STUDENTS' PERCEPTION ON THE USE OF QUIZIZZ IN LEARNING ENGLISH AT SMP ISLAM AS – SHOFA PEKANBARU

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***Abstract*:** *This research aimed to find out how the perceptions of SMPS As-Shofa students on using Quizizz Application in learning English. The sample of this research was taken by using the total sampling technique that from ninth grade students of SMPS As-Shofa Pekanbaru. The number of samples was 55 students. The data was collected by using a questionnaire. There are 35 questions in total in the questionnaire, specify the type of questionnaire that will be used in this research. To be specific, the pre-defined responses that used in this research are in the type of rating scale: from strongly agree to strongly disagree, with neutral in the middle of the defined responses, although close-ended questionnaire gives limited insight and information, it still can be easily analyzed for quantitative data. The result of this research, SMPS students have the perception that Quizizz helps learn English very well, were feel easy, satisfied, motivated, indicating cognitive and affective results, are a bit challenged and practical in the process of learning English, There are some things that are unsatisfactory such as students still distracted by gadgets, still feeling afraid of English courses, and feeling a little anxious. Based on the study, students are recommended to use Quizizz in learning English in the class because it helps them to engaged in the online quiz in a convenient way in the English class.*

***Key Words*:** *Students' Perception, Quizizz, Application, English Learning*

PERSEPSI SISWA TERHADAP PENGGUNAAN QUIZIZZ DALAM PEMBELAJARAN BAHASA INGGRIS DI SMP ISLAM AS – SHOFA PEKANBARU

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Abstrak: Penelitian ini bertujuan untuk mengetahui bagaimana persepsi siswa SMPS As-Shofa terhadap penggunaan Aplikasi Quizizz dalam pembelajaran Bahasa Inggris. Sampel penelitian ini diambil dengan menggunakan teknik total sampling yaitu dari siswa kelas IX SMPS As-Shofa Pekanbaru. Jumlah sampel adalah 55 siswa. Pengumpulan data dilakukan dengan menggunakan kuesioner. Ada total 35 pertanyaan dalam kuesioner, tentukan jenis kuesioner yang akan digunakan dalam penelitian ini. Untuk lebih spesifik, tanggapan yang telah ditentukan sebelumnya yang akan digunakan dalam penelitian ini adalah dalam jenis skala peringkat: dari sangat setuju hingga sangat tidak setuju, dengan netral di tengah tanggapan yang ditentukan, meskipun kuesioner tertutup memberikan wawasan dan pemahaman yang terbatas. informasi, masih dapat dengan mudah dianalisis untuk data kuantitatif. Hasil penelitian ini, siswa SMPS memiliki persepsi bahwa Quizizz membantu belajar bahasa Inggris dengan sangat baik, siswa merasa mudah, puas, termotivasi, memiliki hasil kognitif dan afektif, sedikit tertantang dan praktis dalam proses pembelajaran bahasa Inggris, walaupun ada beberapa hal-hal yang kurang memuaskan seperti siswa masih teralihkan oleh gadget, masih merasa takut dengan mata kuliah Bahasa Inggris, dan merasa sedikit cemas. Berdasarkan penelitian ini, siswa disarankan untuk menggunakan Quizizz dalam belajar bahasa inggris di kelas karena membantu mereka terlibat dalam kuis online dengan cara yang nyaman di kelas.

Kata Kunci: Persepsi Siswa, Quizziz, Aplikasi, Belajar Bahasa Inggris

INTRODUCTION

English has an important role in education, especially in Indonesia. It can be seen that the English language has been studied in several levels of education. In Indonesia, English has been taught from kindergarten to university level but many problems still happen. Nowadays, teacher and students can also do teaching and learning activities online. The use of ICT (Information Communication Technology) in educational activities can help teachers and students to explore the information and material related to their education (Kee & Samsudin, 2014).

