

Students' Perspectives On Using "Quizizz" Apps To Assess Learning

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ABSTRACT

This research was conducted to determine the effectiveness of using Quizizz at the end of class hours. These quizzes are fun and game-based and can be done at the same time. This study aims to find out: 1. What are the students' opinions about the use of Quizizz in basic learning assessments? Student responses to the use of Quizizz were positive. This research was conducted by observing video records and completing questionnaires, which were then analyzed using Microsoft Excel. The participants came from Ban Nonsawang school, with a total of 17 students from grade 3. According to the results, students stated that learning using the Quizizz application motivated them to increase learning, increase courage, reduce nervousness as usual when doing tests using paper and pencil, and that, besides that, they also felt happy and interested because of the features in it. They find it easy to use, increasing a constructive sense of competitiveness. The numbers that support the application of Quizizz are more dominant.

Keyword: Quizizz; Assesment; Game Based Learning;

1. INTRODUCTION

Since the pandemic occurred in 2019, many things have changed, including learning and how to assess students. Teachers have been forced to adjust suddenly. In early 2020, research stated that teachers were surprised to adjust the teaching system as well as assessment because all systems were limited and online, but student learning goals had to be achieved. (Luthfiyyah et al., 2022) Then, during the pandemic, students experienced a change, namely, an increase in boredom as a result of staring at laptop or cellphone screens for an extended period of time, as well as mood changes caused by numerous assignments, as well as from the perspective of parents who were classified as unable to be burdened with continuous internet quota fees (Irawan et al., 2020). According to research (Tanjung et al., 2019), in teaching, teachers also need to pay attention to students' interest in the material. It will make students more responsive and active. The teacher must then activate background knowledge and create strategies that trigger student interest. Relevant to the research conducted (Rizka et al., 2020), learning to read requires the right strategy. The main character is the teacher, who is required to always innovate, pay attention to the environment, the media used, the selection of material, and deliver it for both

overall and individual evaluation. Although, in the end, there are many things that need to be corrected, it aims to continue to improve the way of teaching and innovate as best as possible.

The learning process is also endeavored to adapt to all good things from students, even as detailed as maintaining the classroom atmosphere so that learning is conducive. Learning in each country must have advantages and disadvantages to suit students' abilities. (Rizka et al., 2020) In Thailand, an EFL country towards English, the adjustments and processes are pretty slow. The level of children starting to read from essential words, but differences in pronunciation that are difficult for them are also a barrier in itself, mainly if the student area includes areas that are difficult to reach by technology and difficult to access the internet. In Nutcha's study stated that teaching English in Thailand experienced obstacles in the time of the courses given. In terms of the curriculum provided is admittedly lacking and causes students to be slow to absorb lessons. Another problem is that many English teachers still do not master the media and do not follow the developments. They still use the methods that have been used for a long time or traditional (Oeamoum & Sriwichai, 2020).

One of the media used for teaching that is considered appropriate and has supporting features is Quizizz. In a review conducted by (Yong & Rudolph, 2022), it was stated that Quizizz has many supporting features and tends to be attractively designed, one of which aims to reduce the nervousness experienced by students every time they take an exam. With sound, uplifting or funny memes, it will reduce feelings of panic so students don't experience "blanks." Besides that, the variations provided, such as multiple choice or essays, can be used to evaluate many skills, one of which is reading. As a teacher, controlling students and monitoring their learning progress is important. Like the features in this application called "leaderboard." Aside from monitoring, student grades will be sorted in ascending order. It also instills a sense of competition in students, encouraging them to be enthusiastic and serious about their work. The use of this application began to be in demand after the CO-19 pandemic, which required online learning. So that teachers can keep delivering the material as well as possible while keeping learning interesting, given that students are only exposed to cellphone screens during lessons.

The use of "Quizizz" media is carried out in various countries, one of which is Indonesia and Thailand, both EFL countries. Its use is also applied to various groups and ages, for both light interests such as games and heavy ones such as tests or final exams. (Geology, 2021) applies it to students majoring in English at Suryakencana University. Through the observation method, an open-ended questionnaire, and document analysis. First, they provide an introduction to the application, then material and some light questions. After they are satisfied, students are given access to "Quizizz" and work on the questions. Then the lecturer displays it in front of the class to evaluate the score obtained. 17 out of 20 students got a good score, apart from some who had difficulty accessing it, but the results of the questionnaire showed that they enjoyed doing the exam. In research (Phetaree et al., 2020) conducted on sixth-grade students in Thailand, the utility of task-based learning evaluation to cultivate writing abilities and creative thinking is investigated. The MANOVA method and a questionnaire were used to conduct this investigation. The model comprises seven components: principle, learning objectives and evaluation, English language learning area and learning indicators, method of instruction selection based on evaluation, performance goals based on task/work, formulation of evaluation

