

QUIZZZ APPLICATION IN STUDENTS LEARNING OUTCOMES: TEACHER'S AND STUDENTS' PERCEPTION

Sholihatul Hamidah Daulay^{1*}, Achmad Ramadhan², Sri Wahyuni³

¹Universitas Islam Negeri Sumatera Utara, Indonesia, email: sholihatulhamidah@uinsu.ac.id

²Universitas Islam Negeri Sumatera Utara, Indonesia, email: achmadramadhan@uinsu.ac.id

³Universitas Islam Negeri Sumatera Utara, Indonesia, email: sri.wahyuni@uinsu.ac.id



©2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International License-(CC-BY-SA) (<https://creativecommons.org/licenses/by-sa/4.0/>)

DOI : <https://doi.org/10.30983/ijl.v3i2.6719>

*Corresponding Author

Submission: Agustus 07, 2023	Revised: Desember 27, 2023	Published: December 31, 2023
------------------------------	----------------------------	------------------------------

Abstract

This study explores the use of the Quizizz application in enhancing student learning outcomes: Perspectives from both teachers and students. The background of this research underscores the significance of student learning outcomes as one of the key aspects of the classroom environment. In order to gauge student learning outcomes, teachers must understand the motivating factors for students, including the learning media employed, to encourage enthusiasm for learning in the classroom and completion of assigned exercises. One of the technological tools that can be employed in this context is the Quizizz application. To assess the effectiveness of Quizizz in the classroom, it is crucial to comprehend the perceptions of both teachers and students regarding its application. This research aims to elucidate the perspectives of teachers and students on the use of the Quizizz application in enhancing student learning outcomes. The research methodology employed is qualitative descriptive. Data were collected from one English language teacher and ten seventh-grade students. Data collection instruments included observation and interviews. The research findings indicate that, according to the perceptions of all participants, the Quizizz application is deemed easy to use, understandable, enjoyable, motivating, engaging, effective, and capable of reducing boredom when studying English. Based on these research findings, it can be concluded that the Quizizz application has the potential to enhance student motivation and learning outcomes. Therefore, it is recommended to integrate Quizizz into the classroom learning process as a means of motivation and improving student learning outcomes.

Keywords : perception, quizizz, students, teacher

Abstrak

Penelitian ini mengeksplorasi Penggunaan Aplikasi Quizizz dalam Meningkatkan Hasil Belajar Siswa: Perspektif Guru dan Murid. Latar belakang penelitian ini merujuk pada pentingnya hasil belajar siswa sebagai salah satu aspek utama dalam proses pembelajaran. Untuk memahami pencapaian belajar siswa, guru perlu memahami faktor-faktor yang memotivasi siswa, termasuk media pembelajaran yang digunakan, agar mereka lebih termotivasi untuk belajar di kelas dan menyelesaikan latihan yang diberikan. Salah satu media teknologi yang dapat digunakan dalam konteks ini adalah aplikasi Quizizz. Untuk menilai efektivitas penggunaan Quizizz di kelas, penting untuk memahami persepsi guru dan siswa terhadap aplikasi tersebut. Penelitian ini bertujuan untuk menjelaskan persepsi guru dan murid terhadap penggunaan aplikasi Quizizz dalam meningkatkan hasil belajar siswa. Metodologi penelitian ini adalah deskriptif kualitatif. Data dikumpulkan dari satu guru bahasa Inggris dan 10 siswa kelas VII. Instrumen pengumpulan data melibatkan observasi dan wawancara. Hasil penelitian menunjukkan bahwa menurut persepsi seluruh partisipan, aplikasi Quizizz dinilai mudah digunakan, mudah dipahami, menyenangkan, mampu memotivasi belajar, menarik, efektif, dan dapat mengurangi kebosanan saat mempelajari bahasa Inggris. Dengan temuan ini, dapat disimpulkan bahwa aplikasi Quizizz memiliki potensi untuk meningkatkan motivasi dan hasil belajar siswa. Oleh karena itu, disarankan untuk mengintegrasikan Quizizz ke dalam proses pembelajaran di kelas sebagai sarana motivasi dan peningkatan hasil belajar siswa.

