

Students' Perception in Using ProProfs Online Quizzes as an Assessment Tool in English Classroom

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2 Students' Perception in Using ProProfs Online Quizzes as an Assessment Tool in English Classroom

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Abstract

There have been several ICT platforms used in assessment, one of which is ProProfs. The use of ProProfs, however, has not been widely known compared to other platforms, such as Quizziz and Kahoot!. This research attempted to find out the students' perception towards the use of ProProfs in doing exercise in their Intermediate English Class. This was qualitative research, which used questionnaires and interviews to collect the data. The subjects were 127 students of Politeknik Negeri Jember, majoring in Management of Agroindustry. The result showed that most students think that having quizzes using ProProfs were interesting and challenging, and thus, made ProProfs become one of the assessment tools in class that is worth implementing. However, further research still needs to be done to explore the use of ProProfs in all levels of education.

Keywords: Students' Perception, Online Quiz, English Assessment Tool, ProProfs

Introduction

As technology has grown rapidly in our surrounding, it slowly becomes an inseparable part in every field, including education. The use of information and communication technology, especially online platforms in education has been widely acknowledged. Many teachers have used them in their classroom activity. The use of online platforms in education also varies. Several online platforms are used to help students' improve their skill and boost their motivation in class, such as Instagram and Wattpad (Adiningtyas, 2020; Wahyudin & Sari, 2018). Furthermore, some online platforms are used in assessment activity, such as Kahoot! and Quizziz (Darmawan et al., 2020; Şad & Özer, 2019). Whatever seems to be the purpose, the use of online platforms in education has been chosen to help both teachers and students in teaching and learning activity.

3 In English language teaching, several online platforms have been integrated as media to support the teaching and learning activity. The teachers usually use them to teach the four language skills. The use of online platforms is expected to encourage students' motivation in learning. Muslimah and Ardi (2012) also have proven this in their research by successfully decreasing students' boredom and increasing students' understanding through the help of Teaching Template Quiz Maker. In addition, it may also be supported by the fact that students nowadays, as digital natives, prefer more technology usage as part of their learning module (Cilliers, 2017). Furthermore, during Covid 19 pandemic, the teachers mostly relied on the use of ICT and online platforms to do the distance learning (Abduh, 2021; Fitri & Putro, 2021; Morrison & Sepulveda-Escobar, 2021;

Triana & Nugroho, 2021). They were explored in order to ensure the students to be able to grasp the learning materials well and give them the best learning experience that they could get during the pandemic situation. When the pandemic was over and distance learning was no longer carried out, the use of online platforms still continues to help both the teachers and students in teaching and learning activity.

In addition to becoming a medium in teaching language skill, online platforms can also be used as an assessment tool to evaluate the students' skills. The integration of ICT in an assessment activity is expected to improve the students' motivation in dealing with English quiz and examinations. ProProfs is one of the online platforms which can be utilized as an assessment tool in English language teaching, beside Kahoot! and Quizizz. ProProfs is an online tool designed to offer quizzes and training. It provides a lot of features which the teachers can explore to carry out their need, such as Quiz Maker, Training Maker, Knowledge Base, Collaborate, Project, Brain Games, Flashcard, Polls, and others (Wijayati et al., 2021). Exams, assessments, polls, tests, opinion surveys, scored quizzes, public quizzes, customized quizzes, and other types of quizzes can all be made using the quiz choices. There are thousands of ready-made quizzes available on the platform and it is also the world's largest quiz maker (ProProfs, 2019). Initially, most of the available quizzes were for work purposes, but as more education use increases, the number of relevant quiz options were growing as well. Furthermore, the important part is that it intelligently feeds back the results with analytics so that teachers can see exactly how a class, group, or individual student is performing based on their quiz responses. Since the platform is open-ended and encourages creativity, it meets the needs of many teachers.