criteria, and an evaluation report. From the analysis of the data, it can be concluded that, after the experiment, the experimental group gained learning management based on the English teaching model emphasizing task-based learning to develop English writing ability and creative thinking in language to a greater extent than the control group, which gained traditional learning management. Significant at the 0.05 level. According to (Zhao, 2019), Quizizz is a game-based assessment application aimed at education that is equipped with features such as various themes, musical accompaniment, memes, and avatars. Which aims to attract attention and differ from other educational applications. Moreover In research(Lestari, 2019), which tested a comparison of the use of Quizizz and Kahoot, it was stated that the application of Quizizz affected student participation and motivation in the learning process or tests. This is evidenced by their participation in the test when the test uses Quizizz. Considering the findings of the questionnaire in this study, students' perceptions of Kahoot! And Quizizz can be found through questionnaire analysis. As can be seen, the findings of this study agree that using Quizizz to increase motivation is superior to using Kahoot.

According to previous research, Quizizz has been used at every level and is suitable for learning a variety of things. As previously stated, use in the field of language education is more prevalent. But in this study, the researcher will use Quizizz as a media assessment, which is carried out at the end of each lesson in grade 3 at Ban Nonsawang School, to learn new vocabulary. As an EFL and basic education country, teachers must be strategic in their media and strategy selection.

2. METHOD

This study employs a qualitative method that entails making observations, questionnaires, and analyzing the resulting data. (Hasanah, 2017) defines observation as the activity of recording various symptoms with the help of instruments and recording them for scientific or other purposes. In general, observation is the process of collecting data in a deliberate and systematic way. The implementation is done by observing and recording the symptoms of the object or subject being studied. Participants initially numbered 18 children from class 3 Ban Nonsawang in Thailand, then a student changed schools, so the number became 17. They are not familiar with the Quizizz application. Furthermore, qualitative data is data presented in the form of descriptions in words or without numbers. This study obtained qualitative data from observations made using video recordings to describe student test activities in class during Quizizz implementation. On the other hand, the questionnaire shows data on student opinions. Here, the questionnaire will show data about students' opinions or perceptions of the application of Quizizz in increasing motivation as well as comfort. First, the teacher will prepare the material to be taught as well as supporting media and questions that are applied to Quizizz. Teaching that starts with building student enthusiasm includes discussing their knowledge of the material they are going to learn, watching videos that are relevant to the material, and then the teacher will give pictures below that give a description of the vocabulary and its meaning. The teacher applies the concept of drilling to help students be able to understand and remember the word. If it is felt that it is sufficient, the students will advance one by one to take turns working on the Quizizz questions due to the limited advice. Teaching one material is carried

out in 3–4 meetings, and each meeting ends with a light evaluation using Quizizz. The goal is for students to be enthusiastic about learning because they feel appreciated every time they are able to do exercises. This research was conducted for 2 weeks with 4 meetings, and the material used was about number vocabulary.

3. RESULT AND DISCUSSION

In data analysis, this qualitative research uses descriptive discussion. The researcher describes all behaviors, events, situations, or responses as well as a description of the results of the questionnaires that have been distributed in table form and percentages.

3.1 Observasi

The data collection methods used in this study were class observation and questionnaires. The questionnaire was chosen because it gives the researcher a deeper explanation that is not obtained through observation. Class observations are used to see how the learning process is carried out by students studying vocabulary. Previously, the device used was very limited. One class only uses 1 laptop alternately with 1 large TV, which is used as an intermediary for teachers teaching online. Students gather in one class, and teachers are separated between countries. After the learning activities, the teacher starts calling students one by one to answer quizzes on the laptop. Students were still trying to remember the vocabulary they had just learned during the first meeting of the number material and were waiting impatiently and enthusiastically for their names to be called when it was still their friends' turn. The second meeting, when doing the quiz, the two students continued the quiz with different vocabulary, and the students were overjoyed and congratulated their friends who answered correctly. They were supportive even though a score competition occurred when whoever answered the fastest was number 1. At the third quiz meeting, students had started to remember vocabulary even though the questions and context had changed. They try to remember and guess the pointer image on the left side of the question to find out the answer. And at the fourth meeting, the students were focused on racing because they had memorized and understood the vocabulary asked from the pictures. All the students were so interested that the class atmosphere was boisterous when their friends' answers were wrong or right, and also thanks to the funny memes that existed at every turn of the question.

