Abstract

Almost every aspect of human life on earth has been disrupted since the emergence of Covid-19, particularly education. Many countries have decided to close schools and universities. This condition has forced the Indonesian government through its Ministry of Education to implement policies moving conventional classrooms to be online classrooms. This process is carried out to maintain the health of students to avoid Covid-19. The learning process can be helped by using one of the applications on the internet which is called Student Response System (SRS). According to the statement, the researcher investigated secondary school students' perceptions towards the implementation of Quizizz as an assessment platform in teaching English. Mixed-method research has been implemented in this study. The study involved 61 students as the participants in quantitative stage and 6 students in qualitative stage. The main instruments employed in this research are an online questionnaire and in-depth interview. The findings indicated that the students have both positive and negative perceptions toward the use of online assessment, especially in Quizizz. The students enjoyed Quizizz and thought it was exciting, interesting, motivating, and enjoyable because the Quizizz platform was distinct from the others. Quizizz had an interactive display, which made it simple for students to use the platform. However, in addition to the positive perception of Quizizz as an assessment platform in English teaching, some students expressed a negative perception of Quizizz as an assessment. According to the data, one of the platform's negative perceptions was the presence of music.

Keywords: student's perception, online assessment, quizizz

Abstrak


Kata Kunci: perasaan siswa, penilaian online, Quizizz

Moh. Ilham Dzikrullah, Ahmad Syafi'i

Quizizz As Interactive and Gamified Assessment Platform: Voices from Indonesian EFL Secondary Learners

Moh. Ilham Dzikrullah
STKIP Al Hikmah Surabaya, Surabaya, Indonesia
E-mail: dzikrullah44@gmail.com

Ahmad Syafi'i*
STKIP Al Hikmah Surabaya, Surabaya, Indonesia
E-mail: ahmadsyafii20@gmail.com

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*Corresponding author

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Introduction

The Indonesian government has taken appropriate measures to closely track the study about the COVID-19 outbreak worldwide by the World Health Organization (WHO). The virus was first detected in Wuhan, South China in November 2019 and then spread across the globe easily. The COVID-19 pandemic is a disaster that spreads and affects the entire population of the earth.

Many countries, due to Covid-19 pandemic, including Indonesia, have decided to close schools and universities. This situation has compelled the Indonesian government to implement policies that shift traditional classrooms to online classrooms.

Online learning is becoming increasingly popular. This procedure is carried out to keep students healthy and avoid Covid-19. Students, on the other hand, can learn anywhere and at any time through the use of the internet. It means that learning is more accessible during the Covid-19 pandemic.

Currently, during a pandemic, the education world in Indonesia must follow a flow that can aid school conditions in an emergency. Schools must be coerced into implementing e-learning. It is in line to research conducted by M. Ozden, Ismail Erturk, and Refik Sanli that clarified computer-assisted evaluation can refer to any type of computer use in the process of determining individuals' expertise, skills, and abilities. Because of the availability of this computer-based assessment, the online quiz or other items related to assessing the test will make it easier for teachers to do so.

One of the internet-based applications known as the Student Response System can help with the learning process (SRS). This is a classroom technology that allows students to answer questions using their phone or wireless device from their seat or location.

SRS, or Student Response System, can be used to perform learning outside of the classroom. The SRS can help a teacher deliver assessments, assign homework, and perform other tasks. In addition, if an instructor is unable to teach in the classroom, SRS can finish the assessment process. Clickers can be used by teachers to make certain aspects of the teaching or assessing process available to students.

The SRS creates a unified environment for learning and assessing activities. These frameworks enable educational institutions to deal with an increasing number of online or hybrid courses (part internet, part face-to-face) by utilizing a common interface and set of resources. For several years, Quizizz, Kahoot, Duolingo, and other assessment platform that have been widely used to assist teachers.

Among those aforementioned assessment platforms, Quizizz becomes the most widely used assessment platform in schools. It is an interactive software that makes learning fun. As a result, Quizizz is one of many fantastic tools for organizing class quizzes. This application is a fun multiplayer game platform that allows students to control the pace of their

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This is consistent with research conducted by Pepen Permana and Irma Permatawati, who stated that Quizizz is a game-based online testing tool that allows for fun classroom activities.

Numerous studies have been undertaken to investigate the effectiveness of Quizizz as an effective and enjoyable learning assessment platform. It is consistently used as integrated learning evaluation media, an effective alternative medium for teaching a certain specific subject, an alternative media for improving certain skills in English, bringing a fun, motivating, and attracting delivery, improving students' activeness, increasing students' motivation, enhancing students' academic achievement and engagement, fostering small group discussion, drawing students' attention, facilitating problem-solving skill, encouraging positive reinforcement, incentive, and fast feedback.