Kata Kunci: persepsi, quizizz, siswa, guru

1. Introduction

Learning outcomes are critical aspects of educational activities, representing measurable achievements that learners attain after completing a learning process. Learning outcomes are measurable achievements that the learner will be able to understand after the learning is complete, which helps learners understand the importance of the information and what they will gain from their engagement with the learning activity. The learning process depends heavily on the learning outcome. The learning outcomes are used to gauge how well pupils comprehend the subject matter. The learning outcome becomes a measurement of the evaluation of learning activities or learning processes expressed in symbols, letters, and words that describe the outcomes attained by each child or student over a specific period of time. Through evaluation exercises intended to gather evidence data that will demonstrate the degree of students' capacity to meet learning objectives, the learning result can also be seen. Student aptitude and teacher quality have an impact on student learning results (Sesmiarni et al., n.d.).

To know the result of students, surely a teacher must know all the things that make students motivated, so they are eager to learn and to do the assignments the teacher has given the class. Among the things that support students learning is using technology media. Now, all parts of human life are affected by the advances of technologically advanced technology, including one's personal life, social and professional life (Fithriani et al., 2019:636). In this situation, teachers can choose the use of technology to take part in their activities. Technology is important instrument for language instruction in this sense (Muhasim, 2017:56). One method to make the learning process more beneficial for both students and teachers is to include technology into the teaching and learning process. It will have a significant impact on the procedure (Darmawati et al., 2021).

To achieve the best results when integrating technology into the teaching and learning process, there are a few things to keep in mind. English can be taught in a variety of ways using the technology integration in teaching and learning process. It's like learning English using games. There are some games that we can use in English classes like Sara's cooking party games, puzzle games, quizziz and so on. A good example of a learning medium is Sara's culinary party game, which is used in English classes to help pupils learn more vocabulary (Daulay et al., 2020: 15429). Puzzle game, as a media to improve student's vocabulary mastery and a quizziz is a media used to measure quiz playing and to measure students' learning (Yuspita et al., 2022).

In this study, the researcher chose the Quizziz Application because according to the research, the Quizziz Application was effectively used as a medium to measure the student's success in understanding the lesson in classroom including descriptive text. Quizziz is a highly effective online web service for interactive quizziz and surveys are used in classroom learning for example for formative assessment (Pratama et al., 2021). According to the certain research, Quizziz can help students learning English more effectively. The students had positive opinions about the application. They viewed Quizziz as one of the programs that may make learning English enjoyable while not placing an undue load on them when it was time to complete the evaluation (Fakhrudin & Nurhidayat, 2020), (Amalia, 2020), (Chaiyo & Nokham, 2017). Additionally, students believed quizziz to be fascinating. Quizziz application is one of the many fantastic learning resources for a class quiz game that allows the teacher to see students' growth in reading ability. According to Basuki & Hidayati (2019) Quizziz is a game-based educational

program that brings multiplayer activities to the classroom and makes classroom practice dynamic and enjoyable.

Despite the recognized benefits of Quizizz, there remains a gap in understanding how its application can address issues of student motivation and engagement, particularly in the context of diverse learning environments. Previous studies Nurliana & Nugroho (2021) indicate that students may experience a lack of motivation due to monotonous learning media, underscoring the need for innovative approaches like game-based learning. This study aims to bridge this gap by examining the impact of Quizizz on student motivation and learning outcomes, contributing valuable insights to the field of technology-integrated language instruction (Yuspita, 2023).

2. Method

This research adopts a qualitative research method, as defined by Sukmainata (2017:60), which involves the comprehensive description and examination of occurrences, events, social interactions, attitudes, beliefs, perceptions, and thoughts of individuals or groups. Qualitative research is particularly adept at capturing the nuanced aspects of human experiences. Data collection for this study involved a combination of observational techniques and interviews. The researcher conducted observations and interviews with an English teacher and 10 students from the seventh grade at SMP Swasta An-Nizam Medan. To assess the impact of the Quizizz application, the researcher administered a descriptive text test through Quizizz, closely observing the students' engagement and performance. Subsequently, interviews were conducted with both the English teacher and the students to gather insights into their experiences and perspectives regarding the Quizizz application. The interview questions were designed to explore various aspects of the application's usability, effectiveness, and its influence on student learning outcomes. This dual-method approach aimed to provide a comprehensive understanding of the perceptions and experiences of both educators and students in the context of using Quizizz for language instruction.

