Quizizz as Technology to Enhance EFL Students' Active Participation in the Classroom

by Rizqi Febrian Pramudita

Quizizz as Technology to Enhance EFL Students' Active Participation in the Classroom

Rizqi Febrian Pramudita

Department of Language, Communication and Tourism,
Politeknik Negeri Jember, Indonesia

Corresponding Author Email: rizqi.febrian@polije.ac.id

Abstract

It is essential that English be taught in schools and universities as a foreign language. However, many English learners do not devote themselves totally to acquiring the language. Additionally, teaching and learning (T&L) activities might occasionally become boring. Due to this matter, EFL students struggle to demonstrate active participation in class. This article intends to highlight how teachers can use Quizizz, a learning application, to enhance their students' active involvement in studying English.

Keywords: Active participation, learning application, Quizizz

Introduction

English is a global language that is utilized by people all over the world. Thus, it makes English become a widely used language in a variety of fields, including finance, industry, education, and others. Due to this reason, English has consistently been taught as one of the required subjects in Indonesian higher education. English plays a significant part in education as a subject that provides students with a platform to access more information and technologies on a worldwide scale (Fahrawaty, 2014). At the most advanced stage of education, the college level, many campuses designate English a required subject so that students from departments other than English will also undertake it.

However, teaching & learning English as a foreign language, is not simple. Walters (2018) mentions several problems when teaching EFL, one of which is unmotivated or bored students. This issue can be discovered while teaching, for example, when the teacher notices that the students are less enthusiastic about providing feedback or responses to the materials that have been presented, or when the majority of students only respond when they are directly invited or appointed by the lecturers in the classroom. The emergence of the Covid -19 pandemic, where all activities, including teaching and learning, take place remotely, complicates this condition. Direct engagement has become impossible, yet synchronous teaching and learning can still take place using video conferencing tools, such as Zoom meetings.

After around two years struggling with kinds of limitation regarding covid-19 pandemic, The Ministry of education, culture, research, and technology (Kemendikbudristek) declared that teaching and learning activity is brought back to

school and campus offline as per 2022/2023 academic year (Kominfo, 2021). In its application, it is certainly a new challenge for lecturers and students because they have previously been accustomed to using online teaching and learning activities. According to Abdullah et al (2012), an effective learning process occurs when students and teachers engage in active participation in the learning activities. However, despite encouragements and the use of various teaching techniques by the instructors to encourage active engagement from the students, as we frequently hear from the academic world, students still do not actively participate or become inactive in the classroom.

This condition becomes a new problem to solve since teachers are responsible for keeping the students engaged (Walters, 2018). There needs to be habituation to prevent learning from feeling bored and monotonous. There are numerous ways to make teaching and learning activity become more fun, one of which is by empowering teaching English with the use of technology.

The importance of technology

Today's technology is developing rapidly, making it simple for people to connect online. As technology has developed, it is being used for more than just communication. Technology, however, has advanced to support the educational subject (Zulfa & Ratri, 2022). Students get knowledge on how to use a computer, a mobile phone, and other types of technology. Technology can also be used for educational tasks, such as teaching and learning.

Covid-19 has significantly disrupted the world. On the other hand, it has boosted the fields of education and technology. The information that is available online is accessible to everyone, including students. Furthermore, the process of teaching and learning can now be carried out online. Through online learning, teachers can conduct lessons outside of the classroom, and students can communicate with teachers through an online application.

After the pandemic getting better, the Indonesian students have had access to full offline teaching and learning activities starting from the middle of 2022. After dealing with online coursework for quite some time, they return to class in a real situation. In order to acquire entertaining and enjoyable teachings, technology must be used in the live-meeting classroom. Students that use technology in the classroom are more engaged with the lessons being taught. In addition to materials like textbooks and worksheets, technology provides teachers with a variety of tools to aid pupils in comprehending the subject matter better (Concordia, 2021). More specifically, learning applications require technology to be used in teaching and learning activities.

Learning application as the solution

There are many learning tools available, including Kahoot, Wordwall, Quizlet, and others. However, the author is eager to make a breakthrough by demonstrating "Quizizz," an application for teachers or lecturers in EFL classrooms, as a teaching tool. This tool is one of the numerous outstanding resources for managing quizzes in classes. Quizizz has

a particular advantage. According to research by Etie, Haryanto, and Wahyu (2022), the average score of the post-test results using Quizizz is higher than the post-test result scores using Kahoot for students learning science. Another justification is that the author is enthusiastic about using this application for teaching and learning.