However, in this research, the researchers eager to investigate deeper into students' perception toward using Quizizz as an assessment platform in English classes, particularly during Covid-19 pandemic era.

Method

This study employed mixed-method research. The goal of this study is to investigate the students’ perception towards the use of Quizizz as assessment platform in teaching English.

The participants of this study were 61 students from two different classes. The entire sample (N = 61) volunteered to participate in the quantitative stage. Six students were then purposively chosen to participate in the qualitative stage.

The main instruments employed in this research are an online questionnaire and in-depth interview. The quantitative data were statistically analyzed. While qualitative data were analyzed and presented thematically.

**Findings and Discussion**

**Providing Exciting, Interesting, Motivating, and Fun Online Platform**

According to the informants' statements, they all agreed that Quizizz was exciting, interesting, motivating, and fun. This graph depicts how the questionnaire calculated the respondents' attitudes toward Quizizz.

![Figure 1. Student find Quizizz is exciting, interesting, motivating, and fun](image)

According to that figure, 17 percent of respondents strongly agreed, 67 percent agreed, 16 percent were neutral, 0 percent disagreed, and 0 percent strongly disagreed. It indicates that Quizizz was exciting, interesting, motivating, and enjoyable. According to the data, some of the informants agreed and had a positive attitude toward Quizizz, describing it as exciting, interesting, motivating, and fun. Furthermore, some informants shared their thoughts on how exciting, interesting, motivating, and enjoyable Quizizz is. The vast majority of them agreed. Their most frequently expressed concern was the use of time in answering the questions. They realize that the Quizizz timer made the question more interesting, motivating, and enjoyable. Some of the informants' arguments are as follows:

_Cukup menarik tapi kadang kayak buat deg degan gitu kalau ulangan. Soalnya kan ada waktu sama ada lagunya itu yang buat deg degan._ (Interview/S.1)

_Furthermore, S.2 and S.3 described Quizizz as exciting, interesting, motivating, and enjoyable. Those who said Quizizz was exciting said their hearts raced at times while taking the quiz._

*Iya, karena beda apa pak, soalnya tuh tampilannya beda sama yang lain, jadi itu menurut saya yang bikin asyik._ (Interview/S.2)

**Enhancing Students Eagerness to Play Quizizz**

Based on the statements of the informants, it was possible to conclude that they were all excited to play Quizizz. This diagram depicts how the questionnaire calculated the respondents' attitudes toward their opinions.

![Figure 2. Students Enhancement to playing Quizizz](image)

This figure indicated that half of those polled agreed and half were undecided. It implies that students enjoy playing Quizizz. According to the data, some of the informants agreed and had a positive outlook on students looking forward to playing Quizizz.

*Iya, karena kalo di Quizizz itu nanti kita habis ngerjakan itu biasanya langsung ada pembetulan soalnya, jadi langsung enak buat kita belajar lagi._ (Interview/S.5)
S.2 expressed a very different viewpoint in this regard, stating that they felt bored if they used Quizizz all the time because the time available to complete the quiz was limited. That's why she chose neutral in the form given to her. *Karena kalo quizizz terus tu kayak apa ya, bosan pak lama lama.* (Interview/S.2)

Furthermore, according to the data presented above, most students agreed and were enthusiastic about playing Quizizz.

**Fostering Students' Positive Attitude**

Based on the statements of the informants, it is possible to conclude that they were all neutral while playing Quizizz. This diagram depicts how the questionnaire calculated the respondents' attitudes toward their opinions.

**Figure 3.** Students feel positive while playing Quizizz

This figure indicated that 20 percent agreed and the remaining 80 percent was neutral. This means that when students play Quizizz, they have a neutral feeling. According to the data, while playing Quizizz, some of the informants were neutral toward positive feelings.

*Iya, saya merasakan dampak positif ya kayak jadinya saya harus bisa mengatur waktu dalam mengerjakan soal-soal yang ada, jadi ga luang luang waktu di satu soal aja.* (Interview/S.1)
*Iya, iya mempengaruhi.* (Interview/S.5)

Furthermore, according to the data presented above, the students' responses were neutral in terms of their eagerness to play Quizizz.

**Fostering Students' Collaboration & Competitiveness**

Based on the informants’ statements, it is possible to conclude that they all agreed that the students enjoyed the collaboration and competition in the Quizizz session. This figure depicts the questionnaire's calculation of the informants' attitudes toward their opinions.

