MY CHALLENGING ON QUIZIZZ: EFL LEARNERS' PERCEPTIONS ON QUIZIZZ IN LITERAL READING

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Abstract

Over the years, the teaching and learning of English have changed from conventional chalk and talk methods to modern methods that involve various platforms such as *Quizizz*, which is free and easy to use. This study attempts to explores on EFL learners' perceptions on *Quizizz* in Literal Reading. Using the case study approach, a total of 30 EFL learners were identified in this research. The results show that EFL learners' Perceptions look highly upon *Quizizz* and its implementation in the classroom because it brings many benefits to the learners, including improvement in language proficiency and learning abilities. As a final result, EFL learners' Perceptions toward *E-Learning Quizizz* in Literal Reading it can be concluded that 60.8% of respondents agreed, 26.8% stated strongly agree and 12, 4% disagreed related to the using of *Quizizz* in Literal Reading.
Keyword: *Learners' perceptions, Quizizz, EFL, literal reading.*

Abstrak

Selama bertahun-tahun, pengajaran dan pembelajaran Bahasa Inggris telah berubah dari metode konvensional menjadi metode modern yang melibatkan berbagai platform seperti *Quizizz,* gratis dan mudah digunakan. Penelitian ini mencoba untuk mengeksplorasi persepsi mahasiswa tentang *Quizizz* dalam mata kuliah Literal Reading. Dengan menggunakan pendekatan studi kasus, dengan total 30 responden yang terlibat dalam penelitian ini. Hasil penelitian menunjukkan bahwa persepsi mahasiswa terhadap *Quizizz* dan penerapannya di kelas sangatlah baik karena membawa banyak manfaat bagi pebelajar, termasuk peningkatan kemampuan bahasa dan kemampuan belajar. Sebagai hasil akhir, persepsi mahasiswa terhadap E-Learning *Quizizz*

dalam Literal Reading dapat disimpulkan bahwa 60,8% responden menyatakan setuju, 26,8% responden sangat setuju dan 12,4% responden tidak setuju terkait penggunaan Quizizz dalam Literal Reading.

Kata kunci: Persepsi mahasisa, Quizizz, EFL, literal reading.

Introduction

The trend of using online platforms for education has taken the world by storm, as many have come to realize the potential these platforms hold in providing better education for learners of all levels. Researchers have argued that e-learning makes learning more enjoyable, aside from providing a multitude of advantages. Furthermore, e-learning disseminates information in a different yet effective and long-lasting manner Widyanti et al (2020:18). In recent years, studies have proven that e-learning is more alluring for learners because it motivates them to learn, provides an interactive learning environment, and affords learners the opportunity to learn collaboratively and meaningfully. Furthermore, e-learning is in fact beneficial in allowing for immediate feedback in context, aside from being able to promote learning even among anxious learners.

Due to these discoveries over the years, traditional methods of teaching and learning English have become less used in the classroom, as teachers are now moving towards a new era where teaching and learning are preferably done with the implementation of e-learning platforms. Zuhriyah & Bambang (2020) one of the e-learning applications commonly used is Quizizz. It can be utilized for the beginner level of elementary to college students. Through this application, students can participate in interactive classroom activities using their mobile devices to enhance their learning experience. It is such a positive thing because learning does not always use books and paper as the media. Therefore, students and teachers are no longer burdened with learning media.

Quizizz as one of e-learning platforms, it is a famous e-learning platform that offers countless quizzes that teachers and learners can use in their daily lessons. The quizzes available on the website can be copied and shared anytime and anywhere, as long as there is an Internet connection. Being a free platform, Quizizz is easily accessible due to its user-friendly interface. Teachers are also able to create their own quizzes based on their own preferences and learners'

needs. Therefore, it is clear why teachers would very much prefer to use Quizizz in their teaching and learning processes Lim & Melor (2021).

Numerous studies proved that Quizizz has been successful in promoting students' learning. A study by Zhao (2019) revealed students' feedback on using Quizizz in an accounting classroom. This study examined the effect of frequency on students' feedback and instructors' teaching evaluations through the Quizizz. The results disclosed that students realized that Quizizz could improve their learning.They assumed that Quizizz was easy to use, as an assessment tool better than using paper only, which can reduce students' anxiety during the tests. Priyanti et al., (2019: 79) reported that Quizizz affected students' reading comprehension in English positively. Other research by Suharsono (2020: 340) compared the use of Quizizz and Kahoot, showed that Quizizz is more preferable to Kahoot since Quizizz has superior features like leaderboard game and correct answer after the game finished.

The study was conducted by Mei, Ju, and Adam (2018), this study investigated the effective and exciting evaluation of students by implementing Quizizz as game-based learning in the Arabic classroom of Sultan Idris Education University Malaysia. The researchers found that all students were active in answering the questions and more concentrated on the topic. Furthermore, the results of the study indicated that the students showed a positive attitude towards Quizizz as an online teaching and assessment tool. Furthermore, Rahayu & Purnawarman (2019: 106) claimed that students were able to identify their strengths and weaknesses in grammar prompted by Quizizz. Students can improve their grammar understandings after taking the Quizizz.