Quizizz is known as an interactive tool that makes learning enjoyable. Research by Permana and Permatawati (2020), who claimed that Quizizz is a game-based online assessment application that permits enjoyable classroom activities, supports the statement. The players can take part in a live quiz on this entertaining multiplayer game platform. Besides, Quizizz is a game-based educational application that, according to a study by Pahamzah et al (2020), makes in-class learning exciting and fun by introducing multiplayer activities. On their mobile devices, students can utilize Quizizz to finish in-class work. Compared to other educational programs, Quizizz has game-like features including avatars, themes, memes, and music that make learning more enjoyable.

According to Razali et al (2020), this application gives users the ability to design games that offer an intellectual challenge, recognizable methodology, and interactive elements. Quizizz also enables inter-class competition, which encourages the students to learn. It can be difficult to learn alongside others, but there are times when the participants can compete with one another to see who can finish in the best place.

Numerous studies have focused on the utility of Quizizz as a learning tool. Dhamayanti (2021) did a study to look into how EFL students felt about Quizizz as an e-learning tool and what drove them to use it. The findings showed that Quizizz supports EFL students in developing their self-assurance in the online learning environment. Irwansyah and Izzati (2021) carried out a study, which looked at how Quizizz was used in English classes for game-based learning and assessment. As a result, the students had positive opinions about Quizizz and were more inspired to learn English. Zulfa and Ratri (2022) conducted research to understand more about how EFL students felt about Quizizz as an online learning assessment tool. The outcome showed that EFL students' perceptions toward Quizizz were generally favorable. The features of Quizizz, such as music, avatars, and a colorful display, give the students the impression that they are playing a game, which then leads to positive sentiments among EFL students who view it as an exciting tool. The pupils will be more engaged in the learning process and more eager in completing assignments. Hence, those studies show how effective Quizizz is at making learning and teaching enjoyable in the classroom.

The implementation of Quizizz in EFL Classroom

Applying Quizizz requires proper planning. The first thing that teacher, as the user, must prepare is to set up an account. The following steps were the detailed flow of the Quizizz account creation:

1. Log on to http://quizizz.com/ and register.

2. The user can select a *Google or Microsoft* account to make things simpler.

3. Click the *accept* button when the notification pops up.

4. Next, three choices are presented to you. Choose as the function: school, business, or personal use.

5. For educational purpose, you have to choose "school".

6. Next, you choose the role as TEACHER or STUDENT. The option TEACHER must be selected because of the role's clarity.

7. A new screen will appear after that. Teacher, as the user, may decide whether to make a new quiz or a new lesson. Decide to start a new quiz.

8. After selecting the pertinent subject, give the quiz a name.

9. Choose the kind of inquiry you wish to ask first. The most familiar one is taking multiple choice items.

10. The teacher previously prepares the materials served as the basis for the substance of the multiple-choice questions.

Following completion, the teacher can use the *search* dialog box to retrieve the publicly accessible quizzes to host them live, build their own quiz, or combine his/her set of questions with the publicly accessible questions from other quizzes. When a set of tests is prepared, the teacher can invite the pupils to take part in timed assessments or even more difficult activities like taking a live test. While initially needing some guidance, the students who participate in this session are able to create their own Quizizz accounts. The teacher must have the necessary knowledge to conduct a live quiz (Haripriya, 2021). The detailed flow of hosting a live quiz is presented with the following stages:

1. The teacher clicks on the *start a live quiz* button (there are two modes) on the left navigation panel.

   a. Classic: The students' progress at their own pace and all participants can see a leaderboard with live results.

   b. Instructor-paced: The teacher controls the pace so that everyone advances from one question to the next.

2. The teacher clicks on *start* once all students/participants have joined the quiz using the code.

3. The students can click on quizizz.com/join/ to join the game. They should enter the code along with their names after the teacher shares it. The teacher can also share the quiz code via an LMS (Learning Management System). Quizizz supported LMS are Google Classroom, Schoology, and Canvas.

4. Once all the students are aboard, the teacher can start the quiz (in fact, it is needed at least one participant to start the quiz).

5. If a student is unable to join due to technical difficulties, he/she can access the quiz whenever he/she can, until the quiz code is still active. Students will not be able to join a quiz once it has ended.

14

For the supporting tools, the teachers only need a laptop, projector, audio-sound, and an internet connection. Apparently, there are various obstacles that are expected to happen such as not being familiar with Quizizz features and the usage of internet data account. Nevertheless, in teaching and learning activities in the campus environment, the availability of classroom areas with the availability of internet connection (wifi) is quite common and accessible.

