

Students' Perceptions of Using Quizizz in Online English Learning

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Abstract

This study aims to explore students' perceptions of the use of the Quizizz platform in vocabulary learning during online English classes. The participants were 25 senior high school students in the Ogan Komering Ilir District, and a quantitative survey research design was employed. Data were collected through a closed-ended questionnaire distributed via Google Forms to investigate students' views on the effectiveness, advantages, and challenges of using Quizizz as an online assessment tool. The results indicate that students have positive perceptions of Quizizz, as it is considered engaging, easy to use, and effective in reducing boredom, increasing motivation and confidence, and supporting vocabulary comprehension through immediate feedback. Overall, the findings suggest that Quizizz is a beneficial and practical tool for online vocabulary learning, supporting both the cognitive and affective aspects of students' learning experiences.

Keywords: online English learning, Quizizz application, students' perception

Introduction

Technology has become an essential part of human life, influencing various aspects, including education. In the digital era, the integration of technology into the learning process has transformed traditional teaching methods into more interactive and engaging experiences. According to Wulandari (2022), with the speed at which technology, the internet, and multimedia are developing, they have become essential to our daily lives. Every element is impacted by this swift trend. They have gained popularity and are used in practically every activity we engage in daily due to their usefulness, attractive features, and convenience of use. It means that technology is effective for the teaching and learning process. Maslin (2018) states that recent research shows that students who use modern technology are more engaged and learn more effectively. Tech use makes knowledge transfer easier and faster, reflecting how our minds now work more efficiently with digital support, especially in education, where technology has become essential. Moreover, students are more familiar and comfortable with technology, making it easier for them to adapt to digital learning environments (Li, 2024). Therefore, integrating technology into the teaching and learning process is not only necessary but also beneficial, as it enhances student engagement, supports effective knowledge acquisition, and aligns educational practices with the needs and learning styles of today's digitally oriented students.

Based on Dhamayanti (2021), E-learning can support instructional activities in all learning environments. In other words, E-learning is becoming more widely acknowledged as a solution to issues with training and education in both developed and developing nations, particularly in Indonesia. E-learning is defined as education that makes use of electronic services as a tool (Sersanawawi et al., 2023). The distribution of instructional materials via digital devices such as computers, tablets, and the internet is known as e-learning. It consists of interactive media, video lectures, virtual classrooms, online courses, and tests. Pertiwi (2020) defines that the world has evolved more due to technological advancements. It is now simpler to carry out tasks, find information, communicate with others who live far away, and learn. E-learning, widely applied in institutions, educational settings, and personal growth, offers flexibility through self-directed learning, tailored content, and easy access for users worldwide (Santiago Jr et al., 2021). Thus, E-Learning serves as a vital component of modern global education by supporting diverse learning preferences and allowing learning to take place anytime and anywhere.

One of the challenges in online learning and teaching is the tendency of students to feel alienated and less motivated to actively participate in English learning, as they do not feel the real presence of the teacher, as well as the lack of direct interaction with peers and educators. One issue with online teaching and learning is that it isolates students and discourages them from actively participating in online English courses, as they are unable to interact with peers and teachers in person (Putri et al., 2021). Therefore, as one of the solutions to overcome this problem, the researchers used the Quizizz application, which makes students interested in learning online. Quizizz itself is an online assessment platform that serves as an engaging learning activity, offering a fun approach and allowing students to practice through smartphone technology (Pradnyadewi & Kristiani, 2021). Thus, the use of Quizizz in online English learning can help reduce students' feelings of isolation, increase their motivation, and encourage more active participation by providing an interactive and enjoyable learning experience.

The goal of using learning media in the teaching and learning process is to improve the process's efficacy and quality, which can raise the quality of learning results for students. Good media, like the Quizizz application, can help students in learning English. According to Sersanawawi et al. (2023), one of the best tools for evaluating student work is the Quizizz application. It means that through the Quizizz app, students are encouraged to remain at ease while answering teacher-created questions. Quizizz is one of these E-Learning web applications. This application has gained popularity among teachers worldwide and is commonly used in learning activities, especially for creating online Quizizz, which has become increasingly popular. Additionally, the Quizizz app incorporates game-like elements to improve learning, like themes, memes, avatars, and entertaining background music (Zhao, 2019). Consequently, utilizing this application in the classroom promotes student participation and sparks their curiosity. Quá et al. (2022) state that Quizizz is a fun multiplayer gaming platform for educational activities that was created with contemporary technology. Additionally, it teaches kids about studying motivation, learning effort, quiz appreciation, participation in activities, and academic success. Using Quizizz in online English classes increases student participation and makes the learning process more interactive (Fahada & Asrul, 2024). By