3.2 Questionnaire

A questionnaire in the form of a Likert scale that asks students' opinions and perceptions regarding the use of Quizizz in learning. Fang Zhao 2019 inspired the questionnaire. The answers are in the form of statements related to Quizizz and its application to learning. After the questionnaire has been completely filled out by the respondents, the next step is for the data to be analyzed by the researcher, who uses Microsoft Excel to calculate the data from the questionnaire. The data is analyzed to calculate each respondent's choice for each item.

strongly disagree, disagree, neutrals, agree, or strongly disagree by entering the raw data as a percentage in the table and calculating the average obtained with what has been agreed.

No	Question	SA	A	N	D	SD
1.	Quizizz is more interesting and easy to use comparing to test with paper and pencil	70.59%	23.53%	5.88%	0.00%	0%
2.	Doing test or in Quizizz is helping me to review English material course	35.29%	52.94%	11.76%	0.00%	0%
3.	Using Quizizz is effective in enhancing my engagement in the classroom	35.29%	64.71%	0.00%	0.00%	0%
4.	Doing test in Quizizz stimulates my interest in learning English	58.82%	23.53%	11.76%	5.88%	0%
5.	Doing test in Quizizz is fun and the instruction easy to understand	35.29%	47.06%	11.76%	5.88%	0%
6.	The correct and incorrect results and ranking after do test in Quizizz motivates me to study harder	52.94%	35.29%	11.76%	0.00%	0%
7.	Using Quizizz helps me to concentrate in class	64.71%	35.29%	0.00%	0.00%	0%
8.	Doing test in Quizizz reduces my anxiety when taking test	29.41%	70.59%	0.00%	0.00%	0%
9.	Online assessment with Quizizz is more help me in learning than paper based assessment	88.24%	11.76%	0.00%	0.00%	0%
10.	I feel more comfortable doing test online because no one is controlling	41.18%	52.94%	5.88%	0.00%	0%
11.	Doing test in Quizizz is more saving time than do it with paper and pencil	82.35%	17.65%	0.00%	0.00%	0%
12.	Using Quizizz makes me more enthusiast, motivate, and always look forward to do it	41.18%	52.94%	5.88%	0.00%	0%

Table 1

Previously, this questionnaire was adopted from the article: (Zhao, 2019). Based on the percentage table on the first point, strongly agree has the highest value with 70.59%, followed by 23.53% agree, and 5.88% neutral. Students agree that using the Quizizz application is easier than using a pencil and paper test as usual. The percentages at two points are as follows: strongly agree (35.29%), agree (52.94%), and neutral (11.76%). Students agree that this application helps them to review the material they have learned because the answers will be displayed immediately after the student chooses an answer and knows which is the correct choice. On the third point, the percentages of 35.29% who strongly agree and 64.71% who agree that the application of the Quizizz application increases their involvement in class indicate that students want to participate more in learning. On the fourth point, the percentage of responses is 58.82% strongly agree, 23.53% agree, 11.76% are neutral, and 5.88% disagree. They agree that the use of this application can increase interest in learning English because it is interactive and fun. The percentages for the fifth point were as follows: strongly agreed (35.29%), agreed (47.06%), neutral (11.76%), and disagreed (5.88%). Students feel that the instructions in the application are easy to learn and fun to use. On the sixth point, 52.94% of respondents strongly agreed, 35.29% agreed, and 11.76% were neutral. Students feel that the rankings that are immediately compiled after the quizzes are carried out spur enthusiasm and motivate students to learn more about the material to be tested. On the seventh point, the percentage strongly agreed as much as 64.71% strongly agreed, and 35.29% agreed that they felt the use of this application further increased student concentration in class. On the eighth point, the percentage shows 29.41% strongly agree and 70.59% agree. Students feel that this quiz greatly reduces their anxiety when taking the test because it is known beforehand that the test is something that affects and definitely makes you nervous before and when doing it. On the ninth point, the percentage stated 88.24% strongly agreed and 11.76% agreed; students felt the use of this application was more helpful than using paper and pencil in the previous test. On the tenth point, the percentage showed that they strongly agreed, as much as 41.18%, agreed, 52.94%, and were neutral, 5.88%, that they felt comfortable doing the test because they were not controlled by someone. On the eleventh point, the percentages strongly agreed, as much as 82.35% and 17.65%. Students say using this app helps them save paper as well as pencils. And on the last point, the percentage strongly agreed as much as 41.18%, agreed as much as 52.94%, and was neutral at 5.88% that they felt more enthusiastic, motivated, and wanted to do this quiz in order to learn.

4. CONCLUSION

The use of Quizizz as an assessment at the end of each lesson is an effective short-term evaluation method because students don't feel pressured and instead do it happily. Unlike traditional paper and pencil assessments, it appears formal, makes students nervous, and can interfere with their ability to answer questions. Students find the use of the Quizizz application easy, with memes that reduce their nervousness and music effects that make them relax. With this, students are able to optimally learn new vocabulary gradually.

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