



Exploring Students' Views Towards the Use of Quizizz as A Tool in Learning Listening

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Abstract

Effective learning resources like Quizizz enhance classroom engagement and boost students' interest in lessons. Because instructors, presenters, and teachers must consider students' preferences when creating instructional materials and classes, student perceptions are especially significant in the field of teaching and learning. The purpose of this study was to find students' views about utilizing Quizizz as a listening instruction tool. Fifteen Class XI high school students with prior Quizizz experience participated in this study. In order to get specific descriptions or information on the opinions of the students, this study uses a descriptive quantitative methodology. A questionnaire was used to obtain the data. The interval score interpretation formula was utilized for the analysis of the collected data. The findings indicate that Quizizz is viewed favorably by the majority of students. Therefore, using Quizizz as a listening aid can enhance student learning in the English classroom. This demonstrates that Quizizz can boost student enthusiasm when acquiring listening skills and is a suitable teaching tool for English schools.

Keywords: *Students' Views, Quizizz, Learning Listening*

Introduction

English is one of the graduation requirements and a benchmark for assessing students' abilities at school levels and is also required for entrance examinations to tertiary institutions. The Ministry of Education and Culture has included foreign languages in subjects at school. The need for language is in great demand, especially English which is an international language. Appropriate learning media must be used in conjunction with technology in order to improve the students' perspective of themselves throughout the listening lesson. According to Bulut & Üğüten (2003), because instructors, presenters, and teachers must consider students' preferences when creating instructional materials and classes. Student perceptions are especially significant in the field of teaching and learning. The way in which students behave throughout a learning activity is greatly influenced by the teaching materials. Today's instructional materials, particularly those geared toward improving English listening skills, are well developed.

The first communication skill that humans learn is listening. It is a significant procedure that is essential to daily life. That is why the researcher decided to focus on listening ability in this investigation. Listening is a sophisticated and active process of interpretation in which listeners compare what they hear to prior knowledge Vandergrift (2002). According to Helgesen in Nunan (2003), listening is an active process that incorporates both what people hear and how they connect it to prior knowledge. The capacity to comprehend what others are saying includes the ability to recognize accents, comprehend grammar, pronounce words correctly, and ascertain the speaker's meaning. Listening media comes in a variety of forms, such as cartoons, music, and movies.

The utilization of proper learning resources can enhance classroom activities and boost students' interest in the lessons being taught. The use of learning media can help students retain more of the information that teachers teach them. Learning media are connected to technology use in the Information and Communication Technology (ICT) era. Especially for ICT development in the Industrial 4.0 age, technology development is hurried.

For the purposes of teaching and learning, technology and learning media cannot be separated; using technology as a learning medium gives students a practical means of obtaining resources and information from their teachers. Technology can also encourage teachers to use ICT more creatively, which will help the students understand the teacher's lessons. The idea that ICT-based learning gives teachers and students good opportunity to use contemporary learning media outside of their conventional media in the teaching-learning process is strengthened by Afrizah, (2018). The teaching-learning process undergoes modifications as a result of technology advancements, according to Keengwe, J., & Georgina (2012). The use of technology in the classroom has some advantages for both teachers and students, increasing the effectiveness and value of the learning environment.

One of the most popular apps for encouraging interactive learning is Quizizz. With the help of the game-based educational app Quizizz, students can participate in multiplayer activities in the classroom, which makes homework interesting and enjoyable. Quizizz allows students to finish in-class exercises on their own devices. In contrast to other educational apps, Quizizz offers entertaining, game-like features that enhance the learning experience, such as themes, avatars, memes, and music. Quizizz also facilitates interclass competition, which encourages learning among students. The quiz is taken simultaneously by all of the students in the class, and the results are displayed immediately on the leader board. After the quiz is over, instructors can keep an eye on things and get the report to assess the students' performance.

After students respond to each question, Quizizz will display images with memes to indicate whether the response is correct or incorrect. For students, this is a treat (Miller, 2016). This study investigates how first-year English students felt about using the educational software Quizizz in class. Young studentss frequently look for enjoyable learning experiences in the classroom, yet English is a

subject that students believe to be lacking in "fun." It was challenging to teach English as a foreign language in a classroom because underachieving students lack motivation.

