	2	-	13	650	SA
9	The real-time exercise not allowed me to cheat and motivate me to get the top score	-	-	-	5	10	500	A
10	I think *Quizizz* is better than any online learning media	-	-	5	3	7	350	N
	Score (S)	-	-	12	13	125		
	Score x Option Value	-	-	36	52	625		
	Total Score					750		SA

Note: HS = High Score, I = Interpretation

From the table above, the student's perception of six of ten statements strongly agreed. Those statements are *Quizizz is simple to use, Quizizz is effective in boosting my assignation in English course learning, Quizizz is fun, Quizizz display is attractive, when using Quizizz I do not feel bored, the leaderboard display motivates me to study*. The final score of the questionnaire was 750, which was clarified as SA (Strongly Agree). That score was acquired by enlarging it with the option value and then summing it up.
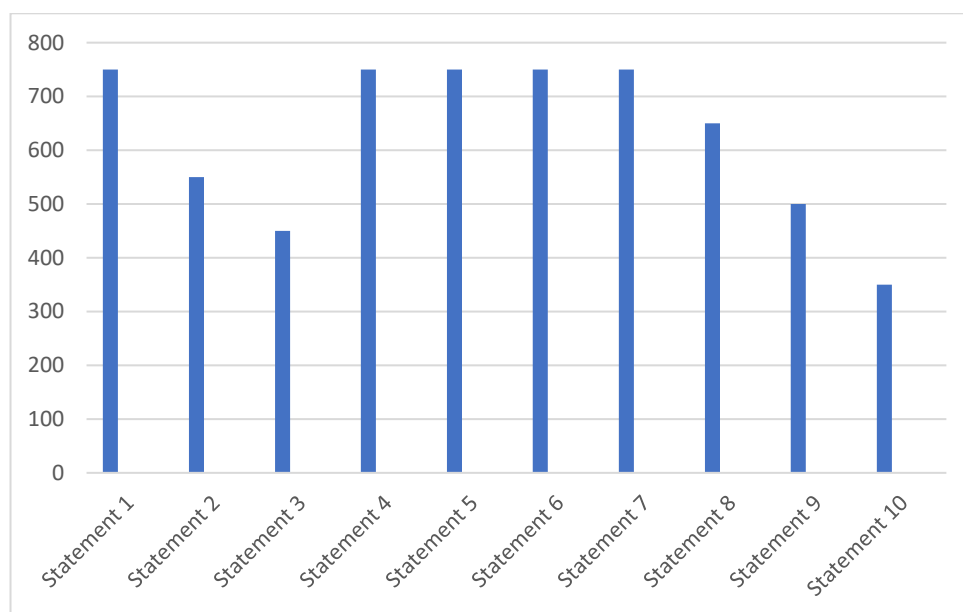

Figure 1. The Highest Score of Each Statement in the Question

By enlarging the highest score from the students' feedback by the option value. Then, it is enlarged by ten. For example, the first statement of the questionnaire mentioned *Quizizz is simple to use,* which was strongly agreed upon by fifteen students. The highest score for the first statement

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is as followed 15 x 5 x 10 = 750, which means 15 students that choose SA cross by point of statements (5) cross with numbers of statements. The obtained score of 750 is clarified as Strongly Agree (SA) according to Likert Scale. For another statement, the same thing is also done, following the number of respondents who choose the highest score statements.

Based on the result of the study, the students prove positive feedback about *Quizizz* as one of the English learning media. This is indicated through 750 which was clarified as Strongly Agree (SA). The result of the analysis above has similarities with previous studies about students giving positive feedback to using *Quizizz* as learning online media with a total result of 3910 (Rahmawati, 2021).

Discussion

There are two statements that show agreed results, namely statements number one about *Quizizz being simple to use* and number eight about *the ranking function (leader board) in Quizizz motivates me to study* with the highest scores being 3050 and 2700 (Rahmawati, 2021). In the current study, the study result showed there are two statements that were agreed by the students namely statement number two about *Quizizz assisting me to review the English learning material* and number nine about *the real-time exercise not allowing me to cheat and motivating me to get the top score.*

Six statements were responded to as Strongly Agree (SA) by the students. Those statements are arranged into two groups. The first group is about the display and operation of *Quizizz*, the statements are *Quizizz is easy to use, Quizizz is fun, Quizizz display is attractive, and when using Quizizz I do not feel bored*. This is possible because *Quizizz* can be accessed anytime and anywhere using gadgets, computers, tablets, or laptops, which makes *Quizizz* easier to use as learning media. *Quizizz* is game-based learning so all the features and appearances are designed in the form of a game, there are lots of animations, sounds, color combinations, and images, so the students do not feel bored when learning English by using *Quizizz*.

The last group arrange into Strongly Agree (SA) by the students consists of two statements that are *Quizizz assisted me to review the English learning material, and the leaderboard display motivates me to study.* By using *Quizizz* students can not only take Quiz but also provide the materials made by their lecturer. When the students do the exercise on the *Quizizz*, students are assisted to review the material and also, they can find out their score, speed, and accuracy when doing the exercise in the leaderboard so that it can motivate the students to be superior to their friends.

CONCLUSIONS AND RECOMMENDATION

In brief, most of the first-term students in the academic year 2021/2022 Agribusiness Department of Universitas Muhadi Setiabudi Brebes strongly agreed with the use of *Quizizz* as an English Learning Medium. They find it easier to understand the English material being taught, by using *Quizizz* they are motivated and feel learning English is fun. They can also compete with their friends to get high scores, so students must really master the material tested in *Quizizz*.

The lack of *Quizizz* in the learning process depends on the internet network at the place of the study. Based on the result of this study has many benefits and advantages of learning using the Quizizz application so it is better for the lecturer to use Quizizz as a learning media.

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