

**Teacher and Students' Perspective on the Use of Quizizz as
Instructional Media in EFL Classes**

Tugas Akhir



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FACULTY OF EDUCATION AND HUMANITIES
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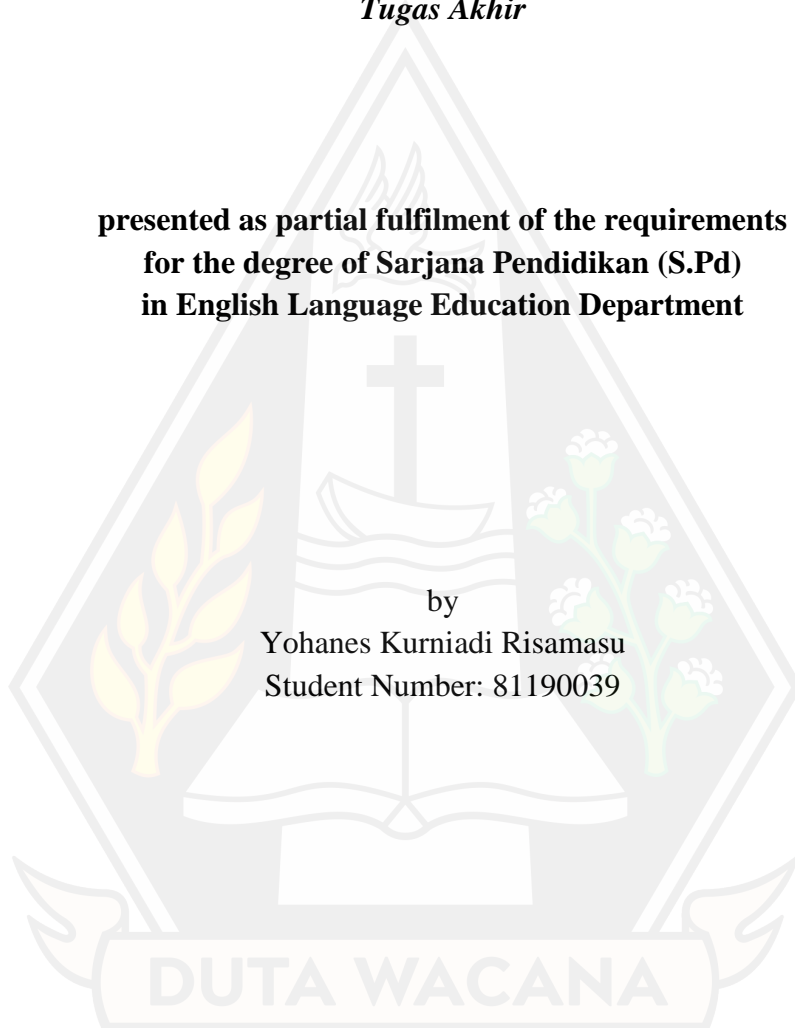
**Teacher and Students' Perspective on the Use of Quizizz as Instructional
Media in EFL Classes**

