

**The Using of Quizizz Application in English Learning at Tenth
Grade of SMA Batik 2 Surakarta in Academic Year of 2021/2022**

THESIS

Submitted as a Partial Requirement

For the Degree of *Sarjana*



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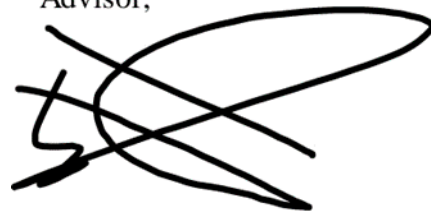
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DEDICATION

This thesis is dedicated to

1. My beloved parents Supriyadi, S.Pd. and Sri Palusin who always pray, support me and give me endless love
2. The best sister ever Lusiana Prihastiwi, M.Pd. who always supports me and helps me
3. My supportive friends Qonitin, Zalsa Bella Novianti and Zyhta Chavalera
4. My advisor Sabariyanto, M.Pd. who give me advice in finishing my thesis

MOTTO

“Jalani sendiri jalan ninjamu. Lagipula hidup sebebaskan itu, jadilah apapun yang
kamu rindu.”

(Jason Ranti)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The Using of Quizizz Application in English Learning at Tenth Grade of SMA Batik 2 Surakarta in Academic Year of 2022/2023” is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realize that this thesis is still far from perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Sukoharjo, 27 October 2022

The researcher

Yasinta Primastuti

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ABSTRACT

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The use of Information and communication technology (ICT) to help the implementation of online learning in teaching-learning process is important. One of the essential parts of the teaching-learning process is evaluation to measure students' progress. Online assessment is a fresh way to evaluate the students' progress. This research focused on Quizizz application as an online assessment platform. The objective of this research are to describe how the teacher implements the Quizizz application and to investigate students' responses towards the Quizizz application in teaching and learning English at tenth grade of SMA Batik 2 Surakarta.

This study is descriptive qualitative research and the primary data are the observation, interview and questionnaire result. The data are obtained from class observation, interview with English teacher and students' questionnaire. To compare the data, the researcher validate the data with triangulation of data sources method.

The findings of this research showed that the implementation of Quizizz in SMA Batik 2 started with the teacher socialize or introduce the Quizizz application especially for tenth grade in order to become comfortable with online assessment method. In the Quizizz implementation, the teacher also used the features of Quizizz that very helpful. The perception of students towards the Quizizz implementation according to the questionnaire showed that (1) Most of students agree that Quizizz is interesting, motivating, and fun and Quizizz create competitive atmosphere; (2) Quizizz is interesting with many helpful features; (3) A competitive atmosphere can be created because Quizizz has many challenging features so the students encouraged to be the number one on the Quizizz leaderboard; (4) The students also agree with the statement that they enjoy doing daily test using Quizizz application; (5) the students also feel confident when doing daily test using Quizizz application.

Keywords: ICT, online assessment, Quizizz application

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CHAPTER I

INTRODUCTION

A. Background of Study

Education in all over the world has been affected by covid-19 pandemic so that the education system is disrupted. The direct impact of disruption in education system is including the practice of teaching and learning at all levels. Emergency remote education has become one of the most effective strategies for ensuring educational continuity notably in Indonesia (Bozkurt, A., Jung et al., 2020). Not all teachers are ready to online learning, which has created various challenges, such as lack of understanding of online learning techniques and supporting resources, such as computers and internet access (Padmo & Ardiasih, 2020). In online learning, both of teachers and students must use information and communication technology (ICT) for the implementation of online learning. The use of ICT on online class can improve students' learning behavior. Despite the fact that students are millennial generation who rely on technology for their daily needs, it remains a struggle for teachers to get them to participate actively in online English learning (Damayanti, 2021).

According to Webb and Gibson on their research, it is stated that assessment is the part of evaluation in teaching and learning (Webb & Gibson, 2015). In this pandemic situation, fresh assessment technique is very needed to measure student learning more effectively and interesting. As mentioned by

Webb and Gibson in their research, digital media enhanced assessment more flexible, effective, and attractive includes a real learning experience with digital media, continuous and unobtrusive performance, learning and measurement of knowledge, detail and high resolution data record analyzed and displayed in computational ways and also can be accessed by teachers and students in real-time. There are many online assessment platforms such as Quizizz, Kahoot, Proprofs, Socrative and etc.

In this research, the researcher focused on Quizizz application. Quizizz is comparable web 2.0 product that is popular in the field of assessment (Goksun & Gursoy, 2019). Quizizz is a digital media for teaching-learning assessment with game-based online application. Quizizz is free and downloadable educational application that can be downloaded in any download platform app in mobile devices. Quizizz provides gaming elements such as avatars, memes, themes, and music to make learning process more fun. The teacher can monitor students' real-time scores and ranking and get the report when quiz is finished to assess students' performance.

The researcher did pre research in September 17th, 2021 to collect data about the use of Quizizz application in SMA Batik 2 Surakarta by interviewing English teacher and observing English class at tenth grade. The result of the interview with the teacher as an English teacher of SMA Batik 2 Surakarta, The teacher chose Quizizz as an online assessment in English learning because Quizizz is more attractive. Students often feel bored when doing quiz in usual way such as paper-based quiz and Google Form, so the teacher chose Quizizz

as a digital media for assessment. According to the English teacher, Quizizz makes it easier for the teacher to monitor the students when doing quizzes because Quizizz has real-time students' scores and ranking. Quizizz is also paperless, and time effective when assessing quiz.

The result of pre research observation in X IPS 2 with 30 students, the researcher found that blended learning is used in SMA Batik 2 Surakarta with 50% students doing face-to-face learning and 50% students doing online learning at home. The teacher does two activities at once in English class, face-to-face for the students in the class and then conducts online English class via Google meet for the students who study at home.

