

Student's perception toward the use of quizziz on their interest in learning English

¹Ira Novinda, ²Rosy Junita Anggraeni, ³Vina Vebriany, ⁴Angellyona Suherman, ⁵Marchella Novita Anggraini

¹²³⁴⁵Universitas PGRI Jombang

¹iranovinda0@gmail.com, ²rosyagr1106@gmail.com, ³vinavebri717@gmail.com
⁴michelangellynys@gmail.com, ⁵marchellanova6@gmail.com

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Abstract

Learning interest is one of the determining factors in achieving learning objects. From learning interest, students have a desire to take part in continuous learning. This research aims to determine students' perceptions of using the Quizizz application in English learning. The research population was English Language Education students in the third semester, class of 2022. There were twenty one respondents in this study with a questionnaire consisting of fifteen items with four answer choices in likert scales. Data analysis performed using descriptive methods which were explained quantitatively. The research data was obtained by distributing surveys using the Google Forms application. The results show that in general students think that using Quizizz can increase students' interest, attention and involvement in learning English. Students consider Quizizz an application that is easy to use, its use makes learning more fun, increases mastery of the material, and increases student interest and activeness in studying courses.

Keyword : Learning English, Student's Interest, Quizizz

INTRODUCTION

English is a foreign language that is very important to learn and provides benefits for many people. In the era of digital today, many people use the internet as a medium to get information and communication in English, so this is a challenge for anyone who wants to master English (Iftanti & Maunah, 2021). Also, Kamran and Mansoor (2017), said that the importance of English is now increasing in social media. People can communicate well with other people, if they master four language skills in English, namely listening, speaking, reading, and writing. Talking about the four basic language skills in English, learning them requires high interest. Interest Learning according to Clayton Aldelfer in Nashar is the participant's tendency in carrying out learning activities that are driven by the desire to achieve the best possible learning outcomes (Nashar, 2014). Experts might infer from the definition that a person's interest in learning is a strong motivator for them to reach their learning objectives. Interest in learning drives individuals to engage in learning activities to expand knowledge, skills, and experiences. This motivation guides students' learning interests and ensures sincerity in their studies, resulting in optimal learning outcomes.

The four-phase model of interest development suggests that interest develops gradually and can be sparked by external support. Teachers can stimulate new interest in the first two phases (triggered and maintained situational interest) and maintain or strengthen existing interest in the second two phases (emerging and well-developed individual interest), thus

fostering students' motivation and achievement. This approach can be applied to various teaching practices. (Renninger & Hidi, 2016).

Interest is a popular term in psychology because it relates to many terms. It has an important role in the teaching and learning process. However, whether interest is popular or not, it can affect the students' learning activities including speaking. The important role of interest in a whole life is to: a. provide a strong motivation to learn b. influence the form and intensity of children's aspiration c. add enjoyment to any activity the individual engages in d. Lead the people to achievement.

The use of new cutting-edge technology in all fields, including education, is now necessary for scientific and technical advancement. The "National Training Program" emphasizes the need to equip the educational process with cutting-edge pedagogical tools, therefore new educational models are being developed as a result. Technology is derived from the Greek words "techne," which means "skill," "logos," which means "word," and "an education technology," which is an imprecise translation of the English term. Actually, "Educational Technology" should be translated. Technology has always been incorporated into educational settings. Up until the late 1950s, pedagogical technology was linked to the development of an automated toolkit and a technical environment for traditional teaching.

As technology has a considerable impact on modern learning, technology-based learning media is necessary to enable effective learning processes in today's technological era (Sudarsana, et al., 2019). This statement is in line with the contention that the use of technology-based media is one of the strategies to increase learning interest and understanding of ideas (Zahwa & Syafi'i, 2022).

The study of Nasution et al. (2021) found one of the technology-based media that is appropriate to use is Quizizz. Based on Prasongko's statement (2021) Quizizz is a game-based educational application, which brings multiplayer activities to the classroom and makes classroom exercises interactive and fun. This statement is supported by Rofiq et al. (2022) Quizizz is a media that can support effective, efficient, and fun learning activities. This is also related to the findings of Humairoh et al. (2022) which states that students feel motivated to get good grades by using Quizizz as a learning media technology.

