Exploring Vocational Students' Perception Toward Quizizz Application for English Learning Assessment (Qualitative Research at SMKS PGRI Rangkasbitung)

Nia Rahayu[1], Habib Cahyono[2], Arief Styo Nugroho[3]

[1]English Education Study Program, Setia Budhi Rangkasbitung University, Rangkasbitung, Indonesia
[2]English Education Study Program, Setia Budhi Rangkasbitung University, Rangkasbitung, Indonesia
[3]English Education Study Program, Setia Budhi Rangkasbitung University, Rangkasbitung, Indonesia

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ABSTRACT

The aims of this research are to analyze students' perception on emotional or feeling when using Quizizz, to investigate students' perception on teaching learning process when using Quizizz, to investigate students' perception on their achievement using Quizizz. Method of the research qualitative approach by implementing descriptive study to explore the phenomenon at school pointed. Procedure of the research is researcher will give questionnaire to the respondent through google form then data will count the data in descriptive statistics and the researcher will evaluate the data for students' achievement. The researcher will see students' perceptions from three aspects, they are students' feeling or emotion, teaching learning process, and students' achievement. The research findings show that from the three elements, students have good attitude more than 50 %, it means that Quizizz give a good assistance to students in learning English lesson. it can be concluded that most students agreed that Quizizz can raise up their emotion or feeling toward the English learning. From exploring students' perceptions in the teaching learning processes that Quizizz provided students better and the way teacher in exploring the Quizizz is good enough. This research revealed that students had positive attitudes toward Quizizz in raising their achievement in English. Since students' perceptions on Quizizz are essential to enhance emotion or feeling in learning, the class situation during the teaching-learning process, and students' achievement, appropriate learning media is necessary. Thus, it is suggested that Quizizz is one of learning media which has good features to be used by both party teacher and students.

Corresponding Author:

Nia Rahayu
English Education Study Program, Universitas Setia Budhi Rangkasbitung, Jl. Budi Utomo No.22 L
Kecamatan Rangkasbitung Kabupaten Lebak- Banten, Indonesia
Email: rahayunia180@gmail.com

1. INTRODUCTION

The growing of technology in education field had become an interesting topic about its application for some numerous researches and discussions. The goal of bringing gamification into education is to present a more engaging, attractive, and effective learning experience for the student. In the context of second language learning, students might find it frustrating and demotivating to learn a second language due to a lack of exposure to the language learnt and to varieties of learning experiences. To get the interest of L2 learners, gamification offers an interactive, fun, and non-threatening learning atmosphere. For many years, technology has been brought into L2 education to enhance the quality of the teaching and learning experience (Callista et al., 2021).

Any software or tool that applies game mechanics to non-game environments in order to enhance engagement and overall success is known as a gamification platform. Gamification is the use of features like

scores, badges, rankings, and rewards, which make immediate feedback possible. Encouraging students to participate in the learning environment helps them to succeed. With gamification, it is possible to track and assess how well people are learning (Göksun & Gürsoy, 2019). However, there is limited research on the use of gamification to assess student learning, particularly as formative assessment (Ismail et al., 2019).

The use of gamification as a formative assessment tool allows teachers to gather information about individuals' learning processes at an early stage (Göksün & Gürsoy, 2019). Similarly, the use of gamification for assessment reveals the merits and shortcomings of game design It is possible to use gamification to assess students (Huang et al., 2019). In this case, Quizizz application gamified platform which is chosen as a part of gamification to engage students when conducting formative assessment and this is selected because were selected due to the easy design of their quiz questions as well as the fact that they can be played separately and simultaneously. The researcher will investigate deeply when students have engaged in the quizizz platform.

2. METHOD

Method of the research is qualitative approach by implementing descriptive study to explore the phenomenon at school pointed. Procedure of the research is researcher will give questionnaire to the respondent through google form then data will count the data in descriptive statistics and the researcher will evaluate the data for students' achievement. The researcher will see students' perceptions from three aspects, they are students' feeling or emotion, teaching learning process, and students' achievement.

3. RESULTS AND DISCUSSION

There are three elements focuses on finding the data related to students' emotional, teaching learning process, and students' achievement in the questionnaire.

3.1. Students' perception on how Quizizz build their emotion or feeling

Table 3.1. Questionnaire data of students' emotion or feeling

No	Statements	Attitude	Scale	f	%
1	Quizizz is an exciting game for learning	SA	5	6	46,2
		A	4	5	38,5
		N	3	1	7,7
		D	2	-	
		SD	1	1	7,7
2	Quizizz is an interesting game for learning	SA	5	4	30,8
		A	4	6	46,2
		N	3	3	23,1
		D	2	-	-
		SD	1	-	-
3	Quizizz is a motivating game for learning	SA	5	4	30.8
		A	4	6	46,2
		N	3	1	7,7
		D	2	2	15,4
		SD	1	-	-
4	Quizizz is a fun game for learning	SA	5	5	38,5
		A	4	6	46,2
		N	3	1	7,7
		D	2	-	-
		SD	1	1	7,7
5	Quizizz makes me positive in learning English	SA	5	3	23,1
		A	4	6	46,2
		N	3	2	15,4
		D	2	1	7,7
		SD	1	1	7,7