offering an engaging and enjoyable learning environment, Quizizz has been shown to improve students' motivation and engagement in online learning (Rahmawati, 2021). Therefore, the integration of Quizizz as a learning medium in English classrooms can effectively enhance students' motivation, engagement, and participation, ultimately contributing to a more interactive and effective teaching and learning process.

Based on the research background discussed above, this study aims to investigate students' perceptions of using Quizizz as an online English learning tool. Specifically, the research seeks to explore how students perceive the effectiveness, ease of use, and attractiveness of Quizizz in supporting their learning process, as well as its role in enhancing motivation, engagement, and understanding of English during online learning.

Method

This research employed a quantitative survey design to investigate students' perceptions of using Quizizz in the English language learning context. According to Creswell in Rezita and Yunita (2023), in quantitative research, survey research design involves using a survey to characterize the behaviors, attitudes, opinions, or features of a population, either within a sample or across the whole community. Quantitative approach using a structured questionnaire to explore students' attitudes towards quizzes in English language learning. This method allowed the researchers to collect measurable data on students' perceptions (Sorohiti et al., 2024). The subjects of this study are senior high school students. The instrument used in this study was a questionnaire assessing students' perceptions of using Quizizz for English online learning, adapted from Wulandari (2022). The original questionnaire contained 10 items. This study picked out seven items. Several factors related to the Quiz's features were used to determine the closed-ended (multiple-choice) questions. When providing data, respondents were kept anonymous. Once the data were obtained, they were analyzed using percentages and descriptions to illustrate the proportion of groupings in the population.

Results and Discussion

Based on the descriptive statistics presented in Table 1, students generally show positive perceptions toward the use of Quizizz in online English learning. All questionnaire items were completed by 25 students, resulting in complete data with no missing responses.

The item "*Quizizz reduces my boredom when studying English online*" obtained a high mean score of 4.16 (SD = 0.850), suggesting that most students agreed that Quizizz helps minimize boredom during online learning. Similarly, the statement "*Quizizz makes me more confident in learning English*" also recorded a mean of 4.16 (SD = 0.850), indicating that Quizizz contributes positively to students' confidence.

The ease of use of Quizizz was rated highly, with a mean score of 4.24 (SD = 0.831). This finding implies that students perceive Quizizz as user-friendly and accessible. In addition, the statement "*Quizizz helps me to understand English lessons, even though we have to study online*" achieved a

mean of 4.20 (SD = 0.764), showing that Quizizz supports students' comprehension in an online learning environment.

Students also reported enjoyment when using Quizizz, as reflected in the item *"Quizizz makes me enjoy the online English learning"*, which had a mean score of 4.28 (SD = 0.792). This was one of the highest mean scores, indicating strong agreement. Furthermore, Quizizz was perceived to enhance motivation, with the item *"Quizizz improves my motivation to study English"* obtaining a mean score of 4.04 (SD = 0.889), although this was slightly lower compared to other items.

Lastly, the visual aspect of Quizizz was positively evaluated. The statement *"Quizizz has an attractive design"* recorded a mean score of 4.24 (SD = 0.970), indicating that students generally found the platform visually appealing.

Overall, the mean scores across all items ranged from 4.04 to 4.28, which fall into the high category. These results suggest that Quizizz is perceived positively by students in terms of enjoyment, ease of use, motivation, confidence, and support for understanding English in online learning contexts.

Table 1
Descriptive Statistics

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
Quizizz reduces my boredom when studying English online	25	2	5	4.16	.850
Quizizz makes me more confident in learning English	25	2	5	4.16	.850
Quizizz is easy to use	25	2	5	4.24	.831
Quizizz helps me to understand the English lesson, even though we have to study online	25	2	5	4.20	.764
Quizizz makes me enjoy online English learning	25	2	5	4.28	.792
Quizizz improves my motivation to study English	25	2	5	4.04	.889
Quizizz has an attractive design	25	1	5	4.24	.970
Valid N (listwise)	25				

The utilization of Quizizz as an assessment tool in online English learning has garnered positive feedback from students, supported by a study where 25 students completed questionnaires, yielding high mean scores across various evaluative items. This suggests that students perceive Quizizz positively across several critical dimensions of the learning experience. The mean scores ranged from 4.04 to 4.28, indicating favorable opinions regarding enjoyment, confidence, ease of use, comprehension, and motivation associated with its implementation in virtual classrooms.

