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Research Article

Students Perceived Usefulness and Ease of Use on Quizizz in EFL Classroom

Septika Ariyanti¹, Dyah Fitri Mulati², Iin Inawati³

^{1,2} Aisyah University of Pringsewu, Pringsewu, Lampung

³ Ahmad Dahlan University, Yogyakarta

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CORRESPONDING AUTHOR(S):

E-mail: septikaariyanti@aisyahuniversity.ac.id*

A B S T R A C T

An educational portal called Quizizz provides a variety of resources to enhance student engagement and make studying enjoyable. The research objective was to identify (1) students' perceptions regarding the usefulness of the Quizizz learning media applied in the EFL Classroom, (2) students' perceptions regarding the ease of use of the Quizizz learning media applied in the EFL Classroom. This research uses a quantitative method with a statistical descriptive approach which aims to determine students' perceptions regarding the use of Quizizz learning media which is often used during the teaching and learning process. The sample in this study was Pharmacy Study Program students who took the English 2 course, with a total of 52 participants. This class was chosen because it uses Quizizz learning media more in its learning process. In collecting data, a questionnaire consisting of 10 questions with 5 Likert scales will be used in this research. The result showed that the students have good perception in accepting the use of Quizizz especially in perceived usefulness and perceived ease of use. Researchers hope that this research will be useful for both teachers and students, namely to create a more conducive learning atmosphere following technological developments without ignoring the principles of usability and ease of use of this technology. The findings of this study hold significant implications for educators, policymakers, and instructional designers in EFL (English as a Foreign Language) classrooms. By examining students' perceived usefulness and ease of use regarding Quizizz, several key insights emerge that can inform teaching practices and the integration of digital tools into language learning environments.

INTRODUCTION

Technology is advancing swiftly in all fields, including education. Especially in the post-pandemic period where all teaching and learning procedures must be conducted online, technology in the education sector generates a lot of learning media that seeks to establish a suitable learning

atmosphere without lowering students' learning motivation. Apart from that, today's students are also known as the digital generation, which makes them very close together in relation to technology, including in learning (Zuhriyah dan Pratolo, 2020). Additionally, in order to help students reaching their full potential in a digital environment, Curriculum 13 (K13) states that information and communication technology should be

included into the teaching and learning process (Dhamayanti, 2021). Because constantly evolving technology has a significant impact on pedagogical methods, educators today are encouraged to make progressive changes to these practices. To enhance students' learning progress, a number of learning media are commonly utilized in Indonesian classrooms, including Edmodo, Socrative, Kahoot, Padlet, Schoology, Kahoot, and Quizizz. (Dewi, Astuti 2021) With the help of an interactive online game called Quizizz, students can assess their comprehension of the subject matter and develop skills that are useful in the current digital age. Due to its flexibility, this game—which involves competing with other players to answer questions—is played in both in-person and online learning environments. It is hardly unexpected that a large number of researchers are eager to investigate this educational medium. We can assess the learning media's suitability for widespread use in an educational setting in this way. The Quizizz app is one of the tools used to learn English through media. Students can utilize the online quiz platform Quizizz. Students can increase their knowledge and skills by utilizing Quizizz, as they receive points for completing the tasks (Pertiwi, 2020).

Quizizz is an educational game designed to be enjoyable and interactive for multiple players. Quizizz sets itself apart from other educational apps with a number of elements like memes, avatars, and entertaining music. (Zuhriyah dan Pratolo, 2020). There are several practice formats available in Quizizz games, including multiple choice and true/false. The games can be made private or public, and students can join with ease because the game code is available. There are also rankings and a time limit to finish the game, as well as pop-up messages like "good job" and "try again" for incorrect answers. After the game is finished, students can view the discussion of all previous questions and download a report in excel format from the website. (Zhao, 2009).

In a previous study on Quizizz, "Exploring a Gamified Learning Tool in the ESL Classroom: The Case of Quizizz," conducted by Crystal Callista Anak Yunus in 2021, it was found that male students were significantly more likely to achieve the desired results on the post-test. In addition, utilizing Quizizz to learn affects not only the activities involved in teaching and learning but also the passion, good behavior, and memory of the students.

Quizizz can be used by students since it can maximize results and provide enjoyable learning environments. (Wulandari, 2022). Aside from that, using Quizizz learning resources can support the learning process, help students meet their learning objectives, and increase their motivation for learning. Furthermore, Quizizz learning

materials can be applied as a multimedia teaching strategy. (Dhamayanti, 2021). Utilizing Quizizz can enhance student engagement, mastery of the topic, motivation, and enjoyment of learning activities. However, students face challenges such as slow internet connections, insufficient time to complete assignments, the need for more in-depth talks by teachers, and students' ignorance of correct and incorrect responses. (Amri, 2020)

Quizizz in the classroom English can aid students' language proficiency and comprehension of grammar, enhance the learning process, and deepen their comprehension of the subject matter. (Fakhrudin, 2020). Utilizing Quizizz to learn English boosts students' motivation, happiness, and interest in the subject. It is also more practical because the exercises don't require paper, let students review the information, and lessen their exam anxiety (Suharni, 2021). If something is advantageous to people and can be used, then its usability defines the policy for society. Furthermore, perceived usefulness refers to how much a person thinks a specific system would enhance performance. (Iriani, 2020). Students can utilize Quizizz, an online platform, to meet their learning objectives and enhance their English language proficiency.

