# EFL STUDENTS' PERCEPTIONS TOWARD QUIZIZZ AS AN ASSESSMENT TOOL DURING ONLINE LEARNING

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**Abstract:** Assessment is an ongoing process on students' learning achievement. It is not about giving students the value of numbers or letters; an assessment tool is used to measure and monitor students' understanding of the material taught. Quizizz is a beneficial assessment tool with interactive features that can help students and teachers do the assessment during online learning. However, some students find difficulties in accessing Quizizz. Therefore, this research aims to investigate EFL students' perceptions toward Quizizz as an assessment tool during online learning. This study involved 100 twelfth graders of one junior high school students in Malang, Indonesia. These students have experienced using Quizizz to do the assessment for four weeks. In this research, quantitative method with a survey research design was chosen. A close-ended questionnaire was used to collect the data on students' perceptions about the efficacy, the benefit, and the challenges of using Quizizz, and the data were analyzed through descriptive statistics. The result of the study revealed that although there was an obstacle to fully implementing Quizizz; most of the students gave a positive attitude to the use of Quizizz as an assessment tool.

**Keywords:** *assessment, online learning, perception, Quizizz*

## INTRODUCTION

Nowadays, technology is growing rapidly, and people can easily communicate with others using the Internet. With the advancement of technology, technology is used not only as a means of communication. However, technology has evolved to support the field of education. Students learn how to access a mobile phone, computer, and all things about technology. Teaching and learning activities can also be done through technology. Students can access the material that is available on the internet. In this digital age, the process of teaching and learning can be executed online. Through online learning teachers can carry out teaching activities outside the classroom and

students can interact with teachers by using an application on the internet. Online learning is implemented with a distance learning system. It allowed the teacher to organize online classes to reach a broad and massive group of students (Damayanti & Irwan, 2021). Distance learning implied that the method of teaching and students' assessments are moving online, with a great deal of trial and error (Dewi, 2021). The teaching process should combine internet-based technology and electronic technology as learning resources. However, not all students in Indonesia are familiar with the utilization of e-learning. Saputra and Rusmana (2020) confirmed that online teaching and learning activities were not fully able to run effectively compared to conventional learning. Many students can easily get distracted and lose focus during the learning process because direction interaction between students and teachers is limited.

Engaging students' interest during online learning is quite challenging, but by preparing a proper learning medium, online learning can be as effective as conventional teaching. To deal with students' interest in an online learning activity, teachers need to use appropriate learning media for the learning activity. The learning media is a key in directing the students' behavior during the learning activities (Damayanti, 2021). Besides learning medium, students' perceptions are the other important factor that influences the success of online teaching and the learning process. By finding out students' perceptions, the teacher can conceive students' learning needs better. Chen and Hoshower (2003) also stated that students' perception was used to measure the effectiveness of the teaching and learning process and evaluate the teaching method used by teachers. For this reason, learning English online requires the use of interactive learning media based on ICT because students can access the material anytime and everywhere. By using technology as a medium for learning, students can receive materials from teachers and increase their involvement and motivation during the learning process. One of the learning media available for teachers is Quizizz. It can be utilized in all levels of education from the beginner level of elementary to college students. Through Quizizz students are actively involved in learning activities by using their mobile devices to enhance their learning experience. Compared with conventional learning which is always using books and paper as media, Quizizz will give a lot of advantages to increasing students' learning participation, especially during online learning.

Quizizz is a game-based application that brings many interesting and accessible features to the class (Zhao, 2019). Quizizz has game characteristics like theme, music, avatars, and colorful display, which are entertaining during learning activities. Quizizz also allows students to compete with each other and increase their motivation to study. Basuki and Hidayati (2019,April 27) stated that Quizizz was a fun game to conduct assessments in class. In short, it can be inferred that Quizizz can be used as an interactive assessment instrument in the classroom. The interactive quiz is carried out by choosing the right answer to the question. The colors, music, and avatar in the Quizizz provide a gaming experience for students during online learning (Zuhriyah & Pratolo, 2020). Quizizz has several features different from other applications. According to Pappos (2013), the features include: first, Quizizz could be set as a live game or as homework, depending on the objectives of the assessment. Second, after being completed Quizizz will show the correct answer of the question. Third, Quizizz would display the review of each question.