The use of ICT (Information Communication Technology) enables them to access educational contents from many resources through connecting to internet. However, teacher and students need tool to be used to access learning material through internet. Information technology has a significant role in supporting education during covid-19 lockdown (Saxena et al., 2020). It can be seen that during this pandemic, distance and online education growing dramatically. E-learning platforms are a boon for education. E-learning can be defined as a program or course in which students receive some or all of their education over a networked system such as the internet (Burdette, Greer, & Woods, 2013 cited in Rahmawati, 2016). Teachers should choose the best media and material to meet learning outcomes amid some problems in remote learning. The effectiveness of chosen e-learning is determined by students' motivation and students' engagement with the e-leaning (Noesgaard & Ørngreen, 2015). It shows that, friendly platforms are required to increase students' participation (Agung et al., 2020.

One of an e-learning media that can be used for teaching learning process namely was Quizizz Application. Quizizz Application provides multi-player activities creating more interactive and fun exercises in the classroom, such as answering questions. According to Zhao cited by Zuhriyah and Pratolo (2020) Quizizz Application is a game-like educational application. It has several features, such as memes, themes, avatars, and entertaining music, making it different from other educational applications. Besides, Quizizz Application is a fun game to conduct quick assessments in the classroom. In short, it can be inferred that Quizizz Application is a web tool to create interactive quiz games used as an assessment instrument in the classroom.

Likewise, because the presence of the covid-19 pandemic has made all learning activities online, including SMP AS-Shofa in which the school adapted teaching learning process to a new change in the education system. The process of teaching and learning conducted normally in school has been moved to home or it is called online learning. This new system brings a "culture shock" for both teachers and students. Since everything is done virtually like class meetings and class discussion unlike normal class, there are some obstacles in this new activity. The first one is the internet connection problem; each area has different quality of internet connection problem.

The teaching and learning process in SMPS AS-Shofa Pekanbaru had been using a projector screen as an aid in learning media, but the teacher does not use the media due to limited knowledge of learning media through projectors, even though the 2013 curriculum system has recommended teachers to teach using visual media and calls on teachers who still use the teacher center, and also because of the covid-19 where teachers have to rotate their minds 360 degrees to inevitably have to implement a technology-based learning system, both virtual and face-to-face.

During covid-19, SMPS As-Shofa Pekanbaru had been applied an online learning process. All learning activities like learning material, assignment, quiz,

discussion, and evaluation have been managing throughout e-learning provided by the institution during the pandemic. However, a problem is found in English courses; more than 50 % of students are dishonest in their academic activities; they submit the same content for individual assignments. They seem to have a lack of interest in studying. As the result, they do not participate and are not engaged well with the lesson. Concerning all principles and suggestions in choosing an effective and appropriate media during distance learning, the teacher chose an alternative medium, namely Quizizz Application. It has been used in English courses for covid-19 era. During the implementation of learning so far, schools have actually used various online applications such as *Zoom Meetings*, *Whatsapp* and other media but they are not very effective.

In this research, the researcher was interested to investigate the students' perception of using Quizizz Application in doing online English test. Recognizing students' perception is necessary, because it plays an important role for teacher or lecturer to evaluate after knowing students perception. In this study, the aim of this research is to find out students' perception of using Quizizz Application in doing online English test.

METHODOLOGY

This research used a descriptive method as design research. It is a survey research is defined as a "means for gathering information about the characteristics, actions, or opinions of a large group of people" (Pinsonneault and Kraemer in Glasow, 2005). The focus of this research is students' perception of using Quizizz in learning English at SMPS As-Shofa Pekanbaru.

The population of this research was nineth-grade students in Junior SMPS As-Shofa Pekanbaru in academic year 2022/2023. The total number was 111 students.

This research was taken 55 students as samples. The researcher will be using Total sampling to collect data sample. According to (Sugiyono, 2007), the total sampling is a technique to collect the data which is the total number sample is similar with the total population since the total of students at third grade of SMP As- Shofa. There are 4 classes for grade nine, starting from IX.1 until IX.4. Each class has different numbers of students of SMP Islam As – Shofa Pekanbaru as the sample for this research, it has been discovered that each class had used and still using Quizizz as the Learning English subject.