Tugas Akhir

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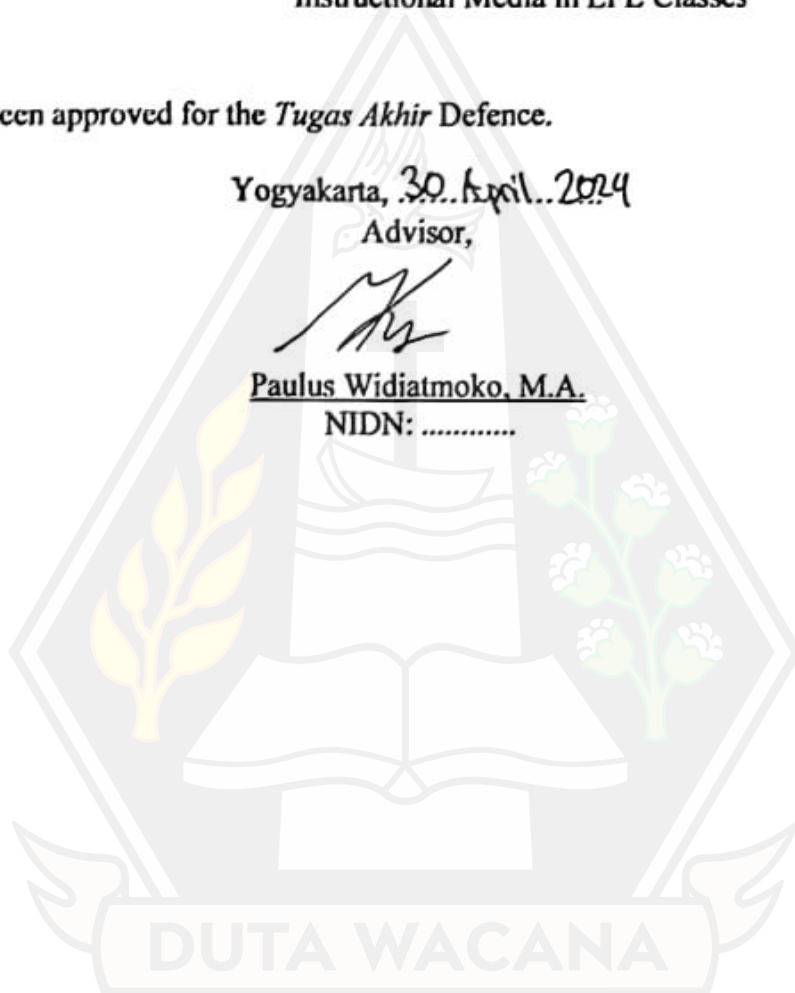
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Defended before the Board of Examiners

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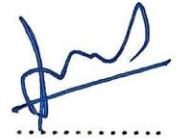
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I honestly declare that this *Tugas Akhir* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

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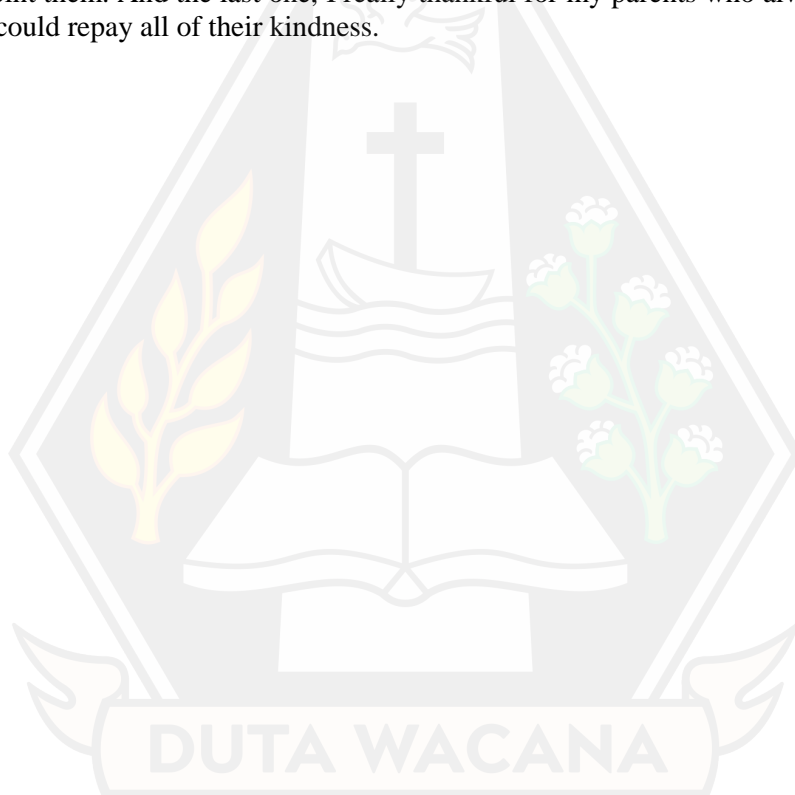


