STUDENTS' PERCEPTION IN USING QUIZIZZ AS ONLINE LEARNING MEDIA IN SECOND LANGUAGE CLASSROOM

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Abstrak

Tujuan penelitian ini adalah untuk menguji persepsi siswa terhadap Quizizz sebagai media pembelajaran online bahasa kedua. Penelitian ini merupakan penelitian kuantitatif yang dilakukan dengan menggunakan kuesioner. Kuesioner ini diisi oleh 20 siswa. 1. Quizizz menarik dan menyenangkan di kelas online (kelas Linguistik Bahasa Inggris), 2. Quizizz memiliki tampilan yang menarik di kelas Linguistik Bahasa Inggris, 3. Quizizz memiliki banyak fitur yang menantang di kelas Linguistik Bahasa Inggris, 4. Saya senang mengerjakan tes menggunakan Quizizz, 5. Quizizz terasa seperti permainan, 6. Quizizz tidak membuat saya tegang dalam mengerjakan ujian, 7. Saya tidak bisa menyontek saat ujian menggunakan Quizizz, 8. Quizizz menciptakan suasana kompetitif, 9. Saya merasa terdorong untuk melakukannya nomor satu di papan peringkat, dan 10. Quizizz lebih baik dari tes tradisional. Data penelitian ini dikumpulkan dengan meminta siswa mengisi Google form dengan pernyataan dan empat pilihan skala Likert, yang kemudian dianalisis dengan menghitung persentase dan jumlah pilihan siswa. Temuan penelitian menunjukkan manfaat penggunaan Quizizz sebagai alat pembelajaran online, antara lain: 1) minat siswa; 2) Tense untuk makna positif; dan 3) kompetisi. Dengan kata lain, meskipun terdapat banyak keuntungan menggunakan Quizizz sebagai media pembelajaran online, namun ada satu kelemahannya: materi pelajaran tidak terserap sepenuhnya.

Kata kunci: persepsi mahasiswa, media pembelajaran daring, quizizz, kelas bahasa kedua

Abstract

The purpose of this study is to find out the students' perception in using Quizizz as online learning media in second language classroom. This is a quantitative study conducted utilising questionnaires. This questionnaire was filled out by 20 students. The statements are questions would be like in the following: 1. Quizizz is interesting and fun in online class (English Linguistic class), 2. Quizizz has an attractive display in English Linguistic class, 3. Quizizz has many challenging features in English Linguistic class, 4. I enjoy doing the test using Quizizz, 5. Quizizz feels like a game, 6. Quizizz doesn't make me tense in doing the test, 7. I can't cheat during the test using Quizizz, 8. Quizizz creates a competitive atmosphere, 9. I feel encouraged to be number one on the leaderboard, and 10. Quizizz is better than the traditional test. The data for this study was collected by asking students to fill out a Google form with a statement and four Likert scale options, which were then analysed by calculating the percentage and number of student selections. The study's findings demonstrate the benefits of using Quizizz as an online learning tool, including: 1) student interest; 2) Tense for positive meaning; and 3) competition. In other words, while there are numerous advantages to utilising Quizizz as an online learning medium, there is one disadvantage: the subject is not fully absorbed.

Keywords: student's perception, online learning media, quizizz, second language classroom

1. INTRODUCTION

1.1 Background of the Problem

ICT (information and communication technology) has rapidly grown and has a global impact(Maspufah & Zuriati, 2022). Computers, the internet, and digital technologies provide instructors with several resources and venues to enhance language learning experiences (Almah, 2019). ICT has transformed traditional teaching approaches by enabling interactive and multimedia-rich information that promotes active learning (Rahimi & Yadollahi, 2011). Many teacher used ICT for increasing students' interest in online learning like using speech-texter in pronunciation class by Maspufah & Zuriati (2022), using android application by Abbas & Fathira (2020), and using online gamification application like Quizizz by Permana et al. (2023).

There are several components of modern period that make use of technology to work out. Rahimi & Yadollahi (2011) advocate for integrating technology into the learning process to prepare students for the Fourth Industrial Revolution. ICT integration in English language classrooms enables personalised and adaptable learning experiences, according to each learner's needs and interests. According to Santosa (2017), generation Z is increasingly using digital technologies.