**Figure 4.** Fostering collaboration & competitiveness in the Quizizz session

According to this figure, 17 percent of informants strongly agreed, 50 percent agreed, and 33 percent were neutral. It means that students prefer collaboration and competition during Quizizz sessions. Based on the data, it can be concluded that some of the informants agreed and had a positive attitude toward the Quizizz session's collaboration and competition.

*Iya saya suka, karena itu yang membuat saya lebih tertantang gitu, jadi kayak saya itu man jawab cepet tapi benar.* (Interview/S.2)

In the Quizizz session, most students agreed that they enjoy collaboration and competition. Those who stated neutral were still considering that they were agreed if students liked collaboration and competitiveness in the Quizizz session, as stated by one of the interviewees.

*Ya, sedikit suka.* (Interview/S.5)

**Facilitating Students’ Learning Eagerness**

Based on the informants' statements, it is possible to conclude that they were all neutral on the students' eagerness to learn via Quizizz. This figure depicts the questionnaire's calculation of the informants' attitudes toward their opinions.
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Figure 5. Students Eagerness to learn via Quizizz

Based on the informants' statements, it is possible to conclude that they were all neutral on the students' eagerness to learn via Quizizz. This figure depicts the questionnaire's calculation of the informants' attitudes toward their opinions.

Netral sih pak, soalnya ada enaknya ada enggaknya gitu, ada pengennya ada enggaknya gitu, soalnya ada sisi buruk ada sisi baiknya juga. (Interview/S.4)

Furthermore, several students stated that they agree and are neutral with their reasoning. They answered agree and neutral on average because they felt that using Quizizz was appropriate to be used in several lessons that could motivate them to complete their assignments. However, several students disagreed with her on this point because she did not like the timing while doing Quizizz.

Enggak pak, karena kalau dapat soal yang susah kan butuh waktu untuk mikir, kalau di Quizizz kan waktunya sangat cepat. Jadi takunya itu nggak mutuk gitu pak. (Interview/S.6)

Creating Energetic Classroom Atmosphere

Based on the informants' statements, it is possible to conclude that all of them were neutral on the issue of Quizizz creating an energetic classroom environment. This figure depicts the questionnaire's calculation of the informants' attitudes toward their opinions.

Iya, karena semua anak yang dikasih itu bersaing gitu buat dapat peringkat atas. (Interview/S.2)

Iya, karena kita itu kayak di ajarin berfikir dengan cepat. Biar gak males gitu. (Interview/S.6)

According to the students' arguments, they all agreed that they felt an energizing atmosphere while playing Quizizz.

Figure 6. Quizizz create an energetic classroom atmosphere

This figure indicated that 33 percent agreed and 67 percent were neutral. It means that students were ambivalent about Quizizz's ability to create an energetic classroom environment. Based on the data, it can be concluded that some of the informants were neutral about Quizizz's ability to create an energetic classroom environment.

Figure 7. The existence of back sound in Quizizz disturbs students' concentration

This figure revealed that 50 percent of informants strongly agreed, 17 percent agreed, and 33 percent were neutral. It means that the presence of back sound in Quizizz was agreed upon by the students. Based on that information, it is possible to conclude that some of the informants agreed on the existence of a back sound in Quizizz that could disrupt students' concentration.

Backsoundnya mengganggu jadi membuat kita nggak fokus. (Interview/S.5)
The presence of the back sound was beneficial, but students were irritated because they believed that when taking the quiz, they needed to be focused and not be distracted by the sound.

**Quizizz doesn’t give any chance to cheat**

Based on the informants' statements, it is possible to conclude that they all agree that Quizizz does not allow for cheating. This figure depicts the questionnaire's calculation of the informants' attitudes toward their opinion.

![Figure 8. Quizizz doesn’t give any chance to cheat](image)

According to this figure, 17 percent of informants strongly agreed, 67 percent agreed, and 16 percent were neutral. It means that students believe Quizizz does not allow them to cheat. Based on the data, it can be concluded that some of the informants agreed and had a positive perspective that Quizizz does not allow cheating.

Students stated that they found it difficult to cheat while taking the Quizizz test. Because they were feeling when they were doing the Quizizz, they had a very limited amount of time. It made them more focused on their test.

**Quizizz final leaderboard satisfies you**

Based on the informants' statements, it is possible to conclude that Quizizz's final leaderboard satisfies them. This figure depicts the questionnaire's calculation of the informants' attitudes toward their opinion.

