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STUDENTS' PERCEPTIONS OF THE EFFICACY OF EMPLOYING THE QUIZIZZ APPLICATION IN ENGLISH CLASSROOM ON SYNCHRONOUS LEARNING

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Abstract
Currently, developing technology encourages English teachers to be able to use several educational platforms. Quizizz is one of the educational innovations carried out to achieve learning goals. This study uses a qualitative descriptive research method. This study investigates students' perceptions of Quizizz. This study adapts and modifies the interview guide from previous research and examines two dimensions: student interest of using Quizizz and the impact of using Quizizz. Researchers conducted research at SMP Muhammadiyah Bondowoso using Quizizz as a leaning media in English lessons. Data collection was carried out utilizing questionnaire and documentation. Findings indicate positive responses regarding student interest expectations and the impact of using Quizizz expectations. However, concerns were raised regarding the limitations of question types, signal problems, and the lack of school-provided facilities.

1. INTRODUCTION

Technological developments have a significant impact on changes in the field of education particularly on learning method and learning media. It is influential for teachers and students to adapt on those changes for developing quality of learning in several situations. Four years ago, in Covid-19 pandemic, technology has an essential role to conduct teaching and learning process since it couldn't conduct directly such as normal way. In that situation, the methods and media used by educators will also switch to online learning mode through varieties platform such as zoom, google form, Kahoot, Quizizz, etc. However, those method and learning media are still available and used in current day. The learning media that still frequently used in recent years is Quizizz. Quizizz is an easily

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accessible instructional gaming platform that can be used to create interactive and fun learning in dynamic classrooms.

The popularity and sustainability of the use of the Quizizz platform as a learning medium has attracted the attention of researchers to test the effectiveness of this media in developing students' abilities. One of those was conducted by Pusparani (2021) that investigate Quizizz has a significant effect on student's vocabulary mastery in English language subject through online learning. The effectiveness of using Quizizz in this method greatly impacted both English teacher and the students. For English teacher, using Quizizz can make it easier to deliver practice questions or carry out daily assessments. for students, they are increasingly interested in learning because the appearance and features provided by the quizizz application are many and attractive. However, there is no research has investigated the efficacy of these platforms based on student perceptions. Therefore, this current study wants to investigate the level of efficacy of using the Quizizz application in English classroom in synchronous learning.

2. LITERATURE REVIEW

Learning methods are the methods or stages used in interactions between students and educators to achieve learning objectives that have been determined in accordance with the material and learning method mechanisms. (Afandi et al., 2013: 16). Along with technological developments, learning methods have developed into two, namely offline and online learning. Synchronous is one of online learning method that involves exchanging ideas and information with one or more participants at the same time. In an e-learning environment, examples of synchronous learning include online, real-time teacher guidance and feedback, chat rooms, and virtual classes, where everyone is online and can work together (Murphy et al., 2011). A study conducted by (Han, 2013) states that online synchronous group discussions and effective controls rely on specific instruments, empowering participants to communicate through text and images. Based on that statement, synchronous learning needs an appropriate platform to conduct effective learning and teaching process.

There are many educational applications that can be used in learning. One of them is the Quizizz application. Quizizz as a learning platform allows teachers to create interactive and interesting that can be accessed by students via digital devices. With the comprehension mastery feature, Quizizz can be a learning model for students in synchronous learning. Quizizz is an e-learning media pedagogy software that adapts gamification constructs to increase student participation and motivation. In addition, Zhao (2019) reveals that Quizizz is a game-based educational application that brings a lot of player action in learning and forms interactive practices and games in the classroom. It can help students achieve quiz recognition, learning effort, learning motivation, implicit activities,

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and academic reports. Therefore, this study wants to investigate students' views in EFL e-learning class on Quizizz.

