

NON-ENGLISH LANGUAGE STUDENTS' PERCEPTIONS IN LEARNING ENGLISH THROUGH ONLINE QUIZIZZ APPLICATION

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Abstract: Due to the COVID-19 pandemic, teaching and learning English has been shifted from face-to-face to online learning. One of the online learning applications used is Quizizz, which is considered an effective platform to learn English. This study aims to identify students' perceptions of the effectiveness of using the Quizizz application in learning English. This study used a descriptive quantitative and qualitative approach. The respondents were second-semester students who took English courses at the Nutrition Study Program, Faculty of Health Sciences, Universitas Sulawesi Barat, which consisted of two classes totaling 52 students. Quantitative data collection was carried out by distributing research questionnaires consisting of 14 questions, which were analysed using a Likert scale. Meanwhile, qualitative data was obtained by filling out an open-ended question questionnaire and asking students to write down their responses regarding the use of the Quizizz application. This study found that students have positive views on the use of the Quizizz application in learning English, as demonstrated by the following five indicators: (1) ease of use, (2) material mastery, (3) learning satisfaction, (4) motivation, and (5) engagement. It can be concluded that using the Quizizz app can make students more excited and interested in learning English because of the game-based learning features it has.

Keywords: Quizizz Application, Students' Perceptions, Learning English

INTRODUCTION

English is one of the compulsory subjects learned from secondary school to university level in Indonesia. It is considered important for communicating and interacting with the worldwide community. English is classified as a foreign language in Indonesia, so some students seem to have limited English proficiency. Common problems faced by students in learning English include vocabulary, grammar, and pronunciation. In addition, most students still lack interest in learning English. Therefore, it is necessary to make some efforts by teachers in providing various techniques or methods of teaching English (Baharuddin et al., 2022; Lestari & Isma, 2019; Ratika et al., 2021; Songbatumis, 2017) to keep students interested in learning.

Today, people need to use Information and Communication Technologies (ICT) to make their lives easier in many ways. The growth of ICT also influences education, especially in the areas of teaching and learning. The effects of these developments include changes in how and what students learn. So, it needs teachers who are ready to use the technology in the classroom. Integration of ICT into the world of education is needed to meet the needs of education in the modern world. A possible solution to the problems at hand is using online application-based learning media or game-based learning methods (Abdul Halim et al., 2020; Alhebshi & Gamlo, 2022; Gümüş & Gençoğlu, 2020; Pitoyo et al., 2020; Yunus & Hua, 2021). With the right learning tools, students will find it easier to understand what the teacher tells and teaches them. Also, it will be easier to make learning environments more effective and adaptable.

In the COVID-19 pandemic situation, teaching English courses at the Nutrition Study Program, Faculty of Health Sciences, Universitas Sulawesi Barat has been shifted from face-to-

face to online learning. So, lecturers are required to offer online learning to students, and they also use different learning apps to make it easier for the students to learn from home such as Google Classroom, E-learning, Edmodo, Kahoot, and Quizizz. These applications can help students study independently wherever they are without having to meet each other in the classroom. Students can utilise their smartphones to access the applications, which facilitates their participation in the learning process. Thus, learning experiences can be improved by allowing students to engage in class activities via mobile devices (Zhao, 2019).

One of the online learning applications used is Quizizz, which is considered an effective platform (Abdul Halim et al., 2020; Alhebshi & Gamlo, 2022) to learn English and can also improve the students' interest in doing learning activities (Pitoyo et al., 2020; Yunus & Hua, 2021; Zhao, 2019). Thus, Zhao (2019) described Quizizz as a game-based application that adds multiplayer experiences to courses and makes in-class practices more engaging and exciting. With Quizizz, students may use their personal devices to complete in-class assignments. When compared to other learning applications, Quizizz is unique in that it includes game-like elements such as themes, avatars, memes, and even music. Students may also compete against each other in Quizizz, which encourages them to study. All students are given the opportunity to take the test at the same time in class, and the results are shown live on the scoreboard. To assess their students' progress, instructors may keep an eye on the quiz's progress and download the results after it's over.