Figure 1. Live quiz in the classroom

Quizizz is also highly convenient because the students merely need to use their smartphones to reach it. Additionally, the questions that pop up on each device are chosen randomly rather than sequentially from one student to another.
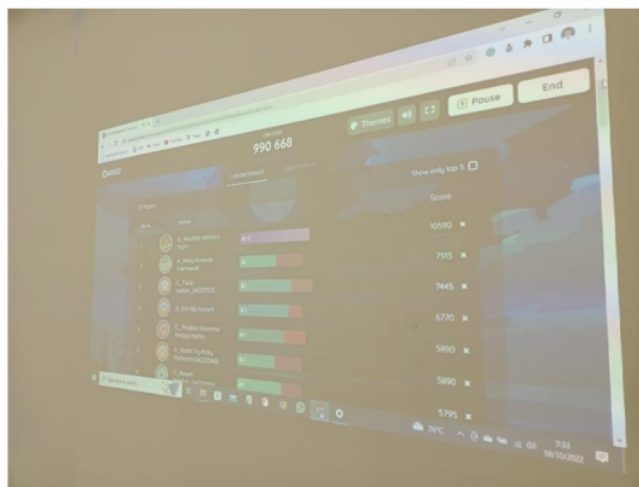

Figure 2. Live quiz leaderboard

15

The live quiz session is exciting. The chase for points and rankings in the standings take place in high intensity. The participants can view their position on a leaderboard after each question and during the quiz if the display is on. This is what creates a competitive environment for the live quiz. On the other hand, if the purpose of the quiz is not to reveal each other's rankings or scores, it is also possible to turn this setting off.
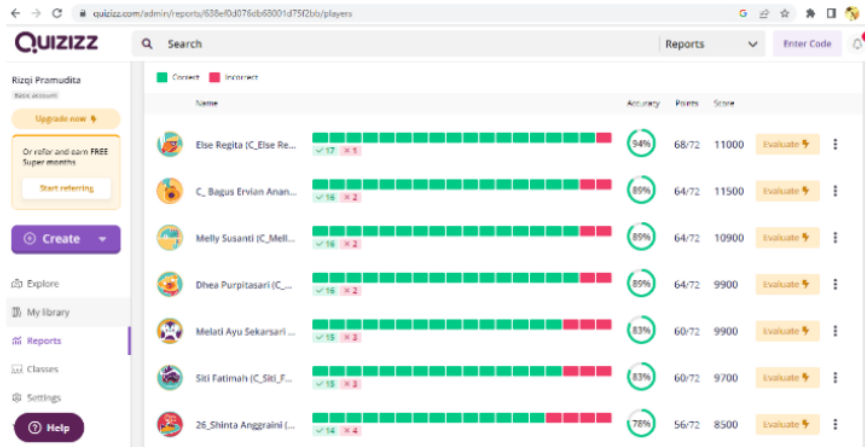

Figure 3. Live quiz report

A detailed performance report of the participants is available after a live quiz session. The results of the participants can be viewed by selecting the "report" menu in the quiz maker account. It is a fantastic resource for evaluation and even for providing direct feedback for post-quiz activities. The "report" option is an additional benefit to take into account when using Quizizz in the classroom. Using this tool, teachers can track each student's development, assess their comprehension of a topic, and assess the learning curve across all assignments. The ease with which the teachers can obtain a report for the entire class (students) after an exam or lesson demonstrates the usefulness of this learning tool. For more details about your class and particular students for each quiz and lesson assignment, check out the report tab.

The use of Quizizz in the classroom is generally warmly embraced. In a study conducted by Dzikrullah & Syafi'i, (2021), most participants found Quizizz to be interesting, motivating, entertaining, and engaging. The competition and excitement that the participants found in this exercise make it ideal for icebreakers or other parts of teaching and learning activities.

Conclusion

There is no denying the advantages of using Quizizz in teaching and learning (T&L) activities for both teachers and students. In comparison to using paper and pencil, the teachers are able to evaluate students' achievement more swiftly and effectively using the presentation of their scores. Also, the students will learn that classes do not have to be boring and dull. Therefore, the teachers and lecturers in the English study program should

aim to modify their teaching methods and incorporate as much technology as they can in T&L in order to avoid falling behind in the use of online technology and be comparable to the usage of specific learning applications in the classroom.

Quizizz is one of the technology tools which can be implemented in the classroom. It is a popular learning tool for fostering competitive but enjoyable classroom environments thanks to its benefits. It can be declared that Quizizz is a tool that is acceptable and useful for increasing students' active participation in the classroom. By utilizing quizizz in the classroom, it is expected that the students can enjoy T&L activity more.

References

Abdullah, M. Y., Bakar, N. R., & Mahbob, M. H. (2012). Student's participation in classroom: What motivates them to speak up? *Procedia-Social and Behavioral Sciences 51*, 516-522, [Online]. Accessed on January 13, 2023, Available at https://www.sciencedirect.com/science/article/pii/S187704281203337X.

