

Teachers' Perception of the Implementation of Quizizz as an Alternative Teaching Media

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Abstract

Since the emergence of Covid-19, almost every sector of human life on this planet has been altered, including education. This also brought an impact on Politeknik Negeri Jember . Until the first half of the even Semester of the Academic Year 2021/2022, learning activities were carried out virtually through two main media, namely the Learning Management System (LMS) and video conferencing application such as Zoom. Unfortunately, during the period, the condition led to the lack of interactive learning by the lecturers of English study program on virtual classroom. To deal with this, one of the solutions was the use of Quizizz as a learning app for lecturers in the English study program of Language, Communication and Tourism department of Politeknik Negeri Jember. This study focused on investigating teachers' perception regarding their experience in using the application which was relatively new for many of them. The study involved 21 lecturers of English study program of Politeknik Negeri Jember as the participants of Quizizz short workshop. The findings indicated that participants were enthusiast of having teaching learning activities using Quizizz. The participants enjoyed Quizizz and thought it was exciting, interesting, motivating, and enjoyable, especially while doing the online quiz. In addition, the results of quiz that accomplished by them can be seen and evaluated since it was recorded on teacher's database of Quizizz application.

Keywords: Learning Application, Online Quiz, Quizizz

Introduction

As per December 2019, the Corona Virus Disease (COVID-19) pandemic has become an outbreak worldwide. It affected numerous important things in life like livelihood, health, interaction, and the way of communication as well. The COVID-19 pandemic is a catastrophe that has impacted people all across the world. As a result, many nations, including Indonesia, decided to close their institutions and schools. The Indonesian government was forced by this circumstance to put legislation into place that converted traditional classrooms to online classrooms.

As the following response, the Ministry of Education and Culture (Kemendikbud) released Circular Letter No. 15 of the year 2020, about guidelines for the implementation of study from home during an emergency situation of Covid-19 outbreak. The Circular directed educational institutions to hold all direct teaching and learning activities at campus or schools, and to replace them altogether with an online system. Politeknik Negeri Jember implemented the circular letter. Up until the first half of the even Semester of the Academic Year 2021/2022, learning activities were carried out virtually through two main media,

namely the Learning Management System (LMS) and video conferencing application such as Zoom.

In teaching and learning activities through virtual classroom (Zoom), the course lecturers of English Study Program explained course materials in various ways of delivery. It was expected that students were ready and prepared some feedbacks regarding to the materials.

However, there were various challenges in online learning activities, one of which was related to student participation in virtual classes. Through class observation (sit in), the authors found that students were less passionate in showing responses or feedback about the materials that has been presented. Most of students just reacted when they were appointed or called directly by the lecturers in the classroom. The problem was then be tracked by using Fishbone diagram.

To understand what really happened regarding the phenomenon, the researchers analysed it by using a fishbone diagram. A fishbone diagram is a technique for investigating the connections between a problem's causes and effects. The causes of the effect can be examined and studied after the problem or effect is placed at the top of the diagram (Ardianto et al., 2020). Through fishbone analysis, it could be found that lack of variety of students' interest in the online classes was caused by the less interesting learning media prepared by the lecturers.

Therefore, the authors were willing to provide a breakthrough by showing an application named "Quizizz" as a teaching medium for lecturers in the English study program of Language, Communication and Tourism department of Politeknik Negeri Jember. Quizizz is one of many fantastic tools for organizing class quizzes. There were various learning applications such as Kahoot, Wordwall, Quizlet, and others. However, Quizizz has its own strength. Based on research conducted by Etie, Haryanto and Wahyu (2022), they found that for students learning science, the average score of the post-test results using Quizizz is greater than the post-test result scores using Kahoot. For another reason, the authors had been familiar with and enthusiastic to use the application for teaching and learning activity.

Quizizz is an interactive application that makes learning fun. The notification was strengthened by research conducted by Permana and Permatawati (2020) who stated that Quizizz is a game-based online testing tool that allows for pleasurable classroom activities. This application is a fun multiplayer game platform that allows the players to perform live quiz together. Pahamzah et al. (2020) defined Quizizz as a game-based educational application that makes in-class lessons interesting and enjoyable by bringing multiplayer activities to the classroom. Students can use Quizizz to complete in-class assignments on their mobile devices. Quizizz features game-like elements, such as avatars, themes, memes, and music, which make learning more enjoyable than in other educational applications.