The instructors can use the function to be had on Quizizz as an evaluation device withinside the class, the teacher can create a creative and interactive assessment for

students. Sanli (2004) stated that the term computer-based assessment could include the use of any type of computer to assess a student's acquisition, knowledge, or abilities. The existence of computer-based assessments can make it easier for teachers to perform online assessments. With the advancement of ICT (information, communication, and technology) in education, online assessment is widely used in schools. Bergstrom and Lopes (2005) stated that if the online assessment was designed properly, it could increase the efficacy of learning activities. Teachers can utilize the internet for analyzing, processing, and reporting the content of the exam. Assessment was a crucial process in a learning activity, Jimaa (2011) stated that the purpose of conducting the assessment was to determine the level of progress of students' learning progress. An assessment can diagnose students' participation in learning activities and measure their achievement. Through the assessment process, teachers can reflect on their teaching method and collect more information about students' learning process to achieve learning goals. The information about students' learning process can be collected in many ways in the form of oral tests or written tests. In addition, the teacher can also assess the students intendedly or incidentally.

Assessments are usually divided into two types: formative assessments and summative assessments. Both types of assessments can be used to assess student progress. According to Brown (2004), summative assessment typically occurred at end of a course or teaching and learning process. It aims to summarize or measure what students have grasped during the learning process. A summation of what students have learned implies looking back at how well students have accomplished objectives. Examples of summative assessment are including the final test in the course and the general proficiency exam. While the purpose of formative assessment is an ongoing process to monitor students' learning achievement (Loyd, 2008). To improve students' English skills and competencies, teachers should evaluate students' learning activities by giving feedback, suggestion, and calling attention to an error to improve the students' learning ability especially in learning a language.

There are plenty of research that concentrates on the use of Quizizz as an assessment tool. A study by Dhamayanti (2021) was conducted to investigate EFL students' perceptions and motivations toward Quizizz as E-learning media in E-Classroom. The result disclosed that Quizizz helps EFL students to increase their confidence in the online learning classroom. The second study was conducted by Irwansyah and Izzati (2021); this study examined the implementation of Quizizz as game-based learning and evaluation in English classes. As a result, the students looked positively at Quizizz and found that they were more motivated to learn English. The previous research only focused on the effectiveness and the benefit of using Quizizz as an assessment tool. Although there are a handful of studies investigating EFL students' perceptions of the effectiveness of using Quizizz, the number of studies that also investigate EFL students' challenges in using Quizizz is still limited. Hence, this study uncovers the students' perceptions on the use of Quizizz and the challenges of doing online assessments using Quizizz during online learning.

## METHODOLOGY
### Subject

The process of choosing participants who will participate in a study is very important in conducting the research. The population of this study was 100 12th grade students of Junior High School number 15 Malang. This number is sufficient to be

analyzed statistically. The participants were selected as they have used Quizizz for their assessment during online learning, so they have a lot of experience in using Quizizz as an assessment tool.

**Design and Procedures**

To investigate EFL students' perceptions toward Quizizz as an assessment tool during online learning, a survey was conducted. Survey research usually uses a questionnaire or interview as an instrument (Patrick McNeill, 2005). There are several procedures performed during the study. The procedures are: preparing the instrument by making the questionnaire. The questionnaire entry relates to student awareness of using Quizizz, the benefits of using Quizizz, and the challenges of conducting an online assessment using Quizizz. After that, the questionnaire was validated by the experts. The relevancy between the questionnaire items and the research goals was checked and the result revealed that the questionnaire items were valid to be given to the participants.