Several researchers have proven the effectiveness and benefits of the Quizizz Application in classroom interaction (Abdul Halim et al., 2020; Alhebshi & Gamlo, 2022; Gümüş & Gençoğlu, 2020; Huei et al., 2021; Munuyandi et al., 2021; Permana & Permatawati, 2019; Pitoyo et al., 2020; Yunus & Hua, 2021; Zhao, 2019). Even while Quizizz has been investigated widely, no one has looked at how it may be used to teach English in nutrition classes (non-English language students), especially at the university level, particularly in Indonesia. So, the goal of this study was to explore how university students in Indonesia perceive the effectiveness of using the Quizizz application to learn English in the context of higher education. The results of the study were expected to make a practical contribution to the teaching of English as a foreign language (EFL) in the Indonesian university context. This enables a better understanding of how students learn English in an EFL setting and informs the appropriate technology and applications used to study English based on the learning conditions.

METHODS

This study used a descriptive quantitative and qualitative approach. The researcher employed this method to collect and analyse data that is suitable for this study to find out how students perceive the effectiveness of using the Quizizz application to learn English in the context of higher education. This study was conducted at the Nutrition Study Program, Faculty of Health Sciences, Universitas Sulawesi Barat. The research subject was 52 second-semester students who took English courses at the Nutrition Study Program.

Data were collected through questionnaires. Quantitative data collection was carried out by distributing research questionnaires. It consisted of 14 questions, all of which related to the students' perception based on five indicators: (1) ease of use, (2) material mastery, (3) learning satisfaction, (4) motivation, and (5) engagement. Students were asked to rate their perception using a Likert scale ranging from 1 to 5. The employed scale varied from 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree). The questionnaire was analysed using descriptive statistics. Meanwhile, qualitative data was obtained by filling out an open-ended questionnaire and asking students to write down their responses regarding the use of the Quizizz application.

The findings were displayed in the tables and charts. To provide the reader with comprehensive information, the results were described in a descriptive form. Finally, the mean score was categorised based on the following table:

Table 1. The Category of Students' Responses

Category	Interval Mean Scores
Strongly Agree	>4,2 – 5
Agree	>3,4 – 4,2
Neutral	>2,6 – 3,4
Disagree	>1,8 – 2,6
Strongly Disagree	1 – 1,8

The table was determined based on the rating scale provided. The scales were divided into five categories, where the highest score was 5 while the lowest one was 1.

FINDINGS AND DISCUSSION

The questionnaire is used to find the data on students' perceptions of the effectiveness of using the Quizizz application in learning English. Further, the questionnaire findings are presented based on five indicators: (1) ease of use, (2) material mastery, (3) learning satisfaction, (4) motivation, and (5) engagement. The frequency and the percentage of the students' responses for each item of the questionnaire are shown in the table below:

Table 2. The Frequency and Percentage of Ease Indicator

Items	Questions	RATING SCALE									
		1		2		3		4		5	
		F	%	F	%	F	%	F	%	F	%
1	Quizizz is easy to use.	0	0	0	0	2	3,85	30	57,69	20	38,46
2	I find it easier to take quizzes with the Quizizz app on my smartphone than quizzes using paper.	0	0	3	5,77	3	5,77	28	53,85	18	34,62

This table above shows that all the question items in the ease-of-use indicator and other indicators are responded based on the rating scale given 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree). From 52 respondents, it shows that 30 students (57,69%) chose to agree, 20 students (38,46%) perceived to strongly agree, 2 (3,85%) students responded to neutral, and no student voted to strongly disagree and disagree for question item 1. In question item 2, no student strongly disagreed, 3 students (5,77%) disagreed and were neutral, 28 students (53,85%) agreed, and 18 students (34,62%) strongly agreed. The illustration of those responses can be described in the following chart:

