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EFL STUDENTS' PERCEPTION ON USING QUIZIZZ APPLICATION: A SURVEY STUDY

PERSEPSI SISWA TERHADAP PENGGUNAAN APLIKASI QUIZIZZ: STUDI SURVEI

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Abstract

The aim of this study was to find out students' perception on the use of the Quizizz application in learning English at Junior High School in Riau. This present study employed a quantitative survey method with data taken from a questionnaire. The number of samples in this study were 50 students using purposive sampling. A structured item questionnaire was used as the instrument. The results showed that Quizizz application is easy to use. The students were happy in studying, had motivation and interest in learning English. Using Quizizz is more practical than doing exercises on paper, it also helps students to review the lessons, and reduce anxiety while doing exams. It can be concluded that students' perceptions were good on the use of the Quizizz application.

Keywords : Learning English, Learning Interest, Learning Motivation, Students' Perception, Quizizz Application

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa terhadap penggunaan aplikasi Quizizz dalam belajar Bahasa Inggris untuk Sekolah Menengah Pertama di Riau. Penelitian ini merupakan penelitian quantitative survey method dengan pengambilan data melalui angket. Jumlah sampel dalam penelitian ini sebanyak 50 siswa yang dipilih menggunakan pertimbangan tertentu. A structured item questionnaire digunakan sebagai instrumen penelitian. Hasil penelitian menunjukkan bahwa aplikasi Quizizz mudah untuk digunakan. Siswa senang, termotivasi, dan punya minat dalam belajar bahasa Inggris. Penggunaan Quizizz lebih praktis daripada mengerjakan latihan di kertas, dan juga membantu siswa dalam mengulang materi pelajaran, serta mengurangi kecemasan dalam ujian. Dapat disimpulkan bahwa siswa memiliki persepsi yang baik terhadap penggunaan aplikasi Quizizz.

Kata Kunci: Aplikasi Quizizz, Belajar Bahasa Inggris, Minat Belajar, Motivasi Belajar, Persepsi Siswa

1. INTRODUCTION

During COVID-19 nowadays, learning is no longer done face to face but through online learning. The impact of this pandemic causing many problems and being in the spotlight by the community is in terms of problems that arise in the field of education. The government announced a policy in March 2020 regarding the learning system carried out in schools and universities to be closed and replaced with an online learning system at home (Kemendikbud RI, 2020). According to Setiyani et al. (2021), online learning applications are growing rapidly and can be accessed for free, one of which is Quizizz. During online learning, students use several applications to support the teaching and learning process. One of the teachers uses the Quizizz application. According to Prakoso (2021), Quizizz is an application in the learning process. Quizizz application can help students and teachers to complete assignments and materials during online learning. This application is very easy to access on the internet.

Furthermore, Basuki and Hidayati (2019) state that Quizizz is easy to use and as a fun multiplayer game platform. Quizizz aims to create a more energetic classroom atmosphere, so that the classroom atmosphere is not boring for students. Meanwhile, Ika Dhamayanti (2021) state that Quizizz is an application that is used as an e-learning medium to support the learning process in an English e-classroom. This shows that Quizizz is the right e-learning media that can be used in English e-classrooms and can increase the motivation of EFL students during e-learning.

In addition, Quizizz has advantages that can be used as learning evaluation materials, for example there are data and statistics on student performance where the results can be used as an evaluation for follow-up learning. Irwansyah and Izzati (2021) state that one of the advantages of Quizizz is also can be used to vary teaching, learning, and assessing method in this pandemic era. By using Quizizz, it makes the teacher easier to immediately find out the results of students' work without the need to manually calculated the scores.

