Quizizz As Game-Based Learning In English Classes: Lecturer's And Students' Perception

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Abstract

This study aims to determine the lecturer's and students' perceptions of Quizizz. The researcher analysed the data using the descriptive qualitative method. The researcher used interviews as qualitative research instruments. The participants in this research were one lecturer and seven students in English class at the Islamic State University of Alauddin Makassar. The results showed that the perception of the lecturer based on the experience is the lecturer used Quizizz only for reviewing material and the students were included in the high and moderate categories of perceptions based on feelings, thinking ability, and experience.

***Keywords*--** *Implementation, Quizizz, game-based learning, English classes*

INTRODUCTION

English is one of the difficult lessons and boring according to children in the school. Most of students say that English lesson is frighten and crucial. According to Rintaningrum (2015), many kinds of problem come after English language become international language in the world. Speaking is most issued problem in English learning, they included a lack of vocabulary memorization, the use of terms with multiple meanings, confusion over the usage of acceptable words, a lack of grammatical understanding, infrequent reading of grammar books, and poor pronunciation.

In the same manner as done by Issa Al-Khalid (2020), "*Main Challenges Encountered by Students in Learning English as a Foreign Language" the* most challenging factor the learners face while learning English language is the fear and anxiety. Next, there is the research by Tasmia (2019) *"Students' problems in English Speaking at Eight Grade of Riyadhuul Amien Islamic Boarding School"* the problems were consisted of shyness, grammar, vocabulary, meaning, pronunciation, and lack of confident. From the problems the dominantly problems are pronunciation. In the same way, they were fearful of making mistakes, apprehensive while speaking, insecure when speaking, forgetful frequently, disliked learning grammar, worried about being teased by friends, unaccustomed to speaking in class, and jealous of other students' better performance or speaking abilities.

Disengagement, which is characterized as a total absence of engagement, effort, interest, zeal, and prosocial behaviour , is one of the key components of boredom. Hajar & Rahman (2022) research identified several elements that contribute to the difficulties that students face, including the students' paradigm, motivation, and the absence of linguistic environment support. Additionally, instructors who typically attribute it to student laziness, anxiety, sadness, or personality traits undervalue and trivialize boredom (Macklem, 2015).

Furthermore, English must be taught in early age of children and, the lecturer needs to use interesting method in learning. In order to, the students are more interested and excited. One of

the interesting methods is learning English through the games. One of the pedagogically developed approaches to assist students involves the use of educational games to give students a stimulating and motivating environment (Bodnar et al., 2016). Many students may not strongly react to instructions that are given to them in class or they may not like engaging in problem-solving. Games "encourage, entertain, teach, and promote fluency and communicative skills," according to Sakkir (2022). In reality, the game helps kids feel less intimidated to participate actively and do well in class. Students' drive and competitiveness are heightened by the game, which facilitates the acquisition of unconscious knowledge.

Game-based learning is characterized primarily as a form of game play with predetermined learning objectives (Shaffer et al., 2005). The game is typically thought to be digital, however this is not necessarily the case. Schrader & McCreery (2012) list a number of advantages of game-based learning. The first is games as interventions, when games are used as a means of bringing about the intended changes through the player's learning process. Directly as a result of in-game experience, change happens. Positive outcomes of the intervention could include an increase in motivation, spatial ability, and sophisticated motor skill development. Negative changes include hostility and addiction. Games are interactive tools, as well. In this instance, games serve as simulations and present realistic experiences that enable players to complete a task. Therefore, rules in games serve as a companion to the cognitive processes that cause participants to alter. Third, a game environment can offer a variety of beneficial tasks that are also significant from a learning perspective.

Based on explanation above, this research focused on game-based learning. The discussion of game-based learning covers some tools technology or application in English language learning nowadays. Such as *Quizizz*, Educandy, Wordwall, Kahoot, Khan Academy Kids etc. The researcher is interested to investigate the game-based learning since the researchers' experience were more fun, enjoy and motivating when using game as the media in the classroom. And also, it is supported by Prensky (2001). He created more than 50 software games for learning due to game-based learning is much more motivating than formal academic education for students.