According to Khairani (2020), users' perceptions of how easy something is to use are indicators of how user-friendly it is for students. Quizizz, for example, uses technology that can be accessible online so that students may use it with ease. While numerous studies have examined the role of gamified learning platforms in general education, limited research has focused specifically on the perceptions of students in EFL contexts. Most existing studies emphasize learning outcomes, yet there is a lack of attention to the Technology Acceptance Model (TAM) framework, particularly regarding how students perceive the usefulness and ease of use of such platforms. Therefore, this study contributes significantly to the growing field of technology-enhanced language learning, particularly in EFL (English as a Foreign Language) classrooms. The integration of gamified platforms like Quizizz in educational contexts is increasingly relevant, yet its perceived impact on student learning remains underexplored.

METHOD

A quantitative technique combined with a descriptive method is the research methodology employed. In order to test theories or find out what people think about a subject or situation, this descriptive method entails gathering data. In order to explain, forecast, and regulate events of interest, quantitative research is centered on gathering and evaluating data in the form of numbers, or numerals.

Analysis of numerical data processed by statistical techniques is the main focus of quantitative research.

Researchers used the whole student body enrolled in the four classes that make up the third semester of an undergraduate pharmacy study program for this research. The researcher observed 52 students who had used Quizizz to aid in their learning, who therefore employed purposive random sampling.

This study will employ a questionnaire to gather data. The purpose of the questionnaire is to find out how students feel about the Quizizz application in EFL in terms of its usefulness and usability. Ten questions total, split into two indications by the questionnaire used for this study, are as follows:

Table 1 Indicator of Research Instrument Statements Indicator

Statements	Indicator
1-5	Perceived ease of use
6-10	Perceived usefulness

This study will employ a questionnaire to gather data. The purpose of the questionnaire is to find out how students feel about the Quizizz application in EFL in terms of its usefulness and usability. There are ten questions in the questionnaire utilized for this study. For every item, there are four options denoted by numbers, and the answer is represented by each number. A Likert scale is used to calculate the results for this questionnaire.

Table 2 Scoring of Likert Scale

Alternatives	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

In order to facilitate the study of research data, the researcher uses Google forms as part of the analysis technique, which employs descriptive statistical techniques. When analyzing data, descriptive statistics are employed to provide an explanation or illustration of the collected data in the form of tables, graphs, diagrams, medium, mode, frequency, and other data visualizations. The objective of this statistical data analysis method is to derive a conclusion from properly conducted and rationally conducted research.

RESULTS AND DISCUSSION

While investigating this topic under the title —Students Perceived Usefulness and Perceived Ease of Use on Quizizz in EFL Classrooml, the researcher came across some findings that were pertinent to the research.

Table 3 The result of Students' Perceived Ease of Use in Using Quizizz

No	Statement	SA	A	N	D	SD
Percentage (%)						
1	The Quizizz application is easy to access for learning English	23,08	55,77	21,15	-	-
2	Learning English is more efficient when using the Quizizz application	17,31	44,23	34,62	3,85	-
3	When using the quizizz application, it gives plenty of time to work on the questions	19,23	42,31	30,77	5,77	1,92
4	The score at the end of the test can show the extent of my expertise in English material	42,31	50,00	5,77	1,92	-
5	I have no difficulty taking English tests or exams using the Quizizz application	17,31	42,31	32,69	7,69	-

Note:

SA: Strongly Agree

A: Agree

N: Neutral

D: Disagree

SD: Strongly Disagree

Based on the result of table 3 above, it showed that more than a half of participants (55,77 %) agree that Quizizz application is easy to access for learning English. The rest of participants choose strongly agree as many as 23,08% and neutral 21,15%. In the second statement, the score at the end of the test can show the extent of students' expertise in English material, revealed that 44,23% agree with that, 17,31% strongly agree, 34,62% in neutral side and 3,85% was disagree with the second statement. Then, in the third statement which explain when using the Quizizz application, it gives plenty of time to work on the questions showed that 42,31% agree with that, besides 19,23% participants choose strongly agree, 30,77% neutral, 5,77% disagree and 1,92% strongly disagree. For the fourth statements, the score at the end of the test can show the extent of students' expertise in English material, the half of participant (50%) choose agree, 42,31% strongly agree, 5,77% in neutral side and 1,92% choose disagree. In the next statement showed 42,31% participants

agree if they have no difficulty taking English tests or exams using the Quizizz application. While the rest choose strongly agree as many as 17,31%, 32,69% for neutral decision and 7,69% participants choose strongly disagree.