Numerous studies on the Quizizz app demonstrate its effectiveness in improving the abilities and knowledge. Use of media Quizizz Learning aims to address challenges in Indonesian learning media that cannot be solved by traditional IT and computer-based methods (Wulandari, 2022; Zhao, 2019). Technology-based teaching paradigms may be approached through a narrative viewpoint. Using the Quizizz app, students at Senior High School may formulate and solve issues effectively. High school students' emotions might affect their brain's effectiveness throughout learning activities. As a large online platform, Quizizz introduced a new feature that combines online and offline media. It is called Quizizz Paper Mode. Using Quizizz as a paper-based language evaluation tool presented complications. Benefits for schools or institutions with limited technical resources include enabling all students, regardless of digital access, to participate in evaluations. Despite technical restrictions, this inclusion ensured that no student fell behind. Students needed time to adjust to new habits before they could continue studying.

Globalisation has led to technology advancements, such the Quizizz app, which allows for continuous teaching and learning during pandemics.The Quizizz programme is online, therefore it can be utilised easily provided you have access to the internet (Pham, 2022). Quizizz learning medium need ongoing improvement to be competitive as it adapts to the Covid-19 pandemic Media use is inextricably linked to pattern-based learning. Language assessment tools often use gamification to engage students in the learning process. Gamification is becoming popular for English learning across all educational levels (Permana et al., 2023). According to Agustine & Assidik (2023), game-based learning is becoming increasingly popular. This media is meant for both teaching and learning purposes.

Several research have been undertaken on student's perception in using quizizz as learning English. First, Wulandari (2022) published a research entitled "Quizizz Application for English Online Learning: the Students' Perceptions". The purpose of this study was to find out the level of the students' satisfaction with the use of Quizizz for learning Englis. Online access to the relevant quiz is provided. The research recommends that teachers use this tool to generate relevant and engaging online learning experiences. Second, Siregar & Oktavia (2022) published a research entitled ´The EFL Students ' Perceptions in Doing Online English Exercises by Using Quizizz at Universitas Negeri Padang". The purpose of the research was to analyze students' perceptions and difficulties in doing online English exercises by using Quizizz. The findings of the previous research showed that students believe that

Quizizz is simple to use, accessible, fascinating, and enjoyable, and can be utilized in everyday online English activities. Students encountered challenges such as length, sluggish internet connection, and unpleasant aspects. Third Marlinton & Firdaus (2022), published a research entitled "Students' Perceptions of Quizizz Platform Utilization in English Learning Activity". The purpose of the research was to determine the perceptions of 9th Grade of Tiara Nusantara Secondary School students towards the use of the quizizz platform in English learning activities. The findings of the previous research showed that 6 of the 10 items had a Strongly Agree and four had an Agree rating on the Likert scale. This demonstrated that students have a good perception of the utilisation of the Quizizz platform in English learning activities.

1.2 Objective of the Research

In this research, the aim of the research was to find ot the students' perception in using Quizizz as online learning media in second language classroom.

1.3 Significance of the Research

The needs to conduct the research was to evaluate the students' perception in using Quizizz as online learning media in second language classroom concept at university level are:

a. As the information for the lecturer about the students' perception in using Quizizz as online learning media in second language classroom.

b. As the information about the negative respon of students' perception in using Quizizz as online learning media in second language classroom.

c. As the information for the following researchers in conducting the research about the students' perception in using Quizizz as online learning media in second language classroom.

2. METHOD

2.1 Research Design

This study was a quantitative descriptive research by Creswell (2014) It aims to evaluate the students' perception in using Quizizz as online learning media in second language classroom. This research was held at *STBA Persada Bunda* located at Diponegoro street 42 Pekanbaru, Riau. The respondents of this research were all number of students that learn English linguistic of English Letter Department in 2023/2024 academic about 20 students. The researchers only focused on the students' perception in using Quizizz as online learning media in second language classroom.