![Figure 9. Quizizz final leaderboard satisfies you](image)

This figure indicated that 50 percent agreed and 50 percent were neutral. It means that students were satisfied with Quizizz's final leaderboard. Based on the data, it can be concluded that some of the informants agreed and had a positive attitude toward the Quizizz leaderboard.

Students stated that they found it difficult to cheat while taking the Quizizz test. Because they were feeling when they were doing the Quizizz, they had a very limited amount of time. It made them more focused on their test.

**Offering some special challenging features**

Based on the statements of the informants, it is possible to conclude that they are all neutral on the subject of Quizizz's unique challenging features. This figure depicts the questionnaire's calculation of the informants' attitudes toward their opinion.

![Figure 10. Quizizz offers some special challenging features](image)
This figure revealed that 33 percent agreed and 67 percent were neutral. It means that students believe Quizizz has some unique and challenging features. Based on the data, it can be concluded that some of the informants agreed and had a positive outlook on Quizizz’s unique challenging features.

Yang biasanya di tengah tengah kita dapat sesuatu yang bisa nge freze in waktu sama mengganti jawaban dan bonus, jadi semakin seru. (Interview/S.1)

The unique feature of Quizizz was able to attract students’ attention, as previously mentioned, that there was a feature to improve grades, where this feature would appear when several sessions were skipped by students. Students can use this feature to correct incorrect scores or answers. It is extremely beneficial to students. Quizizz’s features, on the other hand, challenge students in each session when they work on questions, especially with a ranking system that can motivate students to answer all of the questions provided by Quizizz.

Ada dua yang pertama itu ya yang ranking-ranking itu tadi, ternis yang kedua itu misal kita jawab soal itu salah terus kita kan juga tagn jawaban yang benar itu apa. Jadi kalau misalkan untuk soal itu kita bisa tagn jawabannya. Kalau di CBT kan gatau mana yang salah (Interview/S.3)

Revealing Students’ Factual Competence

Based on the informants’ statements, it is possible to conclude that all of them agree that students believe Quizizz can reveal the true students’ competence. This figure depicts the questionnaire’s calculation of the informants’ attitudes toward their opinions.

According to student statements, they believe they can demonstrate their competence by working on the Quizizz questions, because of the limited time and few opportunities to cheat when taking the quiz.

Students feel Quizizz familiar and simple to do

Based on the informants’ statements, it is possible to conclude that all of them agree that students find Quizizz to be familiar and simple to use. This figure depicts the questionnaire’s calculation of the informants’ attitudes toward their opinions.

According to this figure, 17 percent of informants strongly agreed, 50 percent agreed, and 33 percent were neutral. It means that students found Quizizz to be familiar and simple to use. Based on the data, it can be
concluded that all of the informants agreed and had a positive perception of Quizizz being familiar and simple to use.

Tampilannya beda dengan yang lain. Itu yang membuat saya tertarik. (Interview/S.1) Cukup menarik. (Interview/S.2)

According to the interviewed students, the appearance of the Quizizz platform was quite appealing and could entice them to use it. On the other hand, they believe this platform is simple to use.

Providing Attractive Display Design

Based on the statements of the informants, it is possible to conclude that they all agree that Quizizz has an appealing display design. This figure depicts the questionnaire's calculation of the informants' attitudes toward their opinion.

Figure 13. Quizizz has an attractive display design

According to this figure, 39 percent of respondents strongly agreed, 33 percent agreed, 26 percent were neutral, 2 percent disagreed, and 0 percent strongly disagreed. It means that students thought Quizizz had an appealing display design. Based on the data, it can be concluded that all of the informants agreed and had a favorable opinion of Quizizz's display design.

Tampilannya beda dengan yang lain. Itu yang membuat saya tertarik. (Interview/S.1)

Students are interested in using and running the Quizizz platform because of their diverse perspectives. As a result, nearly all students agree that Quizizz has an appealing display design.

Quizizz must be used in daily online quizzes

Based on the informants' statements, it is possible to conclude that they all disagree on the point that the Quizizz must be used in daily online Quizizz. This figure depicts the questionnaire's calculation of the informants' attitudes toward their opinions.

Figure 14. Quizizz must be used in daily online Quizizz

According to that figure, 67 percent were neutral, 17 percent disagreed, and 16 percent strongly disagreed. It means that students disagreed with the idea that Quizizz should be used in daily online Quizizz. Based on that data, it can be concluded that all of the informants were divided on whether the Quizizz should be used in daily online Quizizz.

