

## Student's perception towards using Quizizz as an online evaluation medium of English learning

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**Abstract:** Using technology as a medium in the learning process is very beneficial for teachers, lecturers, and students. Quizizz is a web tool that can be used to conduct interactive quizzes for learning. Quizizz, in this study, is used as an online evaluation medium for learning English. However, every learning medium has advantages and disadvantages, including Quizizz. This research aims to determine students' perceptions of Quizizz as an online evaluation medium for English language learning. The mixed method is the method of this study, with the instruments being observation, questionnaires, and interviews. The research subjects were twenty students of economics education. The results obtained from the questionnaire showed that the use of Quizizz in online evaluation received positive responses from students. This response is shown by the ten questionnaire items getting a high percentage for each positive statement. Likewise, from the in-depth interviews, the data obtained also received positive and varied responses. From the results of this research, it was concluded that online evaluation using Quizizz media was very well received by students and could be used in the future by considering input and suggestions from students regarding this medium. In addition, other subjects can use this medium as a learning evaluation medium.

**Keywords:** Evaluation, perception, Quizizz

## Persepsi mahasiswa terhadap penggunaan Quizizz sebagai media evaluasi online pada pembelajaran bahasa Inggris

**Abstrak:** Pemanfaatan teknologi sebagai salah satu media dalam proses pembelajaran tentu sangat bermanfaat bagi guru/dosen maupun mahasiswa. Quizizz merupakan salah satu web tool yang dapat digunakan untuk melakukan kuis interaktif dalam pembelajaran. Quizizz dalam penelitian ini digunakan sebagai media evaluasi online pembelajaran bahasa Inggris. Namun setiap media pembelajaran tentu memiliki keunggulan dan kelemahan termasuk media Quizizz. Penelitian ini bertujuan untuk mengetahui persepsi dari mahasiswa tentang Quizizz sebagai media evaluasi online dalam pembelajaran bahasa Inggris. Mix method merupakan metode dari penelitian ini dengan instrumentnya adalah observasi, angket dan wawancara. Subjek penelitian adalah mahasiswa program studi pendidikan ekonomi berjumlah 20 (dua puluh) orang. Hasil penelitian yang diperoleh dari angket, menunjukkan bahwa penggunaan Quizizz dalam evaluasi online mendapat tanggapan yang positif dari mahasiswa. Hal ini ditunjukkan dengan, Sepuluh butir angket mendapatkan prosentase tinggi untuk setiap pernyataan positif. Demikian juga, dari hasil wawancara mendalam, data yang diperoleh juga mendapatkan respon yang positif dan variatif. Dari hasil penelitian tersebut diambil kesimpulan bahwa, evaluasi online menggunakan media Quizizz sangat diterima oleh mahasiswa, dan bisa digunakan seterusnya dengan mempertimbangkan masukan, usul dan saran dari mahasiswa berkaitan dengan media ini. Selain itu, matakuliah lain pun dapat mengaplikasikan media ini sebagai media evaluasi pembelajaran.

**Kata Kunci:** Evaluasi, persepsi, Quizizz

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## INTRODUCTION

Welcoming the era of society 5.0 and the era of society 4.0, which are currently developing, aims to create a human-centered and technology-based society. Skobelev and Borovik (2017) stated that Society 5.0 focuses more on solving social problems and the relationship between fission and virtual space. The impact of 5.0 on aspects of life includes health, urban planning, transportation, agriculture, industry, and education. Technological developments that are increasing rapidly from year to year greatly impact the world of education. It is evidenced by the increasing number of classroom learning packaged with digital-based media. The current educational trend is implementing an online learning system where the internet network is a link between teachers and students (Kurniawan et al., 2021; Yurida et al., 2021).

The online learning system is highly recommended to be used by lecturers/teachers and students. Apart from being able to help expedite the dissemination of learning materials (in this case, if the lecturer/teacher is unable to attend the class), as well as training the lecturers/teachers' skills to utilize technology and use it appropriately. Besides that, a quality teacher must be able to apply strategies and methods for effective technology-based and digital-based learning. It can create an interesting and enjoyable learning atmosphere (Damopolii et al., 2022; Kalahatu, 2021). Over the years, the teaching and learning of English have changed from conventional chalk-and talk methods to modern methods that involve various platform, which is free and easy to use, namely Quizizz (Lim & Yunus, 2021). In addition, educators it is highly expected to be able to take advantage of online learning applications, one of which is Quizizz.