This application empowers players to create an intellectual challenge, identifiable methods, and interactivity resulting from the playing, as stated by Razali et al. (2020). Quizizz also allows students to compete with each other and motivates them to study. This is quite challenging to be able to learn together, but in other moment the participants were able to compete one another to seek for the best position they could make in the end of session.

In this research, the authors were eager to describe how the lecturers of English study program reacted and to show their perception of the use of Quizizz as learning media in teaching English. It was expected that the teaching-learning activities could be managed more creatively and technologically integrated with the exposure of a short Quizizz workshop.

Research Method

This study was carried out case study method. Case study is a kind of research approach used to understand an issue or problems using a case (Creswell, 2007). What is meant by case here can be an event, process, activity, program, or one or several people.

The research was concentrated at Language, Communication and Tourism Department of Politeknik Negeri Jember. The research subject consisted of 21 lecturers of English study program, one of two study programs in this department. The research was directed at even semester of 2021/2022 academic year. The research was conducted in general to view how far the lecturers knew about Quizizz and also to understand their perceptions on it.

The research began by giving the lecturers of English study program an exposure to Quizizz through a questionnaire. The questionnaire covered several questions including 1) participants who knew Quizizz, 2) participants who had ever used Quizizz, 3) participants who had performed Quizizz toward their classroom, 4) participants' frequency in using Quizizz in their classroom, 5) participants' selection of quiz type on Quizizz, 6) participants' ability in operating Quizizz, 7) participants' problem in operating Quizizz, 8) participants' opinion on the benefit of using Quizizz, and 9) participants' willingness on having Quizizz workshop. The questionnaire was given to investigate the lecturers' knowledge about Quizizz. Through this instrument, this research provided an opportunity to examine the use of Quizizz as learning media for teaching. In addition, there was one-half hour workshop dealing with an introduction to Quizizz.

Findings and Discussion

There were nine questions in a list of questionnaires prepared. Based on the analysis of the responses of the participants on the questionnaire, the findings can be seen as follows.

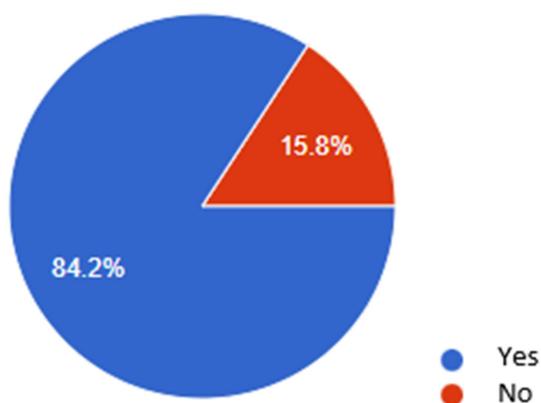


Figure 1. Participants who knew Quizizz

According to the figure above, 84.2% of respondents recognized Quizizz, while 15.8% did not. This indicated that Quizizz was known by most of the lecturers of English study program.

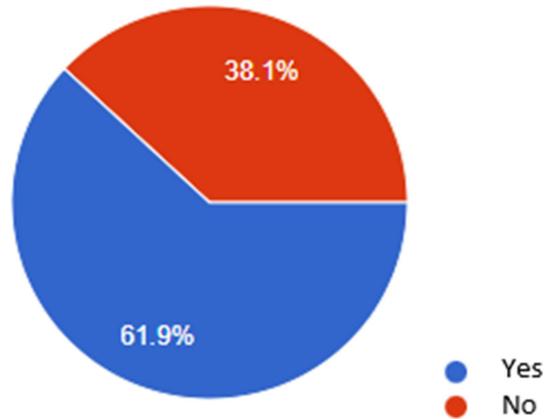


Figure 2. Participants who had ever used Quizizz

Figure 2 indicated that 61.9% of respondents had ever played Quizizz, while others (38.1%) had not experienced any fun activities using the application. From this perspective, Quizizz was still not benefited by a small number of the lecturers of English study program.

