Students' Responses toward the Use of Quizizz in English Class

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Abstract

This research is aimed at knowing students perception toward Quizizz as English learning media as that Quizizz is an educational app that enables students to participate in fun multiplayer class acitivties. This research applied descriptive quantitative method. It was conducted by lesson study platform. The research was conducted at SMPN 23 Makassar. The research participant was 38 students at eight grade first semester 2021/2022. The instrument of the research was questionnaire. Classically students have positive statements of the usage of Quizizz as the learning media for English learning as the shake of its interesting and fun features and impressions, the chance in peer learning to solve some challenging and step by step questions in form of Quiz. Beside that, Quizizz application enable the teachers to handle hybrid learning by effective students engagement. As the suggestion, before applying Quizizz as learning media, the students have to get used to use this application to minimize constraint usage during teaching learning process.

Keywords: *Quizziz, educational app, English learning media*

Introduction

Facing pandemic Covid-19 in teaching learning process, some teachers reported the decrease of students' participation during online class. So they have to think of some strategies to make the students' motivation back. But today teachers may get help from enormous online application especially to handle students' learning engagement. One of them is Quizizz. It is an application that can be used in learning with interesting look and others strengthens such as simply multiple-choice questions arrangement, automatic correction, question review, different questions for each student, possibility to handle learning both students at home and school at the same time, etc. Zhao (2019) added that Quizizz is an educational app that enables students to participate in fun multiplayer class acitivties.

Research of Quizizz related to the learning process has increased during recent two years. Mei, et al. (2018) conducted research to evaluate the effectively interesting of students for Arabic class by implement of Quizizz as a game-based learning in the Arabic classroom of Sultan Idris Education University Malaysia. The researchers tested 85 students for 3 sections during Arabic course titled "Arabic Skill". And created 20 questions relevant to the topics which are students already learned before by using Quizizz as games-based learning before finishing Arabic class. They found that all students were very active to answer the questions which provided by the researchers and more concentrated on the topic. The students displayed the position attitude for quizizz as an online teaching and assessment tool during the

Arabic class. Rahayu & Purnawarman, (2018) investigated practical way of self-assessment by making use of Quizizz features to improve students' grammar understanding. The result showed that most students showed significant improvement on their grammar understanding. Zhao (2019) investigated the effectiveness of Quizizz on enhancing students' learning experience in an accounting classroom. After doing in class exercises using Quizizz, students report that this app brings positive impact on their learning experiences. Class section in which Quizizz is applied more frequently reports higher scores on the satisfaction of using this app and higher scores on the instructor's teaching evaluation. Pitoyo, Sumardi, & Asib, (2019) found that Quizizz successfully reduce anxiety test because of the use of game elements in that application. Thus, it is a good option for teachers to use Quizizz on the exam. Junior, (2020) tried to describe the potential of Quizizz as an valuable tools or application that can motivate students, drawing students attention to achieve better results in the class. Lim & Yunus (2021) focused on the teachers perception using Quizizz in English teaching learning process. The result of this study showed that Quizizz is accepted positively among teachers due to its effectiveness, feasibility, ease of use, and motivating nature of learmers. Degirmenci (2021) investigated the current literature about the effectiveness and role of Quizizz and to define teachers and students' perspectives towards Quizizz. The results of study indicated positive impact for students and teachers.

Method

This research applied descriptive quantitative method. It was conducted by lesson study platform. The research was conducted at SMPN 23 Makassar. The research participant was students at eight grade first semester 2021/2022. The instrument of the research was questionnaire. Questionnaire is lists of questions that was prepared by the researcher for participant to get response. The items were answered by students to get information about their perceptions towards Quizizz.

Table1. Questionnaire

No	Statement
1	The learning today is interesting
2	The learning is fun
3	The learning is easy to understand
4	I am motivated to learn
5	The learning encourages me to work with friends
6	The learning encourages me to be independent
7	This quiz helps me understand the material explained
8	The activity (task) provides a learning challenge
9	I am free (not worried) during the lesson to express my answers/opinions
10	I am interested in learning through Quizizz again next week

Results

The teaching learning process was conducted as follows:

