

STUDENT'S PERCEPTIONS OF THE USE OF QUIZIZZ APPLICATION AS AN ASSESSMENT TOOL IN EFL CLASS OF UIN FATMAWATI SUKARNO BENGKULU

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ABSTRACT

This research was motivated by the interest of researchers to determine student perceptions of the use of the Quizizz application as an assessment tool in the EFL class at UIN Fatmawati Sukarno Bengkulu. This study uses descriptive statistics as a research design. The researcher prepared 25 statements in a closed e-questionnaire as a data collection tool. The sampling technique in this study was random sampling with a total sample of 36 students. The results of data analysis show that most of the EFL students at UIN Fatmawati Sukarno Bengkulu have a Positive Perception/agree to the use of the Quizizz application as an assessment tool in the EFL class.

Keywords : Students' perceptions, Quizizz, Assessment tool

ABSTRAK

Penelitian ini dilatarbelakangi oleh ketertarikan peneliti untuk mengetahui persepsi mahasiswa terhadap penggunaan aplikasi Quizizz sebagai alat penilaian pada kelas EFL di UIN Fatmawati Sukarno Bengkulu. Penelitian ini menggunakan statistik deskriptif sebagai desain penelitian. Peneliti menyiapkan 25 pernyataan dalam e-kuesioner tertutup sebagai alat pengumpulan data. Teknik pengambilan sampel dalam penelitian ini adalah random sampling dengan jumlah sampel sebanyak 36 siswa. Hasil analisis data menunjukkan bahwa sebagian besar mahasiswa EFL di UIN Fatmawati Sukarno Bengkulu memiliki Persepsi Positif/setuju terhadap penggunaan aplikasi Quizizz sebagai alat penilaian di kelas EFL.

Kata kunci: Persepsi siswa, Quizizz, Alat penilaian

INTRODUCTION

Assessment is the process of collecting, analyzing and using various procedures and tools to obtain a set of information about learning outcomes or the achievement of student competencies in achieving predetermined learning objectives (Brookhart, 2012). The assessment process must be carried out in a planned, gradual, and continuous manner to obtain accurate information about student development. So it can be concluded that, assessment is an activity to collect information on student learning outcomes obtained from various types of methods and process information to assess learning outcomes and student learning development.

Assessment has a vital impact in the education process to inform and improve ongoing learning, and plays a significant role (Tosuncuoglu, 2018). As well as diagnosing student participation in learning activities to determine their achievements in the learning process. By conducting assessments, educators can not only get feedback from students about teaching methods such as whether teaching has been effective or still needs to be evaluated, but also can find out whether they have succeeded in achieving the goals and objectives they set for the lesson or not (Jensen, 2012). Then, apart from informing the instructional decisions that are made

every day and helping to diagnose students' strengths and weaknesses in the learning process in the classroom, assessment also plays an important role in increasing student motivation because students will devote their efforts to any material. Even so, in the process of learning English, assessment is one of the most important keys of the learning experience that influences the way students approach learning (Barbosa, 2005). So it can be concluded that in teaching and learning activities, assessment has a very important role that is used to provide feedback to students in the form so that students can reflect on their learning, define misconceptions, and assess brand progress and become benchmarks. for educators to be used as the basis for improving and justifying the learning process as well as providing remedial for students. In other words, the purpose of the assessment is to find out what students need to know, understand, and can do where the assessment must provide clear information about students' progress regarding class content, processes, and products.

The global COVID-19 pandemic has brought major changes in several aspects of life. One of the aspects affected by this pandemic is the education aspect. Where, the central and regional governments take the initiative to make policies to carry out all learning processes at the elementary school to university level online to minimize the spread of the corona virus. In this era of online learning, technology plays an important role as a medium of learning both in teaching and learning activities and in the assessment process. There are many types of applications or platforms that are used as online learning media during a pandemic.