To evaluate the impact of the Quizizz application, a descriptive text test was administered through Quizizz, with a keen focus on observing the students' engagement and performance. Following the assessment, interviews were conducted with both the English teacher and the students to gain insights into their experiences and perspectives regarding the Quizizz application. The interview questions were meticulously crafted to explore various facets of the application, such as usability, effectiveness, and its influence on student learning outcomes.

This dual-method approach was deliberately chosen to provide a comprehensive understanding of the perceptions and experiences of both educators and students within the context of utilizing Quizizz for language instruction

3. Results and Discussion

This study involved 10 participants, students from English classes (AMH, FHS, RAF, GHA, MZA, INS, HNF, MHS, MAQ, FRZ), along with an English teacher from Class VII KHD (RFD) who utilized the Quizizz application. The research included a comprehensive examination of the participants' perspectives on the use of Quizizz in English classes.

The researcher employed a structured interview approach with the teacher, consisting of 16 questions categorized into two parts. The main questions aimed to extract insights into the research results, while supporting questions sought additional information on topics discussed during the interview. Some questions were also designed to elicit deeper insights into the teacher's perceptions regarding the integration of the Quizizz application in the classroom setting.

Additionally, 10 students participated in the study, and the researcher posed 15 questions to understand their perceptions of using the Quizizz application. These questions were carefully crafted to explore various aspects of the students' experiences, attitudes, and opinions concerning the Quizizz platform. The combination of teacher and student interviews aimed to provide a holistic understanding of the overall impact and effectiveness of the Quizizz application in the context of English language learning.

According to the perceptions of teachers and students, there are 5 findings in this study, namely:

1. Quizizz is Easy to Use

It is easy to use which shows that the Quizizz application is of interest to many people, both students and teachers in learning English in class. This finding can be seen in the following data based on interviews with teachers, RFD said the following.

"In my opinion, the application is easy for students and teachers to use. I chose the quizizz application because in my opinion, this application is easy to use because the menu display does not confuse us, we immediately understand its use, apart from its good and fun features." (RFD)

"Fun and easy to use". (FHS)

"An application for playing games while doing exercise, in my opinion quizizz is easy to use and more fun than a written exam." (MAQ)

Based on the statements above, it can be seen that teachers and students use the Quizizz application as a media in class because it is considered that the application is easy to use and the menus and features are also easy to use. Then in terms of use, the Quizizz application is also easy to use, when we don't download the Quizizz application we can use it just by opening the web, without the need to download the application, so it can minimize storage space on cellphones.

2. Quizizz is Easy to Understand

Easy to understand can show that the Quizizz application is of interest to many people, both students and teachers in learning English in class. This finding can be seen in the following data based on interviews with teachers, RFD said the following.

"In my opinion, the application is easy for students and teachers to use. I chose the quizizz application because in my opinion, this application is easy to use because the menu display does not confuse us, we immediately understand its use, apart from its good and fun features." (RFD)

"I think quizizz application easy to understand so I don't have any trouble using it, just open a link that shared by the teacher, then fill in the name then join the game. (MZA)

Based on the statement above, it can be seen that the teacher's decision to incorporate Quizizz as a teaching tool in the classroom is attributed to the application's user-friendly nature. The ease of understanding, not only in terms of menu navigation but also in grasping its features, makes Quizizz an attractive medium for instructional purposes. According to the teacher's perspective, the straightforward design of Quizizz simplifies its integration into classroom activities, allowing for a seamless learning experience.

Furthermore, the positive reception by students affirms the application's accessibility. Students not only find Quizizz easy to understand but also express enjoyment in using it. This ease of comprehension eliminates potential obstacles, ensuring that students can fully engage with the platform without encountering difficulties. Consequently, the combination of the teacher's endorsement and the positive response from students underscores Quizizz as an effective and enjoyable learning tool within the classroom setting.