During the Covid 19 pandemic, ProProfs has been developed as an online assessment for Junior High School Students and it had several advantages in its implementation; some of which were various quizzes to be given to the students, practicality, and easy to develop (Mardiana et al., 2021). Also, ProProfs enables the teachers to set the minimum score that the students need to achieve. If they successfully pass this score, ProProfs will give them an e-certificate which can be downloaded later in their email (Albab et al., 2021). This surely encourages the students to do better in the quiz. Considering those benefits, this article aimed to investigate the students' perception towards the use of ProProfs, since there was not many research talking about it yet. The use of ProProfs is also still not widely recognized yet, compared to other online platforms, such as Kahoot! and Quizizz. Thus, the result was expected to give an insight to the teachers in utilizing ProProfs as an assessment tool in English language teaching.

Method

The research was qualitative research which employed questionnaires and face-to-face interview to collect the data. Before the questionnaire and face-to-face interview were given, quizzes about material learned from Intermediate English class using ProProfs were given twice to the students. The first one was at their lecturing class (all five classes attended a one-hour class at the same time), and the other one was given at practicum class (the five classes attended a two-hour class separately).

The questionnaire was given to 127 students of Politeknik Negeri Jember majoring in Management of Agroindustry, which were in Intermediate English class. This research involved 127 participants from five classes, each of which consisted of 25 students from class A, 26 students from class B, 22 students from class C, 27 students from class D, and 27 students from class E. The questionnaire was distributed and collected online through GoogleForm. There are seven questions in the questionnaire which aimed to find the

students' perception towards the use of ProProfs as the online quizzes. Five questions were presented in the form of 4-Likert scale, while two others were presented in the form of short answers. In the short answer questions, the students were asked to write down their opinions about the advantages and disadvantages of using ProProfs as online quizzes. To triangulate the data obtained from the questionnaire, 4 out of 20 students from each class were chosen randomly, to be interviewed face-to-face. During the interview session, the students were asked to confirm and elaborate the answers they chose and wrote in the questionnaire.

Findings and Discussions

The data were taken using GoogleForm where 127 respondents (consisting of 62.2% female students and 37.8% male students) participated. The respondents were the students of Politeknik Negeri Jember majoring in Agroindustry who took Intermediate English class during their second semester. The results of the GoogleForm were presented below:

1. I prefer English exercise using online quizzes tool rather than paper-and-pencil assessment:
127 responses

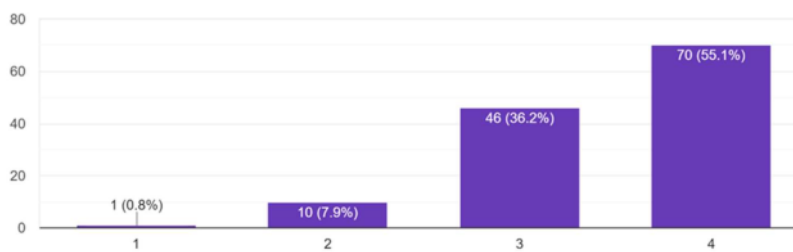


Figure 1. Result of Question Number 1

The first item of questionnaire was released to identify whether the participants prefer English exercise using online quizzes tool rather than paper-and-pencil assessment. From the chart above, it can be seen that 55.1% or 70 students strongly agreed to have English exercise using online quizzes tool rather than paper-and-pencil assessment, followed by other 46 students (36.2%). On the other side, there were 7.9% or 10 students who disagreed with having English exercise using online quizzes tool rather than paper-and-pencil assessment, followed by only one student (0.8%) who strongly disagreed with it. This indicates that the use of online quizzes was in demand by the majority of respondents compared to paper-and-pencil assessment.