According to Pappos (2016), Quizizz has several features that can support to implement it as learning media in synchronous learning, these features include: first, Quizizz can be used as a live game or as homework, depending on the purpose of the assessment. Second, after finishing Quizizz will display the correct answer to the question. Third, Quizizz will display reviews of each question. seeing the many features provided in Quizizz the researcher concludes that Quizizz is a game-based application that is very helpful in the teaching process of an educator and makes students comfortable using it because of the many features and facilities offered by Quizizz. Furthermore, those were proven by some investigations that this learning media has essential role to increase students' learning achievement through Synchronous learning.

In contrast, Amanah (2020) found that Quizizz, there were also disadvantages of the Quizizz application as follows: (1) changing network constraints change at any time can be a problem which is important when accessing this application; (2) students can open a new tab in the device means students can search for answers using that account others and this is difficult to be monitored by educator; (3) over time or poor time management will be a loss for students, if initially top ranking can eventually fall; (4) will be an obstacle for students who are late because they cannot follow from the start.

Based on this context, the advantages and disadvantages of the Quizzizz learning media conflict with its effectiveness as a learning media from the student's perspective. Therefore, this study aims to contribute to this line of investigation with research questions formulated as follows: 1.   What are student perceptions of the efficacy of employing the Quizizz application in English classroom on synchronous learning?

3. METHOD

The current study employed descriptive research with a quantitative approach. The independent variable was Quizizz application as learning that used to teach students. The dependent variable was student's perception whereas the students' convenience when taught by Quizziz as a learning media.

The target population in this study was 30 students at Junior High School of Muhmaadiyah in Bondowoso Regency, East Java Province, Indonesia. At the time of the study, the learners were sitting in the 2023/2024 academic year. They were given question which applied multiple choice model to measure to find out their perceptions about the use of Quizizz in learning English. Researcher will use a Likert scale for instrument measurement. with a Likert scale, the variables to be measured are translated into indicator variables. Then these indicators are used as a starting point to prepare instrument items which can be in the form of statements or question (sugiyono,2019:93).

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The questionnaire in this current study used two aspects with five indicators (see Figure 1 below). The two aspects were contained students' interest and impact of using quizizz. Thus, those indicators were the students' convenience, enthusiastic, problem solve ability, improving language ability, and language acquisition. In detail, the indicator of efficacy will be showed as follows:

Figure 1. Indicators of efficacy

Aspect	Indicator	Question	
		positive (+)	Negative (-)
Students' interest of using Quizizz	a. Students' enjoyment in learning English using Quizizz	2,3,16,17, 19,21,22	20
	b. Students are enthusiastic about the features provided by Quizizz in learning English	5,24	11,15,25
The impact of using Quizizz on students' understanding of the material	a. Ability to solve problems	1,9,10,12,13	
	b. Increasing students' understanding of English material	4,7,8,14,	6
	c. Increasing students' ability to increase vocabulary	18	23
Total		19	6

During data collection, the type of question related to the students' experience using quizziz as learning media. On the test was multiple choice which learners should answer 25 questions. In the test, the students will be provided 18 positive questions and 7 negative questions related the context with 5 choices or options for each number to ease them eliminating the related answer. The choices consist of strongly agree (SA), agree (A), Doubtful (DB), disagree (DA), Strongly disagree (SD).

The task instructions were given in the learners' first language (Indonesia) to ensure clarity and avoid misunderstanding. Generally, the instructions stated that the learners should answer based on their experience. The learners were also informed that they only needed to choose one answer. They were not allowed to cheat their friends' answer. The learners were given 30 minutes to complete the test.

After the learners finished the test, the results were assessed to determine the score of the questionnaire. To do so, the correct answers were scored based on the criteria for scoring efficacy questionnaire (see figure 2 below). The final score for the total

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value of answer obtained by dividing the total value of idea answer, multiplied by a hundred percent.