**Data Collection and Data Analysis**

The process of data collection was started by preparing the questionnaire. The statements were adapted from Rahmawati (2021) and Dhamayanti (2021). The questionnaire consists of 14 items which were categorized into 3 aspects of perception (efficacy, benefit and challenges). It was written in Bahasa Indonesia to avoid students' misunderstanding while answering the questionnaire. The questionnaire was distributed to students via Google Form, and the students are expected to choose the following options: SA (Strongly Agree), A (Agree), D (Disagree) and SD (Strongly Disagree).

Data from questionnaire were analyzed using descriptive statistics which was automatically created by Google Form. Finally, the result of the calculation was interpreted by referring to the research question and the theoretical review.

**FINDING AND DISCUSSION**
**Findings**

The finding of this study consists of three main aspects which are students' perceptions on efficacy, benefit and challenges in using Quizizz. The questionnaire item number 1 to 4 discussed EFL students' efficacy on Quizizz, questionnaire item number 5-10 focuses on the benefit of using Quizizz while number 10 to 14 discussed EFL students' challenges in using Quizizz. The questionnaire was responded by 100 12th graders of Junior High School number 15 Malang.

***Students' Efficacy in Using Quizizz***

The first item of the questionnaire asked the effectiveness of Quizizz for doing assignment in online learning (Table 1). The result shows that 91% of students responded positively to the statement. For item number 2, the result indicates that 94 students agreed that Quizizz was easy to use. The majority of EFL students agreed to item 3 that Quizizz is enjoyable and engaging. Seventy percent of the students agreed with the statement; 22 students chose strong agreement, and eight students disagreed. The EFL students also stated that that taking tests on Quizizz feels like a game (item 4). The overall response rate was 91 percent (25 strongly agree + 66 agree). It can be

inferred that the majority of EFL students believed that Quizizz can help the learning process and provide the appropriate tools for online testing.

Table 1. Students' efficacy in using Quizizz

| No. | Statement | Rating Scale | | | |
|-----|-----------|------|------|------|------|
| | | SA | A | D | SD |
| 1. | Quizizz is an effective application to do the assignment during online learning | 20% | 71% | 8% | 1% |
| 2. | Quizizz is easy to use | 25% | 69% | 5% | 1% |
| 3. | I find Quizizz is fun and interesting | 22% | 70% | 7% | 1% |
| 4. | Quizizz feels like the game so that I do not get any fatigue and boredom while using it | 25 % | 66 % | 7% | 2% |

### The Benefits of Using Quizizz

Table 2. The benefit of using Quizizz

| No | Statement | Rating Scale | | | |
|-----|-----------|------|------|------|------|
| | | SA | A | D | SD |
| 5. | Quizizz helps me to learn English | 13% | 78% | 8% | 1% |
| 6. | Quizizz helps me review the wrong answer | 26% | 69% | 4% | 1% |
| 7. | Quizizz stimulate my interest to do the assignment | 17% | 69% | 13% | 1% |
| 8. | Quizizz doesn't give any chance to cheat | 16% | 67% | 14% | 3% |
| 9. | Doing exercise on Quizizz is better than paper | 21% | 70% | 8% | 1% |

The students' perceptions toward the benefit of using Quizizz are represented in table 2 above. From 100 students, 91 % of the students gave a positive attitude toward statement number 5. Ninety five percent of the students agreed that Quizizz helps them in reviewing the wrong answer. The seventh statement is regarding with the EFL students' interest in doing assignments by using Quizizz. It shows that 86 % of the students agreed with the statement, while the rest of the students did not show a positive attitude toward the statement. For statement number eight, 83 students agreed that Quizizz did not allow them to cheat during the test. It could happen because the teacher can set the timer on the question. The ninth item of the questionnaire described the EFL students' preferences between Quizizz or paper. It was found that 91 students preferred using Quizizz for their assessment. From the results of the second aspect of

the questionnaire, it can be concluded that Quizizz gives a new learning style to increase students' learning interest during online learning, especially in doing online assessments and it also facilitates students in practicing English learning.