Topic	:	What time is it?
Main material	:	Give and ask for information related to the name of the day, month, the name of the time of day
Learning Objectives	:	- Through the activity of matching numbers by reading them, the students can provide information about the correct order; - Through the activity of matching numbers by reading them, the students can give information about the order correctly; - By observing the calendar image, Ananda can give precise information about the time of day and month. - Through the activity of matching the year in numbers by reading it, the students can give accurate information about the time of year
Learning Media	:	- Learning Video, PPT, stationary, Quizizz Application
Learning Resources	:	- Teacher Guidebook, Students Book Class VII from Ministry of Education and Culture, printed media
Learning Steps	:	**Introduction Activity:** 1. The teacher greets the students and expresses gratitude; 2. The teacher asks the class leader to lead the prayer before starting the learning activity 3. The teacher asks how the students are and explains the importance of maintaining health and implementing the 3M Health Protocol in the midst of the covid-19 pandemic 4. The teacher checks the attendance of students, the readiness of students in learning, and asks students to check the cleanliness of the class around their seats and throw garbage in its place; 5. The teacher motivates students to keep learning in the midst of the COVID-19 pandemic 6. The teacher relates the learning activities to be carried out with the experience of students with previous activities and asks questions to remember; 7. The teacher conveys the learning objectives; 8. The teacher gives motivation about what can be obtained by studying Statements and questions related to day, month, time of day, time in the form of numbers, date, and year; 9. The teacher conveys an outline of the scope of the material and an explanation of the activities that will be carried out by students to complete the exercises and tasks in learning

	Main Activity
	Literacy Activity:
	- Students listen to video shows related to statement material and questions related to day, month, name of time of day, time in the form of numbers, date, and year.
	Critical Thinking:
	- The teacher provides an opportunity to identify as many things as possible that are not understood, starting from factual questions to hypothetical questions related to the material Statements and questions related to day, month, time of day, time in the form of numbers, date, and year
	Collaboration:
	- Students are formed in pairs/groups to discuss, statements and questions related to day, month, name of time of day, time in the form of numbers, date, and year.
	Communication:
	- Each group is given the opportunity to present the results of the discussion in front of the class, and other groups ask questions about things that have not been understood from the presentation of the group's presentation material
	Creativity
	- Students together with the teacher conclude the material that has been studied about the important points that appear in the learning activities that have just been carried out. related Statements and questions related to day, month, name of time of day, time in the form of numbers, date, and year

At the end of teaching learning process 38 students were given around twenty minutes to fill the questionnaire that consist of ten questions related to their experience during taught through Quizizz. The result described below:

Table 2. The Result of the Questionnaire

NO	Tabulation						Percentage (%)					
	SA	A	U	D	SD	TOTAL	SA	A	U	D	SD	Total
1.	28	9	1	-	-	38	74	23	3	0	0	100
2.	11	25	2	-	-	38	29	66	5	0	0	100
3.	21	11	4	2	-	38	55	29	10	5	0	100
4.	5	20	10	3	-	38	13	53	26	8	0	100
5.	13	20	3	2	-	38	34	53	8	7	0	100
6.	14	10	12	1	-	38	37	26	32	3	0	100
7.	18	14	6	-	-	38	47	37	16	0	0	100

8.	13	19	6	-	-	38	34	50	16	0	0	100
9.	12	18	5	3	-	38	32	47	13	8	0	100
10.	26	8	3	1	-	38	68	21	8	3	0	100

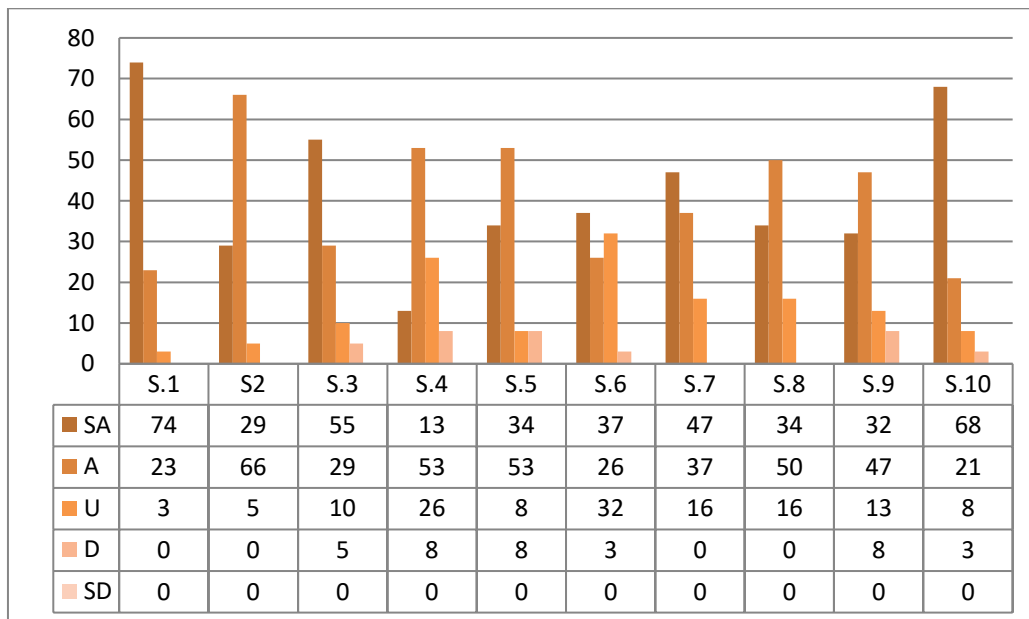Below is the chart of students' perception toward learning through Quizizz:

Figure 1. Students' Perception toward Learning through Quizizz

The statement of item 1 "The learning today is interesting" from the chart above had shown that there were 28 students (74%) who strongly agree with the statement and there were 9 students (23%) who agree with the statement, there was 1 student (3%) who undecided with the statement and no students state that the learning did not interesting.