Concordia. (2021). Retrieved from Concordia Texas University: [Online]. Accessed on January 18, 2023, Available at https://www.concordia.edu/blog/3-reasons-why-teachers-need-technology-in-the-classroom.html

Dhamayanti, F. I. (2021). EFL students' Perception and Motivation Toward Quizizz as e-learning Media in English e-classroom. *Education of English as Foreign Language Journal (EDUCAFL) Vol. 4 (2)*, 71-78, [Online]. Accessed on January 12, 2023, Available at https://scholar.archive.org.

Dzikrullah, M. I., & Syafi'i, A. (2021). Quizizz as Interactive & Gamifies Assessment Platform Voices Form Indonesian EFL Secondary Learners. *Journal of Educational Studies*, 140-152, [Online]. Accessed on January 11, 2023, Available at http://ejournal.iainbukittinggi.ac.id/index.php/educative/article/view/4916.

Etie Novia Rizki, H. W. (2022). The Use of Quizizz Applications and Its Impact on Higher Order Thinking Skills of Elementary School Teacher Education Students in Elementary Science Learning. *Internasional Journal of Elementary Education*, 282-289, [Online]. Accessed on January 14, 2023, Available at https://ejournal.undiksha.ac.id/index.php/IJEE/article/view/47686.

Fahrawaty. (2014). Bahasa Inggris sebagai bahasa Internasional dan Pengaruhnya Terhadap Kurikulum Pembelajaran Bahasa Inggris di Indonesia. *Widyaiswara LPMP Provinsi Sulawesi Selatan*, 1-8, [Online]. Accessed on January 17, 2023, Available at https://docplayer.info/263880-Bahasa-inggris-sebagai-bahasa-internasional-dan-pengaruhnya-terhadap-kurikulum-pembelajaran-bahasa-inggris-di-indonesia.html.

Haripriya. (2021). Retrieved from Quizizz: [Online]. Accessed on January 14, 2023, Available at https://support.quizizz.com/hc/en-us/articles/203616992-Host-a-Live-Quiz

Irwansyah, R., & Izzati, M. (2021). Implementing Quizizz as Game Based Learning and Assessment in the English Classroom. *Teaching English as Foreign Language and Applied Linguistic (TEFLA) Journal Vol. 3 (1)*, 13-18, [Online]. Accessed on January 16, 2023, Available at https://journal.umbjm.ac.id/index.php/TEFLA/article/view/756.

John Pahamzah, Y. J. (2020). Quizizz as A Students' Reading Comprehension Learning Media: A Case Study at The Eleventh Grade of Dwi Putra Bangsa Vocational School in CImanggu. *Internasional Journal of ENglish Language and Linguistics Research*, 27-33, [Online]. Accessed on January 11, 2023, Available at https://eprints.untirta.ac.id/11367/.

Kominfo. (2021). Retrieved from Kementerian Komunikasi dan Informatika Republik Indonesia: [Online]. Accessed on January 12, 2023, Available at https://www.kominfo.go.id/content/detail/36914/maksimalkan-potensi-ekonomi-dengan-teknologi-digital/0/berita

Permana, P., & Permatawati, I. (2020). Using Quizizz as a formative assessment tool in German classrooms. *3rd Internasional Conference on Language, Literature, CUlture, adn Education (ICOLLITE 2019)*, 155-159, [Online]. Accessed on January 15, 2023, Available at https://www.atlantis-press.com/proceedings/icollite-19/125938103.

Razali, N., Nasir, N. A., M. E., I., Sari, N. M., & Salleh, K. M. (2020). Gamification Elements in Quizizz Applications: Evaluating the Impact on Intrinsic and Extrinsic Student's Motivation. *IOP Conference Series: Materials Science and Engineering*, 1-10, [Online]. Accessed on January 11, 2023, Available at https://iopscience.iop.org/article/10.1088/1757-899X/917/1/012024/meta.

Walters, D. (2018). *Shane English School*. Retrieved from [Online]. Accessed on January 13, 2023, Available at https://shaneschools.com/top-5-problems-when-teaching-efl/

Zulfa, A. I., & Ratri, D. P. (2022). EFL Students' Perceptions Toward Quizizz as an Assessment Tool During Online Learning. *The Journal of English Literacy Education, Vol. 9, No. 01*, 78-87, [Online]. Accessed on January 13, 2023, Available at https://ejournal.unsri.ac.id/index.php/jenglish/article/view/17378.

Quizizz as Technology to Enhance EFL Students' Active Participation in the Classroom