There is previous study done by Nurul Aulia Jannah, Supiani, and Iwan Perdana entitled "The EFL Students' Perceptions of Using Quizizz in doing Online English Test at High School". The result of this research is the students had positive perception about the using of Quizizz in online English test with 54.7% students strongly agree and 25.5% students agree. The positive perception are about the features of Quizizz so that the students enjoy doing online assessment. The other positive perception is about flexibility of online assessment that can do anytime and anywhere (Jannah, Supiani, & Perdana, 2020).

The researcher is interested in doing the research because in education field, quiz is well-known assessment type and Quizizz is the fresh digital media in teaching-learning assessment with game-based online application. The researcher chooses SMA Batik 2 Surakarta because the English teacher in this

school uses Quizizz as an online assessment platform for all material in English so that this is unique. Then, the researcher investigated how the teacher implements Quizizz in teaching and learning English and the students' response towards the implementation of Quizizz in English class. Based on the background above, the researcher is interested in conducting research on The Using of Quizizz Application in English Learning at Tenth Grade of SMA Batik 2 Surakarta in the Academic Year of 2021/2022.

B. Identification of the Problem

Based on the background of study above, the identified problems are:

1. Some of students' have unstable signal which interrupt online learning
2. Some students in online learning are less interactive
3. Students feel bored when doing quiz or exams in monotonous media
4. Based on the character and behavior, it is difficult to monitor the students when online learning
5. Most of the tenth grade students do not understand Quizizz application because this is something new for them
6. The problem when students will log in to Quizizz due to email error or unstable signal

C. Limitation of the Problem

In this research, the researcher focused on how the teacher implements Quizizz and the students' response towards the implementation of Quizizz in English learning at tenth grade of SMA Batik 2 Surakarta in the academic year of 2021/2022.

D. Formulation of the Problem

1. How does teacher implement Quizizz application in English learning at the tenth grade of SMA Batik 2 Surakarta in Academic Year of 2021/2022?
2. What are the students' responses towards the using of Quizizz application in English learning at tenth grade of SMA Batik 2 Surakarta in Academic Year of 2021/2022?

E. Objective of the Study

1. To describe how does teacher implements Quizizz application in teaching and learning English at tenth grade of SMA Batik 2 Surakarta in Academic Year of 2021/2022
2. To investigate students' responses towards Quizizz application in teaching and learning English at tenth grade of SMA Batik 2 Surakarta in Academic Year of 2021/2022

F. Benefits of the Study

1. Theoretical benefits

This research is provides a new way in learning English especially in assessment with fresh and interesting media. This research is expected to provide information and thoughts related to the use of Quizizz application as an online assessment media in learning English.

2. Practical benefits

- a. For the students

- 1) Increasing students' interest in English learning

- 2) To motivate students when doing test or quiz in English class through Quizizz application
- b. For the teacher
- 1) Teacher understand what students' perspective in his class so that teacher can evaluate the class and use this research as a reference to find another fresh and interesting media to increasing students' interest in English
- c. For the researcher
- 1) The researcher gets invaluable experience which can be used in the future
 - 2) As a starting point to find another new media or application to helps students improving English skill

G. Definition of Key Terms

1. Quizizz application

Quizizz is a digital media for teaching-learning assessment. Quizizz is gamified student engagement platform with variety of features to make classroom more fun, interactive and engaging. Quizizz is educational game-based app that introduces multiplayer activities to classroom and makes in-class exercises more dynamic and enjoyable. Students can use Quizizz to complete in-class tasks on their mobile devices (Zhao, 2019).

2. English Language Teaching

According to Cambridge Dictionary, English Language Teaching or ELT is the teaching of English to non-native speakers or to students whose

first language is not English. English learning has a positive effect for learners' creativity. Learning is the process of gaining knowledge of a skill or subject by studying, experiencing, and instructing. Learning is generally permanent change in behavior tendency that occurs as a result of repeated practice. Teaching cannot be defined apart from learning. Teaching is the process of directing and assisting learning, as well as enabling and supporting the learner's learning (Brown, 2000).

3. Students' perception

Students' perception is a student's ability to interpret, define and response to something based on what they observed or what they feel through their senses whether positive or negative response. In this study, students' perception means students' response or what the students feel towards Quizizz application in teaching and learning English at SMA Batik 2 Surakarta.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. English Learning

Learning is the process of gaining knowledge of a skill or subject by studying, experiencing, and instructing. Learning is generally permanent change in behavior tendency that occurs as a result of repeated practices. Teaching cannot be defined apart from learning. Teaching is the process of directing and assisting learning, as well as enabling and supporting the learner's learning (Brown, 2000).

There are some learning components specified by Brown:

- a. Learning is acquisition or "Getting"
- b. Learning is retention of information or skill
- c. Learning is retention implies storage system, memory, and cognitive organization
- d. Learning involves active, conscious focus on and acting upon events outside the organism
- e. Learning is relatively permanent but subject to forgetting
- f. Learning involves some form of practice
- g. Learning can change in behavior

The process of English learning is affected by learning strategies. According to Hong Shi in his research found that appropriate language learning strategies result from confidence and motivation. Through strategies instruction can increase students' self-efficacy and autonomous learning. To assist students improvement and attain academic achievement, teacher must give them with methodological tools as well as proper learning tactics, modeling strategies and advice (Shi, 2017).

Pandemic situation in Indonesia makes the process of teaching and learning becomes blended learning. Blended learning is a mix of autonomous online learning with face-to-face learning by utilizing media and technology (Hinneburg, Lühnen, Steckelberg, & Berger-Höger, 2020). The use of technology has become an essential aspect of the learning process in blended learning. Almost every language class usually uses some forms of technology to help and improve language learning. Technology is becoming increasingly important as a tool to assist teachers in facilitating language acquisition for their students (Ahmadi, 2018).