2. The online quizzes tool makes having English exercise is more interesting than the paper-and-pencil assessment:

127 responses

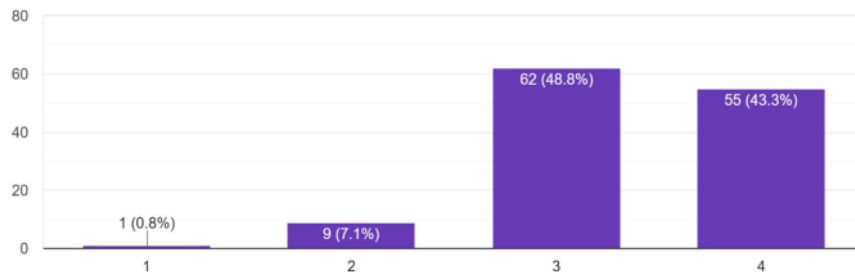


Figure 2. Result of Question Number 2

The second item of the questionnaire was given to identify whether the online quizzes tool makes having English more interesting than paper-and-pencil assessment. According to the chart above, 43.3% or 55 students strongly agreed that having English exercise using online quizzes was more interesting than paper-and-pencil assessment, followed by other 62 students (48.8%). On the other side, there were 7.1% or 9 students who disagreed that having English exercise using online quizzes was more interesting rather than paper-and-pencil assessment, followed by only one student (0.8%) who also strongly disagreed. This indicates that most of the respondents were more fascinated to use online quizzes than paper-and-pencil assessment while having English exercise.

3. The online quizzes tool makes having English exercise is more challenging than the paper-and-pencil assessment:

127 responses

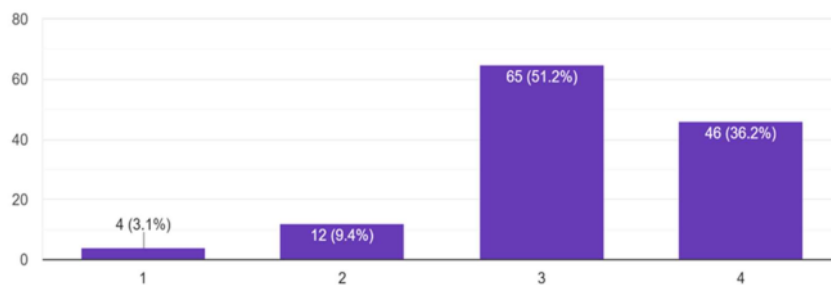


Figure 3. Result of Question Number 3

The third item of the questionnaire was released to identify whether the online quizzes tool makes having English more challenging than paper-and-pencil assessment. The chart above shows that 36.2% or 46 students strongly agreed that having English exercise using online quizzes was more challenging than paper-and-pencil assessment, followed by other 65 students (51.2%). On the other hand, there were 9.4% or 12 students who disagreed that having English exercise using online quizzes was more challenging than paper-and-pencil assessment, followed by four students (3.1%) who strongly

disagreed. This indicated that the use of online quizzes on English exercise was more challenging and exciting to the most of respondents than paper-and-pencil assessment.

4. The online quizzes tool makes having English exercise is less scary/less stressing:

127 responses

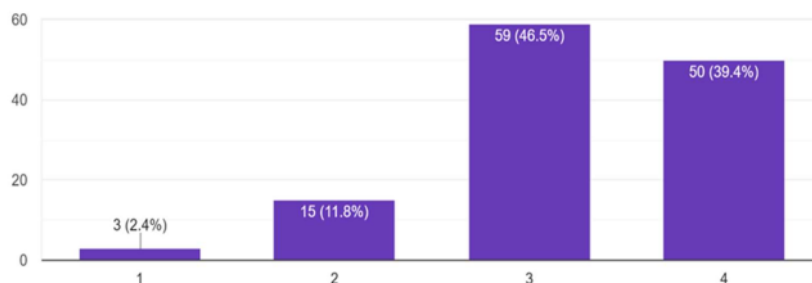


Figure 4. Result of Question Number 4

The fourth item of the questionnaire was deployed to identify whether the online quizzes tool makes having English less scary/less stressful. From the chart above, it can be concluded that most participants believed that English exercise became less scary/less stressful by having the online quizzes tool. The details taken from g-from are as follows: 39.4% or 50 students strongly agreed, 46.5% or 59 students agreed, 11.8% or 15 students disagreed, and 2.4% or 3 students strongly disagreed. This finding strengthened the idea that implementing online quizzes on English exercise was worthy and beneficial.