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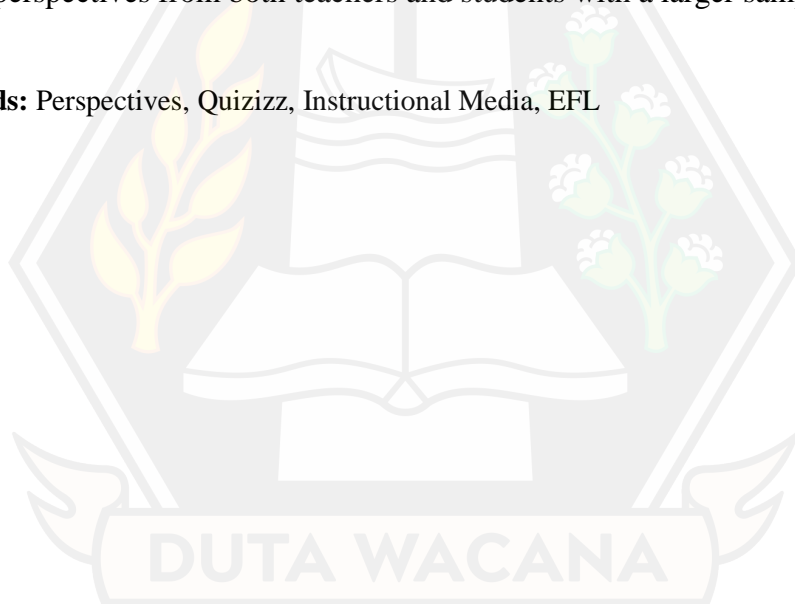


ABSTRACT

Risamasu, Y. K. (2024). *Teacher and students' perspective on the use of Quizizz as instructional media in EFL classes* (Unpublished Undergraduate Final Project). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

This research aimed to explore teachers' and students' perspectives on the use of Quizizz as an instructional medium in English as a Foreign Language (EFL) classrooms. Employing a mixed-methods approach, data were collected from 122 senior high school students through questionnaires and interviews with four EFL teachers who utilized Quizizz. A thematic analysis of the interviews revealed three main themes from the teachers' viewpoints: Quizizz engages students, Quizizz is interesting, and Quizizz is challenging. Meanwhile, quantitative data from the questionnaires indicated that most students found Quizizz useful, helping them engage in learning, improving their academic performance and productivity, and facilitating content comprehension. Students also exhibited positive attitudes toward the use of Quizizz and looked forward to using it in the future. These findings provide implications for enhancing the use of interactive digital instructional media such as Quizizz in EFL teaching to increase student engagement and learning motivation. However, further research is needed to explore more in-depth perspectives from both teachers and students with a larger sample size.