It can be concluded that, learning is the process of gaining knowledge of a skill or subject by studying, experiencing, and instructing. Learning is generally permanent change in behavior tendency that occurs as a result of repeated practices. Teaching cannot be defined apart from learning. Teaching is the process of directing and assisting learning, as well as enabling and supporting the learner's learning. The process of English

learning is affected by learning strategies. There are four skill in English learning, reading, writing, listening, and speaking.

a. Reading

Reading is the most useful basic skill for people. Reading is a complex, interactive and purposeful activity to gain knowledge or resources. Reading skill is a cognitive aptitude that allows an individual to interact with written text (Bojovic, 2010). So that, reading the way to building our knowledge. Reading is an important activity in our life that can update our knowledge, it is also an important tool for our academic success.

The reading purpose is to develop what writer conceptual world to the reader (Sangia, 2018). There are four types of reading according to Patel & Jain (Patel & Jain, 2011). The first type is intensive reading, second is extensive reading, third is aloud reading, and the last is silent reading.

b. Writing

Writing is a process the act of thinking up new ideas, deciding represent the ideas in effective writing and properly organizing them into statements and paragraphs (Nunan, 1991). Brooks and Grundy stated that, each person has a different purpose of writing. The first purpose maybe that it is initial solution to deliver information to someone. The second is to solve a problem, or the need to store more information that

the human brain can recall. The last reason, writing maybe shape and filter our experience (Basonggo, Said, & Dewi, 2016).

c. Listening

Listening is a language skill and is also a key to receiving messages in communication effectively. It necessitates an individual's active participation, a sender, a receiver and a message are involved in listening. It is a combination of listening to what someone else says and being emotionally involved with the person who is talking. Listening is a psychological process of receiving, constructing meaning form, and responding to spoken and/or nonverbal messages. It is requires to a desire to understand another human being, a respectful and accepting attitude, and a readiness to open our mind to see things from another's perspective (Tyagi, 2013).

d. Speaking

Speaking is a productive skill that can be observed directly and objectively, those observations are usually influenced by the precision and efficacy of a test-taker's listening skill, which inevitably affects the reliability and validity of an oral production test (Brown, 2004). Speaking in classroom entails an interaction between teachers and students or among students, depending on how the classroom is set up. In speaking, speakers do not typically speak the whole sentences and their vocabulary is less detailed than in written language.

2. Grammar Definition

Grammar is essential to language, each language has its own grammar. Grammar is a components in language skill, on the other hand grammar is concerned with more than only syntax it contains syntactic, semantic, and phonological. The way words are produced and how they may change shape to communicate multiple meanings. Grammar may thus be thought of simply knowing what words can go where and what form these words should take. Grammar study entails learning how to connect various grammatical components to form word chains (Harmer, 2007). There are grammar level in English learning, they are A1 (Beginner), A1 (Elementary), A2 (Pre-intermediate), B1 (low intermediate), B1 (intermediate), B2 (upper Intermediate), C1 (pre advance), C2 (advance), and C2 (very advance).

Grammar should be mastered in order to produce well-structured writing. It consists of rules for changing the meaning (morphology), word arrangement (syntax), sentence and phrase structure, and the classification of parts of speech (noun, verb, etc.), as well as concerns concerning the cohesiveness and coherence of the entire text. Communication may suffer if grammar rules are consistently broken, despite the fact that developing excellent grammar rules is incredibly difficult (Alfiyanti, 2013). From the definition above, grammar should be taught since it has an impact on students' performance in all four skills: listening, speaking, reading, and writing.

3. Assessment

a. Definition

Assessment is the basic system for making inferences about the students' progress. In more concrete terms, assessment is the process of identifying, choosing, planning, collecting, evaluating, interpreting, and applying information to improve students' learning development (Swan, Shen, & Hiltz, 2006). Classroom observation, class discussion, quizzes, homework and test are examples of assessment activity. As a result, assessment is a tool for improving educational quality by increasing lifelong learning skills and promoting performance in a variety of educational situation.

b. Types of Assessment

There are two types of assessment which are summative and formative (Khairil & Mokshein, 2018)

1) Summative assessment

Summative assessment occurs at the end of lesson. Summative assessment is a periodic assessment at a particular time to determine what students know and do not know. Summative assessment provides evidence for a longer period of learning.

2) Formative assessment

Formative assessment occurs throughout the instructional process when students are engaged in learning activity. Formative assessment provides evidence of teaching. Formative assessment

feedback may help students stay engaged in class, improve their grades, and increase their enthusiasm to study.

It can be concluded that the two types of assessment are different because formative assessment is assessment for learning process and summative assessment is assessment of learning that focused on the result.

4. Online Assessment

a. Definition

Online assessment is a new and fresh way to assess the students' learning progress in an online tool or via internet. Applying new kinds of instruments for testing or assessment such as online media can show innovation in the process of teaching and learning English. The online assessment provides some unique and challenging chances as well as opportunity for positive continuous assessment. Online assessment offers the ability to test more complex learning ability, quick feedback and scoring, money saving and time saving by eliminating the data manually (Khairil & Mokshein, 2018). As mentioned by Webb and Gibson in their research, Digital media enhanced assessment include a real learning experience with digital media, continuous and unobtrusive performance, learning and measurement of knowledge, detail and high resolution data record analyzed and displayed in computational ways and also can access by teachers and students in real-time (Webb &

Gibson, 2015). With any digital media in this situation help the process of assessment more easily and flexible because assessment can be done anytime and anywhere.

In summary, assessment is a basic system for making inferences about students' learning progress. Online assessment is a fresh way to assess students' learning progress via internet or various innovative application. Not only unique and challenging but online assessment is very helpful because it is flexible and suitable to be applied in pandemic situation.

b. Kinds of Online Assessment

Online platforms are much needed to support our online learning system due to pandemic effect. To help the teacher in online learning assessment, teachers need some online platforms that can adapt to the current situation. There are some online assessment platforms available for free in any mobile devices which helps the teachers to assess students' progress in language learning such as Google Form, ProProfs, Kahoot, Socrative, and Quizizz.