5. I am glad if I can see the result of my English exercise right after the session is over

127 responses

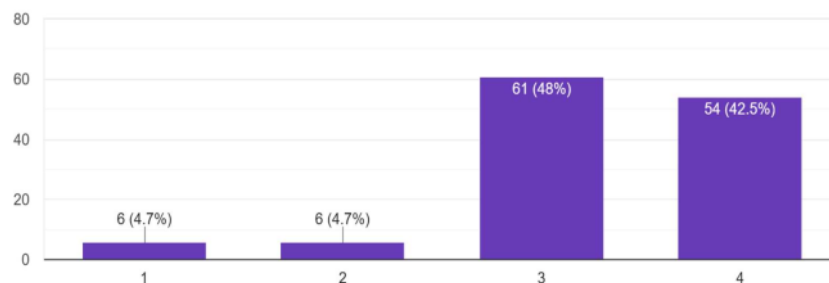


Figure 5. Result of Question Number 5

The fifth item of the questionnaire was released to know the participants' feelings if the result of their English exercise can be seen right after the session was over. From the chart above, it can be stated that most participants were eager to see the outcome of their English exercise immediately after the session was over. There were 42,5% or 54 students who strongly agreed and 48% or 61 students who agreed with this statement. Meanwhile, the people who disagreed and strongly disagreed shared the same number, which is 4,7% or 6 students. This finding strengthened the idea of applying online quizzes through ProProfs was pleasant and likeable.

The sixth item of the questionnaire was stated to gather the perspective of participants about the advantages of English exercise using the online quizzes tool. From the comments submitted by the respondents, the advantages of using ProProfs as an online quizzes tool can be summarized as not only fun, interesting, and challenging, but also making participants being more focused due to less stressful, less complicated saving paper and time, able to provide immediate feedback, enjoyable features, and also encouraging students' motivation.

Meanwhile, the last question in the questionnaire, question number 7, asked about the disadvantages that the respondents experienced while working with ProProfs. From the compilation, the points submitted by the respondents can be summarized as unstable and bad internet connection, unable to revise their answer, and device problem.

After submitting their responses, 5 students from each class were randomly chosen to do the interview session as the interviewers. During this session, the researcher asked them to elaborate the responses they submitted in the GoogleForm. From all the respondents chosen, it was revealed that it was their first time doing an online quiz using ProProfs. Previously, they only used Quizizz as one of the online quizzes they ever did. Hence, ProProfs was a new thing for them.

There were 14 students who were excited to use ProProfs as their assessment tool. They argued that this platform was interesting and gave fresh ambiance to the assessment activity.

"I prefer online quizzes to conventional ones. The conventional ones, such as paper and pencil tests, seemed flat and dull. Meanwhile, using this online quiz has created a new challenge for me. Also, it enabled us to know which question we answered correctly, so it will make it easier to reflect on our works".
(Interview with N, one of the respondents from Class A).

Other respondents also stated that doing online quiz using ProProfs were more practical and fun since they did not need to write something on the paper. They also argued that this kind of assessment made them more confident and relaxed in answering the questions, as they did not feel the pressure in doing the assessment just like they had when they experienced an assessment in conventional methods. Besides, ProProfs gave out a kind of certificate after they completed their quiz, and it made them feel that their effort was acknowledged.

Even though these 14 respondents chose online quizzes using ProProfs, they also mentioned several things that might be seen as the weakness of this activity. Some of them argued that internet connection became one of the obstacles they needed to face. When doing the online assessment, they needed to deal with the slow and unstable internet connection. Next, some also stated that they had problems related to the gadgets they used to do these online quizzes. Some of the gadgets seemed to take a long time to run this platform. Lastly, one student suggested that when executing this online quiz, the teacher needed to arrange the students' seat so that it would minimize the cheating potential among the students. Despite all the mentioned problems, they still thought that using ProProfs in doing online quiz was interesting and challenging as it gave a new experience for them in the assessment phase.