### *Students' Challenges in Using Quizizz*

Table 3. Challenges in using Quizizz

| No | Statement | Rating Scale | | | |
|----|-----------|------|------|------|------|
| | | SA | A | D | SD |
| 10. | Quizizz is difficult to be accessed | 6% | 20% | 62% | 12% |
| 11. | The feature on Quizizz makes me confused when doing the assignment | 3% | 25% | 59% | 13% |
| 12. | I prefer to do the paperwork than Quizizz | 2% | 27% | 62% | 9% |
| 13. | It must think fast in doing the test on Quizizz | 14% | 69% | 14% | 3% |
| 14. | Online test with Quizizz requires a good internet connection | 18% | 71% | 10% | 1% |

Table 3 above displays EFL students' challenges in using Quizizz for assessment. The result indicates that among 100 students who answered the questionnaire stated positive and negative attitudes to clarify their challenges in using Quizizz to do the assessment. To explain the results of the EFL students' challenges, the response to each item is discussed. For item number 10 seventy-four students found it hard to access Quizizz, and other 26 students considered Quizizz was easy to use. The result of the eleventh item shows that 72% of the students considered that the feature on Quizizz was easy to understand; only 28 students were confused doing assignments using Quizizz. The twelfth item describes EFL students' preferences between doing an assignment on paper or Quizizz. The result shows 71 students preferred Quizizz while 39 students preferred doing paperwork over Quizizz. For item number 13, The 83 students considered that they have to think fast in doing a test using Quizizz. The fourteenth item describes students' responses to the statement "Online test with Quizizz requires a good internet connection". It was found that 89 students agreed with the statement and the rest of the students disagreed with the statement. It can be concluded that technical issue is the major obstacle for students in accessing Quizizz.

**Discussion**

This study aims to investigate EFL students' perceptions (efficacy, benefit and challenges) toward Quizizz as an assessment tool during online learning. From the previous study, the utilization of Quizizz as an assessment tool has many advantages both for students and teachers such as review feature, various question design, rank and report feature, and interesting display (Salsabila, 2020). The EFL students' perceptions and challenges showed various responses toward Quizizz as an assessment tool. A similar result was discovered in Damayanti (2021) who stated that EFL students give positive responses toward Quizizz as e-learning media in the English classroom.

The result from table 1 shows that most EFL students give a positive attitude toward the utilization of Quizizz as an assessment tool during online learning. The majority of the students agreed that the feature on Quizizz can help their learning activity especially in doing an online assessment. This is absolutely because the features on Quizizz are interesting and easy to use. The same as previous research conducted by Zuhriyah (2020), "the use of Quizizz as an assessment tool was interesting, the students felt interested due to many features provided in Quizizz, it can be designed in various formats, such as multiple-choice, fill in the blank, open-ended and true or false that can help students answer the question." The game elements available on Quizizz can reduce students' fatigue and boredom while doing the test. Pitoyo (2019) also confirmed that Quizizz could reduce test anxiety and enhance students' engagement. It is in line with statement number four, the EFL students thought that the game elements on the Quizizz platform give the same experience as playing games and can reduce students' anxiety during the test.

