EFL Students' Perceptions Towards Quizizz Usage In English Subject Formative Assessment

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Background of The Study

- The growth of more complex technology has become a way of attaining educational objectives, requiring educators at all levels of education to be able to utilize and create more current tools accessible in today's society (Dewi & Astuti, 2021).
- Quizizz is one of the educational innovations made to reach learning objectives (Ardiansyah & Muchyidin, 2021).
- Quizizz was utilized as an assessment tool to examine the learners' abilities (Anggraeni* & Taufiq, 2021).
- Aside from the assessment tool, students' perceptions are a key aspect of success in offline teaching and learning. The teacher can better understand students' learning needs by learning about their perceptions (Zulfa & Ratri, 2022)
- Perception was an experience in someone's life that has an impact on their understanding of things(Wulandari, 2021).

Research Question

What are the EFL students' Perception towards the use of Quizizz application as a formative assessment tool for students' English subject?

Metodhology

Research Design

Qualitative Descriptive

Research Setting

SMK Sumber Ilmu Tulangan, Sidoarjo

Metodhology

Data Collection

Observation – Interview - Documentation

Data Analysis

Data Reduction – Data Presentation – Draw Conclusion

Result

The results of the study on students' perceptions of using Quizizz as an assessment tool in English subjects revealed several key findings.

- Performance Expectancy: Overall, most students found Quizizz beneficial as an assessment tool. They appreciated its practicality in understanding the content taught, motivating competition, and receiving immediate feedback. However, some students felt that Quizizz was not effective due to short processing time and the ranking feature causing feelings of inferiority.

- Effort Expectancy: Students generally did not find Quizizz complex to use. However, challenges related to signal problems and unstable internet connections affected their user experience. Students suggested finding locations with better signals or using a friend's hotspot as solutions.

Result

- Social Influence: The influence of teachers played a significant role in encouraging students to use Quizizz. Teachers' endorsements emphasized the tool's value in self-assessment and evaluation, which motivated students to engage with Quizizz outside of class hours.

- Facilitating Condition: The lack of adequate facilities and support provided by the school, such as reliable Wi-Fi connectivity and data quota, hindered students' seamless use of Quizizz.

In conclusion, while students generally perceived Quizizz positively as an assessment tool, addressing technical challenges and ensuring facilitating conditions are crucial to optimize its usage and benefits for students' learning experiences.

Discussion

The research examined students' perceptions of using Quizizz as an assessment tool in English subjects. Quizizz was found to be useful in understanding content and motivating students to compete and study more frequently. The quickness of Quizizz saved time and facilitated higher-order thinking skills and real-time feedback. However, some students felt inferior due to the ranking feature and were concerned about the limitations of question types. Signal problems and unstable internet connections posed challenges for students, and teachers' guidance and endorsement influenced students' adoption of Quizizz. The lack of adequate facilities and support from the school affected students' ability to access and use Quizizz effectively. To enhance the user experience, addressing issues like short processing time, ranking features, internet connectivity, and limited question types is necessary. Providing reliable Wi-Fi connectivity and sufficient data quotas is also important. Educators can optimize the use of Quizizz based on these findings to promote effective learning and assessment outcomes.

Conclusion

Overall, students perceive Quizizz as a beneficial and user-friendly tool for assessing learning outcomes. However, they highlight several challenges and limitations that need to be addressed. It is important for educators to provide support and optimize the user experience to ensure equal access to Quizizz. Considering students' perspectives and addressing their concerns can improve its effectiveness and impact on learning outcomes. Students appreciate Quizizz for enhancing content understanding, fostering competition, and achieving high scores. However, they have concerns about processing time, the inability to cancel answers, and the ranking feature. Signal problems, unstable internet connections, and limited data quotas also pose challenges. Teacher recommendations greatly influence students' adoption of Quizizz. Students express concerns about the lack of adequate facilities and support from the school, such as Wi-Fi and data quotas, which hinder seamless usage.

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Suggestion

To optimize Quizizz and enhance the learning experience, the following recommendations are suggested:

1. Provide clear instructions and guidelines for effective Quizizz use.
2. Explore alternative assessment methods to foster creativity.
3. Improve internet infrastructure and support students with data limitations.
4. Promote the benefits of Quizizz and leverage teacher influence.
5. Ensure reliable access to Quizizz for uninterrupted usage.

It is important to note that this research has a limited geographical scope, and future studies could explore the utilization of alternative media platforms to broaden the understanding of the subject matter.

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