However, 6 other respondents preferred the conventional method in testing, such as paper and pencil test to online quiz using ProProfs.

"I chose the conventional method because I am more familiar with it. For me, in online quizzes, I was still confused because the instructions were not that clear. Also, I thought it was very challenging for me because it felt like the real test. However, sometimes it made me nervous while doing the test." (Interview with G, one of the respondents from class E).

As that was their first experience in doing the online quiz, some of these 6 students still did not know how to navigate it. Also, although the previous students said that the internet connection problem was not a big issue, the other 6 students found that it was quite significant. Hence, they preferred the conventional method as it required no internet connection and gadgets.

From the results obtained from the questionnaire and interview, it can be inferred that most students found that doing exercise in Intermediate English was interesting. They even pointed out that this online platform motivated them to give their best in the quiz in a less stressful way. It seemed like the use of ProProfs as one of online platforms made the assessment activity become less intimidating and, even, improving their motivation. The Likert scales above showed that kinds of aspects such as preference, interest, challenge, comfortable feeling, quiz feature, are the factors that make ProProfs, the online quiz that was previously introduced to the students, became most of their choice. The findings were in line with what has been found by Segaran and Hashim (2022) that the use of various online quiz tools were very effective in enhancing the learning activity at the English classroom. Furthermore, the use of various names of online quiz platforms is something that has proven its effectiveness. The use of Kahoot as an assessment tool, for example, has been recognized to make learning activity become exciting (Widyaningrum, 2019). ProProf as one kind of online platform is also the same. When ProProfs was introduced to several teachers teaching Deutsch in Malang, they thought that the variation of games provided by ProProfs became one interesting element to be implemented to their students (Wijayati et al., 2021). Thus, the use of ProProfs as one of online platforms in learning activity is seen as beneficial and has a positive impact towards the effectiveness of teaching and learning activity.

However, there were still some problems that need to be acknowledged when utilizing this platform. Unstable internet connection became the most occurred problem when the students worked with this platform. The second one was device problem, which sometimes took very long time to process. This is actually the common problem that the teachers often encounter while engaging the use of online platform in their class. During the implementation of online platforms in pandemic era, network problem become one of the challenges that the students faced (Aina & Ogegbo, 2021). Moreover, in Şad & Özer's (2019) research, they found that lacking of internet connection and proper devices has become a factor that demotivated the students in doing learning activity using Kahoot. It is not different from today, as internet connection and mobile devices appeared to be the most common problem that occurred during this research. Although most of the students agreed that the interesting features of ProProfs outweighed the problems occurred, few did think that these problems were substantial enough to discourage them using ProProfs. Thus, the teachers need to think about several ways to minimize the chance of these problems to occur.

Conclusion

Commonly, the use of online quizzes is a fun variation. However, it must be balanced with supervision from the teacher, and also the integrity of the learners. Implementation of ICT in small classes has made teaching and learning activities become more effective and efficient. When used proportionally, the use of ProProfs can be a variation of assessment in addition to a number of conventional ways applied in the classroom.

Through questionnaires and interviews, it was found that the use of online quizzes such as ProProfs was well accepted by most participants. Most of them agreed that the use of ProProfs in doing English exercises made the activity itself become less scary and stressful. They also thought using ProProfs made their assessment activity become more interesting and challenging. This was definitely a good baseline for ProProfs to be used widely in teaching-learning activities in the classroom, especially to collect students' scores more rapidly and in a fun way. ProProfs surely can add variation to several online platforms which can be used as assessment tools in class. However, further investigation still needs to be done to bring out the maximum potential of ProProfs and how to use it to students at all levels, not only at the college level. There is also a need for several attempts to minimize the problems which may occur during the implementation.

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