Figure 2. The criteria for scoring efficacy questionnaire

Statement characteristic	Scoring Criteria				
	Strongly Agree (SS)	Agree (S)	Doubtful (RR)	Disagree (TS)	Strongly disagree (STS)
Positive Question	5	4	3	2	1
Negative Question	1	2	3	4	5

Finally, the students' scores have been calculated in percentage, it is then categorized based on the table presented below to know the efficacy of employing Quizizz application levels.

4. RESULTS and DISCUSSION

The percentage of questionnaire the scores achieved by the learners will be divided into two classifications based on the aspects which are student's interest and The Impact of Employing the Quizizz Application. See the in Table 1 below.

Table 1. Description of the result questionnaire

Students' Interest				The Impact of Quizizz			
No	Categories	Score	Frequency	No	Categories	Score	Frequency
1	Interest	40 -55	21	1	Develop	54 – 70	25
2	Normal	25 – 39	8	2	Normal	34 – 53	5
3	Not Interest	11 – 24	0	3	Not Develop	14 – 33	0
Total			30	Total			30

As shown in Table 1. The students' interest aspects shows that 70% students were interested in using Quizizz, while 30 % of them had only normal interest. On the other hand, the impact aspects shows that 83% students were developed and 17% of them were normal

developed. This initial evidence suggests that quizizz as learning media contributes a developing students' achievement in synchronous class.

To determine the students' perceptions of the effectiveness of using the Quizizz application in English classes in synchronous learning, descriptive analysis was conducted. The results revealed significant differences in the efficacy quizizz on students' interest and students' impact in synchronous class, as table 2 follows:

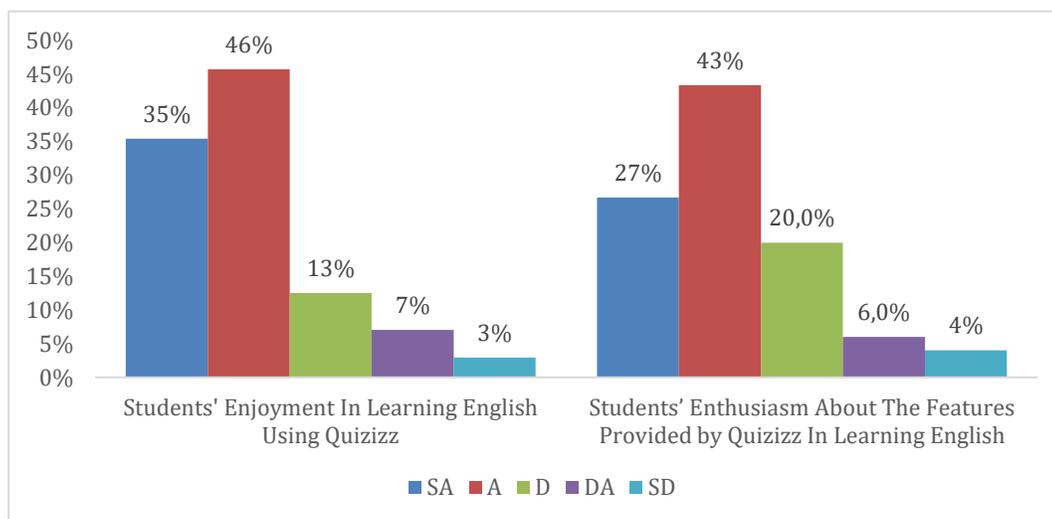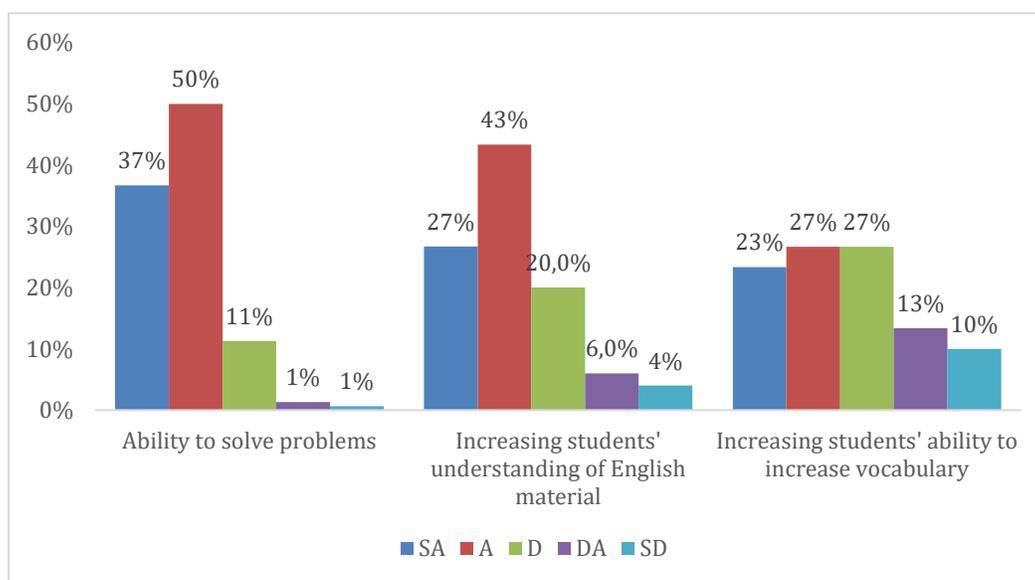*Figure 2. Descriptive analysis of efficacy quizizz on student's interest*