One of the most popular gamification-based educational applications and very easy to download via the play store or app store is the Quizizz application. Quizizz is a game-based educational application, which provides classes with multiplayer activities so that classes become more interactive and fun (Zhao, 2013). This free web-based assessment tool uses a browser designed by Quizizz to assist teachers in grading students. This application is very easy to use both inside and outside the classroom, Quizizz does not have to be opened on a PC or laptop but can also be opened via an Android or iOS phone as long as the phone is connected to the internet of course, making it easier for students to use it anywhere.

Another advantage of Quizizz that if the teacher makes questions that require pictures, tables, graphs and so on, this application allows for that and also manages students' time to answer questions as they wish. The faster students answer questions correctly, the more points students get. In addition, Quizizz also has interesting features such as avatars, themes, memes and music that entertain the learning process and also make the learning process not boring. Quizizz also allows students to compete with each other and motivates them to learn because students taking quizzz simultaneously in class can see their rankings directly on the leaderboard. This certainly makes students motivated to answer correctly and get the highest score. Instructors can monitor the processing and downloading of reports when quizzes are completed to evaluate student performance, while Quizizz generates reports in excel documenting student performance in class and individual ability to answer questions posed by teachers via Quizizz (McKoy & Chung, 2016).

Based on the results of initial observations by researchers at UIN Fatmawati Sukarno Bengkulu, during the pandemic all lecture activities such as the delivery of learning materials, assignments, quizzes, discussions, and evaluations have been carried out online. In online learning, most of the lecturers in the EFL class use the Zoom meeting and Google meet applications as learning media, and there are also some lecturers who carry out the learning process at UIN Fatmawati Sukarno Bengkulu by utilizing the WA group as a learning medium. As for the assessment process, most of the lecturers use google forms, word files, handwriting which is then converted into pdf and there are several lecturers in the EFL class who use the Quizizz gamification platform as an assessment tool. One of them is in the academic writing

class, the Reading class, the TEFL methodology class, and the language teaching assessment (LTA) class.

The use of the Quizizz application as an online assessment tool in several EFL classes at UIN Fatmawati Soekarno Bengkulu gave rise to different student perceptions of the use of the application. Knowing students' perceptions of the use of the Quizizz application is important to note to determine which assessment tool is suitable for use by lecturers on an ongoing basis. If students are not interested or feel bored with the assessment tools used, students will not be motivated to do well on the test questions. So by knowing students' perceptions that come from the results of their observations and experiences of an object, it will lead to a perception where the perception can be positive or negative depending on the observations of each individual.

So based on the background described above, the researcher is interested in studying how students perceive the use of the Quizizz application as an assessment tool in EFL class.

RESEARCH METHOD

This study uses quantitative survey research to determine student perceptions of the use of the Quizizz application as an assessment tool in the EFL class of UIN Fatmawati Sukarno Bengkulu. The population of this study is the 8th semester students of the 2018 English language education study program at UIN Fatmawati Sukarno Bengkulu. The researcher chose the 2018 batch of students because these students had used Quizizz several times in several EFL courses. As for the selection of the sample, the researcher used a random sampling technique. As a result, there were 36 EFL students batch 2018 who were the samples or respondents in this study.

The instrument used in this study was a closed e-questionnaire which was distributed to the population class WhatsApp group. For the measurement scale, this questionnaire uses a Likert Scale. There were 25 statements given to respondents who had previously been tested and then after being tested for validity and reliability tests were analyzed in SPSS version 26.

Then to analyze the data or find out the percentage of student answers, the researcher uses and then looks for the percentage using a simple statistical formula $P = \frac{F}{N} \times 100\%$

RESULTS AND DISCUSSION

The following are the results of research on student perceptions of the use of the Quizizz application as an assessment tool in the EFL class at UIN Fatmawati Sukarno Bengkulu.

Student's Cognitive

The following table shows the results of the student perception questionnaire based on cognitive aspects.