A significant finding was that Quizizz effectively minimizes boredom during English study sessions, supported by a mean score of 4.16 (SD = 0.850). This aligns with substantial research indicating that gamified learning environments can lead to enhanced student engagement. For instance, Dhamayanti (2021) notes that "students felt more excited when they played Quizizz games to review their lessons," reflecting an increase in excitement due to its game-based format. Additionally, Zulfa and Ratri (2022) emphasize that Quizizz enhances students' focus and attentiveness, which is crucial for effective learning. Research by Ota et al. (2023) further reinforces the notion that gamification fosters enjoyment and engagement among learners, suggesting a consistent trend of positive reception towards Quizizz's interactive features.

Furthermore, the study revealed a mean score of 4.16 (SD = 0.850) regarding confidence, reflecting the positive impact of Quizizz on students' self-efficacy in language learning. This underscores the relevance of Krashen's Affective Filter Hypothesis, which posits that reduced anxiety and enhanced motivation are pivotal for academic performance. Jiang et al. (2024) provide corroborative evidence, indicating that students exhibit positive attitudes towards Quizizz, framing it as a tool that boosts both motivation and interest in online tasks. This is further supported by Cheng et al. (1999), who elaborate on self-efficacy's role in language acquisition, suggesting that confidence directly influences engagement and achievement in learning contexts.

The perceived ease of use of Quizizz was also highlighted, with a mean score of 4.24 (SD = 0.831). This perception is crucial since the Technology Acceptance Model posits that ease of use greatly influences technology acceptance. Lim and Yunus (2021) echo this notion, indicating that students experienced a smoother learning process when utilizing Quizizz. Additionally, Nordin (2023) aligns with these findings, asserting that usability is a contributing factor to positive student experiences in educational settings.

In terms of comprehension, students indicated that Quizizz aids in their understanding of English concepts, evidenced by a mean score of 4.20 (SD = 0.764). Hattie and Timperley (2007) emphasize the vital role of timely feedback in educational outcomes, paralleling Quizizz's capacity to provide immediate feedback that solidifies comprehension and supports effective learning strategies.

Lastly, while the mean score for motivation was the lowest at 4.04 (SD = 0.889), it still demonstrates a favorable perception. This finding resonates with Self-Determination Theory, which asserts that enjoyable and interactive tasks can bolster intrinsic motivation. Ota et al. (2023) discuss how the competitive and interactive nature of Quizizz contributes positively to the learning experience, indicating that features designed to engage students effectively can enhance motivation. The overall visual appeal of Quizizz received a favorable score (M = 4.24, SD = 0.970), supporting

Mayer's (2019) assertion that a well-designed interface is crucial for maintaining learner attention and interest.

In conclusion, the study illustrates that Quizizz not only reduces boredom but also fosters confidence, promotes ease of use, enhances comprehension, and supports motivation among students in online English learning environments. Such findings resonate with existing literature on gamified learning tools, positioning Quizizz as a beneficial resource for educators in both online and blended learning settings.

Conclusion

Responses to the use of the Quizizz application were generally positive. Students expressed high satisfaction and showed willingness to use Quizizz in learning English. Quizizz provides an engaging and interactive learning environment that allows students to test and evaluate their knowledge in an enjoyable way. Its immediate feedback helps students identify mistakes, correct misconceptions, and reinforce learning through repetition. This interactive practice supports better comprehension and helps students retain the material more effectively over time.

Based on the results of the study, it can be concluded that students in online English learning positively perceive Quizizz. The high mean scores across all questionnaire items indicate that Quizizz reduces boredom, increases enjoyment, builds confidence, and supports students' understanding of English lessons. Its ease of use and attractive design further enhance students' engagement in online learning. Overall, Quizizz supports both cognitive and affective aspects of learning and can be recommended as an effective and practical tool to create a more interactive and student-centered online English classroom.

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