Figure 2. Descriptive analysis of efficacy quizizz on student's impact

These results can be concluded that there is a significant difference on implementing quizizz as learning media on synchronous class through students' perspective.

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Furthermore, it indicates that Quizizz plays a crucial role for shaping the learners' interest in English language subject and students' impact on their learning achievement.

Discussion

Based on the results of data analysis of student perceptions regarding the use of Quizizz in English classes for synchronous learning, underscore a positive reception towards Quizizz as an effective tool for learning English among students. Figure 2 indicates that a significant majority of students, 81%, expressed enjoyment in learning English with Quizizz, while 70% showed enthusiasm for its features. Although there were some neutral and negative responses, the overall trend leans towards a favorable attitude towards Quizizz.

Figure 3 further supports this perspective by highlighting positive feedback across key indicators of Quizizz's impact on learning English. A substantial 87% of students reported positive responses regarding their problem-solving abilities, 70% indicated increased understanding of English material, and 50% noted improvements in vocabulary skills.

Learning media is everything related to software and hardware that can be used to convey the content of teaching materials from learning sources to students, both individually and in groups, which can stimulate students' thoughts, feelings, attention and interests in such a way that the learning process is carried out inside or outside the classroom (Jalinus, 2016) From this statement, students' interest in learning media is an important factor, this has an impact on students' understanding of the material provided by the teacher to their students.

This research is also in line with previous research which conducted by by Pusparani (2021) that Quizizz helps students expand their vocabulary while playing games. The results of this research, using Quizizz in English classes in synchronous learning creates a very high interest in students so that the impact of using Quizizz in English classes in synchronous learning is also positive. Children's understanding of the material presented by the teacher increases and students can increase their vocabulary.

While this study provides significant insights, it is not without limitations. First, the study focused on Indonesian junior high school learners that only 30 students. Hence, the generalizability of the findings to other contexts should be approached with caution. Future research, therefore, is needed to replicate the study with diverse learner populations and add research participant to validate the impact of quizizz implementation as learning media on synchronous learning.

5. CONCLUSION

The current study has explored determine students' perceptions of the effectiveness of using the Quizizz application as learning media in English classes through synchronous learning. The findings established in the current study underscore the importance of considering learning media in e-learning sphere. Furthermore, by implementing Quizizz as

learning media, teachers can facilitate the development of learners' interest and promote successful learning achievement. However, further research is encouraged to explore additional indicators, another learning media and replicate the study in diverse settings, thereby advancing our understanding of the crucial role of learning media on synchronous learning

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