Moreover, Basuki and Hidayati (2019) stated that using Quizizz to conduct assessments in class was a lot of fun. To put it briefly, Quizizz can be utilized in the classroom as an interactive assessment tool. In addition to other benefits, using Quizizz will boost students' motivation and passion for English language learning. Zhao (2019) claims that Quizizz facilitates learning by presenting games that students can access while learning. With Quizizz, questions and answers are displayed on the screen fast, allowing students to respond at their own pace and revise their selections at the conclusion of the game. Quizizz differs from other applications in a number of ways. Rahmawati (2021) lists the following features of Quizizz: first, depending on the assessment's goals, it can be configured as a live game or as homework. Secondly, Quizizz will display the right response to the question once it has been finished. Third, each question's review would be shown on Quizizz. The Quizizz function can be used by teachers as an assessment tool in the classroom. By creating an engaging and innovative quiz, students can complete it.

From the previous studies students' perception about Quizizz which is related to this study conducted by Amalia, (2020), Wulandari (2021) and Zulfa & Ratri (2022). These previous studies were focused on analyzing students' perception of the use Quizizz as an assessment tool. Different studies from Dhamayanti (2021) were focused on students' perception and motivation as e-learning media, and from Irwansyah & Izzati (2021) were focused on the implementation of Quizizz as game-based learning and assessment. So the related studies of the students' perception as a tool in listening class is still rare. Referring to the explanation above, the researcher of this study attempted to investigate the students' views towards the use of Quizizz as a tool in the listening class. The research question of this study is what are students' views towards the use of Quizizz as a tool in learning listening in second grade at SMAN 5?

Research Methodology

This study is quantitative survey research. This study aimed to investigate students' perceptions toward using Quizizz as a tool in learning listening, the researcher employed a descriptive quantitative approach to obtain detailed descriptions or information about students' perceptions. The population of this study are 34 second-grade students of SMAN 5 Kota Bengkulu, this quantity is adequate for statistical analysis. In order to achieve the objective, questionnaires were distributed to 15 students from second grade at SMAN 5 Kota Bengkulu. The participants were chosen because they had a lot of experience using Quizizz as an assessment tool because they had used it for learning assessments.

The questionnaire was adopted from research conducted by Li (2010). The questionnaire consists of 13 items. All participants received the questionnaire via Google Forms, and the Likert scale will be used for analysis. Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree

(SD) are the four statements that make up the Likert scale. Every statement—4 (SA), 3 (A), 2 (D), and 1 (SD)—has a distinct point. The researcher will then determine the range of scores for each questionnaire. The researcher will next decide on the parameters for interpreting each questionnaire set's scores. Students would then interpret the information from both a positive and negative perspective. Lastly, the researcher provided a narrative description of the data.

To analyze the data obtained from questionnaires, the researcher gives scores for each category of response; 4 for Strongly Agree, 3 for Agree, 2 for Disagree, and 1 for Strongly Disagree. The next step is counting the interval category for the questionnaire scores. The formula from Sumartini (2017) is used to count the interval category which is as follow:

$$I = \frac{\text{The highest answer} - \text{The lowest answer}}{\text{Number of alternative answers}}$$

I = Interval

To give clear interpretation of data, researcher will show the data by using an interval score interpretation as follow :

Table 1

Interval Score Interpretation

Interval	Interpretation
1 – 1,75	Poor
1,76 – 2,5	Fair
2,6 – 3,25	Good
3,26 – 4	Very Good

Findings and Discussion

Findings

The results of the questionnaire indicated that Quizizz was well-liked by the students and that it was a useful tool for teaching listening. For questions with positive meanings, the majority of students selected strongly agree, and for questions with negative meanings, they selected strongly disagree. Table 2 displays the specifics of the outcome. It displays how the students feel about using Quizizz as a teaching and learning tool for English, particularly when it comes to learning listening.