Quizizz is a learning media in the form of learning applications that can be accessed using Android mobile devices and computers by utilizing the internet network to access them. This application has educational features, namely general knowledge to specific knowledge covering various fields of science, technology, linguistics, and others. Apart from that, this application is also equipped with teacher and student features. Through this application, lecturers/teachers can create questions with answer choices that can be arranged according to their wishes (questions and answers, multiple choice, etc.), and students can take part in and answer test questions through the join quiz feature with links shared. In answering, students must pay attention to the time specified for each item because the application also has a timekeeper. Student test results can also be seen directly by the teacher himself. Technology-based learning like this can stimulate students to learn and do exercises because there are animations, graphic illustrations, and colors that add realism (Arsyad, 2013; Khofifah et al., 2021; Setyantoko et al., 2023; Yomaki et al., 2023). Quizizz is also very important in EFL classes because it has been used in language classrooms as an effective tool in many language learning and teaching contexts. After all, it could help increase students' interest (Djaguna et al., 2021; Pham, 2022; Sahmadan & Hasan, 2023)

By gauging students' perceptions, educators can identify strengths and weaknesses in the platform, allowing for targeted improvements and optimizations. Moreover, students' perspectives offer a unique lens through which educators can assess the tool's alignment with pedagogical goals and contribution to a positive and interactive learning environment. In essence, considering students' perceptions of Quizizz is not just a measure of its

popularity but a strategic approach to refining and tailoring the platform to serve students' educational needs better.

In each learning activity, an educator will evaluate whether the material presented has been completed. Evaluation activities aim to measure the extent of students' abilities in understanding and mastering the material studied within a certain period. The evaluation method applied so far is still manual, namely by providing questions that have been printed and reproduced according to the number of students. Of course, it also costs a lot. This method is no longer relevant in the modern era with increasingly sophisticated technological developments (Kalahatu, 2021). In addition, conventional methods tend to be boring and provide opportunities for students to share answers. The evaluation results are only known to some students because it takes time to check answers. In this regard, Quizizz is an online media that can be used to evaluate English language learning. In this case, they are applying Quizizz as one of the media used to carry out exams (middle test dan final test) and Quizzes.

Based on observations of students taking English courses, students said they had never used this application. This application is new for them. When learning from home was carried out during the Covid period some time ago, they were only used to using WhatsApp, Google Classroom, and E-learning, and these media were only used to distribute materials and collect assignments. Therefore, this research determined students' perceptions of using Quizizz in evaluating English learning (middle and final test).

## **METHOD**

This study used a mixed method. The use of a mixed methods design is a combination of qualitative and quantitative methods. The use of these two methods simultaneously can provide a more complete investigation. Mix method is a guide for collecting and analyzing data by combining qualitative and quantitative approaches in each phase of the research process (Creswell & Plano Clark, 2011). The research population was all 32-semester economic education study program students, with a sample of 20 people. The sampling technique is purposive random sampling technique.

The research design uses an explanatory design consisting of two stages: quantitative data collection, quantitative data analysis, formulating the results of quantitative data analysis, followed by data collection, analysis, and formulating qualitative data, then interpreting the research results. Therefore, the position of qualitative data is to help explain the results of quantitative data analysis.

Data collection techniques use observation, questionnaires, interviews, and document review. Observations made were to make direct observations of the use of Quizizz media while conducting online evaluation of English learning and to record everything related to the focus of the research. Furthermore, the questionnaire distributed was to find out student perceptions related to Quizizz as an online evaluation medium. The next data collection technique is the interview. The interview was an in-depth interview used to dig deeper into information about the use of Quizizz, which was applied as an online evaluation of English learning. At the same time, the document review was carried out from the results of interviews with students. The validity test of the questionnaire that will be distributed to students of the ten questionnaire items is declared valid with a calculated  $r$  value  $> r$  table based on a significance test of 0.05, which means that the items are declared valid.

Meanwhile, testing the instrument's reliability is based on trials with SPSS; the Alpha value is  $> 0.992$ , which means that the reliability is high or the ten questionnaire items are reliable.