Keywords: Perspectives, Quizizz, Instructional Media, EFL

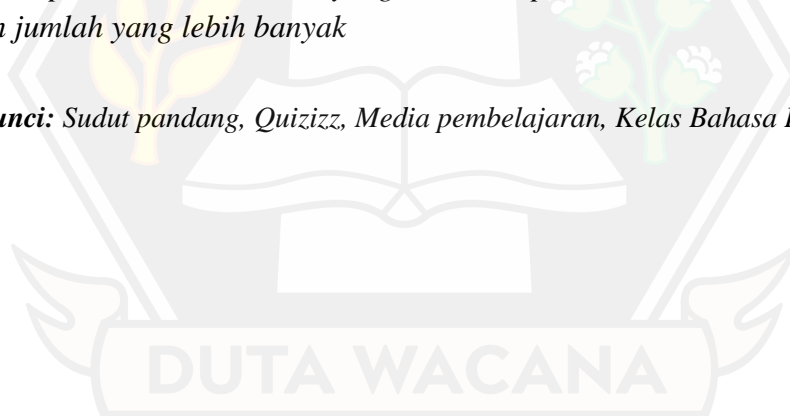


INTISARI

Risamasu, Y. K. (2024). Sudut pandang siswa dan murid dalam penggunaan Quizizz sebagai media pembelajaran di dalam kelas Bahasa Inggris (Belum terpublikasi karena sedang berada dalam proyek akhir tugas). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Riset ini bertujuan untuk mengetahui sudut pandang guru dan murid mengenai penggunaan Quizizz sebagai media pembelajaran dalam kelas bahasa Inggris. Menggunakan metode campuran, data dikumpulkan dari 122 murid siswa sekolah menengah atas menggunakan Questionnaire dan menginterview 4 guru Bahasa Inggris yang mengajar menggunakan Quizizz. Menggunakan Analisa tematik dari interview dapat menghasilkan tiga tema utama dari sudut pandang guru. Tiga tema utama itu adalah Quizizz melibatkan murid, Quizizz menarik minat siswa, dan Quizizz menantang siswa. Sementara data questionnaire yang didapatkan dari questionnaire mendapati bahwa siswa berpikir bahwa Quizizz cukup berguna dalam pembelajaran, Quizizz cukup membantu mereka untuk lebih fokus dalam pembelajaran, dan Quizizz meningkatkan nilai dan produktifitas mereka serta mereka berharap dapat mendapatkan lebih banyak Quizizz sebagai tugas mereka di masa mendatang. Riset ini diharapkan dapat menambah keterlibatan penggunaan teknologi digital dalam pembelajaran Bahasa Inggris seperti Quizizz untuk meningkatkan niat belajar siswa. Bagaimanapun riset lebih lanjut dibutuhkan guna memperluas contoh data yang bisa didapatkan dari sisi murid dan guru dengan jumlah yang lebih banyak

Kata kunci: *Sudut pandang, Quizizz, Media pembelajaran, Kelas Bahasa Inggris*



CHAPTER I

INTRODUCTION

This chapter consists of four subheadings. They are research background, research questions, research objectives, and research benefits.

A. Background

Technology has been used as an alternative instructional method due the COVID-19. After being used for some time, technology usage is considered as more effective than the old conventional method (Ahmed et al., 2022). COVID-19 event are the main event that forces ELT teacher to adapt by using technology in order to continue the study. The educational innovation also helps the current teacher to develop some creative and innovative learning that could be able to help the students be more engaged in the learning (Ramadhan et al., 2020). The development of technology affects a lot of single aspect of our life and one of the things that is affected is education. Before the COVID-19 pandemic, teaching activity required a lot of technology usage and used as an “alternative” due to the condition. However, after the pandemic, researchers started to realize how good the usage of technology itself to improve the learning situation (Ahmed et al., 2022). The research conducted by Mahzum et al in 2020 stated that 70% of the students interviewed already liked the current subject that they were learning, but to old conventional learning method that the teacher used made the interviewee feel bored and made them less enthusiastic to engage with the learning. Deubel (2017) in the research stated that the booming of technology has affected everyone to have easier access to it. The usage of technology in the teaching process also brings many benefits, as it could be more updated, adding some benefits that the textbook cannot provide (for example sounds) and everything could be saved on the internet (Huang, 2005). Deubel (2017) mentions that technology development requires teachers to move and adapt to the new teaching era that requires a lot of technology usage. With the differences innovation of technology development affecting few aspect and one of them are Education.

Teachers are the one in charge to make students' learning progress become more interesting. The research conducted by Gaol & Sitepu (2020) states that the benefit of the usage of the research that was conducted is to getting rid of the students' boredom with interactive learning progress so the students could be able to reach the learning objectives that were already planned. Technology that already affecting education make teacher to grew and use another instructional media that could increase the students focus towards the learning.

Mahzum et al. (2020) in a study found out that the old conventional teaching method could bring boredom for students, even if they love the subject. This could be the main reason why the technology needs to take part. Interactive learning materials are needed to attract students' interest (Al Mardhiyyah et al., 2021). Zuhriyah & Pratolo (2020) in the research showed how the Quizizz can be used as tools for assessing the students. This is in line with Sinta et al. (2019) that recommended Quizizz as the self assessment tools. Moreover, Dhamayanti (2021) showed that Quizizz able to use to deliver materials to the EFL students. Increase the students learning motivation and engagement are another benefits of the use of Quizizz in learning.