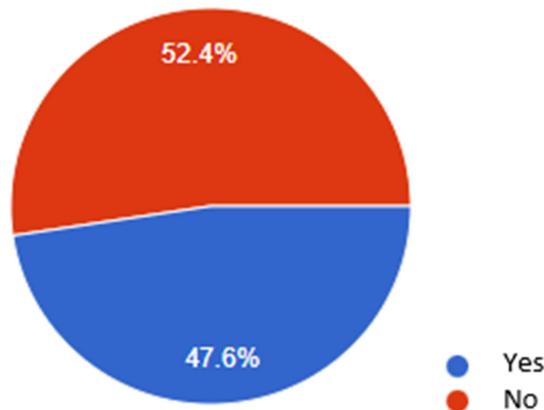


Figure 3. Participants who had performed Quizizz in their class

This figure showed that 47.6% of respondents have ever played Quizizz at the class they taught, while the rest (52.4%) did not have any experience of performing Quizizz in their classroom. This can be noted that Quizizz did not become a supportive tool while teaching English by most of the lecturers of English study program yet.

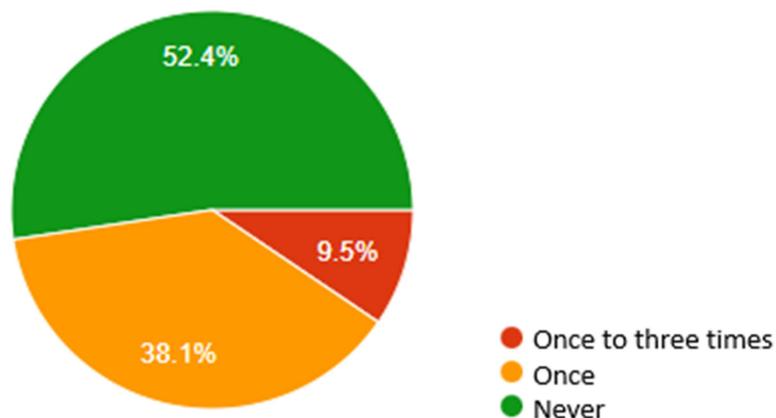


Figure 4. Participants' frequency in using Quizizz in their classroom

This figure showed that 38.1% of respondents had ever used Quizizz at least once in the class they taught, while 9.5% of respondents had ever used Quizizz one to three times in the classroom in one semester. In other side, the rest (52.4%) did not have any experience of performing Quizizz in their classroom. This can be noted that more than half of participants had not interacted with interactive app like Quizizz in teaching and learning activities.

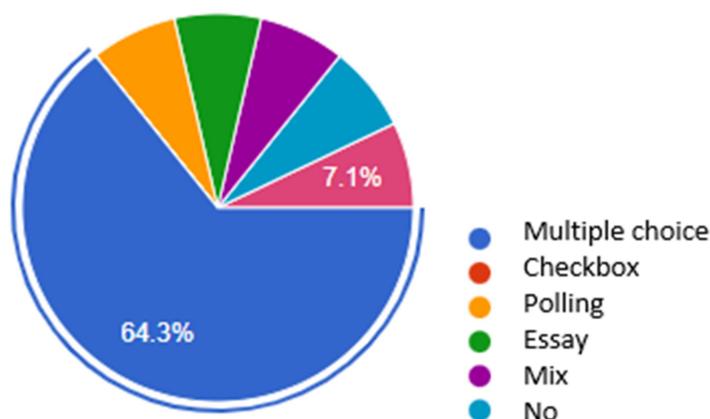


Figure 5. Participants' selection of quiz type on Quizizz

The figure indicated that multiple choice became the most dominant quiz type to be used (64.3%), followed by polling, essay, and mix choice by 7.1% of each. In other side, the rest of participants (7.1%) had not experienced choosing the quiz type of Quizizz yet. The finding indicated that multiple choice was still the most possible and easiest option for the question makers to input materials of questions in Quizizz.

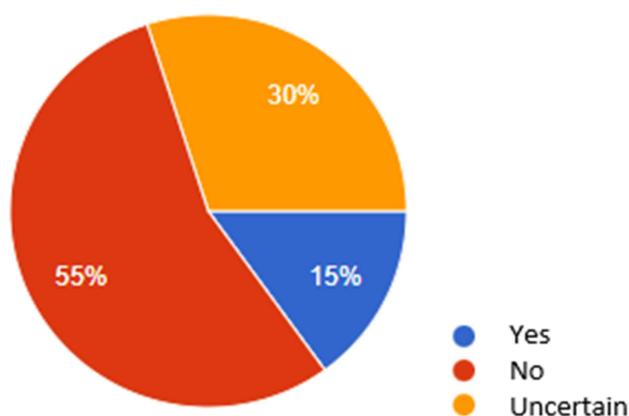


Figure 6. Participants' ability in operating Quizizz

According to the figure, 15% of respondents found obstacle while operating Quizizz, while 55% others did not. In addition, 30% others had no idea. This indicates that most of English study program lecturers could operate Quizizz quite well. This of course related to the technological advances and a good understanding through certain applications.