2.2 The Research Instrument

The research instrument of this research in order to collect the data was a questionnaire with 4 option in Likert scale. They are strongly agree, agree, disagree, and strongly disagree. It aimed to gain the students' perception in using Quizizz as online learning media in second language classroom. The statements are questions would be like in the following(Amalia, 2020): 1. Quizizz is interesting and fun in online class (Siregar & Oktavia, 2022) (English Linguistic class), 2. Quizizz has an attractive display in English Linguistic class (Wulandari, 2022), 3. Quizizz has many challenging features in English Linguistic class(Permana et al., 2023; Solikhah & Galuhwardani, 2023), 4. I enjoy doing the test using Quizizz(Mahdalena et al., 2019; Siregar & Oktavia, 2022), 5. Quizizz feels like a game(Agustine & Assidik, 2023; Permana et al., 2023; Pham, 2022), 6. Quizizz doesn't make me tense in doing the test (Kristriani & Usodo, 2022), 7. I can't cheat during the test using Quizizz(Syafriafdi, 2023), 8. Quizizz creates a competitive

atmosphere (Suwarni et al., 2023), 9. I feel encouraged to be number one on the leaderboard (Suwarni et al., 2023), and 10. Quizizz is better than the traditional test (Permana et al., 2023)

2.3 The Data Collection Technique

In collecting the data of this research, the researcher collected data by using questionnaire delivered to Google form to gain the information relate to students' perception in using Quizizz as online learning media in second language classroom. The questionnaires are statements are from Amalia (2020). The statement would be like:

1. Quizizz is interesting and fun in online class (English Linguistic class).
a. strongly agree   c. disagree
b. agree   d. strongly disagree

2. Quizizz has an attractive display in English Linguistic class.
a. strongly agree   c. disagree
b. agree   d. strongly disagree

3. Quizizz has many challenging features in English Linguistic class.
a. strongly agree   c. disagree
b. agree   d. strongly disagree

4. I enjoy doing the test using Quizizz.
a. strongly agree   c. disagree
b. agree   d. strongly disagree

5. Quizizz feels like a game.
a. strongly agree   c. disagree
b. agree   d. strongly disagree

6. Quizizz doesn't make me tense in doing the test.
a. strongly agree   c. disagree
b. agree   d. strongly disagree

7. I can't cheat during the test using Quizizz.
a. strongly agree   c. disagree
b. agree   d. strongly disagree

8. Quizizz creates a competitive atmosphere.
a. strongly agree   c. disagree
b. agree   d. strongly disagree

9. I feel encouraged to be number one on the leaderboard.
a. strongly agree   c. disagree
b. agree   d. strongly disagree

10. Quizizz is better than the traditional test
a. strongly agree   c. disagree
b. agree   d. strongly disagree

2.4 The Data Analysis Technique

In analyzing the data of this research, after the students responded all the questions given about the students' perception in using Quizizz as online

learning media in second language classroom, the researcher counted the response by the students and changed it into percentage of each question.

After calculating the students' responses, the researcher tried to draw the result of this research into diagram and gave some explanation relating to the diagram to evaluate the students' perception in using Quizizz as online learning media in second language classroom.

3. FINDINGS AND DISCUSSION

The researchers would like to present some findings from the questions that were asked to the students on their perceptions of using Quizizz as an online learning media in second language classrooms. The study included 20 English Linguistic students from Sekolah Tinggi Bahasa Asing (STBA) Persada Bunda who answered questions using a Google form. The researchers developed a questionnaire with four choices and 10 items to evaluate students' perceptions of using Quizizz as an online learning media in the second language classroom. The findings are discussed in additional detail in the next paragraph.

3.1. Discussion

The researchers used a questionnaire with three statements (numbers 1, 2, and 3) to find out English Linguistic students' perception about using Quizizz on excitement. These statements were: 1) Quizizz is interesting and fun in online class (English Linguistic class), 2) Quizizz has an attractive display in English Linguistic class, and 3) Quizizz has many challenging features in English Linguistic class. Most of students agree that quizizz is interesting and fun, attractive, and many challenging features. It is in line with Siregar & Oktavia (2022) about quizizz is interesting and fun; Wulandari (2022) about quizizz is attractive; Permana et al. (2023) and Solikhah & Galuhwardani (2023) about quizizz has challenging features.