Anastasiadis et al. (2018) mention that one of the benefits of digital game-based learning which used to called as DGBL are offering students to learn about new learning experiences that the teacher constructed to the new teaching method. With the help of technology that facilitates digital game-based learning, students could be more motivated towards the learning. With the help of technological gadgets and other digital tools, the teacher could create more fun learning activities (Huang, 2005). There are a few important aspects that could improve the students learning progress to be more interesting especially to maximize the students' skills improvement. Not only help them to be more engage towards the learning, some research also showed that digital game-based learning could improve students learning performance. (Gaol & Sitepu, 2020). Mahzum et al. (2020) in a research stated that the person they interviewed also agreed that the usage of technology as an interactional media could help students to increase their learning interest. In conclusion, technology development is the starting event that supports digital game-based learning as instructional media in EFL classes. Many research already conducted towards the students and teacher perspective

towards the Quizizz usage as the instructional media. However, the research only focuses on one side of the participants (teacher or students). That is the main reason that this research was conducted, to find empirical data on both sides. The reason why this research conducted in three schools because the schools already have cooperation for teaching training with Duta Wacana Christian University

B. Research Question

Based on the research background on technology development and instructional media usage, the formulations of the research questions are:

RQ1: What are the English Teachers' views about use of Quizizz apps in ELT?

RQ2: What are the students' views about the use of Quizizz apps in ELT?

C. Objectives

After conducting this research, the researcher hopefully could help present teachers to understand about teachers and students' point of view towards digital game-based learning which specify as Quizizz in EFL

1. To find out the English Teachers' views about the use of Quizizz apps in ELT
2. To find out the students' views about the use of Quizizz apps in ELT

D. Benefits

- The benefits of this research could help the others ELF teacher to understand the others teacher and students' perspective towards the use of Quizizz as instructional media
- The institution related towards the research also able to improve based on the students and improve the teaching based on their students perspectives
- The researcher could encourage the others EFL teachers to consider the Quizizz use on their teaching phase



CHAPTER V CONCLUSION

There are a few results that we could find based on the data already collected from the interview with the English teacher and also with the students' questionnaire that will be mentioned further below.

A. Summary

Based on the discussion, we found that Quizizz is helpful in a few positive aspects. Not only it was easy and helpful for the teacher, but it was also able to engage the students more towards the learning materials because they found that the Quizizz usage was interesting and fun. The students also agree that Quizizz can improve their learning performance and academic productivity. The students also agree that it was useful and made it easier to learn the material content and enhanced the learning effectivities. The students also believe that the Quizizz usage was positive and was a good idea. Students also expect to have Quizizz for their future courses. There are many positive aspect answer based on the students' side, and the teacher side also showed many positive things. Teacher think that the use of Quizizz also facilitate the students to be more engage towards the learning. Not only engaging, they find that students also felt challenged and start competing one and another to reach the first rank. Even there are many positive things, there are also some negative Quizizz use based on the teacher side. For example, one of the challenge that they felt are when there are black out. It was kinda hard for them because the use of Quizizz require electricity and internet connection.

B. Implications and Contributions

The main purpose of this research is to find out the effectiveness of Quizizz usage and to find out English teachers' points of view on Quizizz usage and Students' point of view on Quizizz usage. Based on the result hopefully the EFL teacher could improve the usage of digital interactional media to help them engage their students to be more interested in their learning and suggest they be more active in using Quizizz as the interactional media. The difference between this research from other research is that the participants come with many different varieties of data that still have the same level (senior high school level) with different classes and majors. Hopefully, the more variety of data could represent the current senior high school level their perspective on the usage of Quizizz in EFL class. Hopefully, the data above could attract many English teachers to use Quizizz as their interactional media so that EFL learning could be better than before and also improve the learning atmosphere in the class.

C. Limitations

This research is far from perfect research. Hopefully, the limitation could be improved later by adding a lot of research experience. This research also shows that the data gathered from the students are not deep enough because using Questionnaires, and the data gathered from the teachers are not wide enough because there are not many English teachers that use Quizizz as their interactional media that can be interviewed.

D. Future Studies

Hopefully, future research could Interview more English teachers that use Quizizz as their digital interactive learning and spread questionnaires to them to earn a wide variety of data that could be gathered. And also able to gain more time and permission to interview the students that already answered the questionnaire to gain more deep data that could able to enhance the current research.

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