3. Quizizz is Fun

Its fun application makes the Quizizz application used and in demand by many people, both students and teachers in learning English in class. This finding can be seen in the following data based on interviews with teachers, RFD said the following.

"I think it's fun when learning. Because the features in the Quizizz application are good and there are some funny characters." (RFD)

"I found it really fun to use." (MDA)

"Because there lots of pictures, in color, we can immediately see our value and now if we were wrong, there is also bonus question for repeating one wrong question." (MHS)

Based on the statements above, it can be seen that teachers and students use the Quizizz application as a media in class because it is considered a fun application. It's fun because when learning students are faced with funny characters and music contained in the application, so that it makes students feel like learning while playing. Then the students also when doing the exercises, the value after doing the exercises immediately appears, which makes students feel happy to know the value or rank of each of them so that students don't feel bored with using modern tests rather than traditional tests that don't use media like Quizizz.

4. Quizizz generates learning motivation

Its application, which generates learning motivation, makes the Quizizz application used and in demand by many people, both students and teachers, in learning English in the classroom. This finding can be seen in the following data based on interviews with teachers, RFD said the following.

"Yes, it's very effective, you can see student scores right away, you can give motivation to learn to students, with quizizz students answer in an orderly manner without making a fuss here and there, because sometimes random questions can't make them work together, that way we can see how their learning results are." (RFD)

"Because I want to be the top scorer and I'm embarrassed if my score is the lowest, so I'm more enthusiastic about studying before taking quizzes using Quizizz". (FHS)

"Yes, because I am motivated to learn before playing quizizz, because every time I play I want to be 1st place." (MAQ)

Based on the statements above, it can be seen that teachers and students use the Quizizz application as a media in class because it is considered that the application can arouse students' enthusiasm for learning. Students are competing to learn to be able to take quizzes in the Quizizz application because the scores come out immediately, so students with the lowest scores will feel embarrassed because their scores appear immediately in the application, therefore they are increasingly motivated to learn when they are going to hold quizzes in the Quizizz application. Then because you can't cheat, because of that students will be more motivated to learn because in doing the quiz you can't cheat or even the questions can be made differently.

5. Quizizz is Interesting

The application is attractive both in terms of the features contained in it and its use, making the Quizizz application used and in demand by many people, both students and teachers, in learning English in the classroom. This finding can be seen in the following data based on interviews with teachers, MAQ said the following.

"The class became quiet when answering question because they focused on their respective cellphones". (MAQ)

"The class atmosphere becomes more conducive when answering questions". (FHS)

"In my opinion, with Quizizz practicing in class is more interesting". (MDA)

Based on the statements above, it can be seen that teachers and students use the Quizizz application as a medium in class because it is considered an interesting application. Interesting in the sense that students feel happy because the work on various assignments is not only on paper but answers questions on cellphones which makes students feel that there is a new atmosphere in learning, then students focus on their respective cellphones to answer questions. So that it can also minimize commotion during the teaching and learning process.

6. Quizizz is Effective

Its effective application makes the Quizizz application used and in demand by many people, both students and teachers, in learning English in class. This finding can be seen in the following data based on interviews with teachers, RFD said the following.

"Yes, it's very effective, you can see student scores right away, you can give motivation to learn to students, with quizizz students answer in an orderly manner without making a fuss here and there, because sometimes random questions can't make them work together, that way we can see how their learning results are." (RFD)

"I think the Quizizz application is effective to use for quiz in class because the class kept quiet when we answered questions because we focused on each other's phones to answering the quiz." (GHA)

Based on the statement above, it can be seen that teachers and students use the Quizizz application as a media in class because it is considered an effective application. The effectiveness of the application that can facilitate a teacher's work such as the score that is immediately visible when finishing a quiz, then makes students not cooperate with each other in working on a given quiz which can make the teacher happy and feel that the task has become lighter.

7. Quizizz can reduce boredom when learning English

Its application, which keeps students from feeling bored while learning, makes the Quizizz application used and in demand by many people, both students and teachers, in learning English in class. This finding can be seen in the following data based on interviews with teachers, MAQ said the following.