Table 4.1

No	Statements	SA	A	N	D	SD
1	I still feel very unfamiliar with the use of the Quizizz as an assessment tool in EFL class	1 (2,8%)	4 (11,1%)	13 (36,1%)	17 (47,2%)	1 (2,8%)
2	Quizizz is a type of assessment tool that has complete and flexible features	4 (11,1%)	22 (61,1%)	10 (27,8%)	0 (0%)	0 (0%)

14	The use of the Quizizz application as an assessment tool allows me to gain new	8 (22,2%)	22 (61,1%)	6 (16,7%)	0 (0%)	0 (0%)
16	Not all EFL courses are suitable for using the Quizizz application as an assessment tool	2 (5,6%)	18 (50%)	14 (38,9%)	2 (5,6%)	0 (0%)

The result of first statement shows that students have a positive attitude towards Quizizz because 50% of students do not agree with the negative statement that I still feel very unfamiliar with the use of the Quizizz as an assessment tool in EFL class. This is different from the research by Anriani Siregar & Witri Oktavia (2022) which showed that Padang State University students strongly agreed that they were familiar with Quizizz.

The results of the second questionnaire show that 76.6% of students have a positive perception of the statement that Quizizz is a type of assessment tool that has complete and flexible features. This is in line with the research of Yuni Anriani Siregar & Witri Oktavia (2022) where in this study students strongly agreed with the completeness of features in the Quizizz application so that they felt comfortable using Quizizz.

Furthermore, the majority of respondents 81.1% (SA) have a positive perception of the statement The use of the Quizizz application as an assessment tool allows me to gain new experiences in the learning process in EFL class. This is in line with the research of Yuni Anriani Siregar & Witri Oktavia (2022) where in this study students strongly agreed with the completeness of features in the Quizizz application so that they felt comfortable using Quizizz.

Based on result of questionnaire number 16 indicated that 71,1% students agreed with statement Not all EFL courses are suitable for using the Quizizz application as an assessment tool. In contrast to the previous researcher Yuni Anriani Siregar & Witri Oktavia (2022) that Quizizz can be used in daily online English exercises.

Student's Affective

The following table shows the results of the student perception questionnaire based on affective aspect.

Table 4.5

No	Statements	SA	A	N	D	SD
3	Doing assessments in the Quizizz app can improve my speed reading skills in EFL class	11 (30,6%)	16 (44,4%)	6 (16,7%)	2 (5,6%)	1 (2,8%)
4	I feel that doing assessments in Quizizz app makes me unfocused due to notification interruptions from other apps	3 (8,3%)	11 (30,6%)	14 (38,9%)	8 (22,2%)	0 (0%)
5	I have problems when working on the Quizizz application due to a bad internet network	5 (13,9%)	5 (13,9%)	13 (36,1%)	3 (8,3%)	0 (0%)

6	Quizizz is easy to use	11 (30,5%)	16 (44,5%)	6 (16,6%)	2 (5,6%)	1 (2,8%)
7	Quizizz is only suitable for use during a pandemic	4 (11,1%)	8 (22,2%)	13 (36,1%)	9 (25%)	2 (5,6%)
8	I can understand EFL material better through the Quizizz app	3 (8,3%)	12 (33,3%)	20 (55,6%)	1 (2,8%)	0 (0%)
12	I feel anxious studying in EFL class using the Quizizz application because of the time limit feature that is displayed	9 (25%)	18 (50%)	7 (19,4%)	2 (5,6%)	0 (0%)
13	Using Quizizz media is a waste of quota	1 (2,8%)	8 (22,2%)	14 (38,9%)	13 (36,1%)	0 (0%)
15	Animation on quizizz media make me not focus on studying in EFL class	1 (2,8%)	8 (22,2%)	8 (22,2%)	18 (50%)	1 (2,8%)
18	Using Quizizz saves me time because I no longer need to write questions	8 (22,2%)	15 (41,7%)	12 (33,3%)	1 (2,8%)	0 (0%)
20	Using Quizizz helps me review the material course	6 (16,6%)	16 (44,5%)	13 (36,1%)	1 (2,8%)	0 (0,%)
21	My score increase while studying through Quizizz	1 (2,8%)	12 (33,3%)	18 (50%)	5 (13,9%)	0 (0%)
22	Backsound on Quizizz makes me feel disturbed while working on questions	0 (0%)	6 (16,7%)	14 (38,9%)	16 (44,4%)	0 (0%)
23	I don't like with the existence of the same time limit on each question in the	7 (19,4%)	16 (44,4%)	10 (27,8%)	1 (2,8%)	2 (5,6%)