Ease of Use

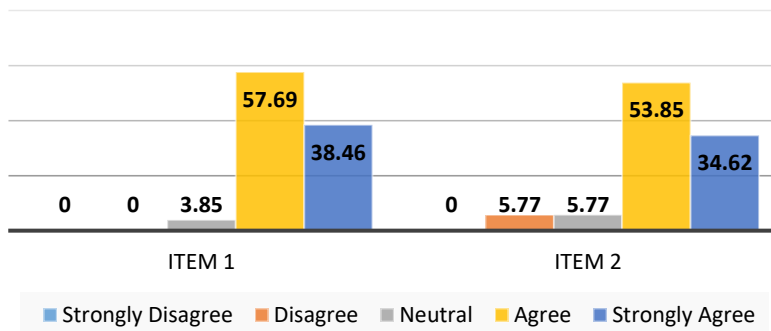


Figure 1. The Percentage of Ease Indicator

This explains that question item 1 received the most responses with 30 votes (57,69%) from students, while question item 2 received 28 votes (53,85%) from students who were perceived to agree. It indicates that students are more likely to perceive that using the Quizizz application is easier to use than quizzes using paper.

Those results are also reinforced by the results of students' responses to the open-ended questionnaire which can be described as follows:

Table 3. Students' Responses to the Ease Indicator

<i>Quizizz makes it easier for me to learn English</i>
<i>Using the Quizizz application on a smartphone makes it easier and faster for me to work on questions</i>
<i>In my opinion, Quizizz can be easily accessed via the link provided by the lecturer via Google Classroom. The answer choices in Quizizz are also available, so we only need to click on the answer that we think is correct</i>
<i>I agree to use Quizizz because we only read and choose answers without having to write questions first.</i>
<i>Quizizz makes it easier for me to work on questions and choose answers directly. We can also find out the results immediately after finishing work, making it easier for lecturers to assess students</i>
<i>In my opinion, the use of technology such as Quizizz is easier and simpler than paper because we have to take notes and write first, which takes quite a long time.</i>

Based on the table above, it can be concluded that the students consider the Quizizz application to provide convenience in learning English, especially the ease of doing assignments given by the lecturer by utilising the features in it that allow students to read questions, choose answers, and know the score directly. The use of the Quizizz application is also considered to be easier and more practical than using paper because it does not require a lot of time to write.

Table 4. The Frequency and Percentage of Material Mastery Indicator

Items	Questions	RATING SCALE									
		1		2		3		4		5	
		F	%	F	%	F	%	F	%	F	%
1	Quizizz helps me recall what I've learned in class.	2	3,85	1	1,92	2	3,85	35	67,31	12	23,08
2	Quizizz helps me figure out what material I'm not good at.	0	0	1	1,92	4	7,69	36	69,23	11	21,15
3	Quizizz improved my understanding of English courses.	0	0	0	0	2	3,85	34	65,38	16	30,77

From the table above, there are 3 question items. For question item 1, 35 students (67,31%) chose to agree, 12 students (23,08%) chose to strongly agree, 2 students (3,85%) chose to neutral and strongly disagree, and 1 student (1,92%) chose to disagree. As for question item 2, 36 students (69,23%) chose to agree, 11 students (21,15%) chose to strongly agree, 4 students (7,69%) chose to be neutral, 1 student (1,92%) chose to disagree, and none chose to strongly disagree. Then for question item 3, 34 students (65,38%) chose to agree, 16 students (30,77%) chose to strongly agree, 2 students (3,85%) chose to be neutral, and none chose to strongly disagree and disagree. The illustration of those responses can be described in the following chart:

Material Mastery

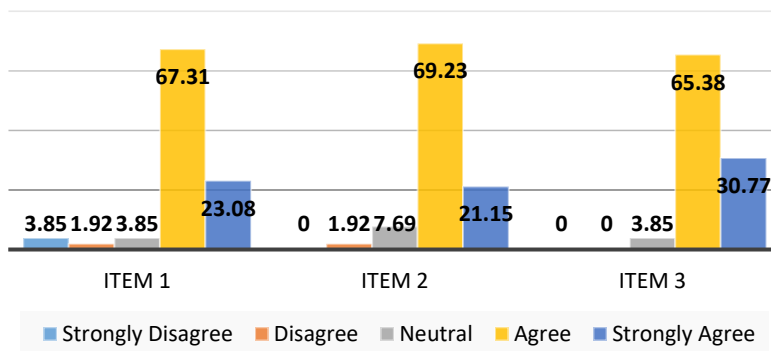


Figure 2. The Percentage of Material Mastery Indicator

This shows that students are more likely to feel helped by the Quizizz app when it comes to remembering what they have learned in class, knowing what they haven't mastered, and getting a better grasp of English courses.

The results of students' responses to open-ended questionnaire based on the material mastery indicator can be described as follows:

Table 5. Students' Responses to the Material Mastery Indicator

<i>Quizizz can remind me of the material I have done in previous assignments</i>
<i>Quizizz helps me understand the material easily</i>
<i>Each question given in Quizizz is an assignment that we have done before and the questions are related to everyday life, so it is easier to understand</i>
<i>Quizizz helps I recall materials and lessons that I have not mastered</i>

<i>Quizizz can improve understanding because before we take the quiz, we must study the material</i>
<i>I can understand more easily because of the examples of pictures that are displayed</i>
<i>Using Quizizz in learning English makes me more aware of the material given</i>
<i>Quizizz helps me find out what I don't know and increase my vocabulary</i>
<i>Quizizz helps remember the material because the answers are immediately displayed so that mistakes can be found</i>
<i>With Quizizz, I try to learn and understand the material that has been given so that I can answer questions during the quiz</i>

Based on the students' responses above about the indicators of mastery of the material in the Quizizz application, it can be concluded that the use of Quizizz helps students to understand and master the material being studied because students tend to study the material as preparation for the quiz.

Table 6. The Frequency and Percentage of Satisfaction Indicator

Items	Questions	RATING SCALE									
		1		2		3		4		5	
		F	%	F	%	F	%	F	%	F	%
1	In my opinion, Quizizz is a fun app.	0	0	0	0	2	3,85	30	57,69	20	38,46
2	Quizizz makes learning English even more fun.	0	0	0	0	1	1,92	31	59,62	20	38,46
3	Quizizz reduces my fear of English courses.	0	0	1	1,92	4	7,69	33	63,46	14	26,92

From the table above, it has 3 question items. In question item 1, there were 30 students (57,69%) who chose Agree, 20 students (38,46%) who chose Strongly Agree, 2 students (3,85%) chose Neutral, and none chose to Disagree or Strongly Disagree. In question item 2, there were 31 students (59,62%) choosing Agree, 20 students (38,46%) choosing Strongly Agree, 1 student (1,92%) choosing Neutral, and none who chose Disagree or Strongly Disagree. In question item 3, there were 33 students (63,46%) chose Agree, 14 students (26,92%) chose Strongly Agree, 4 students (7,69%) chose Neutral, 1 student (1,92%) chose Disagree, and none chose Strongly Disagree. The illustration of those responses can be described in the following chart:

Learning Satisfaction

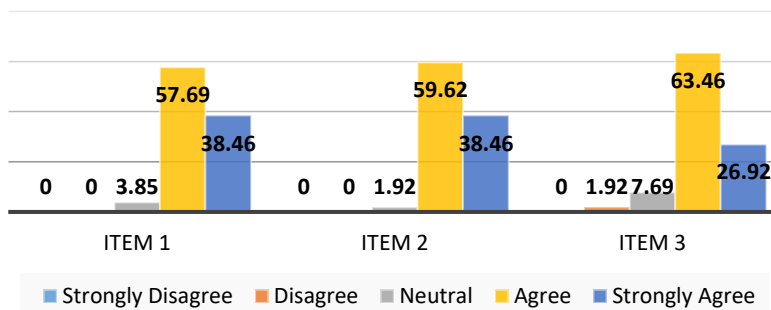


Figure 3. The Percentage of Satisfaction Indicator

It indicates that students are more likely to agree that the use of the Quizizz application is generally fun, especially in learning English, and reduces the students' fear of the subject.