"On paper sometimes I get tired of writing and get bored, if I use quizizz it's fun while playing games, if the answer is right or wrong you can see it right away." (MAQ)

"Because with Quizizz you can play your cellphone while you don't get bored". (FHS)

Based on the statements above, it can be seen that teachers and students use the Quizizz application as a media in class because it is considered to reduce student boredom while studying, it can be seen from the menu and its good features, then students learn to use new media for learning, apart from using paper such as usually, then they don't feel bored because the atmosphere is learning but it's like playing.

Discussion

From the participants' answers, seven findings were found in this thesis, namely Quizizz is easy to use, Quizizz is easy to understand, Quizizz is fun, Quizizz generates learning motivation, Quizizz is interesting, Quizizz is effective, Quizizz can reduce boredom when learning English. Teachers and students use the Quizizz application as media in class because it is considered that the application is easy to use and the menus and features are also easy to use. Then in terms of use, the Quizizz application is also easy to use, when we don't download the Quizizz application we can use it just by opening the web, without the need to download the application, so as to minimize storage space on cellphones. Teachers and students use the Quizizz application as media in class because it is considered that the application is easy to understand both in terms of the menu and its features and its use is easy to understand.

Teachers and students use the Quizizz application as a medium in class because it is considered a fun application. It's fun because when learning students are faced with funny characters and music contained in the application, so that it makes students feel like learning while playing. Then the students also when doing the exercises, the value after doing the exercises immediately appears, which makes students feel happy to know the value or rank of each of them so that students don't feel bored with using modern tests rather than traditional tests that don't use media like Quizizz. Teachers and students use the Quizizz application as a medium in class because it is considered an application that can arise students' enthusiasm for learning. Students are competing to learn to be able to take quizzes in the Quizizz application because the scores come out immediately, so students with the lowest scores will feel embarrassed because their

scores appear immediately in the application, therefore they are increasingly motivated to learn when they are going to hold quizzes in the Quizizz application . Then because you can't cheat, because of that students will be more motivated to learn because in doing the quiz you can't cheat or even the questions can be made differently.

Teachers and students use the Quizizz application as a medium in class because it is considered an interesting application. Interesting in the sense that students feel happy because the work on various assignments is not only on paper but answers questions on cellphones which makes students feel that there is a new atmosphere in learning, then students focus on their respective cellphones to answer questions. So that it can also minimize commotion during the teaching and learning process. Teachers and students use the Quizizz application as a media in class because it is considered an effective application. The effectiveness of the application that can facilitate a teacher's work such as the score that is immediately visible when finishing a quiz, then makes students not cooperate with each other in working on a given quiz which can make the teacher happy and feel that the task has become lighter.

Teachers and students use the Quizizz application as media in class because it is considered to reduce student boredom while studying, it can be seen from the good menus and features, then students learn to use new media for learning, apart from using paper as usual, then they don't feel bored because the atmosphere is learning but like playing. This study has the same findings as other research, namely research conducted by Suharni et al., (2021) with the title "EFL Students' Perception On Using Quizizz Application: A Survey Study". The results of this study are that the Quizizz application is easy to use. Students are happy, motivated and interested in learning English. Using Quizizz is more practical than doing exercises on paper, and it also helps students repeat course material, and reduces anxiety in exams. It can be concluded that students have a good perception of using the Quizizz application.

This study also has the same findings as another study conducted by Risgiana Cahyati (2020) with the title "English Teachers' And Students' Perception of Using Quizizz In Online Class at SMPN 12 Semarang". The results of this study teachers believe that they like using Quizizz because it can provide many benefits in the online learning process, such as creating a relaxed atmosphere in online English classes. In addition, students say that they like Quizizz to be used in online English classes because it is fun and can eliminate boredom in online classes.

This study also has the same findings as another study conducted by Farah Ika Dhamayanti (2021), entitled "EFL Students' Perception and Motivation Toward Quizizz as E-Learning Media in English E-Classroom". The results of this study indicate that most EFL students have positive perceptions and motivation towards Quizizz. Therefore, Quizizz as an e-learning medium can support the learning process in English e-classrooms. This shows that Quizizz is the right e-learning media that can be used in English e-classrooms and can increase the motivation of EFL students during e-learning.