In collecting the data, the researcher used a questionnaire as an instrument to find out students' perception of using Quizizz Application in doing online English test. There are 35 questions in total in the questionnaire, specify the type of questionnaire that will be used in this research. To be specific, the pre-defined responses that will be used in this research are in the type of rating scale: from strongly agree to strongly disagree, with neutral in the middle of the defined responses, although close-ended questionnaire gives limited insight and information, it still can be easily analyzed for quantitative data. The questionnaire used in this research is adopted and modified from Zhao (2019), Ningrum (2020), Munawir (2021), Dhamayanti (2021), Zulfa (2022), and Surhani (2021). It stated that Students usually lack motivation to actively participate in the learning activities. The result of the questionnaire was taken as the data of this research. The questions were distributed through print out.

RESULT AND DISCUSSION

Based on the result of the questionnaire was taken from 55 students in nineth grade of SMPS As-Shofa Pekanbaru in the academic year 2022/2023. This research aimed to find out students' perception of using Quizizz Application in doing online English test.

The result will be presented and analyzed based on the research.

Table 1. Characteristics of Respondents based on Gender

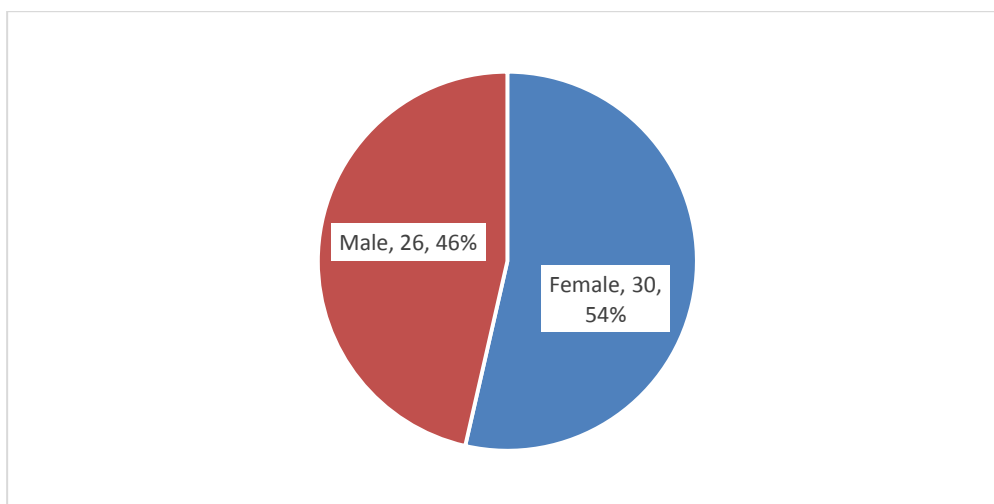| Gender	Frequencies	Percentage
Male	26	46%
Female	30	54%
Total	**56**	**100%**

Figure 1. Characteristics of Respondents based on Gender

According to the table and diagram above, it can be known that number of male respondents is 26 respondents (46% of total respondent), while the number of female respondents is 30 respondents (54% of total respondent). It can be concluded that there were more male respondents than the female respondents with the difference of 4%.

Perceptions of SMPS As – Shofa's Student on Using Quizizz Application in Learning English

Student perceptions were measured in this study using 7 aspects with 35 total questions as shown in table 3 Blue Print of Questionnaire. In the analysis we looked at the perceptions of SMPS As – Shofa's Students on Using Quizizz Application in Learning English based on the convenience, the satisfactions, the motivation, the cognitive outcome, the affective outcome, the challenges, and the practically in using Quizizz.

Perception of SMPS As- Shofa's Student Based on the Convenience in Using Quizizz

Table 2 shows the descriptive statistics for statements related to the convenience in using Quizizz. The result shows in this following table.