The items number 1 up to 5 is about students' emotion or feeling. Item 1, there 11 students who feel positive in Quizizz, item 2 is 10 students, item 3 is 10 students, item 4 is 11 students, item 5 is 9 students. it can be seen that students who feel positive in using Quizizz application is more than 50%. In giving the lesson, not only teacher must give the goals of learning, but they also must consider their feeling or emotion

weather they like the media used, the technique used, the atmosphere built in the class. After knowing their emotion students will concern to the media used in delivering the lesson. Quizizz is the recent application that students can play in pair or in competition in comprehending the English materials. Students are digital native and Quizizz is a media that is easy to operate on their gadget. The easiness of Quizizz make students comfortable play and learn through Quizizz. They can repeat and recall the materials learnt. From this explanation, it can be concluded that using Quizizz give more emotional engagement to students' attitude toward the application in learning English materials. This finding is supported by Fakhruddin, et. al that students considered Quizizz as one of the applications that can make them studying English in a fun way without too much burden in doing the assessment (Fakhruddin et al., 2020).

3.2. Students' perception on how support teaching learning process
Table 3.2. Questionnaire data of teaching learning process

No	Statements	Attitude	Scale	*f*	%
6	I pay more attention during lectures because I hope to win Quizizz sessions.	SA	5	1	7,7
		A	4	4	30,8
		N	3	6	46,2
		D	2	2	15,4
		SD	1	-	-
7	Quizizz create an energetic classroom atmosphere.	SA	5	3	23,1
		A	4	4	30,8
		N	3	4	30,8
		D	2	1	7,7
		SD	1	1	7,7
8	The teacher explains English material well through Quizizz.	SA	5	1	7,7
		A	4	8	61,5
		N	3	2	15,4
		D	2	2	15,4
		SD	1	1	7,7
9	The English material delivered by the teacher through Quizizz in accordance with the learning objective.	SA	5	3	25
		A	4	3	25
		N	3	4	33,3
		D	2	2	16,7
		SD	1	-	-
10	English learning through Quizizz effective during the e-learning	SA	5	3	25
		A	4	2	16,7
		N	3	5	41,7
		D	2	-	-
		SD	1	2	16,7

Statement number one of EFL students' perception toward Quizizz gained the highest percentage, 46,2%, by obtaining the most EFL students Neutral. It indicates that students' attention is in neutral, they do not give more pay attention in learning when but they also did not neglect the lesson. Teachers too rely on the tool while she did not ask students to give full attention. From here, we must aware that whatever the media sophisticated, teacher must call students in the class to devote whole attention in the lesson. Since students are still in neutral attitude is bigger so it important for teachers to create the Quizizz more challenging and interesting to create good interaction between teacher and students, students and students. As Siregar & Oktavia state that it is recommended for teachers to consider utilizing this application to create meaningful and engaging online learning interactions (Siregar & Oktavia, 2022).

3.3. Students' perception on how Quizizz increase students' achievement
Table 3.3. Questionnaire data of students' achievement

No	Statements	Attitude	Scale	*f*	%
11	My English skills improve while learning through Quizizz	SA	5	2	15,4
		A	4	4	30,8
		N	3	5	38,5
		D	2	2	15,4
		SD	1	-	-
12	Quizizz make me to enjoy and active learning	SA	5	2	15,4

		A	4	6	46,2
		N	3	5	38,5
		D	2	-	-
		SD	1	-	-
13	Quizizz improved my English learning	SA	5	3	23,1
		A	4	3	23,1
		N	3	7	53,8
		D	2	-	-
		SD	1	-	-
14	Quizizz help me much when leaning English in pairs	SA	5	4	30,8
		A	4	3	23,1
		N	3	5	38,5
		D	2	1	7,7
		SD	1	-	-
15	I like the collaboration & competitiveness in Quizizz sessions	SA	5	3	23,1
		A	4	4	30,8
		N	3	4	30,8
		D	2	1	7,7
		SD	1	1	7,7

From the data can be seen that students have good attitude in having good achievement in average more than 50 %. It indicates that students have good performance in having scoring after they join Quizizz. Most of students get improved on their English achievement, Quizizz help them much in mastering the material through learning and playing. The contents of English material Quizizz based on what teacher explained in the classroom during teaching learning process. Students feel free when teacher give a test to measure their achievement through Quizizz, they shows positive attitude on Quizizz. It is supported by Jannah & Perdana that most students had agreement to the questionnaire or students mostly had positive perception of doing online English test in Quizizz (Jannah & Perdana, 2020).

4. CONCLUSION

Based on the findings, it can be concluded that most students agreed that Quizizz can raise up their emotion or feeling toward the English learning. From exploring students' perceptions in the teaching learning processes that Quizizz provided students better and the way teacher in exploring the Quizizz is good enough. This research revealed that students had positive attitudes toward Quizizz in raising their achievement in English. Since students' perceptions on Quizizz are essential to enhance emotion or feeling in learning, the class situation during the teaching-learning process, and students' achievement, appropriate learning media is necessary. Thus, it is suggested that Quizizz is one of learning media which has good features to be used by both party teacher and students.

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