Eventually, the researcher chose the University that used an interesting teaching and learning process such as game-based learning. It is Islamic state university of Alauddin Makassar. Based on the pre-observation, teaching, and learning process in it is using game-based learning which is *Quizizz*. They often use *Quizizz* than others platform in learning for assessment and applying the game. Therefore, the researcher discusses about the lecturer's and students' perception of *Quizizz* as Game-based learning.

LITERATURE REVIEW

Information gained by observation, perception, and feeling is referred to as perception. According to Gibson (2011), people employ their five senses are sight, touch, hearing, taste, and smell to explore their surroundings. Perception covers all the actions that a person takes to learn about his or her surroundings, including seeing, hearing, feeling, tasting, and smelling. The process of perception entails becoming aware of circumstances and giving feelings associations with significance.

This study modified the hypothesis by Davidoff in Walgito (2010) that perception is a personal function. The interior environment of the person will actively influence perception. Perception can be communicated through an individual's feelings, thinking ability, and experiences. The process of organizing information for the surroundings and generating an experience is called perception. This shows how a person's perception is formed by the experiences they have when they regard information as relevant in their surroundings through

their senses. Depending on their judgment and level of exposure to everything around them, each person can perceive things differently.

According to Robbin (2003), perception is an impression that people acquire through their five senses and subsequently analyze, interpret, and assess. But the perceiver, the item, and its environment all have an impact on what is gained. According to Walker & Avant (2005), perception makes use of sensory and cognitive processes to understand the environment. It is a distinct method of comprehending phenomena that involves processing information, creating mental models, and interpreting sensory data considering prior knowledge. The following characteristics must be present for perception to take place: sensory, awareness or cognition of the experience, personal experience, and comprehension that can elicit a reaction.

According to Hong et al. (2003), someone's perception of something is measured by how they feel about utilizing it and whether they agree or disagree with the approach or the thing they learned. Sidhu G. K. (2003) defined student perception as the perspective of the student toward an event that occurred in a learning process class and provided it with ideas or arguments for the lecturer or fellow students to better their learning process.

Based on the criteria given above, student perceptions are a potent tool for assessing how well a lesson is being taught and how well a student is acquiring it. Students often have the thought to reflect on what they have accomplished or learnt.

METHOD

1. Research Design

The researcher conducted qualitative research to explore the lecturer's and students' perception. A situated activity, qualitative research places the observer in the world. A set of interpretive and material techniques that make the world visible make up qualitative research. The world is changed by these methods. Field notes, interviews, chats, photographs, recordings, and memos to oneself are just a few of the representations they create from the world. At this level, qualitative research adopts a naturalistic, interpretive perspective on the world. This implies that the researcher observes occurrences in their natural circumstances while attempting to interpret them in terms of the meanings that individuals assign to them (Lincoln & Guba, 2011). This study used descriptive qualitative research methods. Creswell (2013) defines qualitative research as a sort of education research that entails gathering information via a form with a broad, open-ended question, acquiring text or picture information, and gathering information from a limited number of people or websites. The goal of descriptive qualitative research is to describe the lecturer's and students' perceptions through the data collection process.

2. Research Subject

The subject in this study is students from the English & Literature Department, students who using *Quizizz* in English Classes. This research is conducted at Islamic State University of Alauddin Makassar. It is located on Makassar, south Sulawesi Province. This research used Purposive Sampling Technique in choosing them as the participants of this research. They became an object of the interview. Creswell & Creswell (2013), It is a given that purposive sampling was used in this study to select participants who would make good informants, could be introspective and thinking, could effectively communicate with the researcher, and could feel at ease with the researcher.

3. Research Instrument

Instrument is tool which is chosen and used to catch and to dig deeply phenomenon that observed. Gay et al., (2012) state that instrument is equipment which is used to gain information. This research use interview to obtain the information. This study used interview for the lecturer who taught in English and to get more specific data to complete the data about the students' perception. Interview is a process which may cause the informants to give spontaneous answer and could be an intensely positive experience to show informants' knowledge, opinion and feeling (Thompson, 2000). According to Ary et al. (2010), an interview can provide information that cannot be obtained by observation or it can be used to confirm an observation. To gather information about how lecturers and students perceived *Quizizz* as game-based learning, the researcher conducted interviews.