The data analysis technique from a questionnaire distributed to twenty students is percentage descriptive statistics to organize and analyze data to provide an orderly, concise and clear picture of a symptom, event or situation. Meanwhile, interviews as qualitative data were conducted on only ten students, who were selected by looking at the students' ability to use and master the Quizizz application well. The results of the interviews were analyzed descriptively to obtain deeper and more accurate information or data sources that were not obtained from questionnaires.

## RESULTS

Student perceptions of using Quizizz as an online evaluation medium can be identified through a questionnaire distributed to students who use the media. This research was conducted on students of the economics education study program with 20 (twenty people) research subjects. Based on the distributed questionnaire, various opinions were obtained from students regarding using Quizizz. The research data obtained related to student perceptions of using Quizizz as an online evaluation medium can be described as follows:

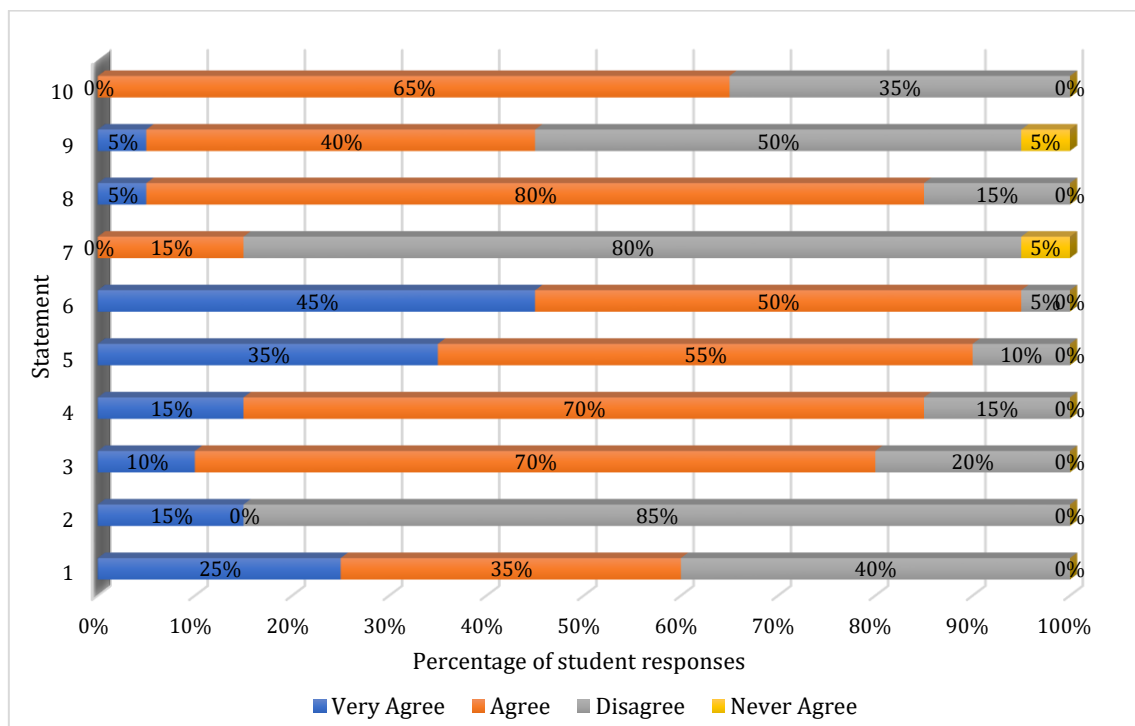


Figure 1. Student responses to using Quizizz

In Figure 1, for the first statement that "Quizizz is very fun," 60% of students responded positively, while 40% responded negatively. Students strongly agree that the Quizizz media is fun to use as an online assessment medium for English Learning. In the second statement, "having difficulty when working on questions with Quizizz media," most students gave a negative response, namely 85%, and the remaining 15% gave a positive response. So in applying this media, students need help with the available questions. In the

next statement is about "seriousness in working on questions using Quizizz media", 80% of students responded positively that they did it, while the other 20% gave negative responses.

In the fourth statement, 85% of students felt motivated to work on questions using Quizizz media. However, some students still felt unmotivated to do it, namely as much as 15%. In the fifth statement is that using Quizizz as an online evaluation medium is very challenging to choose more agile answers. 35% answered strongly agree, 55% answered agree, and only 10% answered disagree. It means that 90% of students positively respond to this media. The sixth statement is about Quizizz teaching you to respect your time more when working on questions. From this statement, 95% of students gave positive answers, and only 5% disagreed with the statement in question.