1) Google Form

Google Form is a free online tool that allows users to create survey, quizzes, application, forms, and it can also input user's document. Google Form is a Google Sheets feature which maintain by Google. Question types in Google Form are multiple-choice,

short-answer, paragraph, and file upload. The form can be shared with users across many platforms after it has been developed. The data are displayed many graphs for the form's creator and automatically sorted in a spreadsheet. Teachers can use Google Form to assess students' progress. To assess students via Google Form, teachers need to sign in to Google with Google account so that teachers can create, access, and share content on Google Form (Iqbal et al., 2018).

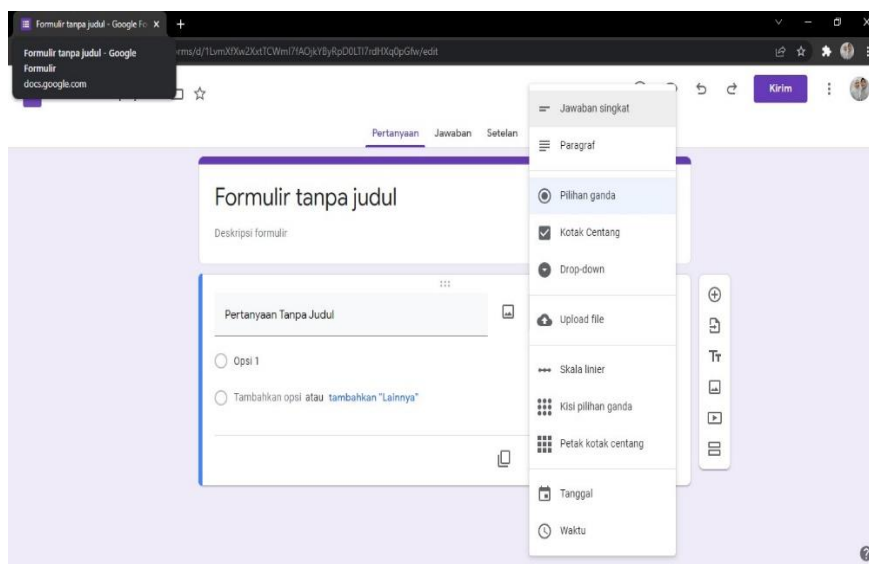


Figure 2.1 Google Form interface

2) ProProfs

ProPofs is a software for assessment, quizzes, training, flash cards, and knowledge base. Teachers can use ProPofs not only create online assessment, but also to automatically grading assessment and managing students report (Chikmah, 2016). After create quizzes,

users can share quizzes to everyone. There are many question type in ProPofs such as Fill-in-the-blank, true or false, multiple choice, essay, and checkboxes.

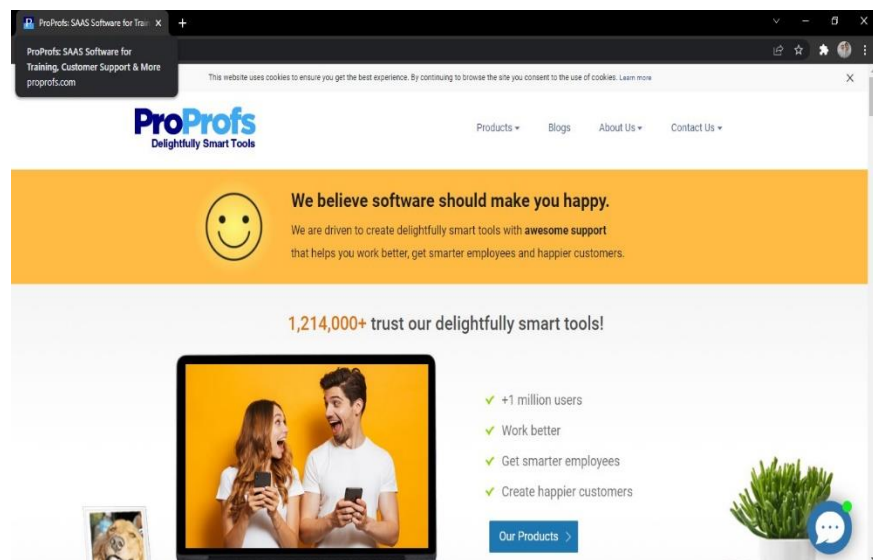


Figure 2.2 ProPofs interface

3) Kahoot

Kahoot! for schools is a free website whose popularity has spread rapidly since it was first launched in 2013 (Pede, 2017). Kahoot! is a student response system that use game-like pre-made or spontaneous tests, debates, and surveys to engage students. The quiz can access in any web browser and students do not need Kahoot! account to take it. On the other hand, teachers need an account to create quizzes in Kahoot!. It is simple to make quiz, discussion, or survey (Dellos, 2015). Among new online apps for the classroom, Kahoot! ranked thirty-sixth out of one hundred (Kapuler, 2015).