4. Technique of Data Analysis

The researcher employed qualitative data analysis based on Miles et al. (2014), which consists of four processes, namely data collection, data display, data condensation, conclusion drawing, and verification, to analyze the classroom interview data.

FINDINGS

Lecturer's and Students' Perception on *Quizizz* in English classes.

Referring to Davidoff in Walgito (2010), there are three main perceptions included feeling, thinking ability and experience. To find the lecturer's and students' perception, this research used the interview method. There were seven students and a lecturer who had been interviewed. It was conducted on June 2th, 2023.

The researcher conducted semi-structure interviews with several questions. The questions asked were in the form of the lecturer's and students' opinion about *Quizizz* as Game-based learning.
a. Lecturer's perception of *Quizizz* as Game-based learning

On the lecturer's perception, the researcher found the perception based on the experience regarding *Quizizz* as Game-based learning. First of all, the researcher asked the lecturers' views regarding *Quizizz* to convey English material in class was used. The result of lecturer's perception as follows:

Extract 1:

*"I never use Quizizz for making material, **I only use it for giving a quiz as material review"***

(Interview with the lecturer)

Based on the extract 1, it referred to perception based on the experience. It showed from her statement that I never use *Quizizz* for making material. Therefore, the implementation of *Quizizz* by lecturer is not for making material. It suitable with her statement that said I only use it for giving a quiz as material review. Apart from being used as quiz to review material, lecturer is also motivated to use *Quizizz,* seen from the extract below:

Extract 2:

*"Quizizz sangat memudahkan saya untuk melihat sejauh mana pemahaman mahasiswa terkait topic yang sudah dibahas, karena nilainya yang gampang ditarik. Kita juga bisa dengan **mudah mencari soal-soal sesuai dengan topic yang kita inginkan***"

"*Quizizz* really makes it easier for me to see how far students understand the topics that have been discussed, because the scores are easy to do. We could also easily find questions according to the topic we want."

(Interview with the lecturer)

Based on the lecturer's statement in extract 2, it referred to perception based on the experience. It showed that the lecturer is motivated to use *Quizizz* because she said it is very easy to determine students' comprehension related topic which had been discussed. Furthermore, the lecturer was very easy to find the question tests based on topic that she wanted. The lecturer also gave her perception about her experience in implementing *Quizizz*.

b. Students' perception of *Quizizz* as Game-based learning

In this section, the researcher found the students' perception in using *Quizizz* as Game-based learning. It included feeling, thinking ability and experience. It can be seen from the extract as follows:

1) Feeling

Students' perception is expressed through the feeling. It described about the emotion from students in using *Quizizz* by these extract bellows:

Extract 1:

*"Saya **menikmati** menggunakan Quizizz dalam kelas Bahasa Inggris karena dapat membantu saya meningkatkan pemahaman dan keterampilan dalam Bahasa Inggris. Untuk menunjukkan hal ini, saya biasanya berpartisipasi aktif dalam kegiatan Quizizz dan mencoba untuk mencapai skor yang tinggi."*

"I enjoy using *Quizizz* in my English class because it helps me improve my understanding and skills in English. To show this, I usually actively participate in *Quizizz* activities and try to achieve high score"

(Interview with S1)

Extract 2:

*"**Yes, because I feel**, I mean lebih aktif dan leluasa menjawab pertanyaan karena pertanyaan menggunakan pilihan ganda"*

"Yes, because I feel, I mean more active and freely in answering questions because the questions use multiple choice"

(Interview with S2)

Those extract above, explained about students' perception based on feeling. It showed that they felt enjoy in using *Quizizz* with various reason/reaction such as S1 was actively

participate in *Quizizz* activities and try to achieve high score, S2 was active and freely in answering questions, S3 was showing by active and she said because it is fun and interesting, S4 felt that *Quizizz* helped her in understanding the material, S5 felt enjoy even she was nervous in answering the quizzes, S6 enjoyed *Quizizz* like playing the game and S7 enjoyed due to he liked playing game.