As Zuhriyah and Pratolo (2020) explain the special features of Quizizz is that it has a leaderboard feature. Students take the quiz at the same time and see their live ranking on the leaderboard. Instructors can monitor the process and download reports when quizzes are completed to evaluate student performance. Furthermore, Pitoyo, Sumardi, and Asib (2020) state that one of Quizizz unique features is memes. This is indicated by each student answering the question. There are two types of memes used in the test, namely memes for wrong answers and memes for correct answers. When students answer the question correctly, the meme will be in the form of a word of appreciation and a word of motivation if the answer is wrong.

In this present study, researcher wanted to know students' perceptions on the use of quizizz application. Cahyono (2017) notes that students' perception is what the students feel about a particular thing. In this study context, feeling and perception are associated with the experience of learning, one of which is the student experience in learning to use the application. According to Ebadi, Rasouli, and Mohamadi (2021), there are some category of perception on using application namely convenience applying, excitement, and practicality. A convenience is the use of the application in an easy way. Excitement is a state of mind or feeling characterized by sufficiency to intense pleasure, love, satisfaction, and enjoyment; a feeling of pleasure using the application. Practicality is the use of applications to help learning need and skill in using application. Application learning needs to accommodate all needs in different language skills.

2. RESEARCH METHODS

This study used quantitative survey method. According to Creswell (2012), Survey research design are procedures in quantitative research in which investigator administers a survey to a sample or to the entire population of people to describe the behaviors, attitudes, opinions, or characteristics of the population. The population of the study were 50 Junior High School students. The sample was chosen by using purposive to distribute the questionnaires. According to Hanlon & Larget (2011) a sample is a subject of the individuals in a population, there is typically data available for individuals in samples.

According to Gay et al. (2011, p.205), by using the types a structured item on questionnaire, some statements were written into questionnaire to know the reason of the samples. After collecting the data, it was analyzed to answer the research question and got the result of this research.

3. RESULT AND DISCUSSION

The purpose of the study was to know students' perception on using quizizz application,. Data were taken from the questionnaires. It was distributed online using Google Forms to 50 Junior High School in Riau. The questionnaire consisted of 12 statements stated by Zhao (2019). There are some category of perception on using application is Convenience applying, Excitement, and Practicality.

Table 1. Responses of convenience applying on using quizizz application

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Quizizz is easy to use	38 (76%)	12 (24%)	-	-
2	Using quizizz reduces distraction caused by cell phone or other electronic devices	9 (18%)	34 (68%)	6 (12%)	1 (2%)

As shown in table 1, convenience applying on quizizz application had various responses. From statement *Quizizz is easy to use* the respondents chose strongly agree with the percentage 76%, 24% students chose agree and no respon in the category disagree and strongly disagree. From statement *Using quizizz reduces distraction caused by cell phone or other electronic devices*, 18% respondents chose category strongly agree, 68% chose agree, disagree with the percentage 12%, and 2% chose strongly disagree.

Table 2. Responses of excitement on using quizizz application

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Using quizizz is effective in enhancing my engagement in the classroom	20 (40%)	25 (50%)	5 (10%)	-
2	Using quizizz doing stimulates my interest in learning English	19 (38%)	28 (56%)	3 (6%)	-

3	Using quizizz is fun	41 (82%)	9 (18%)	-	-
4	The ranking function (Leaderboard) in quizizz motivates me to study	24 (48%)	24 (48%)	2 (4%)	-
5	Using quizizz helps me know my classmates	14 (28%)	26 (52%)	8 (16%)	2 (4%)

As shown in table 2, it can be seen the students had joy in using the application is needed, because if someone feels happy in using it. Based on the data obtained from 50 respondents , *Using quizizz is effective in enhancing my engagement in the classroom* had the percentage 40% in the category strongly agree, 50% agree, 10% in disagree and no response in strongly disagree. From *Using quizizz doing stimulates my interest in learning English* 38% respondents chose strongly agree, who chose agree with the percentage 56%, 6% chose disagree, and no one chose strongly agree. From *Using quizizz is fun* there were 41 respondents chose strongly agree with the percentage 82%, 18% chose category agree, and no one answer disagree and strongly disagree. Then, from *The ranking function (Leaderboard) in quizizz motivates me to study* have the same percentage results in the category strongly agree and disagree as many as 48% , 4% chose disagree and no one answer strongly disagree. Last, 14 respondents chose strongly agree with the percentage 28%, 52% chose agree, 16% chose disagree, and 4% choose strongly disagree from *Using quizizz helps me know myclassmates*.