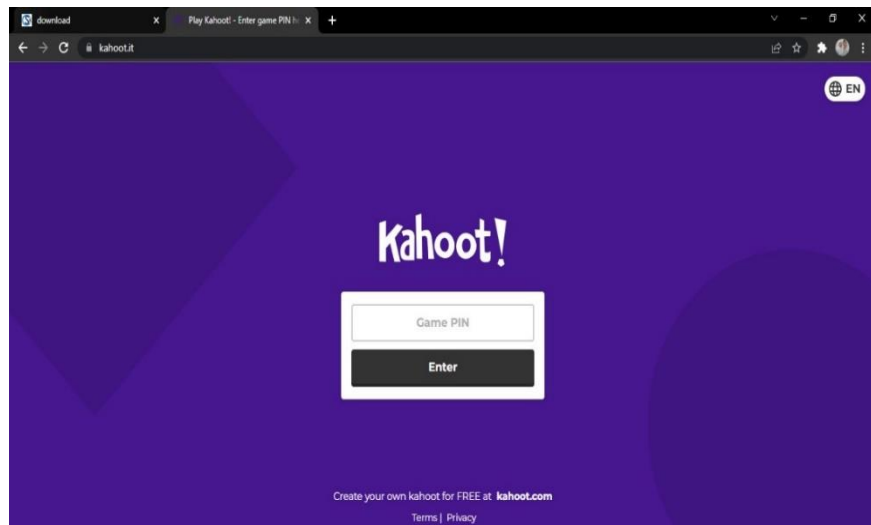


Figure 2.3 Kahoot! interface

4) Socrative

Socrative provides for the provision of practice question for required certification test, pulse check on critical thinking question with anonymous respond, formal assessment checkpoints, and content material opportunities review. Socrative provides real-time feedback, jumpstart classroom discussion, and encourage active participants for both of teachers and students (Wash, 2014). When assessment is engaged, the students just go to the Socrative website on any mobile devices, click on the student log n portal and type in the room number provided by teacher.

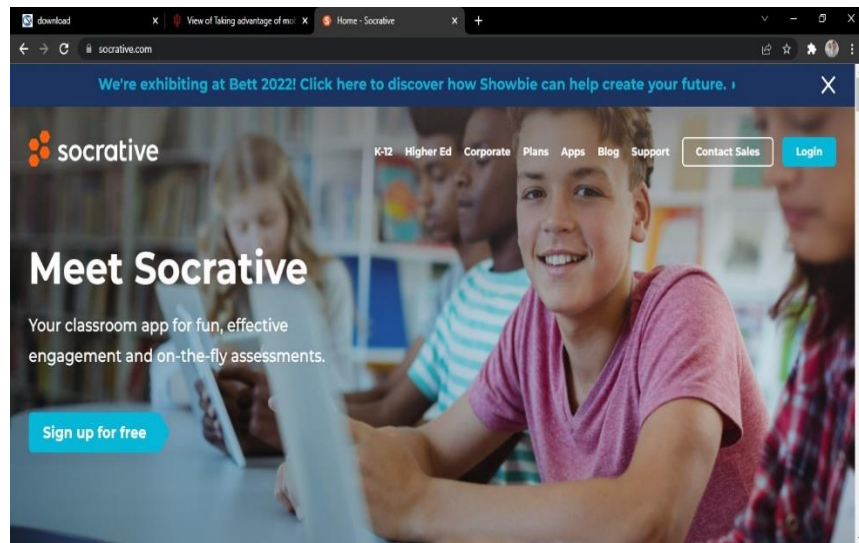


Figure 2.4 Socrative interface

5) Quizizz

Quizizz is educational game-based app that introduces multiplayer activities to classroom and makes in-class exercises more dynamic and enjoyable. Students can use Quizizz to complete in-class tasks on their mobile devices (Zhao, 2019). Quizizz is free and downloadable educational application that can be downloaded in any download platform app in mobile devices. Quizizz provides gaming elements such as avatars, memes, themes, and music to make learning process more fun. The teacher can monitor students' real-time scores and ranking and get the report when quiz is finished to assess students' performance.

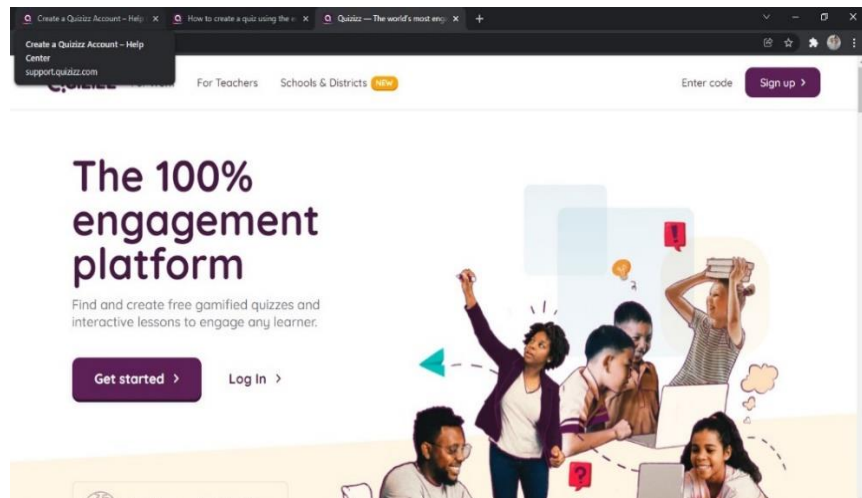


Figure 2.5 Quizizz interface

From some assessment online platform above, the researcher focused on Quizizz application which is educational game-based app that introduces multiplayer activities to classroom that free and can access in any mobile devices.

c. Advantages

Online assessment provides some benefits to teachers and students (Khairil & Mokshein, 2018). They are:

1) Auto-marking

Teacher can quickly obtain the result of their students' score once they have completed them. Marking process can be done easily with just a few clicks (Lim, Ong, Wilder-Smith, & Seet, 2006). This is the most efficient and dependable method of saving time since students cannot change their answer and it also avoids human error when grading the question. The sequence of questions and answers

in online exam could not be changed if the answer is submitted and it is protected for its security.

2) Quality feedback

The effective assessment happens when the teacher can adapt their online assessment activities to give relevant feedback, accountability, and opportunity, to exhibit quality. Both of teacher and students can give longer and high quality feedback through their performance in the online assessment (Robles & Braathen, 2002).