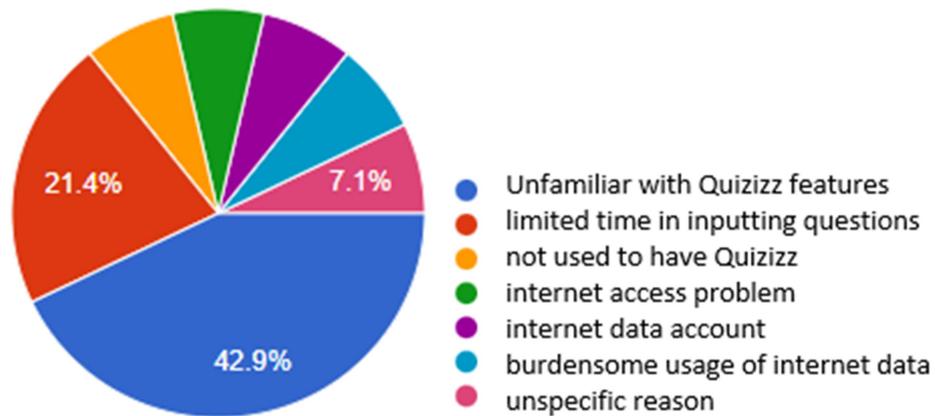


Figure 7. Participants' problem in operating Quizizz

There were a number of notes when encountering the point of this question. Apparently, there were various obstacles experienced by respondents, including: not being used to operating applications such as Quizizz (7.1%), limited time in inputting questions (21.4%), not being familiar with Quizizz features (42.9%), internet access (7.1), burdensome usage of internet data account (7.1%), and so on (14.2%). The points above served as reinforcement for conducting short workshop related to Quizizz.

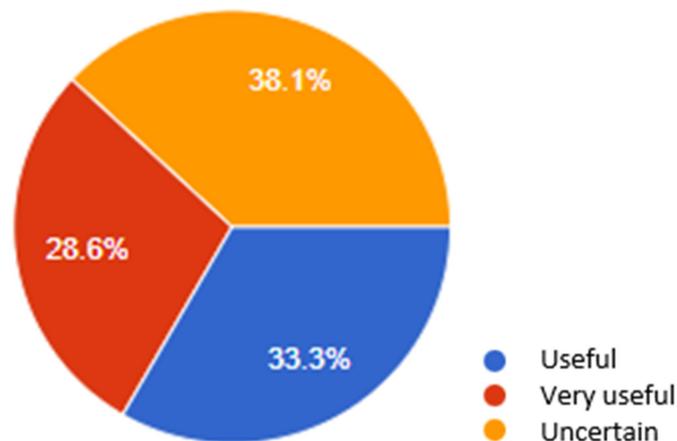


Figure 8. Participants' opinion on the benefit of using Quizizz

As for the benefits of using Quizizz in teaching and learning activities, most of respondents agreed that it had a positive impact. This is indicated by 33.3% of respondents who stated that this application was very useful, followed by another 28.6% stating that this application was beneficial. The rest said that they had no idea. This indicated that they did not feel the benefits or advantages of Quizizz yet.

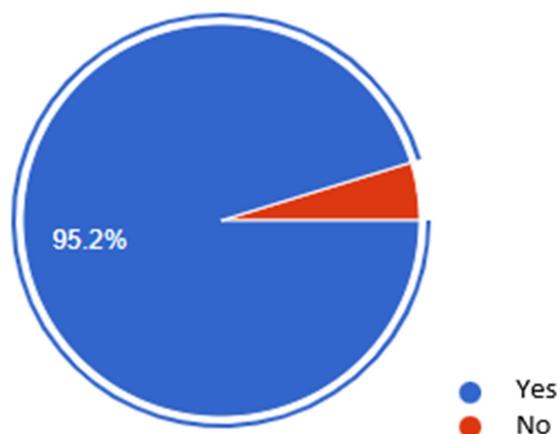


Figure 9. Participants' willingness on having Quizizz workshop

To resolve the obstacles and ignorance of the participants in applying Quizizz, the authors attempted to strengthen the use of Quizizz for teaching and learning activities in the form of short workshop, while the responses were very positive with 95.2% of respondents stating they were willing, and 4.8% stating no. Therefore, a Quizizz short workshop was arranged with the following schedule 1) Introduction to Quizizz; 2) How to register for Quizizz and Create a Quiz; 3) Participating in a live quiz; and 4) Question and answer.