Table 2. The Result on Perception of SMPS As- Shofa's Student Based on the Convenience in Using Quizizz

Statements	SD	D	U	A	SA	Average
Quizizz is easy to use in the English learning process	0	2	10	25	19	**4.09**
I find that it is easier to do quizzes with apps quizizz on a smartphone instead of a paper quiz	0	3	10	19	24	**4.14**
Using quizizz reduces distraction caused by cell phone or other electronics devices	0	7	26	11	12	**3.50**
Using quizizz is like playing game because fun and enjoy	0	5	7	23	21	**4.07**
I use Quizizz because low preparation, and simple to do	0	0	10	29	17	**4.13**

This study uses 7 aspects in obtaining perceptions from students, including aspects of convenience, satisfaction, motivation, cognitive outcomes, affective outcomes, challenges and practicality. On the result of convenience section, obtained that most of SMPS As-Shofa's Students have the perception that Quizizz is easy to use, low preparation, and simple to do. Based on the third indicator the students stated that it still cannot significantly reduces distraction caused by cell phone or other electronics devices. On the other hand, the similar research conducted by Suharni et al. (2021) entitled "EFL Students' Perception on Using Quizizz Application: A Survey Study", the results showed that student were strongly agree that Quizizz is very convenience (Suharni et al., 2021).

Perception of SMPS As- Shofa's Student Based on the Satisfaction in Using Quizizz

Table 3 shows the descriptive statistics for statements related to the satisfaction in using Quizizz. The result shows in this following table.

Table 3. The Result on Perception of SMPS As- Shofa's Student Based on the Satisfaction in Using Quizizz

Statements	SD	D	U	A	SA	Average
Quizizz is fun and challenging application	0	1	13	20	22	**4.13**
Quizizz make learning English more fun	0	0	14	31	11	**3.95**
Quizizz reduces my fear of English courses	1	3	29	12	11	**3.52**
Using Quizizz is not boring because Quizizz have many features and interest display menu	0	2	9	25	20	**4.13**
Using Quizizz is effective in enhancing my engagement in the classroom	0	1	19	22	14	**3.88**

On the result of satisfaction section, obtained that most of SMPS As-Shofa's Students have the perception that Quizizz is fun and challenging app with many features and interesting display menu that makes make learning English is more fun and this could help students enhancing the engagement in class, however, for some students, Quizizz still cannot reduces the fear of English courses. The similar research conducted by Prasongko (2021) entitled "Quizizz as Fun Multiplying Learning Media in English Lecturing Process", the result showed that students as English learners who applied the Quizizz agree that Quizizz as Fun is Multiplying Learning Media in English Lecturing Process. This shows that lecturers and students have a positive perception of the applied of the Quizizz in learning English for accounting study program students in UNISKA. In addition, lecturers and students are satisfied with the learning process through this method (Prasongko, 2021).

Perception of SMPS As- Shofa's Student Based on the Motivation in Using Quizizz

Table 4 shows the descriptive statistics for statements related to the motiavtion in using Quizizz. The result shows in this following table.

Table 4. The Result on Perception of SMPS As- Shofa's Student Based on the Motivation in Using Quizizz

Statements	SD	D	U	A	SA	Average
I am motivated and enthusiastic about learning English assignment given by teacher through Quizizz	0	3	24	15	14	**3.71**
Quizizz increase my curiosity about English materials	0	4	20	20	12	**3.71**
I am motivated to get the highest rank and score when using Quizizz	0	3	7	19	37	**4.25**
Quizizz helps me to be more confident in learning English	0	2	23	16	15	**3.79**
Quizizz improves my motivation to study English my engagement in the classroom	0	3	21	19	11	**3.68**

On the result of motivation section, obtained that most of SMPS As-Shofa's Students are feel between uncertain to agree about being motivated to learn English using Quizizz, but the respondents are very competitive to get the highest rank and score when using Quizizz. The similar research was conducted by Wen & Aziz (2022) entitled" The Use of Quizizz as an Online Teaching and Learning Assessment tool in an ESL Classroom: A Systematic Literature Review", the results showed that Quizizz motivated to improve learners' English skills were included in the systematic review and of useful features include the interesting part about Quizizz as an assessment tool and how it can help instructors in carrying out an online assessment (Wen & Aziz, 2022).

Perception of SMPS As- Shofa's Student Based on the Cognitive Outcomes in Using Quizizz

Table 5 shows the descriptive statistics for statements related to the cognitive outcomes in using Quizizz. The result shows in this following table.