3) Reliable and valid

In online settings, the question and marking are reliable and valid. The International Guidelines on Computer-Based Testing (International Test Commission 2004) said that equal test score should be established for conventional paper-based testing and its computer-based mode in order to develop a valid and trustworthy CBT (Piaw Chua, 2012)

4) Economic and ecological

In online setting, assessment is paperless so that the use of online setting is environmental friendly. Using online assessment platform can be convenient, cost-effective and environmentally beneficial. The cost of doing online assessment is relatively inexpensive because time and materials can be minimized and all the data collection and analysis are automated (Hertel, Naumann, Konradt, & Batinic, 2000).

5) Practical

Online assessment is practical because it can be done anytime and anywhere as what is already planned by the teacher. It also allows for more flexible learning pace. Students as test-taker responds the quiz quicker on computer-based than on paper-based. Computer can handle far bigger item pools than what is usually print on paper version, and can take random samples from these item pools (Hertel et al., 2000).

d. Challenges

Based on Alruwais, Wills, and Wald there are challenges faces when doing online assessment (Alruwais, Wills, & Wald, 2018).

- 1) Students who is unfamiliar with online testing method. Students need a training in order to become comfortable with online assessment method or online assessment process.
- 2) Computer and internet accessibility. Schools and universities should provide fully equipped labs with internet connectivity for such students as a solution to this challenge.
- 3) Scoring and correcting question with open response from students such as question with answers that must explain things or express their opinion about something.
- 4) Another difficulty is when the teacher assess a group project. It needs a monitor to of the communication skills, analyze the group

work, assess each individuals of the entire group and offer a feedback. It is hard to use the online assessment system tool.

- 5) Some teachers are new to technology, and the majority of them are using online assessment tool for first time. Therefore, teachers need training in order to be confident for using online assessment tool.

According to Hricko and Howell there are some people that more fatigued when reading text on a screen and long passage may be difficult read on computer because requires scrolling horizontally and vertically (Hricko & Howell, 2006). So, it can be concluded that online assessment have some advantages such as auto-marking, quality feedback, reliable and valid, economic and ecological, and practical. Besides that, there are some challenges faces in online assessment implementation such as some of students and teachers are unfamiliar to the online assessment method, limited computer and internet accessibility, and the difficulty when assess group project because of online assessment system tool.

5. Quizizz

a. Definition

Quizizz is gamified student engagement platform headquartered in Benguluru, India that was founded in 2015 by Deepak Joy Cheenath and Ankit Gupta. Quizizz is also free and downloadable educational application that can be downloaded in any download platform app in mobile devices. Quizizz is educational game-based app that introduces multiplayer activities to classroom and makes in-class exercises more

dynamic and enjoyable. Students can use Quizizz to complete in-class tasks on their mobile devices (Zhao, 2019). Unlike other educational applications, Quizizz incorporates gaming elements such as avatars, memes, themes, and music to make learning process more fun. Quizizz also encourages students by allowing them to compete with each other. Students take the quiz at the same time and track their progress on the leaderboard. The teacher can monitor students' real-time scores and ranking and get the report when quiz is finished to assess students' performance so that Quizizz helps teachers to assess students' performance according to the curriculum (Bury, 2017). In Quizizz, the question for each students is randomly ordered. There are five types of question in Quizizz, multiple choice, fill-in-the-blank, polls (no correct answer), open-ended (not graded), multiple correct answers (checkbox).

In summary, Quizizz is educational game-based app that introduces multiplayer activities to classroom and makes in-class exercises more dynamic and enjoyable. Students can use Quizizz to complete in-class tasks on their mobile devices. Quizizz incorporates gaming elements such as avatars, memes, themes, and music to make learning process more fun. Quizizz also encourages students by allowing them to compete with each other. Students take the quiz at the same time and track their progress on the leaderboard.

b. The Features of Quizizz

- 1) Instructor Paced Lessons: the pace is controlled by the teacher, the entire class works through each question together.
- 2) Students' Paced Lessons: students' progress at their own pace, each question or lesson has a scoreboard and live result.
- 3) BYOD (Bring Your Own Device): students always see the content on their own device (Smartphones, laptop, PCs, tablet and etc.)
- 4) Access to millions of quizzes: can import any public quiz then modify and customize it.
- 5) Editor (Quiz + Lesson): to choose 5 different question types and add photos, video and audio to teleport questions from other quizzes and lessons.
- 6) Reports: teacher get detailed class-level and student-level insight for every quiz to monitor students' progress
- 7) Options to customize: to customize the quiz sessions by changing the level of difficulty and pace.
- 8) Sharing & Collaboration: to invite other teachers to collaborate on your quiz by sharing it with them.

c. Advantages of Quizizz

According to João Batista Bottentuit Junior on his research, Quizizz has several advantages (Junior, 2020).

The advantages of Quizizz:

- 1) The quiz in Quizizz can be accessed by smartphone or tablet, it is more simple because it does not need any data projector nor computer in the class
- 2) Quizizz is a multiplatform system that can be used in any mobile devices
- 3) Quizizz is available in both operational system iOS or android
- 4) Students are able to access the quiz on their own device and share it with their group, allowing for both independent and collaborative study
- 5) By accessing joinmyquiz.com page and the code provided by the teacher, students can access the quiz without download application
- 6) It is possible to construct quizzes for students to complete homework assignment with a specific deadline in terms of day and time
- 7) Quizizz has a game-based design and incorporates gaming elements such as avatar, music, scoreboard, etc. these elements can motivate students to be more active and make quizzes more enjoyable
- 8) Quizizz allows teachers to create long or short question with response time ranging from 10 seconds to 15 minutes
- 9) The quiz in Quizizz can be created for public (shared to everyone) or private quizzes (only accessible for those who have a code)