Although there are a handful of studies investigating the effectiveness of game-based learning or e-learning in a language class using Quizziz, the number of studies on the EFL learners' perceptions on Quizizz in Literal Reading is still limited. This research focuses on exploring EFL learners' perceptions on Quizizz in Literal Reading class that had employed such an online test application several times. Students use several applications, especially Quizizz, to answer the questions created by the lecturer. Providing with such application-based questions, lecturers are able to assess and analyze questions items quickly and easily. Meanwhile, students became more enthusiastic about the tool. Hence, this study is intended to uncover how the EFL learners' perceptions on Quizizz application in Literal Reading.

Research Methods

To conduct this study, the researchers use a case study approach. A research with case study where researchers explore real life or certain cases by collecting detailed and in-depth data involving various sources of information and describing them. This case study focuses on collecting information related to EFL learners' perceptions on Quizizz application in Literal Reading (Creswell, 2015). The EFL learners' subjects was recruited from second year's students of English Department STKIP PGRI Jombang, it is referring to college students in the second semester with the total of 30 students whose major is Javaness Language. The study took place in the EFL learners' regular in Literal Reading class and this research was started on April up to July 2021.

Data collection technique as a method used by researchers to obtain the valid data that supports the research process. Data collection was carried out natural conditions (natural setting) and used observation, in-depth interviews, and documentation as instruments (Arikunto, 2010). Observation is a systematic observation and recording of the phenomenon of events (Hadi, 2010). The observation that will be used by the researcher is a type of non-participant observation in which the researcher is not directly involved in the phenomenon under study but is only an observer and does not take part in it. Researchers will observe and record everything related to Quizizz in the Literal Reading course. To answer the research questions, the researchers collected all the questionnaire anwers distributed by google form.

Results and Discussion

From the questionnaire, it was revealed that EFL learners' perceptions toward *E-Learning Quizizz* in Literal Reading course. The detailed results are shown in the following table.

Table 1. EFL learners' perceptions toward *E-Learning Quizizz* in Literal Reading

No	Indicator	Questions	Results in %		
			A	SA	DS
1.	Students understanding in Literal Reading course using *Quizizz*	1. Literal Reading course using *Quizizz* help me better understanding the general description of the material presented.	68	24	8

		2.	Using *Quizizz* helps me to understand paragraph unity.	60	20	20
		3.	*Quizizz* helps me to understand the Main Idea of a text.	60	20	20
		4.	*Quizizz* help me to understand the topic of a paragraph.	68	20	12
2.	Advantages and disadvantages of *Quizizz*	5.	*Quizizz* is easy to operate in Literal Reading courses	60	24	16
		6.	Using *Quizizz* requires a stable internet signal.	40	60	0
		7.	Accuracy and speed are required in the use of *Quizizz* application	48	48	4
3.	Students' attitudes towards the use of Quizizz in Literal Reading course	8.	I am more motivated to do Literal Reading when using the *Quizizz* application.	48	16	36
		9.	I like to use *Quizizz* because the content of the application is interesting.	80	16	4
		10.	I feel challenged to do Literal Reading questions using *Quizizz*	76	20	4

In this section, EFL learners' perceptions toward *E-Learning Quizizz* in Literal Reading will be discussed in three main aspects, mainly, Students understanding in Literal Reading course using *Quizizz,* Advantages and disadvantages of *Quizizz,* Students' attitudes towards the use of Quizizz in Literal Reading course.

EFL learners' perceptions on the understanding Literal Reading course using Quizizz

A total of 30 EFL learners' perceptions related to the understanding Literal Reading using Quizizz in the teaching and learning process. Based on the first indicator of student understanding in Literal Reading learning using *Quizizz*, the following data were obtained: Literal Reading lectures using *Quizizz* helped students better understand the general description of the material presented, 68% of respondents answered agree, 24% chose strongly agree and the remaining 8% of respondents choose disagree. Using *Quizizz* help EFL learners to understand Paragraph Unity, 60% of respondents agreed regarding the use of *Quizizz* in helping to understand Paragraph Unity, 20% of respondents stated strongly agree

and 20% of respondents said disagree. Referring to the third questions about the use of *Quizizz* can help EFL learners in understanding the Main Idea of a text, 60% of respondents said agreed, 20% of respondents strongly agreed and 20% of respondents disagree. The results of data analysis on *Quizizz* can help EFL learners understand the topic of a paragraph, the percentage results are as follows, 68% of respondents agree, 20% of respondents strongly agree, and 12% of respondents disagree. It can be inferred that most of EFL learners were agree when they used Quizizz, they can understand Literal Reading well.