Nanda et al, (2018) found that the use of the Quizizz application in improving students' reading comprehension skills. This is similar to Priyanti et al, (2019) that the use of Quizizz is useful in language teaching because it is effective in increasing interest in learning. Another study found that students responded positively to the use of the Quizizz application because they could answer right or wrong directly (Darmawan et al, 2020) this is in line with the research of Anak Yunus et al, (2021) which finds that game-based learning is beneficial in language teaching because it is effective in increasing student interest. Alamsyah, (2022) found that Quizizz is one of the effective and appropriate media to increase interest in answering questions in Indonesian language subjects.

Based on the previous research above, it can be said that the Quizizz learning media is classified as an effective media. The majority of students responded favorably to the survey on their interest in studying English using the Quizizz app, with expressing satisfaction. But worries regarding the length of the question and the anxiety that goes along with it were brought up, emphasizing the necessity to deal with pressures. Based on the results of the literature review that has been carried out, novelty was found. The novelty of this research is that it focuses on the Student's Perception toward the use of Quizizz on their interest in Learning English with the research question, does Quizizz have a significant impact on student interest in learning English ?.

METHOD

Design

The type of research used is quantitative research with a focus on a descriptive quantitative approach. According to (Cresswell, 2012) quantitative research is a means of testing objective theories by examining the relationships between variables. These variables, in turn, can be measured, usually through instruments, so that the numbered data can be analyzed using statistical procedures. This research was used to determine students' perceptions of the use of Quizizz on interest in learning English in third semester students majoring in English at PGRI Jombang University.

Participant

Participants in this research were 3rd semester students at PGRI University, Jombang, East Java. Using a sample of 21 students consisting of 7 men and 14 women and the sample selection used was a purposive sampling technique.

Instrument

The instrument used in this study was a questionnaire. Questionnaires are an efficient data collection technique if the researcher knows the variables to be measured. The questionnaire was used to determine the impact of Quizizz on students' perception on their interest in learning English based on their achievement level. It used closed-ended items with five scales answers to represent the degree of agreement. The answer to each instrument item has a weighted value as in the following table:

Table 1. Five Scales Answers

No	Statement	Score
1	Strongly Disagree	1
2	Disagree	2
3	Agree	3
4	Strongly Agree	4

Data Collection

Research data was collected using a questionnaire consisting of fifteen items to measure students' perception toward their interest in learning English using the Quizizz application. Questionnaires to measure student interest in learning can be accessed on Google Forms. The questionnaire was divided into four indicators: 1) Happy feeling, 2) Attention, 3) Interest, and 4) Students Involvement.

Data Analysis

The results of the data obtained from the questionnaire were processed using a data processing application, namely the SPSS (software product and service solution) program. Data is presented in table form with the aim of making the data easy to read and understand. A questionnaire as a research instrument is a data collection technique that is carried out by giving a set of written statements or questions to respondents regarding how effective the use of the Quizizz application is in learning and then answered by the respondent.

Finding and Discussion

Finding

The findings, derived from a comprehensive data analysis aimed at answering the research question, "Does Quizizz significantly impact students' interest in learning English, based on their level of achievement?" . The findings were categorized into four different indicators, including: (1) indicators of feelings of pleasure, (2) indicators of student attention, (3) indicators of interest in learning, (4) indicators of competitive atmosphere and motivation. Each offers valuable insights into the effect Quizizz has on students ' interest in learning English. To know more about the findings divided into four indicators and their findings, you can see the following table :

Table 2. Students' Interest in Learning English of the Feeling Happy

Item	Statements	Percentage				Total
		1	2	3	4	
1	Quizizz makes learning interesting and fun			47,6%	52,4%	100%
2	Learning using Quizizz feels like playing		23,8	47.6%	28,6%	100%
3	I don't like using the Quizizz application because the time duration is very fast	4,8%	28,6%	52,4%	14,3%	100%
4	Quizizz is an interesting application to use frequently in the learning process		9,5%	47,6%	42.9%	100%

According to the questionnaires, Item no 1 received a positive response from students, with 52.4% strongly agreeing and 46.6% agreeing that Quizizz makes learning interesting and fun. Similarly, Item no 2, which stated that learning using Quizizz feels like playing, received a 90.5% positive response from students, with 42.5% strongly agreeing and 47.6% agreeing. However, Item no 3, which asked about the duration of time for quizzes, received mixed responses. While 61.9% of students expressed dissatisfaction with the time limitation, 8 students had no problem with the duration. Finally, Item no 4 received an 85.7% positive response from students, with 42.9% strongly agreeing and 42.9% agreeing that Quizizz is an interesting application to use frequently in the learning process.