- 10) The teachers are able to insert images, video, audio, symbol, formulation and etc. related to the question
- 11) It uses an Excel spreadsheet to analyze individual student's or the entire group's performance, and also inserts students' grades into an electronic or physical journal

d. Disadvantages of Quizizz

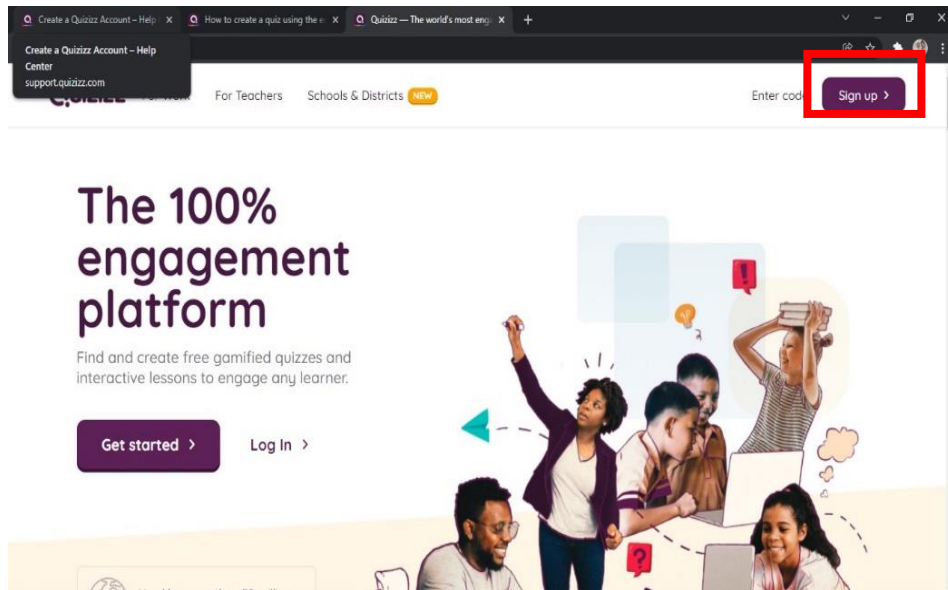
According to João Batista Bottentuit Junior on his research, Quizizz has several disadvantages (Junior, 2020).

The disadvantages of Quizizz:

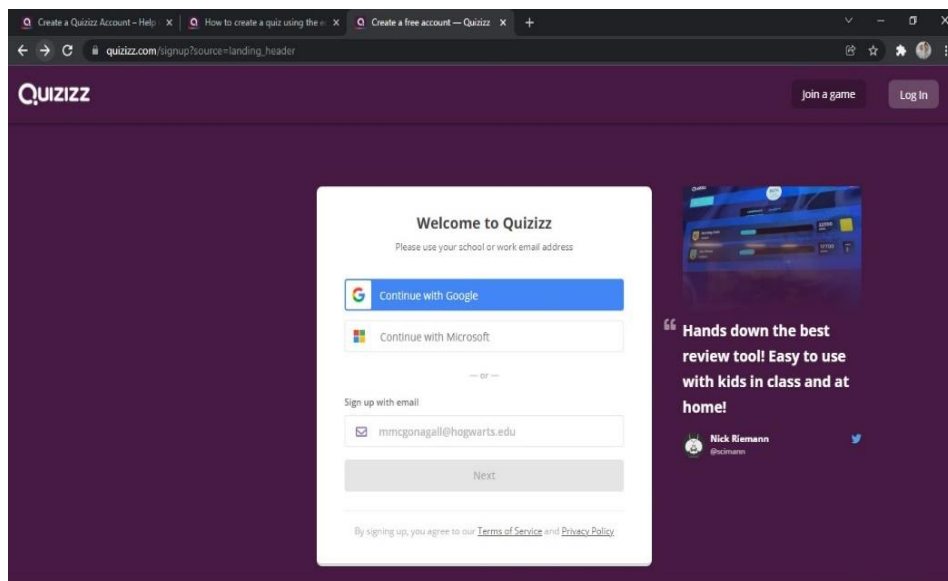
- 1) There are limitation for teacher who do not speak English because the platform is available only in English
- 2) The use of Quizizz is only available online, so internet connection is needed for creating and responding to the quiz. Sometimes, it is difficult for students who have an internet connection problem in their area.

e. How to Create Quizizz Account

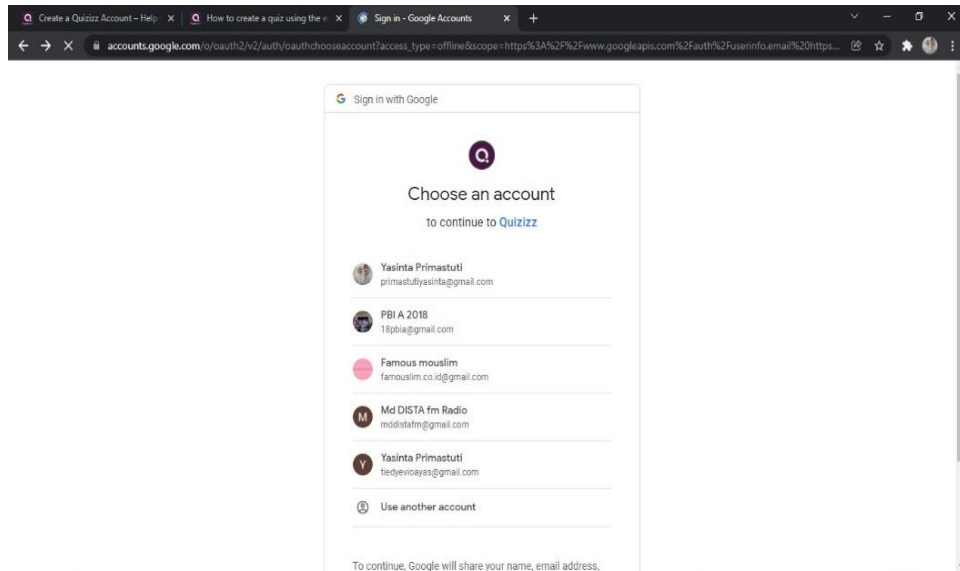
- 1) Access www.quizizz.com from a browser in any mobile devices and then click “Sign up” on the top right corner