	Quizizz application because the level of difficulty of the questions is different					
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Based on table above can indicated that students have positive perception 78, 8 % (A) toward the statement Doing assessments in the Quizizz app can improve my speed reading skills in EFL class. This finding is in line with previous findings by Farah Ika Damayanti (2021) EFL students agree that their understanding and English skills increase when doing exercises through quizizz.

In the fourth questionnaire result of questionnaire showed that students agreed 65, % (A) with the negative statement that I feel that doing assessments in Quizizz app makes me unfocused due to notification interruptions from other apps. In contrast to the previous study researcher Yuni Anriani Siregar & Witri Oktavia (2022) that students have a strongly agree all the features in Quizizz help me to focus on online English exercises.

In fifth item the results showed that students have negative toward Quizizz because 72,2% (A) of the respondents agree with the statement I have problems when working on the Quizizz application due to a bad internet network. In contrast to the previous study researcher Yuni Anriani Siregar & Witri Oktavia (2022) that students have a strongly agree all the features in Quizizz help me to focus on online English exercises.

On the sixth item showed that students have positive perception 78,8% (A) toward the statement Quizizz is easy to use. The results of this study are relevant to Sari Rahmawati's previous research (2021) that students had no difficulty accessing and operating Quizizz even though it was the first time using it.

The results of the questionnaire for the seventh statement showed that 58, 3% (N) students have neutral attitude toward " Quizizz is only suitable for use during a pandemic". This is different from the research by Anriani Siregar & Witri Oktavia (2022) which showed that students strongly agree that Quizizz can be used in daily online English exercises not only in pandemic era.

For the eighth item students have positive perception 69,4 % (A) toward the statement I can understand EFL material better through the Quizizz app. This findings research in contrast previous research by Dian Fadhilawati (2021) showed that student's strongly agree that Quizizz can reduce their anxiety in learning.

On the twelfth item, chart indicated that 78,8% (A) students agreed with the negative statement I feel anxious studying in EFL class using the Quizizz application because of the time limit feature that is displayed. In contrast to the previous study researcher Dian Fadhilawati (2021) that students have a strongly agree so they do not feel disturbed by the avatars and memes in Quizizz.

The results showed that students have neutral 58,3% (N) with the negative statements number thirteen that stated Using Quizizz media is a waste of quota. This finding is different from Sari Rahmawati (2021) which states that students being neutral towards quizizz statements can help them review material that has not been understood. In addition they also agree that their scores increase while studying through Quizizz.

On the table above indicated that 54,4% (N) students have Neutral attitude with statement number 15. Meanwhile, previous research by Dian Fadhilawati (2021) showed that students had a positive perception of the existence of music features on Quizizz.

In the eighteenth questionnaire item, the results showed that students have positive perception 76,6% (A) with a statement Using Quizizz saves me time because I no longer need to write questions".

The twentieth statement "Using quizizz helps me review the course materials" shows the results that students have positive perceptions 75% (A) with that statements.

The results of the questionnaire for the statement number 21 "My score increase while studying through Quizizz" showed that 65% (A) have positive perceptions with this statements.

In the twenty-second questionnaire item, the results showed that students have neutral 54,4% (N) with statement Backsound on Quizizz makes me feel disturbed while working on questions.

The twenty-third statement "I am not happy with the existence of the same time limit on each question in the Quizizz application because the level of difficulty of the questions is different" results showed that students 73,8% (A) agreed with this statement.