Table 5. The Result on Perception of SMPS As- Shofa Students' Based on the Cognitive Outcomes in Using Quizizz

Statements	SD	D	U	A	SA	Average
I can post question (quizzes) that I made myself to be played by my classmate	2	4	21	13	16	**3.66**
I have been able to make example of all types of subjects in English material	1	4	23	18	11	**3.63**
I am able to describe the differences of types of subjects in English material	2	3	16	21	14	**3.75**
After using Quizizz I can make up my own example so it is easy to understand the important material	0	3	21	17	15	**3.79**
After using Quizizz, I can focus study, I can focus on how much I can understand, not only if I am getting the right answer	0	3	21	18	14	**3.77**

Table 5 above shows that there are 5 statements related to the cognitive outcomes of the respondents in using Quizizz to learning English, it obtained that there are half of the respondents feel there is a significant cognitive outcome by learning English using Quizizz, while the other half still uncertain about it. This is evidenced by the results in all the statements which are "I can post question (quizzes) that I made myself to be played by my classmate" with an average value of 3.66, the statement "I have been able to make example of all types of subjects in English material" with an average value of 3.63, the statement "I am able to describe the differences of types of subjects in English material" with an average value of 3.75, the statement "After using Quizizz I can make up my own example so it is easy to understand the important material" with an average value of 3.79, and the statement "After using Quizizz, I can focus study, I can focus on how much I can understand, not only if I am getting the right answer" with an average value of 3.77. it can be concluded that most of the respondents

feel between uncertain to agree about having a significant cognitive outcome in using Quizizz to learning English.

Perception of SMPS As- Shofa's Student Based on the Affective Outcomes in Using Quizizz

Table 6 shows the descriptive statistics for statements related to the affective outcomes in using Quizizz. The result shows in this following table.

Table 6. The Result on Perception of SMPS As- Shofa Students' Based on the Affective Outcomes in Using Quizizz

Statements	SD	D	U	A	SA	Average
I pay attention to the subject as well in English courses	1	0	20	17	18	**3.91**
I enjoy learning English through the Quizizz	1	3	18	21	13	**3.75**
I organize my notebook to be completed and contains teachers' explanation and my understanding of the material after using Quizizz	0	7	15	19	15	**3.75**
After using Quizizz as learning English, when working in group, I express my ideas and get opinions from group members.	1	4	16	32	14	**3.77**
I enjoyed doing assignments both individually and in group through Quizizz given by teacher. Therefore, I get good scores	0	1	16	26	13	**3.91**

On the result of cognitive and affective section, obtained that most of SMPS As-Shofa's Students are feel between uncertain to agree of having a significant cognitive and affective outcome in using Quizizz to learn English. This research also proven by research conducted by Nanda (2018) entitled "The Use of Quizizz Application In Improving Students' Reading Comprehension Skill At SMKN 3 Takalar", the result showed that the use of Quizizz application in improving students' reading comprehension skill of TKJ (Teknik komputer dan jaringan) at SMKN 3 Takalar, improve students' independent level reading ability and frustration level reading ability especially in reading component namely identify main idea, identifying supporting details, identifying reference, understanding vocabulary, and making inference (Nanda, 2018).

Perception of SMPS As- Shofa's Student Based on the Challenges in Using Quizizz

Table 7 shows the descriptive statistics for statements related to the challenges in using Quizizz. The result shows in this following table.

Table 7. The Result on Perception of SMPS As- Shofa Students' Based on the Challenges in Using Quizizz

Statements	SD	D	U	A	SA	Average
I could not think properly when playing Quizizz	3	26	10	8	9	**2.89**
I think I am too nervous when answering the questions	1	24	14	9	8	**2.98**
I prefer Quizizz as a homework than in class activity	5	14	17	13	7	**3.05**
I think the class is too noisy when playing Quizizz	4	16	13	20	11	**3.18**
I tend to think fast when I attempt to answer Quizizz questions	0	3	21	18	14	**3.45**

On the result of challenges section, obtained that most of SMPS As-Shofa's Students have perception that it was not too challenging to learn English using Quizizz, some of the student tend to feel nervous and anxiety while answering the quiz. In other hand, the research conducted by Mohamad et al. (2020) entitled "Online Game-Based Formative Assessment: Distant Learners Post Graduate Students' Challenges Towards Quizizz", stated that students perceived Quizizz" positively especially in enhancing their motivation to learn. The study also presented three main challenges in using Quizizz including high anxiety level, generation gap and possibility of copying each other. The data show that Quizizz reduced learning anxiety among the distance postgraduate students; and it is suitable as online quiz application which can be used by the distance postgraduate students from different age groups (Mohamad et al. (2020).