In addition, to describe the levels of students' perception based on their feeling is the researcher categorized students' perception into three levels based on the analytical technique such as highly perceived, moderate perceived and lowly perceived bellows:

No.	Levels	Description
	Highly Perceived	**Extract 1:** *"Saya **menikmati** menggunakan Quizizz dalam kelas Bahasa Inggris karena dapat membantu saya meningkatkan pemahaman dan keterampilan dalam Bahasa Inggris. Untuk menunjukkan hal ini, saya biasanya berpartisipasi aktif dalam kegiatan Quizizz dan mencoba untuk mencapai skor yang tinggi."* "I enjoy using *Quizizz* in my English class because it helps me improve my understanding and skills in English. To show this, I usually actively participate in *Quizizz* activities and try to achieve high score" (Interview with S1)
		Extract 3: *"Yes, saya **enjoy** menggunakan Quizizz dalam kelas karena Quizizz sangat menarik dan seru. Cara saya menunjukkan yaitu dengan ikut aktif berpartisipasi dan bersemangat menjawab quiz."* "yes,I enjoy using Quiziz in class because *Quizizz* is very interesting and fun. The way I show that is by actively participating and enthusiastically answering Quizzes". (Interview with S3)
	Moderately Perceived	**Extract 2:** *"yes, **because I feel**, I mean lebih aktif dan leluasa menjawab pertanyaan karena pertanyaan menggunakan pilihan ganda"* "yes, because I feel, I mean more active and freely in answering questions because the questions use multiple choice" (Interview with S2)
		Extract 4: *"yes, I am **enjoy** using the application because it really helps in understanding in material"*

		a (Interview with S4)
		Extract 5: "*ya saya **enjoy** meskipun dalam mengerjakan soalnya saya nervous dan ragu-ragu tapi saya sangat antusias untuk memainkannya.* "*yes I enjoy it , eventhough I am nervous and hesitant in answering the quiz but I am very enthusiastic about playing it*" (Interview with S5)
		Extract 6: "*yes I **enjoy** it.because when I use Quizizz we can play game and also we get knowledge lesson so I enjoy it*" (Interview with S6)
		Extract 7: "*Ya, saya **suka** bermain game itu sangat **menyenangkan**, ini termasuk dalam versi belajar sambil bermain.*" "Yes, I like playing games it's really fun, it's included learning by playing version." (Interview with S7)

Based on the classification above, the result of students' perception through their feeling is moderately perceived.

2) Thinking Ability

Moreover, students' perception is also can be expressed through thinking ability. It discussed about the way students use their mind to express their perception about *Quizizz*. In the following extracts:

Extract 8:

"*Ya, Quizizz membantu saya **memahami** pelajaran Bahasa Inggris karena dilengkapi dengan berbagai jenis soal seperti pilihan ganda, urutan kata, dan pengisian kata. Selain itu, Quizizz juga memberikan umpan balik secara instan setelah menjawab setiap pertanyaan sehingga saya dapat memperbaiki kesalahan dan meningkatkan pemahaman*"

"yes, *Quizizz* helps me understand English lessons because it is equipped with various types of questions such as multiple choice, word order and word filling. And also, *Quizizz* also provides instant feedback after answering each question so I can correct mistakes and improve understanding."

(Interview with S1)

Extract 9:

"***yes**, because Quizizz mempunyai feedback apakah salah atau benar sehingga **bisa memperbaiki kesalahan**.*"

"yes, because *Quizizz* has feedback whether it's wrong or right so I can fix the mistakes.

<div align="right">(Interview with S2)</div>

Those extracts above explained the students' perception based on thinking ability. They involved their mind to understand the English lesson in *Quizizz*. Which can be seen that S1 and S2 understood English lessons due to the feedback in Quizizz make both could correct their mistakes, S3 understood the English lesson due to, it gave the fun and memorable lessons, S4 understood the lesson because game provides solutions, S5 understood the English lesson because the game offered many knowledge, S6 and S7 understood the lessons because suitable with their knowledge.