Student's Conation

The following table shows the results of the student perception questionnaire based on conation aspect.

Table 4.3

No	Statements	SA	A	N	D	SD
9	Doing questions through Quizizz application increases my curiosity to pay close attention to learning.	5 (13,9%)	19 (52,8%)	12 (33,3%)	0 (0%)	0 (0%)
10	I feel using the Quizizz application because it can improve my critical thinking skills	5 (13,9%)	17 (47,2%)	11 (30,6%)	3 (8,3%)	0 (0%)
11	Quizizz application can reduce cheating in class	8 (22,2%)	20 (55,6%)	6 (16,7%)	2 (5,6%)	0 (0%)
17	I don't like the rank (leaderboard) in Quizizz application	1 (2,8%)	5 (13,9%)	19 (52,8%)	10 (27,8%)	1 (2,8%)
19	The Quizizz feature	2	6	15	11	2

	that displays correct and incorrect answers on multiple choice questions makes me less enthusiastic about working on the next question.	(5,6%)	(16,7%)	(41,7%)	(36,1%)	(5,6%)
24	Quizizz creates a competitive atmosphere	5 (13,9%)	24 (66,7%)	5 (13,9%)	2 (5,6%)	0 (0%)
25	I want to use Quizizz more in the future	5 (13,9%)	19 (52,8%)	12 (33,3%)	0 (0%)	0 (0%)

In the ninth statement item, namely "Doing questions through Quizizz application increases my curiosity to pay close attention to learning". The results showed that students have positive perceptions 76,1% (A) with a statement. This finding is in line with previous findings by Farah Ika Damayanti (2021) EFL students agree that their understanding and English skills increase when doing exercises through quizizz.

The tenth item is "Quizizz can improve my critical thinking skills." The results showed that the majority of respondents have positive perceptions 73, 3% (A) with that statement. This finding is in line with previous findings by Sari Rahmawati (2021) that Quizizz stimulates me to think critically in learn English during online learning

The results of the questionnaire for the seventeenth statement " I don't like the rank (leadeboard) in Quizizz application" indicate that students 57,2% (N have neutral with it statement.

In the nineteenth questionnaire item, the results showed that 2 students 57,2% (N) neutral with statement " Quizizz application can reduce cheating in class. . This is similar to previous research. Yuni Anriani Siregar & Witri Oktavia (2022) students strongly agree that students cannot cheat in doing English exercises using Quizizz.

The results of the questionnaire for statement " Quizzz creates a competitive atmosphere" show that students have positive perceptions 77,7% (A) with this statstate-ments. The results of this goal are similar to the results of Dinda Firly Amalia's (2021) study that students gave a strongly agree (SA) response to the statement.

In the last statement item, the results of the study indicate that have positive perceptions 77,7% (A) with the statement number 25. This finding is similar to the findings of previous researchers Yuni Anriani Siregar & Witri Oktavia (2022) found that students strongly agreed to use Quizizz in the future.

CONCLUSION

Based on the findings and discussion of the research results that have been described above, it shows that students of UIN Fatmawati Sukarno Bengkulu have a positive perception of the use of Quizizz as an assessment tool in the EFL class because based on the findings of the researcher, most students strongly agree that by using Quizizz as an assessment tool they have new experi-

ences in conducting assessments in the EFL class. In addition, they also agree that Quizizz has complete and flexible features, is easy to use, makes students understand the EFL material better and can review live answers. right or wrong, improving speed reading and critical thinking skills reduces cheating on exams, creates a competitive classroom atmosphere, and students agree to use Quizizz as a tool more if they are future teachers.

However, students also have some negative perceptions of the Quizizz application, such as students are disturbed by notifications from other applications when doing exercises through Quizizz, afraid of being constrained by an unstable network, time limits for working on questions that are displayed and according to students' perceptions, not all courses EFL matches using Quizizz.

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