The results of students' responses to open-ended questionnaire based on the satisfaction indicator can be described as follows:

Table 7. Students' Responses to the Satisfaction Indicator

<i>Quizizz has fun animations and effects</i>
<i>In my opinion, the Quizizz application is a very fun, satisfying, and not boring application</i>
<i>Quizizz trains the brain to think faster</i>
<i>Quizizz makes English courses more fun</i>
<i>Quizizz makes me confident</i>
<i>In my opinion, the Quizizz application is fun because it makes us more enthusiastic about learning because the questions displayed are questions that have been studied before</i>
<i>Quizizz makes us answer questions with fun because it seems like we are competing to get the best score</i>
<i>Quizizz is very fun and not stressful because we like learning while playing games</i>
<i>Quizizz makes me more excited to do my assignments</i>
<i>Quizizz has an attractive appearance like a game</i>

Based on the students' responses above about the satisfaction indicator on the Quizizz application, it can be concluded that Quizizz is considered a very fun, satisfying, and not a boring application because it has exciting animations and an attractive appearance like a game. Quizizz is also considered to have advantages; to train the brain to think quickly and make students confident and eager to learn.

Table 8. The Frequency and Percentage of Motivation Indicator

Items	Questions	RATING SCALE									
		1		2		3		4		5	
		F	%	F	%	F	%	F	%	F	%
1	Quizizz increased my interest in learning English.	0	0	0	0	1	1,92	33	63,46	18	34,62
2	My motivation to study in the English course increased because there was a leaderboard display of scores from other participants.	1	1,92	0	0	1	1,92	26	50	24	46,15
3	I am motivated to get the highest rank and score when using Quizizz.	0	0	0	0	2	3,85	24	46,15	26	50
4	Quizizz increased my curiosity about the materials studied in English courses.	0	0	0	0	1	1,92	31	59,62	20	38,46

This table shows that 33 students (63,46%) chose to agree, 18 students (34,62%) chose to strongly agree, 1 student (1,92%) chose neutral, and none chose to disagree or strongly disagree for item 1. As for question item 2, 26 students (50%) chose to agree, 24 students (46,15%) chose to strongly agree, 1 student (1,92%) chose to neutral and strongly disagree, and none chose to disagree. Then for question item 3, 26 students (50%) chose to strongly agree, 24 students (46,15%) chose to agree, 2 students (3,85%) chose neutral, and none chose to disagree or strongly disagree. Last for item 4, 31 students (59,62%) chose to agree, 20 students (38,46%) chose to strongly agree, 1 student (1,92%) chose neutral, and none chose to disagree or strongly disagree. The illustration of those responses can be described in the following chart:

Motivation

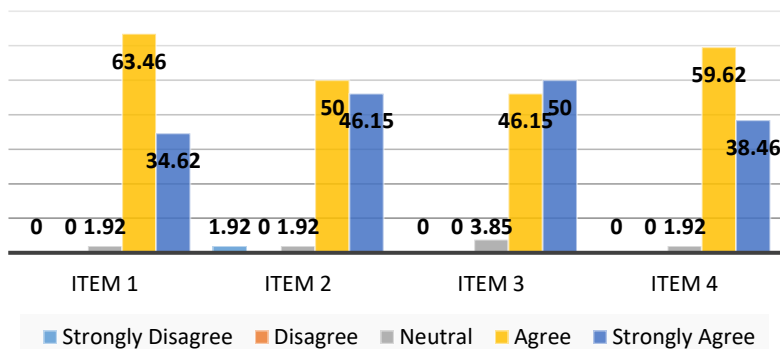


Figure 4. The Percentage of Motivation Indicator

It can be said that most of the respondents are very interested and curious about what they are learning in their English classes when they use the Quizizz app. This is because there is a leader board with scores from other participants, which makes them want to get the highest score.