Additionally, the research categorized students' perception based on thinking ability into three categories such as highly perceived, moderately perceived, and lowly perceived. Those are can be seen below:

No.	Levels	Descriptions
1.	Highly Perceived	**Extract 8:** *"Ya, Quizizz membantu saya **memahami** pelajaran Bahasa Inggris karena dilengkapi dengan berbagai jenis soal seperti pilihan ganda, urutan kata, dan pengisian kata. Selain itu, Quizizz juga memberikan umpan balik secara instan setelah menjawab setiap pertanyaan sehingga saya dapat memperbaiki kesalahan dan meningkatkan pemahaman"* "yes, *Quizizz* helps me understand English lessons because it is equipped with various types of questions such as multiple choice, word order and word filling. And also, *Quizizz* also provides instant feedback after answering each question so I can correct mistakes and improve understanding." (Interview with S1)
		Extract 9: *"**yes**, because Quizizz mempunyai feedback apakah salah atau benar sehingga **bisa memperbaiki kesalahan**."* "yes, because *Quizizz* has feedback whether it's wrong or right so I can fix the mistakes. (Interview with S2)
		Extract 10: *"Quizizz membantu saya **memahami** pelajaran bahasa inggris. Game Quizizz memberikan pelajaran yang membuat kelas lebih menyenangkan dan mengesankan."* "*Quizizz* helps me understand English lessons. *Quizizz* games provide lessons that make class more fun and memorable."

		(Interview with S3)
		Extract 11: *"helps **understand** English lessons because it provides solutions when finding material that is difficult or poorly understood."* (Interview with S4)
2.	Moderately Perceived	**Extract 12:** *"ya karena dalam gamenya banyak soal yang di berikan jadi **menambah wawasan** contoh soal tentang pelajaran yang diberikan sebelumnya"* "Yes, because there many questions test in the game which could add insight about the lessons given before" (Interview with S5)
		Extract 13: "**yes**, because *Quizizz* mmm the question in the *Quizizz* is simple when we play the game it is suitable with **my knowledge**" (Interview with S6)
		Extract 14: *"**Ya**, karena saya mendapat **banyak ilmu** dari tanya jawab melalui kuis ini."* "yes, because I have a lot of knowledge from questions test and answers through this quiz" (Interview with S7)

Based on the classification above, the result from the students' perception based on the thinking ability is highly perceived.

3) Experience
Students' perception through the experience is described about the effectiveness *Quizizz* which are practical and effective as follow:
Extract 15:
*"Saya merasa Quizizz **sangat praktis dan efektif** karena bisa digunakan di mana saja dan kapan saja, serta memberikan umpan baliksecara instan setelah menjawab setiap pertanyaan. Selain itu, Quizizz juga membantu saya mempersiapkan diri untuk ujian atau tugas dengan memberikan latihan soal yang bervariasi."*
"I think *Quizizz* very practical and effective because it can be used anywhere and anytime and also provides instant feedback after answering each question. Apart from that,

Quizizz also helps me prepare for exams or assignments by providing various practice questions."

   (Interview with S1)

Extract 16:

   *"I think **effective dan praktis** because I can access everywhere when I have homework"*

   "I think effective and practical because I can access everywhere when I have homework"

   (Interview with S2)

Extract 17:

   *"yes, itu **sangat praktis dan efektif** bagi saya karena bisa diakses dimana-mana dan Quizizz menurut saya cara untuk improve ilmu bahasa inggris."*

   "yes, it's very pratical and effective for me because it can be accessed everywhere and in my opinion *Quizizz* is a way to improve English knowledge"

   (Interview with S3)

No.	Levels	Description
1.	Highly perceived	**Extract 15:** *"Saya merasa Quizizz **sangat praktis dan efektif** karena bisa digunakan di mana saja dan kapan saja, serta memberikan umpan baliksecara instan setelah menjawab setiap pertanyaan. Selain itu, Quizizz juga membantu saya mempersiapkan diri untuk ujian atau tugas dengan memberikan latihan soal yang bervariasi."* "I think *Quizizz* very practical and effective because it can be used anywhere and anytime and also provides instant feedback after answering each question. Apart from that, *Quizizz* also helps me prepare for exams or assignments by providing various practice questions." (Interview with S1)
		Extract 17: *"yes, itu **sangat praktis dan efektif** bagi saya karena bisa diakses dimana-mana dan Quizizz menurut saya cara untuk improve ilmu bahasa inggris."* "yes, it's very pratical and effective for me because it can be accessed everywhere and in my opinion *Quizizz* is a way to improve English knowledge" (Interview with S3)
		Extract 21: *"**cukup efektif**, karena tinggal tekan tombol jawabannya pun muncul termasuk dengan peringkat kita jadi kita semakin terpacu tuk segera menyelesaikan kuis ini."*