Table 4 The result of Students' Perceived of Usefulness in Using Quizizz

No	Statement	SA	A	N	D	SD
1	Using the Quizizz application can increase motivation to take English quiz questions	21,15	42,31	36,54	-	-
2	Using the Quizizz application can increase my independence in learning English	17,31	53,85	26,92	1,92	-
3	I can use the Quizizz application well	19,23	59,62	21,15	-	-
4	By using the Quizizz application I can see whether my test is correct or incorrect	34,62	53,85	9,62	1,92	-
5	Overall, using the Quizizz application is very useful for	25,00	55,77	17,31	-	1,92

Note:

SA: Strongly Agree

A: Agree

N: Neutral

D: Disagree

SD: Strongly Disagree

Based on the result of table 4 above, it showed that more than a 42,31% agree that using the Quizizz application can increase motivation to take English quiz questions. The rest of participants choose strongly agree as many as 21,15% and neutral 36,54%. In the second statement, using the Quizizz application can increase my independence in learning English revealed that 53,85% agree with that, 17,31% strongly agree, 26,92% in neutral side and 1,92% was disagree with the second statement. Then, in the third statement which explain the students can use the Quizizz application well showed that 59,62% agree with that, besides 19,23% participants choose strongly agree, and neutral, 21,15%. For the fourth statements, by using the Quizizz application I can see whether my test is correct or incorrect, more than half of participant (53,85%) choose agree, 34,62% strongly agree, 9,62% in neutral side and

1,92% choose disagree. In the last statement showed 55,77% participants agree if using the Quizizz application is very useful for the students. While the rest choose strongly agree as many as 25,00%, 17,31% for neutral decision and 1,92% for strongly disagree.

The research result was in line with several existed research, such as according to Ebadi (2021), an adequate to intense pleasure, love, happiness, delight, or a sensation of pleasure when utilizing an application are characteristics of a state of mind or emotion known as excitement. The majority of students who responded firmly concur that Quizizz was a fun tool to use, particularly when learning grammar. An entertaining media tool called Quizizz might get pupils more excited about studying English. It draws their attention more fully.

Meanwhile, according to Pitoyo, M. D., Sumardi, S., & Asib, A. (2019) in Zuhriyah and Pratolo (2020), one of Quizizz's special characteristics is the leader board function. The leader board rating feature on Quizizz may have inspired students to work harder in their studies in an effort to place first. Each student's real score appears on the leader board as soon as they finish the test. In addition to showing how delighted and excited they are to utilize the program to learn English, it helps boost students' enthusiasm for learning.

Students clearly approve the use of Quizizz for learning English. Another way to lessen pupils' anxiety is to use Quizizz. It's easy to use, and it's easy to convince pupils to use it instead of worksheets. According to the results, students were more involved and excited about incorporating Quizizz into their learning process. Students felt that utilizing Quizizz was interesting and that it affected their desire to finish the quiz in relation to their learning process. They enjoyed Quizizz when it was used in the classroom.

CONCLUSION

Based on the analysis and conclusions drawn from the data shown above, it can be said that students have a positive response to Quizizz when they use it to study English, particularly when it comes to perceived usefulness and ease of use. Students find Quizizz to be an easy-to-use tool. Additionally, students express greater interest in Quizizz and believe that the boring nature of English language instruction is broken up by its fun aspects. By using Quizizz during the learning process, students' understanding of the material being covered in class and on the app can also be enhanced. Quizizz has been demonstrated to increase learning motivation since it incentivizes students to rank among other quiz takers and gain the highest score.

The findings of this study hold significant implications for educators, policymakers, and instructional designers in EFL (English as a Foreign Language) classrooms. By examining students' perceived usefulness and ease of use regarding Quizizz, several key insights emerge that can inform teaching practices and the integration of digital tools into language learning environments.

This study also provides a foundation for understanding students' perceptions of Quizizz in EFL classrooms; however, further research is necessary to expand the knowledge in this field. Future studies could:

1. Explore the long-term impact of Quizizz on EFL learning outcomes, particularly in specific language skills such as reading, writing, speaking, or listening.
2. Investigate the perceptions of teachers and how their attitudes influence the effective integration of Quizizz in classrooms.
3. Compare Quizizz with other gamified learning platforms to identify strengths and limitations unique to each tool.
4. Conduct research with larger and more diverse populations, including various age groups and proficiency levels, to generalize findings.
5. Incorporate qualitative methods, such as interviews or focus groups, to gain deeper insights into the reasons behind students' perceptions of usefulness and ease of use.
6. Analyze the role of cultural and contextual factors in shaping student attitudes toward gamified platforms in non-native English-speaking countries.

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