EFL learners' perceptions on the Advantages and disadvantages of Quizizz

For participant response data obtained through google forms related to EFL learners' perceptions especially in the second indicator the fifth question about Quizizz is easy to operate in the Literal Reading course, the following data were obtained, 60% of participants said agree, 24% of participants stated strongly agree, and the remaining 16% chose to disagree. Meanwhile, based on the sixth question related to the use of Quizizz requires a stable internet signal, the data obtained is 40% of participants agree, 60% of participants strongly agree, and 0% of participants say disagree. In the seventh question, there are 48% of participants choose agree response regarding the accuracy and speed required in using the Quizizz application, 48% of participants choose strongly agree and 4% of participants choose to disagree.

EFL learners' attitudes towards the use of Quizizz

In accordance with the third indicator of the eighth question about student attitudes towards the use of Quizizz in Literal Reading courses, 48% of respondents said agree and were more motivated to do Literal Reading when using the Quizizz application, 16% of respondents chose strongly agree, and 36% of respondents answered disagree. The data were obtained related to the ninth question on the third indicator, 80% of respondents said they were agreed, 16% of respondents strongly agreed and 4% of respondents disagree to use Quizizz because the application content was interesting. While on the tenth question of the third indicator related to the question of feeling challenged to work on Literal Reading questions using Quizizz, the data obtained were as follows, 76% of respondents agreed, 20% of respondents chose strongly agree and 4% of respondents disagreed.

From the explanation of the results above, the researcher draws conclusions based on the existing indicators, namely the first indicator of student

understanding which is found in each statement at least 80% of respondents agree with the existing statement. It can be concluded that the use of Quizizz has a positive impact on the development of students' understanding of the material presented. In the second indicator, regarding the advantages and disadvantages of using Quizizz in the first statement, 84% said they agreed that the application was easy to operate. This means that Quizizz is suitable for use in learning because students have no difficulty in applying it, even very easy and there are no obstacles in its use. Even in another statement 96% of respondents stated that the use of the application requires accuracy and speed when working on existing questions. This means that in using Quizizz application, respondents are more careful in working on the existing questions, it will have an impact on better results or scores. For the drawback of using the application is on the network, according to the statement of a total of 100% of respondents agreed that the use of the application requires a good network to get maximum results. In the third indicator, more than 90% of respondents stated that they were happy and felt challenged using the Quizizz application in learning and about 64% of the total respondents stated that they were more motivated to work on Lietral Reading questions using Quizizz.

Figure 1. Total Percentage of EFL learners' Perceptions toward *E-Learning Quizizz* in Literal Reading course
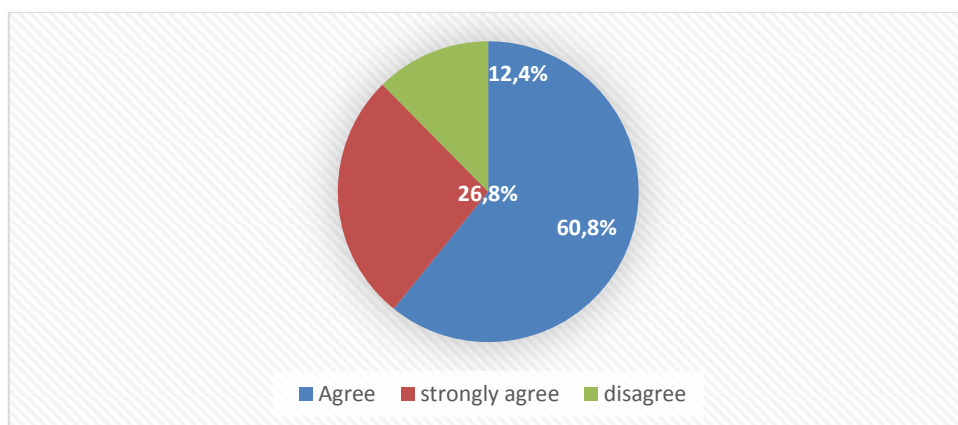
Conclusion

The results show that EFL learners' Perceptions look highly upon Quizizz and its implementation in the classroom because it brings many benefits to the

learners, including improvement in language proficiency and learning abilities. As a final result, EFL learners' Perceptions toward *E-Learning Quizizz* in Literal Reading course it can be concluded that 60.8% of respondents agreed, 26.8% stated strongly agree and 12, 4% disagreed related to the using of Quizizz in Literal Reading course. Quizizz as a platform can motivate for EFL learners, thus making it an online learning platform that is able to facilitate learners' academic achievement and knowledge development. The nature of Quizizz helps to create a fun learning environment and undeniably, this will affect learners' performance, where they will be more motivated to learn. It is high time for all stakeholders of the education system to realize and understand the potential of digital e-learning in enhancing education for learners of various levels, especially in the current digital environment we are now living in. Therefore, thus proving that Quizizz has high potential to improve academic performance and facilitate knowledge development.

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