In the seventh statement is that you experience no difficulties working on questions through the Quizizz medium. Twenty students, 85% had difficulty when working on questions using this media, while the other 15% felt there was no difficulty in working on questions using this media. In the eighth statement is that it is easy to answer the questions available through Quizizz media because it will add insight regarding the material that has been studied. 85% of students are very happy to answer these questions, and 15% are not happy to answer questions that are available through this media.

In the ninth statement, 45% of students stated that the online assessment with Quizizz media was going well, but the other 55% disagreed with this statement. In the tenth statement is that implementing online tests with the help of Quizizz is effective and efficient. 65% of students answered agree, and 35% answered disagree. It means that Quizizz is a medium that can be used effectively and efficiently.

Other research data obtained using observation techniques carried out when applying the Quizizz media is that students have never used this media test before. So far, tests are carried out conventionally (written), or they are collected via WhatsApp or email. Applying it many students still need help in using it. Apart from the fact that this application is new to students, other constraints can also be seen in student responses which can be seen in the questionnaire. But actually, this media is very good to apply; besides being easy to use, it also trains students to think faster to determine answers to the questions provided because it has a timekeeper. This media is also highly recommended for use by lecturers to make it easier for lecturers to check assignments/exercises given to students and is recommended to support lecturer performance. In this case, lecturers only need a little time to check assignments/exercises. Adianto (2020) added that the Quizizz media helps teachers find out students' level of understanding quickly and accurately and provides enthusiasm and new experiences in learning activities.

In addition to data from observations and questionnaires, other data collected is from interviews. The results of interviews with students using the Quizizz application during the assessment online for English courses are presented in Table 1. Based on Table 1, students' perceptions of the Quizizz online test media are very good and varied. Of the twenty students, 80% or eighteen responded positively to this media. They feel that Quizizz is a fun online assessment media. Besides that, Quizizz is interesting, trains the speed of thinking, teaches students to respect time, and can be accessed anywhere. Students also learn new knowledge because, according to them, Quizizz is a completely new online assessment application. Meanwhile, two or 20% of other students stated that this media was not fun. Another statement is that they experience problems when accessing this media because the

internet network is unstable; the time set is very short for each question, so they feel pressed for time and in a hurry when answering them. In addition, also, students feel they need clarification when using it because this media is new to them.

Table 1. Results of students interviews

Student Identity	Student Response to the use of Quizizz
EN	I need clarification about using Quizizz media. Quizizz is not fun because the time is too short to work on the questions—unsupported internet network.
DSM	Quizizz is very good for online tests because it can work on questions according to the specified time to respect time more and learn to be disciplined.
MD	Quizizz is great fun, quick thinking, and aasy to use. I can learn new knowledge related to online test media and take tests from home.
BPB	The Quizizz online media test was fun, but I needed help answering the questions because I was pressed for time.
SM	Quizizz is great for online test media, tests can be done from home, but the time available for working on the questions is very short.
ON	Quizizz could be more fun. I needed help in applying this media. The time is short, so I should have chosen an answer..
BJK	Quizizz is interesting, but I need help doing the questions because the allotted time is very short.
METW	Quizizz is very good to use as an online test medium, but there is a problem, namely difficulty entering the application.
MKK	Quizizz is great for this evaluation online medium, but the time available for each question needs to be increased.
AG	Quizizz is fun and interesting, but the time allotted for each question is very short. I feel rushed in doing the questions and not concentrating.

## DISCUSSION

Quizizz is a game-based and free online application used in teaching and learning activities to increase enthusiasm and motivation for learning and to stimulate interest in learning (Khofifah et al., 2021). Mei et al. (2019) added that this application can improve learning outcomes and motivate students. The online assessment carried out with the help of the Quizizz media provides many conveniences. Supported by an adequate internet network, smartphone-type mobile phones, lecturers and students can easily access this media. This media can also be accessed anywhere. Apart from that, lecturers can easily find student learning outcomes, and students themselves can find their respective learning outcomes.

Based on a questionnaire distributed to 20 (twenty) students in the economics education study program, almost all statements received a favorable response to the use of Quizizz. It is the same as what was conveyed by Dhamayanti (2021) that the Quizizz media received a positive response from students as an e-learning medium in English classes. When compared to conventional methods, using technology and the web for teaching languages provides more effective learning, boosts learner motivation, cultivates a positive

mindset in students, and enhances the retention process (Donmus, 2010; Yunus & Hua, 2021).