The results from items 1-4 in the Student English Learning Interest survey in the Feeling Happy Indicator showed a majority positive response from 17 out of 21 students, which equates to over 85% expressing satisfaction with the Feeling Happy Indicator. These results suggest that Quizizz has the potential to enhance students' English learning experience, but some students may experience anxiety when answering test questions. Further investigation revealed that the timer used during the test questions was a source of tension for the students.

Table 3. Students' Interest in Learning English from Student Attention

Item	Statements	Percentage				Total
		1	2	3	4	
5	Quizizz makes me more active in learning		4.8%	38,1%	57,1%	100%
6	Using Quizizz can help me become a more honest person in working on questions		14.3%	57.1%	23.8%	100%

7	Quizizz allows me to correct myself when I make mistakes during a test	14,3	38,1%	42,9%	100%
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Based on the table 4 above, it can be seen that the results of questions number 5-7 on the Attention indicator also obtained a large percentage value, namely more than 85%. This shows that when students feel happy, they will pay more attention to studying, especially with the demand to do assignments online. The indicator of interest in learning is 85%. This shows that students are interested in the media or learning method provided, namely Quizizz. Therefore, students will be enthusiastic about learning it and feel challenged to learn and it will make it easier for students to learn it.

The results from items 5-7 in the Student English Learning Interest survey in the Student Attention Indicator showed a majority positive response from 17 out of 21 students, which equates to over 85% expressing satisfaction with the attention indicator. These results suggest that Quizizz has the potential to enhance students' English learning experience. However, some students may not feel motivated to be more active in learning. Further investigation showed that answering questions using Quizizz did not help improve their honesty in working on the questions.

Table 4. Students' Interest in Learning English the Interest Indicator

Item	Statements	Percentage				Total
		1	2	3	4	
8	Taking tests via Quizizz made me more interested in learning English		28,6%	47,6%	23,8%	100%
9	Quizizz made me more interested in increasing my English vocabulary		9.5%	52.4%	38.1%	100%
10	I prefer quizzes using the Quizizz application compared to quizzes using paper		9.5%	47.6%	42.9%	100%
11	I feel that paper quizzes are more effective than the Quizizz application	19%	57.1%	19%	4.8%	100%

Based on the table 5 above, it can be seen that the percentage of 42.9% is in two questions, namely Learning using Quizizz feels like playing and Quizizz is an interesting application to use frequently in the learning process. Which means that the existence of Quizizz media can attract students' attention to follow the learning process. Quizizz makes learning interesting and fun has the highest percentage of 52.4%, it can be seen that Quizizz makes learning more fun and interesting for students. This will certainly have a good impact on their grades if they enjoy carrying out learning activities.

The results from items 8-11 in the Student English Learning Interest survey in the Interest Indicator showed a majority positive response from 17 out of 21 students, which equates to over 85% expressing satisfaction with the interest indicator. These results suggest that Quizizz has the potential to enhance students' English learning experience. However, some students may not feel more interest when taking tests using Quizizz in learning English.

Table 5. Students' Interest in Learning English the student Involvement Indicator

Item	Statements	Percentage				
		1	2	3	4	Total
12	Quizizz creates a competitive atmosphere and I feel compelled to be number one on the leaderboard		4.8%	38.1%	57.1%	100%
13	Learning through the Quizizz game makes it easier for me to understand English material		14,3%	42,9%	42,9%	100%
14	Quizizz doesn't make me tense when doing test questions	19%	57,1%	19%	4,8%	100%
15	The Quizizz application can train my memory for the material that has been given			66,7%	33,3%	100%

Based on the table 6 above, the answer to questions number 12-15 is 57.1% of respondents stated that Quizizz creates a competitive atmosphere and they feel driven to be number one on the leaderboard. This shows that most users feel there are competitive factors that can increase their motivation in using this application for learning and 28.6% stated that they have a positive view of the effectiveness of Quizizz in helping understand English material. Overall, this data shows that the majority of respondents responded positively to using Quizizz. This application is considered motivating, effective in helping understand English material, does not cause excessive pressure, and can train memory.