4. Conclusion

Based on the comprehensive analysis of participant responses, the researcher draws several key conclusions from this study. The unanimous perceptions of all participants affirm that the Quizizz application excels in multiple dimensions—it is easy to use, easy to understand, fun,

motivating, interesting, effective, and capable of reducing boredom during English learning sessions.

Therefore, it can be confidently concluded that the Quizizz application holds significant merit for classroom use. Its user-friendly interface, coupled with engaging features, not only simplifies the learning process but also contributes to a positive and enjoyable educational environment. The collective positive feedback from both teachers and students positions Quizizz as a worthy tool for enhancing student motivation and improving learning outcomes. As such, the Quizizz application emerges as a valuable asset in the educational arsenal, fostering an interactive and effective learning experience for students in the classroom.

References

- Amalia. (2020). Quizizz Website as an Online Assessment for English teaching and Learning: Students' Perspectives. *JoELT (Journal of English Language Teaching)*, 7(1), 1–8.
- Basuki Y & Y Hidayati. (2019). *Kahoot! or Quizizz: the students' Perspectives*.
- Chaiyo & Nokham. (2017). The Effect of Kahoot, Quizizz and Google Forms on the Student's Perception in the Classrooms Response System. *IEEE Journal*, 1–5.
- Darmawati, G., Elin, Y., & Monia, F. A. (2021). Pengaruh Desain Media Pembelajaran dengan Program Adobe Flash CS 6 untuk Belajar Berhitung. *Journal of Practice Learning and Educational Development*, 1(3), 110–116.
- Daulay, S. H., Damanik, emeliya S. D., Benni Ichsanda Rahman, Wandini, Rizky, R., Reflina, & Anggraini. (2020). Sara's Cooking Party Game As a media To enrich student's English Vocabulary. *International Journal of Psychosocial Rehabilitation*, 24(8), 15429–15256.
- Fakhrudin & Nurhidayat. (2020). Students' Perception on Quizizz as Game-Based Learning in Learning Grammar in Written Discourse. *Wiralodra English Journal*, 4(2), 28–38.
- Fithriani, R., Dewi, U., Daulay, S. H., Salmiah, M., & Fransiska, W. (2019). Using Facebook in EFL Writing Class: Its Effectiveness from Students' Perspective. *Annual International Conference on Language and Literature (AICLL)*, 3(19), 634–645.
- Muhasim. (2017). Pengaruh Teknologi Digital, Terhadap Motivasi Belajar Peserta Didik. *Jurnal Study Keislaman Dan Ilmu Pendidikan*, 5(2), 53–77.
- Nurliana, E., & Nugroho, O. F. (2021). *Analisis hasil Belajar Dalam Penggunaan Quizizz Pada Pembelajaran IPA. 4*, 14–21.
- Pratama, A., Chan, A., Faizal, & Budiono Hendra. (2021). *Pemanfaatan Quizizz Sebagai Media Penilaian Pengetahuan Berbasis Daring Pada Pembelajaran Jarak Jauh Di Kelas V Sekolah Dasar*.
- Sesmiarni, Z., Darmawati, G., Yuspita, Y. E., Yeri, S., & Ikhsan, I. (n.d.). *Android-Based Augmented Reality: An Alternative in Mastering Tajweed for Student Learning*.
- Sukmainata Nana Syaodih. (2017). *Metode Penelitian Pendidikan*. Remaja Dskarya.
- Yuspita, Y. E. (2023). Sistem Informasi Consultation Online Menggunakan Bahasa Pemograman PHP dan Database MySQL. *INCODING: Journal of Informatics and Computer Science Engineering*, 3(1), 11–20.
- Yuspita, Y. E., Minova, P. N., & Ansara, A. D. P. (2022). Selection Of Internet Provider To Improve Quality Of Service And Learning Using Decision Support System. *Jurnal Mantik*, 6(1), 105–111.