Table 2*Students' perceptions of the use of Quizizz as a tool in learning listening*

No	Statements	Degree of Agreement				Av	Predicate
		SD	D	A	SA		
1	I enjoy listening to Quizizz.			4 (26,7%)	11 (73,3%)	3.73	Very Good
2	I don't know how to handle this new technology.	10 (66,7%)	4 (26,7%)	1 (6,7%)		1.40	Poor
3	Quizizz are difficult.	8 (55,3%)	5 (33,3%)	1 (6,7%)	1 (6,7%)	1.66	Poor
4	Quizizz are useful for language learning.			4 (26,7%)	11 (73,3%)	3.73	Very Good
5	Quizizz bring me no fun at all.	11 (73,3%)	3 (20%)	1 (6,7%)		1.33	Poor
6	I will not listen to Quizizz again after this research.	10 (66,7%)	5 (33,3%)			1.33	Poor
7	I think Quizizz help me a lot in language learning.			4 (26,7%)	11 (73,3%)	3.73	Very Good
8	Quizizz are easy to handle.			6 (40%)	9 (60%)	3.60	Very Good
9	I don't think Quizizz are interesting.	10 (66,7%)	5 (33,3%)			1.33	Poor
10	Quizizz are too new to me.	6 (40%)	7 (46,7%)	2 (13,3%)		1.73	Poor
11	The content of Quizizz is not suitable for us.	11 (73,3%)	4 (26,7%)			1.26	Poor
12	I like listening to Quizizz.			4 (26,7%)	11 (73,3%)	3.73	Very Good
13	I will listen to Quizizz in future.			6 (40%)	9 (60%)	3.60	Very Good

From table 2, it can be seen the students agree that Quizizz is a useful tool for learning listening it can be seen that the thirteen statements in the questionnaire were highly approved by the majority of students in a positive sense. Some of these statements are that Quizizz is interesting and fun, Quizizz has an attractive appearance, Quizizz helps a lot in language learning, and Quizizz is useful for language learning and so on. Most students agree that they enjoy learning to listen using Quizizz. Most of the students did not agree with several statements from the questionnaire, namely, I

don't understand how to use Quizizz, Quizizz is difficult, Quizizz is not fun, Quizizz is not interesting, the content in Quizizz is not appropriate and the statements that they will not use Quizizz again after this research. The total score was obtained by multiplying the score with the option value, and then summing it up.

From the highest score, it can be interpreted that six statements are highly approved by students. The statements are that they enjoy learning to listen through Quizizz, Quizizz is useful for learning languages, Quizizz helps a lot in learning English, Quizizz is easy to use, they enjoy listening through Quizizz and they will use Quizizz to learn to listen again in the future. Meanwhile, most students did not agree with several negative statements in the questionnaire. The first statement is I don't know how to use this latest technology application, secondly, Quizizz is difficult, then Quizizz is not fun, the next statement is I will not use Quizizz to listen after this research, then the statement I think Quizizz is not interesting, then the statement Quizizz is too new to me, and the final statement is that the content in Quizizz is not suitable for us.

Discussion

This research aims to investigate whether students' perceptions have a positive or negative attitude toward Quizizz as a tool for learning listening. SMAN 5 student's perceptions show a positive response to the use of Quizizz as a tool for learning to listen to English. This can be seen in the findings. Similar findings were found by Wibawa, R.P., Astuti, R.I., & Pangestu (2019) stating that EFL students responded positively to the use of Quizizz as a learning medium in class.

There were four statements regarding students' perceptions of Quizizz which obtained the highest percentage, namely 73.3% strongly agree and 26.7% agree, with the majority of students' perceptions being strongly agree. The first questionnaire statement that was highly agreed upon by all students was that Quizizz creates a fun atmosphere. This is in line with previous research conducted by Amalia (2020) that 79% of students agreed that learning using Quizizz was fun. Dhamayanti (2021) stated that most students like learning using Quizizz. By learning using Quizizz, students feel enjoy. This can cause students to become more enthusiastic.