In the first statement, 60% of students feel happy using Quizizz because Quizizz is a fun game for conducting assessments in class (Hidayati & Aslam, 2021), which means that Quizizz can be used as an interactive assessment instrument. Zainuddin et al. (2020) also added that Quizizz is a game-based learning application with interesting characters such as avatars, memes, and music that can entertain students while working on questions so that students feel happy learning using this media. In the next statement, 85% of students experienced difficulties when working on questions given through the Quizizz media. This difficulty occurs because the time allotted for each item is too short, and Quizizz is a new learning medium for them.

In the third statement, as many as 80% of students stated they were serious when pursuing questions using Quizizz. Through Quizizz, students work on assignments seriously because it has interesting learning application features such as avatars, themes, memes, music, and leaderboards, which can help increase interest in learning and student enthusiasm in the process (Yulistiarawati et al., 2021). In the next statement, namely the 4th (fourth) statement, 85% of students felt more motivated to work on the questions available on this media. In this regard Zulfa and Ratri (2022) argue that using Quizizz gets a positive treatment that Quizizz can increase students' interest in doing assignments online. Ekantini and Damayanti (2023) also added that students feel motivated to do their assignments through Quizizz.

In the fifth statement, 90% of students stated that using Quizizz media was very challenging to be more agile in answering the available questions. Because through this media, students compete with their friends to increase their learning motivation (Zulfa & Ratri, 2022). With Quizizz also, the scores displayed on the leaderboard can provide a positive learning experience (Mohamad et al., 2020; Huei et al., 2021). Furthermore, in the 6th (sixth) statement, 95% of students agreed that the Quizizz media taught them to appreciate the time allotted to work on the questions. Learning with the help of Quizizz media helps teachers discover their students' abilities and knowledge in each quiz given (Kinanti & Subagio, 2020).

The next statement, 85% of students feel happy answering the questions available through the Quizizz media because they add insight. With Quizizz, the learning atmosphere is more interactive, interesting, and fun and can also increase interest and motivation in learning because Quizizz media makes it easier for them to understand the material presented (Dhamayanti, 2021). As for the ninth statement, 55% of the students stated that Quizizz was not going well. It is because the internet network is less stable, and this media is a new thing for students. So students need clarification about using this media. The same thing was conveyed by Zulfa and Ratri (2022), who stated that not all students in Indonesia are familiar with using e-learning. Apart from that, there are technical constraints such as an unstable network connection and technical errors (Ota, 2021; Hidayatullah et al., 2021; Apriliani & Puspitasari, 2022). In the last statement, 65% of students agree that implementing online assessments with the help of Quizizz is effective and efficient. Even this is further emphasized by Purba (2019), that the Quizizz application is designed in such a way as to be effective and efficient and can increase students' exploration power. Students actively and competitively participate in learning activities with their peers.

Apart from data from questionnaires, data from interviews, namely in-depth interviews conducted on the same research subjects, to obtain more detailed information, apart from information obtained from questionnaires. From in-depth interviews, there were varied statements regarding using Quizizz as an online assessment medium in English learning. Most students stated that Quizizz was fun and interesting. Students learn actively and are interactive (Zhao, 2019). However, some students still state that Quizizz is not fun because of the technical problems they experience, such as networks that don't support it and smartphones that don't support applying this media. However, Rubia-Rubio-Valdehita et al. (2017) argue that users from various backgrounds highly accept e-learning because technology reaches every human ability. Students also learn new knowledge, namely digital-based learning media that can be used later when they become real teachers. Quizizz has been positively received among teachers because of its effectiveness, suitability, ease of use, and motivating nature for learners (Lim & Yunus, 2021).

## CONCLUSION

Based on the research results and discussion, student perceptions regarding using Quizizz as an online evaluation medium for learning English are very positive. This fact cannot be denied by students' statements stating that Quizizz is fun. With Quizizz, students work on the questions provided. Apart from that, students feel motivated and challenged to work on questions using this media. Furthermore, this media teaches students to appreciate time more because the time available for each question item is limited and Quizizz. Another thing is that the implementation of evaluation using Quizizz media is very effective and efficient. As a suggestion, this media can be used or applied to other courses by considering suggestions regarding the use of this media in evaluating English language learning, namely regarding too short a time for each item prepared..

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