Statement number five regarding EFL students' perception of the advantage of Quizizz in monitoring students' learning process indicates a positive response. A similar result was found in Damayanti (2021) that Quizizz can help can students to increase learning motivation. Through Quizizz, EFL students can enlarge their knowledge and technology skills. Furthermore, Quizizz can make students enjoy the process of teaching and learning. The seventh statement of EFL students' perceptions toward Quizizz shows a positive attitude that Quizizz can increase students' interest in doing online assignments. In line with Damayanti (2021), EFL students showed a positive attitude to the statement. The students were highly motivated in working on their assignments through Quizizz. The positive attitude towards motivation of EFL students shows that they found it more comfortable to use Quizizz for evaluation. The process of education and learning can be carried out using a smartphone or computer and can be accessed everywhere. Students are more interested in implementing assessment activities because it is interesting and does not give any chance to cheat. Using Quizizz as an assessment tool gives students a new learning style and experience in doing tests during online learning. In line with statement number eight and nine, that EFL students' perceptions of the benefit of using Quizizz indicate positive responses. Besides increasing students' interest and motivation in doing an online assessment, Quizizz can help the students to review their wrong answers. This is also proven by Pitoyo (2019) who said "Quizizz helps students improve their skills related to the topic tested." The students can use the report feature available on Quizizz to review the wrong answer after taking the test. The system on Quizizz will analyze and give immediate feedback on students' answer in detail including the points they get, the incorrect number students have, and the time taken to answer the question. students learned their mistakes through Quizizz and try to get over it. Elmahdi (2018) also confirmed that immediate feedback on assessment leads students to improve their knowledge, improve students' participation, save learning time, and create exciting teaching and learning process. According to the results, most students agrede that there are many benefits of using Quizizz. In addition, taking online tests using Quizizz is flexible and unlike traditional tests that require students to be in class to take the test. It is possible for students to take the test wherever they are at the same time. In addition, the game elements on Quizizz are beneficial for the learning process. It can engage students' motivation in doing test and it made the test looks like a game.

The results of EFL students' perceptions when using Quizizz show that 100 students who answered the questionnaire responded with positive and negative attitudes to explain the challenges when taking the test using Quizizz. The majority of the students found that Quizizz is easy to be accessed and considered that the feature on Quizizz was easy to use. It indicates that EFL students have a negative attitude toward the statement. It can be inferred that most EFL students feel they can understand the features of Quizizz and they do not have any obstacles when doing online assignments using Quizizz.

In contrast, the response to statement number 13 shows that most of the EFL students considered that they had to think fast in doing a test using Quizizz (83 students). Since the teacher can use the time restriction feature on Quizizz, students must complete the given question before the time runs out. The same result was also proven in Pitoyo (2019) that among the six-game elements in Quizizz, time restriction was in the last rank based on the students' preference. It indicates that the time limitation on Quizizz becomes a challenge for the students because they must think and answer the question quickly. Statement number fourteen revealed that 89 students had a problem with the internet connection when doing an online test using Quizizz. A similar result was found in Mahyoob (2020) that internet connectivity is one of the obstacles in conducting an online assessment using an internet-based application. According to the data presented above, a proper internet connection is required to access online learning resources, particularly Quizizz. Assessment in Quizizz is typically done anywhere, and students must always be connected to the internet during the learning process. According to the present study, technical support is required to ensure online assessment reliability.

## CONCLUSION AND SUGGESTION

Based on the result of EFL students' efficacy, benefit and challenges toward Quizizz as an assessment tool during online learning, the finding shows that there are two different attitudes conveyed by EFL students which are negative and positive attitudes toward Quizizz. The positive attitudes are EFL students considered Quizizz an interesting tool. The feature on Quizizz such as music, avatar, colorful display gives the students the same experience as playing a game. The students will be more interested in doing an assignment and actively involved during the learning process. Another reason why they gave a positive attitude toward Quizizz because doing online assessment through Quizizz was better than paperwork; the students do not have chance to cheat, and they can directly correct the wrong answer after finishing their work. Moreover, negative attitude is about the challenges and difficulty in using Quizizz. Most of the students agree that they have trouble with the internet connection which makes them left behind when doing a test on Quizizz. The last reason why they gave a negative attitude toward Quizizz was because the students are not familiar with the feature on Quizizz that makes them confused while doing the test. In addition, the students also must think fast when doing test on Quizizz because it was limited by the time.

Quizizz is a beneficial application with interactive features that can help students do an assignment. Teachers can also use Quizizz as a medium during online learning. However, there is still an obstacle to fully implementing Quizizz as e-learning media to do an assessment. One of the problems is a technical issue in accessing Quizizz. The study recommended that technical support be necessary to enable online assessment

reliability. Nevertheless, most EFL students give positive responses to Quizizz as e-learning media.

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