Perception of SMPS As- Shofa's Student Based on the Practically in Using Quizizz

Table 8 shows the descriptive statistics for statements related to the practically in using Quizizz. The result shows in this following table.

Table 8. The Result on Perception of SMPS As- Shofa's Student Based on the Practically in Using Quizizz

Statements	SD	D	U	A	SA	Average
Using Quizizz helps me review the materials by my classmate	0	5	13	19	19	**3.93**
Using Quizizz helps me concentrate	4	5	17	17	13	**3.54**
Using Quizizz in doing exercise reduces my test anxiety	1	9	19	16	11	**3.48**
Quizizz has an attractive design	0	1	12	23	20	**4.11**
I would like to use Quizizz more in the future	4	3	21	14	14	**3.55**

On the result of practically section, obtained that most of SMPS As-Shofa's Students have perception that Quizizz is quite practical to learning English but for some respondent, Quizizz still cannot reduces the test anxiety and feel uncertain to use Quizizz in the future. The similar research conducted by Permana & Permatawati (2019) entitled "Using Quizizz as a Formative Assessment tool in German Classrooms" stated that Quizizz is practical, it is proven by that a formative test allows students to repeat the material and get direct feedback on their level of control. Quizizz is one of the tools for a formative test can be used effectively in German lessons, especially to increase the grammar and vocabulary mastery of students. Most students have responded positively to the Quizizz application in the classroom (Pemana & Permatawati, 2019).

In conclusion, SMPS students have the perception that Quizizz helps learn English very well, students feel easy, satisfied, motivated, have cognitive and affective results, are a bit challenged and practical in the process of learning English, although there are some things that are unsatisfactory such as students still distracted by gadgets, still feeling afraid of English courses, and feeling a little anxious.

CONCLUSION AND RECOMMENDATION

Conclusion

After analyzing the collected data, the conclusion that can be drawn is 55 of grade nine students of SMP Islam As-Shofa Islamic Junior High Schol showed a highly positive response and perception on using Quizizz in Learning English. This result was collected by having the students to fill in the questionnaire is divided by 7 indicators with each indicator consist of sub-indicators.

In the first indicator, it has been found out that the students' is highly positive with average value 4.00. students feels convenience using Quizizz in Learning English, the second indicator, it has been found out that students' is highly positive with average value 3.00-4.95. students feels satisfaction in using Quizizz in learning English. The third indicator, it has been found out that students' is highly positive with average value 4.00 students feels uncertain to agree about being motivated to learn English using Quizizz, but the respondent are very competitive to get highest rank and score when using Quizizz. The fourth indicator, it has been found out that students' is highly positive with average value 4.00 it be conclude that most of the respondent feel agree about having a significant cognitive outcome in using Quizizzz to learning English. The fifth indicator, it has been found out that students' is highly positive with average value 4.00. Students have highly affective outcomes in using Quizizz in learning English. The sixth indicator, it has been found out that students' having higly positive with average 3.45. It can be conclude that most of respondent felt was not too challenging to learn English using Quizizz.

Recommendation

According to this research, the researcher would like to offer several recommendations:

1. Teachers are recommended to use Quizizz in learning English in the English class because it's very convenient, helpful, and easy to use. Considering how positive students' perception is Quizizz can surely be used in Learning English by the teachers conveniently, Quizizz can help the teachers assessing in some aspects as well

2. Students are recommended to use Quizizz in learning English in the class because it helps them to engage in the online quiz in a convenient way in the English class. Quizizz can also help them to stay motivated due to its interactive features and exciting interface.

3. Other researchers are recommended to use this research as a reference for their research about using Quizizz in Learning English class, expectedly with different sample, size, location or other type of method to get more varied data.

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