The results of students' responses to open-ended questionnaire based on the motivation indicator can be described as follows:

Table 9. Students' Responses to the Motivation Indicator

<i>I think Quizizz can increase my motivation and interest in learning because it can display rankings at the end of the quiz session</i>
<i>In my opinion, Quizizz allows me to study independently to gain new knowledge. This application is also very fun because it is like a word guessing game, so it is addictive to get a high score</i>
<i>With Quizizz, I feel like studying the material more deeply</i>
<i>I am motivated to get higher grades than my friends</i>
<i>Every time you answer one question, the value appears, so it motivates you to get the maximum score. Scores and rankings can also be known when you have finished working, so that it makes us even more enthusiastic about learning</i>
<i>The Quizizz application is good because we can see the score so that it can motivate us to be even more active in learning</i>
<i>Quizizz makes me want to know what my score is</i>
<i>With the Quizizz application, I am more motivated to learn English because we immediately know our ranking and know mistakes in answering questions so that mistakes can be corrected</i>
<i>Since using Quizizz, I've been driven to get a higher score</i>
<i>Quizizz makes me more enthusiastic about learning and understanding the material given</i>

Based on the students' responses above about the motivation indicator in the Quizizz application, it can be concluded that the use of Quizizz increases students' motivation and interest in learning English with rankings, so it can encourage students to get maximum grades.

Quizizz also makes students able to study independently and are excited to learn the material provided.

Table 10. The Frequency and Percentage of Engagement Indicator

Items	Questions	RATING SCALE									
		1		2		3		4		5	
		F	%	F	%	F	%	F	%	F	%
1	Quizizz makes me more active in learning.	0	0	0	0	2	3,85	37	71,15	13	25
2	Doing Quizizz before class, makes me want to study at home before taking lessons in class.	0	0	1	1,92	1	1,92	38	73,08	12	23,08

This table explains that 37 students (71,15%) chose to agree, 13 students (25%) chose to strongly agree, 2 students (3,85%) chose to be neutral, and none chose to disagree or strongly disagree for question item 1. As for question item 2, 38 students (73,08%) chose to agree, 12 students (23,08%) chose to strongly agree, 1 student (1.92%) chose to neutral and disagree, and none chose to strongly disagree. The illustration of those responses can be described in the following chart:

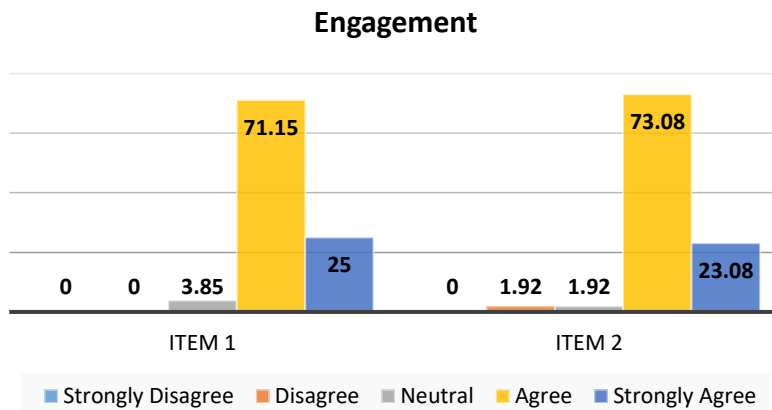


Figure 5. The Percentage of Engagement Indicator

This shows that the use of the Quizizz application makes most students to be more active in participating in learning. In addition, most students also become active in learning at home before taking lessons in class because they will take quizzes through the Quizizz application before the lecture begins.