In the section of Introduction to Quizizz, participants got a general description about Quizizz. It is a web tool for creating interactive quiz games that is used in classroom learning. There are various types of interactive quizzes, one of which is multiple choices that can be set regarding the available answer choices and can be added to the background image of the question.

It was also mentioned about the display and advantages of playing Quizizz. After the play-time was over, the data and statistics about users' performance results directly can be obtained immediately. Quizizz can not only be done while learning in class, but can also be arranged for activities outside class hours, so that it can be played anytime and anywhere by students as long as it does not exceed the specified time limit.

Furthermore, as the main agenda, a detailed flow of the Quizizz account creation was presented with the following stages:

1. Get access on <http://quizizz.com/> then sign up.
2. To make it easier, the user may choose *account of Google or Microsoft*.
3. *The notification will pop up, click accept.*
4. Next, you were given three options. Choose as the function: choose, business, or personal use.
5. For educational purpose, you need to choose school.
6. Next, you choose the role as TEACHER or STUDENT. Due to the clear role, the option TEACHER must be chosen.
7. After that, there will be a new screen. As the user, participant may choose to create A new Quiz or A new Lesson. Choose to create a new quiz.
8. You should name the quiz, then choose the relevant subject.
9. Start by selecting the type of question you want to ask. Workshop attendees were instructed on how to create multiple choice items.

10. The content of the multiple-choice questions was made based on previous prepared material by the course lecturer.

After completion, the session came into the third stage, namely *Participating in a live quiz*. In this session, some participants managed to access their own Quizizz accounts, while others needed assistance first. The live quiz questions given were based on general information dealing with Politeknik Negeri Jember and common duties of lecturers in 15 items of multiple choice-questions in English.

The live quiz session was exciting. The chase for points and rankings in the standings took place in high intensity. Some fellow lecturers admitted that they were surprised why their rankings could be overtaken by a significant gap by other participants, before it was finally understood that there was an optimization of the use of the points-adding features and also the item of redemption question. On this occasion, participants could also directly learn English through the features that appeared during the live quiz.

The majority of participants thought Quizizz was engaging, inspiring, intriguing, and amusing (Dzikrullah & Syafi'i, 2021). The condition also showed up in this study. Toward a short workshop of Quizizz, the participants considered this activity was very exciting and competitive, so it would be very useful in ice breaks or other phases of teaching and learning activities.

Conclusion

There was no doubt that using Quizizz in teaching and learning (T&L) activities would be beneficial for both teachers and students. Teachers were able evaluate students' achievement more quickly and simply utilizing the presentation of their scores than by using paper and pencil. Students would discover that lessons could change and no longer have to be monotonous. In order the lecturers of English study program were not too fall behind in using online technology and to be comparable to use certain of learning application at the classroom, teachers should try to change their teaching techniques and adopt as much technology as they can in T&L. Teachers should be more creative in delivering the contents of teaching in addition to implementing a student-centered T&L. Teachers need to prepare themselves with the latest T&L method to attract students to learn in the classrooms. It is quite a challenge for teachers of today, especially those who already had many years of experience in teaching without a single use of technology, other than the calculator perhaps, and find that using technology will consume too much of their time and energy. Nevertheless, the effort to uphold the nation's education system to be comparable to other developed countries should be a top priority to educators. Therefore, the ways to continue giving the teachers motivation and opportunities to increase their knowledge and abilities in using technology in their classrooms are matters.

In general, the workshop participants showed enthusiasm and they had fun especially during the live quiz session. This was due to the creation of conditions for the acquisition of points for the correct answer so that it affects the final result of the standings.

It can be concluded that Quizizz expand participants' level of interactivity, which helped them to be active in class and have collaborative learning, which also increased participants' assignation in the learning process. This was clearly seen from the performance

of the English lecturers as participants of the workshop. In addition, they were also interested in starting to use this application in their English class in the odd semester of the 2022-2023 academic year. However, several times confusion was felt by the senior fellow lecturers so that further assistance needed to be carried out outside the workshop activities.

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