Iya, kan kalo kelas online kan lebih enak ngerjain pake hp daripada pake kertas. (Interview/S.1)

Some students agree that Quizizz is used as a daily online exam because they believe that using the Quizizz platform for an online exam can reduce excessive paper usage. According to the above-stated statement by S.1 Some students, on the other hand, do not agree. because they feel rushed when taking the quiz on Quizizz This is motivated by their lack of preparation and unpreparedness. because they haven't read the material according to the assertion made by S.4.

Tidak, soalnya kan kalau pakai Quizizz itu jawabnya jadi keburu huru gitu pak. soalnya kan ada waktu nya gitu pak, ternis kalau selesaiya lama poinnya juga dikurangi gitu pak. (Interview/S.4)

According to the findings of this study, students have a positive perception of the use of Quizizz is an online assessment. Positive
perception is a wonderful gift that prepares one for catching the world, enduring difficulties, and focusing on things other than oneself. It encourages the formation of relationships and the giving of oneself to others.

According to the data, there are several reasons why students had a positive perception of the use of Quizizz as an assessment platform in English classes. To begin, they all agreed that Quizizz was exciting, interesting, motivating, and entertaining. Because the Quizizz platform differed from the other platform, Quizizz had an interactive display, which made it easy for students to use the platform. On the other hand, the students had a good time assessing Quizizz. They said it was exciting that they could compete with each other. Familiar with technology and have a good understanding of the subject. Students found it simple to use the technology, which allows them to work more efficiently. This is consistent with the finding of the research undertaken by Balakrishnan, et al. who stated that students will work more efficiently if they are familiar with technology and understand the material. As a result, students must have a basic understanding of web technologies to complete online Quizizz assessments.

The second reason students were interested in using online assessment was that it reduced the use of paper while taking the test. The presentation and features of Quizizz, on the other hand, were organized attractively and interactively with the visual design of this platform. It is line with research undertaken by Dinda Firly Amalia. who stated that Quizizz has an appealing and intriguing display. A paper evaluation, on the other hand, was too monotonous. As a result, students have a good time taking online quizzes on Quizizz.

It has already been confirmed by Čandrlić et al. in their study, which also discovered that students prefer online assessments to paper assessments. As a result, the presence of interesting features in Quizizz may pique students’ interest in taking online tests. The third reason students prefer Quizizz for assessment is that it does not allow for cheating. The students were able to focus on the test by using Quizizz. Because they must concentrate on their evaluation without consulting or cheating their friends. Quizizz’s limited-time feature can help to reduce the likelihood of cheating. This is consistent with the statement that students cannot cheat during a Quizizz test. In this case, one of Quizizz's strengths is that it has both an appealing design and motivation that can reveal the student’s competence.

However, in addition to the positive perception of the use of Quizizz as an assessment platform in teaching English, some students expressed a negative perception of the use of Quizizz as an assessment. According to the data, one of the negative perceptions of Quizizz was the presence of music on the platform.

If there was a back sound during the test runs, it was because the students were irritated while taking the test. Aside from the troubling case of using Quizizz, some students were concerned about the limited time they had when they had some tests. This is because some students still need to think more when given a difficult test. Because they only have a limited amount of time to complete the test on Quizizz. They will lose a point if they do not finish. As a result, they must concentrate during the assessment run. For the students to complete the work quickly and easily, it must be straightforward.

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Amalia.
Conclusion

Based on the findings discussed about students' perceptions of the use of Quizizz as an assessment platform in teaching English, there are two distinct perceptions reported. Generally, the students reported positive perception upon the use of Quizizz as assessment platform. The positive perception is that the students enjoyed Quizizz and thought it was exciting, interesting, motivating, and enjoyable. Furthermore, it enhances students' eagerness to play it. Moreover, Quizizz had an interactive display, which made it simple for students to use the platform, and many other positive perception reported. However, several students reported negative perception towards the use of Quizizz as assessment platform in teaching English. One of the major reasons is that the presence of music as Quizizz background. Generally, they reported that they were irritated due to the music presence.

Following an understanding of the study's findings, several suggestions or recommendations can be made to both the English teacher and the next researcher. The use of online assessments in Quizizz, according to this study, can be an effective technique for identifying students' development. According to the findings of this study, students have both positive and negative feelings about using Quizizz for online assessment. They also hope that other teachers will be able to use Quizizz to assess the development of their students. For future researchers, the quality of students is improving daily, and it will inevitably become more difficult. They can conduct similar research with a different focus; there are many LMS available to access and use. Future researchers can supplement their study with additional research instruments or

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