		"It's quite effective, because all you have to do is press the answer button, it would appear our rangking so we are even more motivated to finish this quiz as soon as possible. (Interview with S7)
2.	Moderately perceived	**Extract 16:** *"I think **effective dan praktis** because I can access everywhere when I have homework"* "I think effective and practical because I can access everywhere when I have homework" (Interview with S2)
		Extract 18: *"yes it is **very practical**, because only accessing the internet then the answer appears"* (Interview with S4)
		Extract 19: *"kalau untuk mengasah pengetahun saya, menurut saya Quizizz **sangat praktis**"* "talking about increasing my knowledge, I think *Quizizz* is very practical" (Interview with S5)
3.	Lowly Perceived	**Extract 20:** *"just so so, not really effective because there are some problem connection not good sometime very slow to use Quizizz/bahkan langsung log out"* " not really effective because there are some problem connection not good, sometime very slow and directly log out" (Interview with S6)

Based on the categorization above, the result of students' perception based on their experience is highly and moderately perceived.

DISCUSSION

This section discusses the interpretation of the findings on the results of the research where the data obtained from observation and interview. In this study, researcher discusses the result of research which is the lecturer's and students' perception in using *Quizizz*. Zhao (2019) claims that Quizizz is an educational game-based application that enables simultaneous multiplayer activities and transforms classroom exercises into a more engaging and enjoyable experience.

Related to that, the lecturer's and students' perception on *Quizizz* in English classes. The researcher identified the perception of the lecturer and students on *Quizizz* as Game-based learning by using theory of Davidoff, (2010). Perception can be expressed through the feeling, thinking ability and experience. Indicate that, the lecturer's perception through her experience is the lecturer only uses *Quizizz* as material review, it makes the lecturer easy to assess the score of students and also the features are easy to access. In the same manner, S1,S2,S3,S4,S5,S6 and S7 expressed their feeling that they are enjoy using *Quizizz* as Game-based learning. Each student has different way to show their feeling of enjoy. Students showed by more active in participating, try to achieve high score, answering quizzes enthusiastically. By using analytical technique, the researcher found that the students' perception based on their feeling is in moderately perceived.

Students' perception based on thinking ability is S1,S2,S3,S4,S5,S6 and S7 stated that *Quizizz* help them understand the English lesson due to the feedback from *Quizizz* makes students to repair their mistake. Besides that, *Quizizz* gives many question tests which make students learn from that and the result of this students' perception based on thinking ability is found that in highly perceived category.

Discussing about experience, student' perception through their experience is S1,S2,S3,S4,S5 and S7 talked that *Quizizz* is very effective and practical because they can access everywhere and challenge students to reach high score so it is effective for learning English. Finally, the result of the students' perception based on experience has the result in highly and moderate perceived because three of students in highly perceived and three of students also in moderate perceived. Therefore, based on the explanation above the researcher concluded that the result of analyzing the data showed highly and moderately perceived.

CONCLUSION

Based on the result of the data analysis of the findings in the previous chapter, the researcher found the lecturer's and students' perception in using *Quizizz* in English classes.

After identifying the perception of the lecturer and students of *Quizizz* as Game-based learning in English classes, it indicated, in using *Quizizz,* lecturer only review material for students. Then students feel enjoy and motived. The result of the students' perception based on their feeling is moderately perceived.

For students' perception based on the thinking ability, the average of them stated that the material easy to understand without explanation from the lecturer. The result of it is highly perceived.

Besides, they all said that *Quizizz* is very practical and effective. The result of students' perception based on the experience is highly and moderately perceived.

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