At this time, the majority of English linguistic students agree that "Quizizz is interesting and fun in online class (English Linguistic class)". Almost all respondents chose "agree" and "strongly agree" from four options, with percentages of 60% and 35% respectively in response to this statement. With a percentage of 5%, just one student chose the "disagree" category. None of the respondents selected "strongly disagree". It means that almost all students are excited about using Quizizz as an online learning media. It is illustrated in Diagram 1.

1. Quizizz is interesting and fun in online class (Linguistic class)

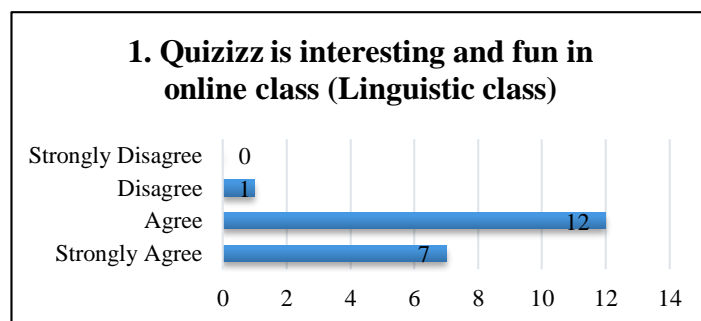|	
Strongly Disagree	0
Disagree	1
Agree	12
Strongly Agree	7

Diagram 1. Quizizz is interesting and fun in online class (English Linguistic class)

Next, the majority of English Linguistic students have varied in answer of "Quizizz has an attractive display in English Linguistic class". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 60% and 35% in response to this statement. With percentage of 5%, one student

picked "disagree" category. None of them picked "strongly disagree". It means that Quizizz can attract students' attention. It is shown in Diagram 2.

2. Quizizz has an attractive display in Linguistic class

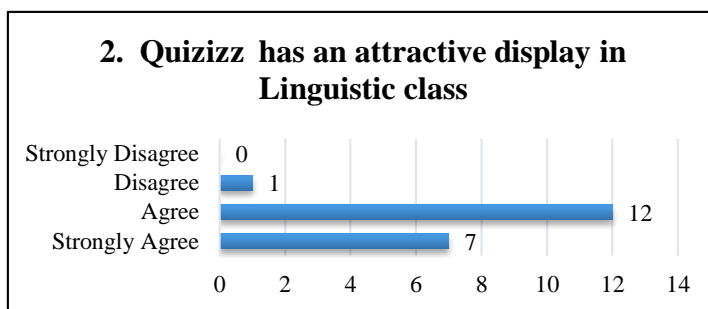| Category	Value
Strongly Disagree	0
Disagree	1
Agree	12
Strongly Agree	7

Diagram 2 Quizizz has an attractive display in English Linguistic class

Futhermore, the majority of English Linguistic students have varied in answer of "Quizizz has many challenging features in English Linguistic class". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 55% and 25% in response to this statement. With percentage of 20%, four students picked "disagree" category. None of them picked "strongly disagree". It means that Quizizz is very challenging feature eventhough there are a few students do not think that quizizz is challenging feature. It is shown in Diagram 3.

3. Quizizz has many challenging features in Linguistic class.

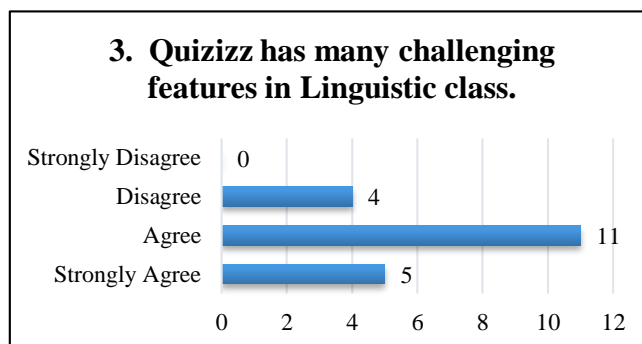| Category	Value
Strongly Disagree	0
Disagree	4
Agree	11
Strongly Agree	5

Diagram 3. Quizizz has many challenging features in English Linguistic class.