The second and third statements are that Quizizz is useful for language learning and that Quizizz helps them a lot in language learning. Those statements were strongly agreed once by eleven students (73.3%) while four other students (26.7%) agreed. In line with students' approval of the language learning process carried out by the teacher through the use of Quizizz in learning activities. The teaching and learning process can be carried out using a smartphone or computer. EFL students are more interested in carrying out question-and-answer activities through Quizizz because it is interactive and focused (Pahamzah, J., Syafrizal, S., Juniardi, Y., & Sukaenah, 2020).

In the fourth statement, students showed a positive perception with the statement that they enjoyed listening via the Quizizz application with a presentation of 73.3% strongly agreeing and 26.7% agreeing. And the next statement which also shows a positive perception is the statement that

students will learn to listen again when applying Quizizz in the future with a presentation of 60% strongly agreeing and 40% agreeing. This finding is consistent with earlier research by Dhamayanti (2021), which found that students thought Quizizz was a useful online learning tool for teaching and learning English. Positive psychological effects can be produced by game-based platforms like Quizizz, which can increase users' self-confidence and reduce their anxiety. Quizizz helps students feel more comfortable and confident (Pitoyo, M.D., Sumardi, & Asib, 2019). This is because the Quizizz platform uses game elements to reduce test anxiety.

Furthermore, there are several statements that most students did not agree with several negative statements in the questionnaire. The first statement was I don't know how to use this latest technology application with presentations of strongly disagree (66.7%), disagree (26.7%), and agree (6.7%). Second, Quizizz is difficult with presentations of strongly disagree (53.3%), disagree (33.3%), agree (6.7%), and strongly agree (6.7%). Then Quizizz is not fun at all with presentations of strongly disagree (73.3%), disagree (20%), and agree (6.7%). And next statement is I will not use Quizizz to listen after this research with presentations of strongly disagree (66.7%) and disagree (33.3%). Then the statement I think Quizizz is not interesting with the presentation strongly disagree (66.7%) and disagree (33.3%). Then the statement Quizizz is too new to me with presentations of strongly disagree (40%), disagree (46.7%), and agree (13.3%). The last statement is that the content in Quizizz is not suitable for us with the presentation strongly disagree (73.3%) and disagree (26.7%).

According to the statement, there was a positive reaction to a number of negative statements made by students about Quizizz. Based on the positive attitudes of the students, it can be concluded that they prefer using Quizizz for learning. Quizizz is a useful tool that can boost students' enthusiasm in their studies. Consequently, through the Quizizz app, students can enhance their language proficiency by utilizing educational materials. Additionally, Quizizz truly supports educators by providing a quiz method that elicits excitement and happiness from students during the teaching and learning process Pahamzah et. all (2020). Overall, this study discovered that Quizizz was regarded as a useful tool for teaching and learning, particularly for listening comprehension.

Conclusion and Suggestion

Student perceptions are one of the many learning process supporting elements required to meet practical learning objectives successfully. Teaching strategies by themselves will not suffice to support students in achieving their maximum potential in learning activities. In situations where English is being learned, the classroom environment needs to be improved with the use of appropriate learning resources or media. The results demonstrate that, in accordance with their opinions, the majority of students think Quizizz can be a useful tool for learning English. The most fundamental thing that educators should do is to investigate students' perceptions during the teaching and learning process. They might not give their best effort because they lack the confidence to do so if they negatively affect learning activities.

According to this study, students think well of other students who use Quizizz for listening instruction. due to Quizizz's gamification features and ability to boost motivation. Educational goals can be supported by this learning resource. Appropriate learning media are required because improving the classroom environment during the teaching and learning process depends greatly on student perception and motivation. As a result, Quizizz is advised as a tool for learning English, particularly for listening comprehension.

In conclusion, Quizizz is a useful learning media that has interactive and interesting features that can be used by teachers and students to increase motivation during learning activities. However, there are still obstacles for teachers to fully implement Quizizz as an English learning medium in listening learning. One of the obstacles is students' confidence in using technology. One of the responses showed that there were students who agreed that it was difficult for them to use Quizizz because they thought the application was new technology for some students. However, most students' perceptions show positive results regarding Quizizz as a tool for listening learning.

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