The results of students' responses to open-ended questionnaire based on the engagement indicator can be described as follows:

Table 11. Students' Responses to the Engagement Indicator

<i>I agree that Quizizz makes us more active in learning because it's fun</i>
<i>I feel excited to learn because it's like playing a game while doing an assignment</i>
<i>Quizizz makes me study harder so I can get a high score and good grades</i>
<i>Since the Quizizz app, I've started to enjoy English lessons more than ever</i>
<i>Quizizz makes me more active in learning because it helps me remember what I have learned</i>
<i>In my opinion, Quizizz is an encouraging application to be more active in learning</i>

If there is no quiz, I am too lazy to study. But, with the quiz, I study harder because it's interesting

Based on the students' responses above about the engagement indicator in the Quizizz application, it can be concluded that Quizizz makes students more active, enthusiastic, and diligent in learning English because Quizizz is considered a fun and interesting application that spurs them to study harder.

Mean Score of the Questionnaire

According to the results of statistical analysis of students' responses to this research questionnaire, the following table summarises the mean score of students' perceptions:

Table 12. The Calculation of Mean Score

Indicators	Items	Mean Score	Category
Ease of use	1	4,35	Strongly Agree
	2	4,17	Agree
Material mastery	1	4,04	Agree
	2	4,10	Agree
	3	4,27	Strongly Agree
Satisfaction	1	4,35	Strongly Agree
	2	4,37	Strongly Agree
	3	4,15	Agree
Motivation	1	4,33	Strongly Agree
	2	4,38	Strongly Agree
	3	4,46	Strongly Agree
	4	4,37	Strongly Agree
Engagement	1	4,21	Strongly Agree
	2	4,17	Agree

Based on the table above, it shows that students' perceptions are in the category of "strongly agree" and "agree". This is indicated by the mean score of each question item for each indicator, which is between 4,04 to 4,46. From these results, it can be concluded that the students have very positive responses to the use of the Quizizz application in learning English. Furthermore, these results are in line with the findings of previous studies (Abdul Halim et al., 2020; Gümüş & Gençoğlu, 2020; Huei et al., 2021; Munuyandi et al., 2021; Permana & Permatawati, 2019), which showed positive responses from students regarding the use of the Quizizz application in classroom interaction.

CONCLUSION AND SUGGESTION

This study aims to explore how university students in Indonesia perceive the effectiveness of using the Quizizz application to learn English in the context of higher education. The main conclusion that can be drawn is that students have positive views of the use of the Quizizz

application in learning English, as demonstrated by the following five indicators: (1) ease of use, (2) material mastery, (3) learning satisfaction, (4) motivation, and (5) engagement.

Descriptive statistics found that the mean score of each question item is between 4,04 to 4,46, which is categorised as agree to strongly agree. This indicates that students have very positive responses to the use of the Quizizz application in learning English. Meanwhile, the students' responses to the open-ended questionnaire showed that they perceive the Quizizz app as useful for learning English, especially for doing lecturer assignments by reading questions, choosing answers, and seeing the score directly. Quizizz is easier and more practical than paper because it saves time. Quizizz helps students learn since they study for the quiz. Quizizz is a pleasant, satisfying, and fun application with fascinating animations and a game-like appearance. The feature of rankings in Quizizz boost students' enthusiasm and interest in studying English, so they may try harder. Quizizz also motivates students to study independently, train the brain to think rapidly, and become confident. It can be concluded that using the Quizizz app can make students more excited and interested in learning English because of the game-based learning features it has.

This is an interesting topic for future work. Future researchers are recommended to examine various other learning applications in different contexts and subjects. In addition, future researchers can also use other qualitative research instruments such as observation and interviews to find comprehensive data related to the use of technology and applications that can be used to learn English.

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