The researchers used a questionnaire with three statements (numbers 4, 5, and 6) to find out English Linguistic students' perception about using Quizizz on tension in positive meaning. These statements were: 4) I enjoy doing the test using Quizizz, 5) Quizizz feels like a game, and 6) Quizizz doesn't make me tense in doing the test. Most of students agree that quizizz is enjoyable, feels like a game, and doesn't make the students tense. It is in line with Siregar & Oktavia (2022) about enjoy doing the test; Agustine & Assidik (2023), Permana et al. (2023), and Pham (2022), feels like a game; Kristriani & Usodo (2022) that quizizz doesn't make the students tense.

At this time, the majority of English linguistic students agree that "I enjoy doing the test using Quizizz". Almost all respondents chose "agree" and "strongly agree" from four options, with percentages of 55% and 35% respectively in response to this statement. With percentage of 10%, only two students chose the "strongly disagree" category. None of the respondents selected "disagree". It means that almost all students can manage their tension during using Quizizz, however there are only a few students can not manage the tension well. It is illustrated in Diagram 4.
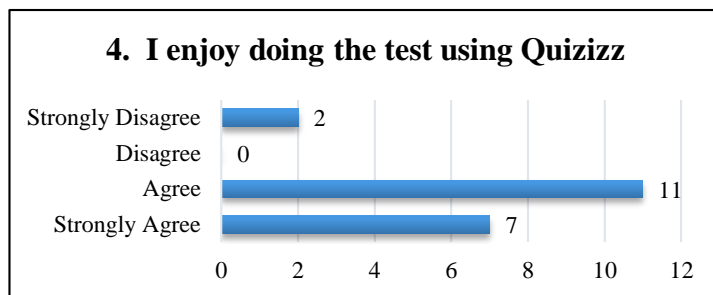
4. I enjoy doing the test using Quizizz

Strongly Disagree — 2
Disagree — 0
Agree — 11
Strongly Agree — 7

Diagram 4. I enjoy doing the test using Quizizz

In addition, the majority of English Linguistic students have varied in answer of "Quizizz feels like a game". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 55% and 25% in response to this statement. With percentage of 20%, four students picked "disagree" category. None of them picked "strongly disagree". It means that Quizizz is very challenging feature eventhough there are a few students do not think that Quizizz is challenging feature. It is shown in Diagram 5.
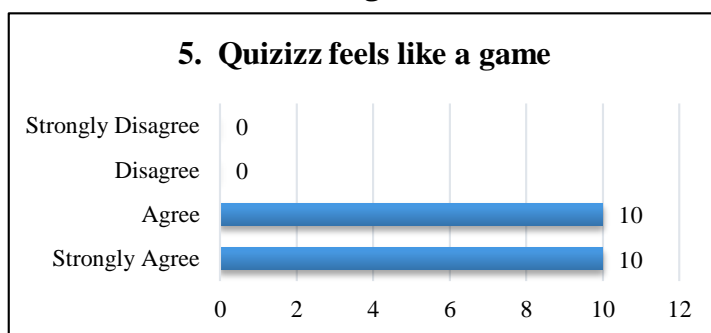
5. Quizizz feels like a game

Strongly Disagree — 0
Disagree — 0
Agree — 10
Strongly Agree — 10

Diagram 5. Quizizz feels like a game

Next, the majority of English Linguistic students have varied in answer of "Quizizz doesn't make me tense in doing the test". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 55% and 25% in response to this statement. With percentage of 20%, four students picked "disagree" category. None of them picked "strongly disagree". It means that Quizizz is very challenging feature eventhough there are a few students do not think that Quizizz is challenging feature. It is shown in Diagram 6.
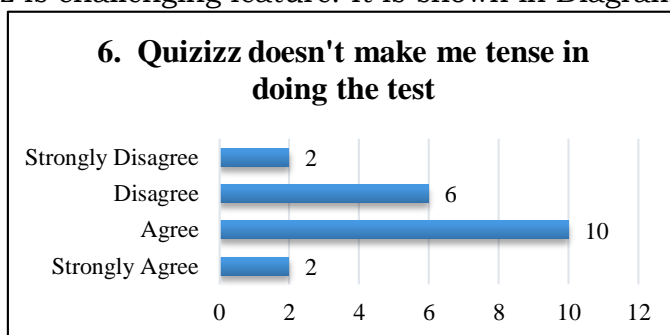
6. Quizizz doesn't make me tense in doing the test