Table 3 . Responses of practicality on using quizizz application

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Using quizizz helps me review the course materials.	23 (46%)	25 (50%)	2 (4%)	-
2	Using quizizz helps me concentrate.	19 (38%)	29 (58%)	2 (4%)	-
3	Using quizizz doing exercise reduces my test anxiety	18 (36%)	24 (48%)	8 (16%)	-
4	Using quizizz is more helpful in my learning than doing exercise on paper	24 (48%)	25 (50%)	1 (2%)	-
5	I would like to use quizizz more in the future.	27 (54%)	22 (44%)	1 (2%)	-

As shown in table 3, it is regarding to the practicality and usefulness on using quizizz application. In using an application, the first thing that is assessed is how useful the application is in learning so that it is useful for users, as well as practicality in its use. Based on the data gotten from 50 respondents, there were 23 respondents chose strongly agree with the percentage 46%, 50% chose agree, 4% chose disagree, and no answer strongly disagree from *Using quizizz helps me review the course materials*. Then, from *Using quizizz helps me concentrate* there were 38% choose strongly agree, 58% chose agree, 4% chose disagree, no one chose strongly disagree.

Next, from *Using quizizz doing exercise reduces my test anxiety* there were 36% chose strongly agree, 48% chose agree, 16% choose disagree, and no one chose strongly disagree. And then, 48% chose strongly agree, 50% choose agree, 2% chose disagree, and no one answer in category strongly disagree from *Using quizizz is more helpful in my learning than doing exercise on paper*. Last, from *I would like to use quizizz more in the future* 54% chose strongly agree, 44% chose agree, 2% chose disagree, and no answer in category strongly disagree.

It can be concluded that the students' perception is good in using the quizizz application in learning English. Good response also found from the first indicator, the students were strongly agree that quizizz was easy to use. Based on the second and the third indicator, students stated that quizizz is fun in learning English, The use of quizizz in learning English stimulates students interest, and the use of quizizz is fun creates excitement when learning English. Not only that, the ranking function (leaderboard) in quizizz can make them motivated to study, they keep trying to be better to get the highest rank. The use of quizizz can also help the students reduces their anxiety in the test. Quizizz is easy to use and it is not difficult to make the students prefer to use quizizz in doing exercises on paper.

Based on the explanation above, it can be concluded that students had a good response on using quizizz. Using quizizz makes students more motivated in learning and they are happy and very interested in using the quizizz application in learning English. It can be seen that students accept the use of quizizz in learning English. On the other hand, the similar study was conducted by Tika (2019) entitled "Kahoot! And Quizizz: A Comparative Study on the Implementation of E-Learning Application toward Students' Motivation". The results showed that students were more interesting and agree with Quizizz on the implementation in their learning process. Based on the students' perceptions, the implementation of Quizizz was interesting and affecting their motivation to do the test on their learning process. They enjoyed during the implementation of Quizizz in learning process.

4. CONCLUSION

Using quizizz application get good response. Mostly students were strongly agree using quizizz application in learning English. It can be seen from the first indicator that they are strongly agree that quizizz application easy to use with the percentage 76%. Second indicator, using quizizz was fun had the highest percentage in the category strongly agree is 82%, it means that they expressed fun when using quizizz because using quizizz was fun. They noted they were interested and motivated to learn English using quizizz. The last indicator showed students wanted to use quizizz in the future; it had the highest percentage in the category strongly agree (54%). It can be concluded that students' perceptions are good on using quizizz application in learning English.

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