The results from items 12-15 in the Student English Learning Interest survey in the Student Involvement Indicator showed a majority positive response from 17 out of 21 students, which equates to over 85% expressing satisfaction with the involvement indicator. These results suggest that Quizizz has the potential to enhance students' English learning experience. Some students have difficulty understanding the material despite using the Quizizz game. Further investigation showed that the students feel taking tests using Quizizz is a source of tension for them.

This means that while Quizizz is generally well received and contributes positively to students' emotional experience, attention, and interest in learning English, there is a need to address concerns regarding the duration of Quiz Time. Improvements in this aspect can further enhance the overall learning experience and reduce the potential for anxiety associated with time constraints during quizzes.

Discussion

According to Alamsyah's (2022) research, Quizizz has proven to be an effective and suitable tool for cultivating enthusiasm toward answering questions in Indonesian language subjects. In this article, the researchers shed light on students' perspectives regarding the use of Quizizz to enhance their interest in learning English. Drawing from the indicators established by Hamidiyah et al. (2021), student interest in learning can be measured by four indicators: Happy Feelings, Attention, Interest, and student involvement.

The happy feeling indicator in table 3 showed a majority positive response from 17 out of 21 students, which equates to over 85% expressing satisfaction with the Feeling Happy Indicator. This finding is in line with the findings of Rofiq et al. (2022) Quizizz is a media that can support effective, efficient, and fun learning activities. This study found that students' perceptions while using Quizizz in English learning can make the students happy. Hence Quizizz is an effective tool in increasing students' interest in learning English.

In a study in 2022 by Rofiq et al., stated that Quizizz is a media that can support effective, efficient, and fun learning activities. This study found that Quizizz, a well-known online learning platform, can increase students' attention levels during classroom learning activities. On table 4 Questionnaires were used to collect data, and responses to questions 5-7 were very positive, with over 85% or 17 out of 21 students indicating that they found Quizizz learning activities interesting. This suggests that when students are happy and engaged, they are more likely to pay attention and remember the information presented to them.

Based on table 5 in the findings section on items no. 8-10 more than 87% or 18 students expressed a positive response. On item no. 11 with the statement "I feel that paper quizzes are more effective than the Quizizz application" received a negative response or disagreement by 76.1% or 16 students. Generally students feel interested in using Quizizz in English language learning. These findings are in accordance with the research of Priyanti et al, (2019) which found that the use of Quizizz is useful in language learning because it is effective for increasing learning interest.

According to a study conducted by Humairah et al. in 2022, Quizizz, a learning media technology, has been found to have a positive impact on students' motivation to achieve good grades. Specifically, the study suggests that Quizizz's unique features, such as live ranking during the quiz, can make students more motivated to perform well. In this article findings are further supported by the data presented in the students' involvement indicator in Table 6, where items 12-15 received an average of 78.55% positive responses, indicating that 16 out of 21 students had a favorable view of Quizizz's effectiveness in improving their motivation to achieve good grades.

CONCLUSION

The survey on students' interest in learning English through the Quizizz application revealed a positive response from most students, with over 85% satisfied. However, concerns about quiz duration and associated anxiety were raised, highlighting the need to address stressors. Students' happiness and attention were found to correlate positively, with 85% interested in the learning process. Quizizz was perceived as an interesting and enjoyable learning method, with 52.4% of respondents expressing positive views. The competitive atmosphere created by Quizizz was acknowledged by 56.1% of respondents, with 28.6% expressing positive views on its effectiveness in aiding comprehension. It can be concluded that Quizizz is a promising platform for enhancing students' interest, attention, and involvement in learning English.

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