Strongly Disagree — 2
Disagree — 6
Agree — 10
Strongly Agree — 2

Diagram 6. Quizizz doesn't make me tense in doing the test.

The researchers used a questionnaire with three statements (numbers 7, 8, 9 and 10) to find out English Linguistic students' perception about using Quizizz on competitive spirit and high technology. These statements were: 7) I can't cheat during the test using Quizizz, 8) Quizizz creates a competitive atmosphere, 9) I feel

encouraged to be number one on the leaderboard, and 10. Quizizz is better than the traditional test.

Most of students agree that by quizizz, students can not be cheating, quizizz creates competitive atmosphere, students feel encouraged to be number one on the leaderboard, and quizizz is better than the traditional test. It is in line with Syafriafdi (2023) that students can't cheat during the test; Suwarni et al. (2023) about quizizz creates a competitive atmosphere; and students feel encouraged to be number one on the leaderboard; and Permana et al., (2023) about quizizz is better than the traditional test.

At this time, the majority of English linguistic students agree that "I can't cheat during the test using Quizizz". Almost all respondents chose "agree" and "strongly agree" from four options, with percentages of 55% and 35% respectively in response to this statement. With percentage of 5%, only one student chose the "strongly disagree" category. Also one student selected "disagree", with 5%. It means that almost all students have competitive spirit for the students during using Quizizzz, however there are only a few students think that it has not build competitive spirit because of cheating. It is illustrated in Diagram 7.
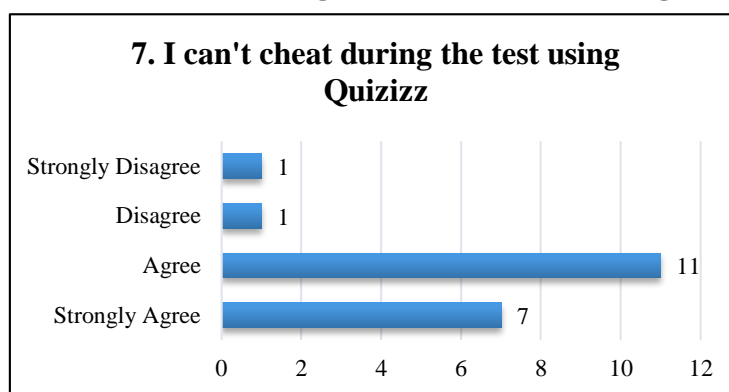

Diagram 7. I can't cheat during the test using Quizizz

Then, the majority of English Linguistic students have varied in answer of "Quizizz creates a competitive atmosphere". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 70% and 25% in response to this statement. With percentage of 5%, one students picked "disagree" category. None of them picked "strongly disagree". It means that Quizizz can create competitive atmosphere during learning eventhough there is only a little student do not think that Quizizz can create competitive atmosphere. It is shown in Diagram 8.
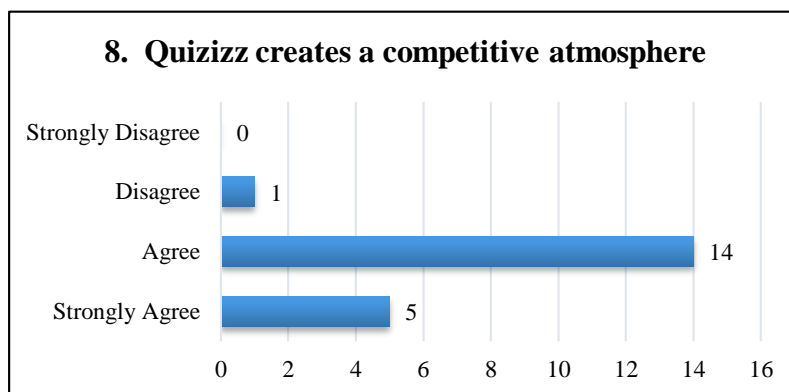
Then, the majority of English Linguistic students have varied in answer of "I feel encouraged to be number one on the leaderboard". From four alternatives,