The second statement of item 2 "The learning is fun" shown that there were 11 students (29%) who strongly agree with the statement and there were 25 students (66%) who agree with the statement, there were 2 students (5%) who undecided with the statement and no students chose disagree and strongly disagree with the second statement.

The statement of item 3 "I The learning is easy to understand" from chart above had shown that there were 21 students (55%) who strongly agree with the statement and there were 11 students (29%) who agree with the statement, there were 4 students (10%) who undecided with the statement, 2 students (5%) chose disagree and no student chose strongly disagree with the statement.

The statement of item 4 "I am motivated to learn" from the chart had shown that there were 5 students (13%) who strongly agree with the statement, there were 20 students (53%) who agree with the statement, there were 10 students (26%) who undecided with the statement, 3 students (8%) who disagree with the statement, and no student chose strongly disagree with this statement.

The statement of item 5 "The learning encourage me to work with friends" from the chart had shown that there were 13 students (34%) who strongly agree with the statement, there were 20 students (53%) who agree with the statement, there was 3 student (8%) who undecided with the statement, there were 2 students (7%) who disagree with the statement and no student who strongly disagree with the statement.

The statement of item 6 "The learning encourage me to be independent" from the chart above had shown that there were 14 students (37%) who strongly agree with the statement, there were 10 students (26%) who agree with the statement, there were 12 students (32%) who undecided with the statement, there was 1 student (3%) who disagree with the statement.

The statement of item 7 "This quiz help me understand the material explained" from the chart shown that there were 18 students (47%) who strongly agree with the statement, there were 14 students (37%) who agree with the statement, there were 6 students (16%) who undecided with the statement and no student chose disagree and strongly disagree with the statement.

The statement of item 8 "The activity (task) provide a learning challenge" from the chart shown that there were 13 students (34%) who strongly agree with the statement, there were 19 students (50%) who agree with the statement, there were 6 students (16%) who undecided with the statement and no student think that the learning activity is not and really not challenging.

The statement of item 9 "I am free (not worried) during the lesson to express my answers/opinions" from the chart shown that there were 12 students (32%) who strongly agree with the statement, there were 18 students (47%) who agree with the statement, there were 5 students (13%) who undecided with the statement, 3 students (8%) who disagree and no student strongly disagree with the statement.

The statement of item 10 "I am interested in learning through Quizizz again next week" from the chart above had shown that there were 26 students (68%) who strongly agree with the statement, there were 8 students (21%) who agree with the statement, there were 3 students (8%) who undecided with the statement, there was 1 student (3%) who disagree with the statement and no students chose strongly disagree with the statement.

Discussion

Based on the result of the research that had shown at previous section, classically students have positive statements toward Quizizz in English learning. It is line with the formerly research related to Quizizz that were conducted by Mei, et al. (2018), Rahayu & Purnawarman, (2018), Zhao (2019) and Pitoyo, Sumardi, & Asib, (2019). From all item statements shared through questionnaire, generally students chose strongly agree and agree with the statement means quizizz as beneficial application to handle hybrid learning. Because of this research was conducted through lesson study platform, so it is also important to relate between students responds on questionnaire and the result of teachers' observation during teaching learning process. Almost students experienced fun and interesting with the quizizz as learning tool as also in line with the teachers' observation that all students who attended today were enthusiastic about the learning topics presented, all students have really learned about today's learning topic. Today's learning process is face-to-face but students who are still online can also work on the quiz when the link is shared. For this, the features on quizizz are attracted

enough especially on slide impressions, one by one questions and many others variation in showing quiz.

Next, students feel easy to understand in learning English because Quizizz also provides features for the teachers to design lesson sheet per sheet so enable students to follow the lesson step by step and also work or share each orher with friend, so this case also improve students' motivation because the lesson is not so easy and not so difficult for students and have a chance in peer learning.

For the case of independence in learning, few students reported that quizizz was not worked for them. From the teacher's observation it was true that some students faced some problems with the application, they were still not familiar with the features, there was one student with visual impairment. With a few problems through this application, almost students still have quizizz as learning media for the next meeting.

Conclusion

As the conclusion for the research, generally students show positive statements toward Quizizz application as the learning media for English learning as the shake of its interesting and fun features and impressions, the chance in peer learning to solve some challenging and step by step questions in form of Quiz. Beside that, Quizizz application enable the teachers to handle hybrid learning by effective students engagement. As the suggestion, before applying Quizizz as learning media, the students have to get used to use this application to minimize constraint usage during teaching learning process.

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