most respondents took "agree" and "strongly agree" with percentages of 75% and 15% in response to this statement. With percentage of 10%, two students picked "disagree" category. None of them picked "strongly disagree". It means that Quizizz can encourage students willingness in learning eventhough there are a few students do not think that Quizizz can not encourage students willingness in learning. It is shown in Diagram 9.
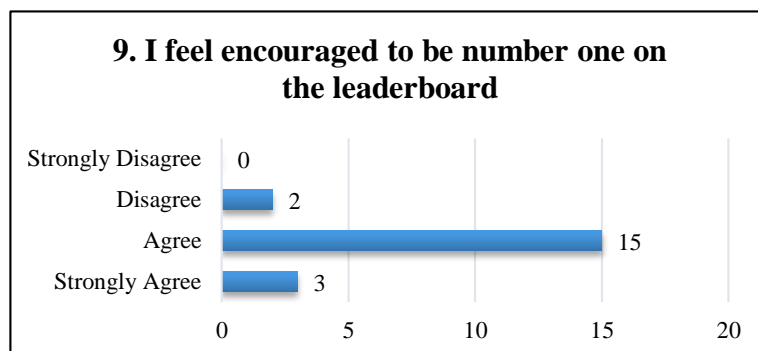
9. I feel encouraged to be number one on the leaderboard

Category	Value
Strongly Disagree	0
Disagree	2
Agree	15
Strongly Agree	3

Diagram 9. I feel encouraged to be number one on the leaderboard

Then, the majority of English Linguistic students have varied in answer of "Quizizz is better than the traditional test". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 60% and 20% in response to this statement. With percentage of 20%, two students picked "disagree" category. Two students picked "strongly disagree", with 20%. It means that Quizizz gives the better test than traditional because of using technology however there are a few students do not think that Quizizz gives the better test than traditional because of using technolog. It is shown in Diagram 10.
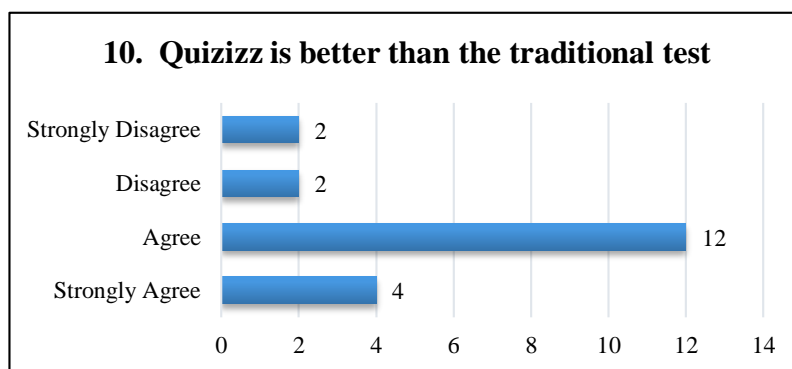
10. Quizizz is better than the traditional test

Category	Value
Strongly Disagree	2
Disagree	2
Agree	12
Strongly Agree	4

Diagram 10. Quizizz is better than the traditional test

4. CONCLUSION

Based on findings and discussions in this study, it could be concluded that the students' perception in using Quizizz as online learning media in second language classroom were in positive response. 1) Most of the English Linguistic students agree that the use of Quizizz give benefit for learning in second language classroom, 2) From the questionnaire of 10 items, it can be stated that Quizizz have great point in excitement, tense in positive meaning, and competitive spirit and technology, and 3) Furthermore, in general by using Quizizz online learning activity become attractive, fun, enjoy, challenging and have competitive spirit with technology. In addition to future researcher, the researcher needs to develop more questionnaire in open-ended question not just statement or

conduct deep interview for gaining deep information about Quizizz , except semi-structured interview.

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