2) Sign up with Google account

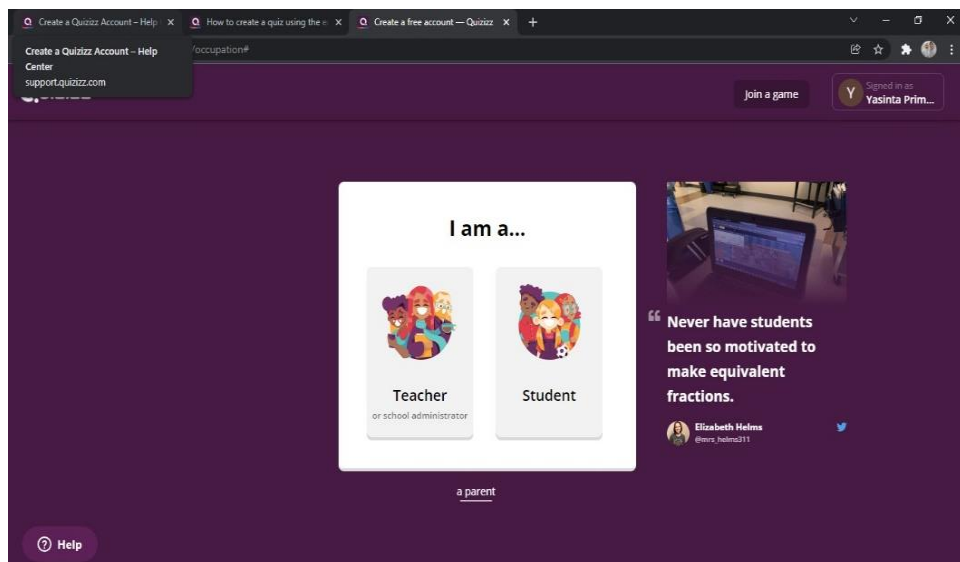


3) choose one of Google account, in case there are multiple accounts of Google



4) After entering email/Google account, click the allow option

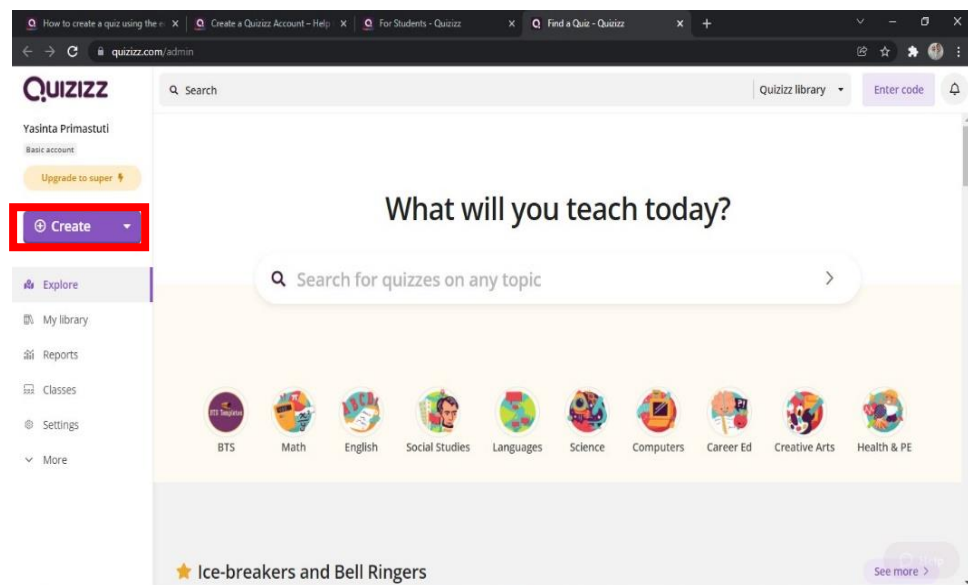
5) Select the type of Quizizz account which is suitable (teacher, student, parents or guardian)



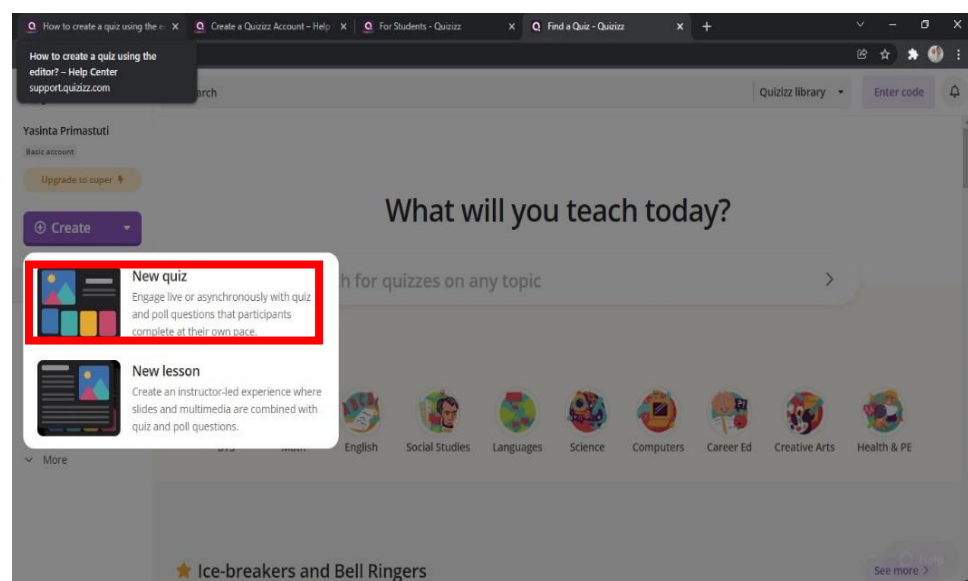
6) Now you are a member of Quizizz community

f. How to Create a Quiz in Quizizz

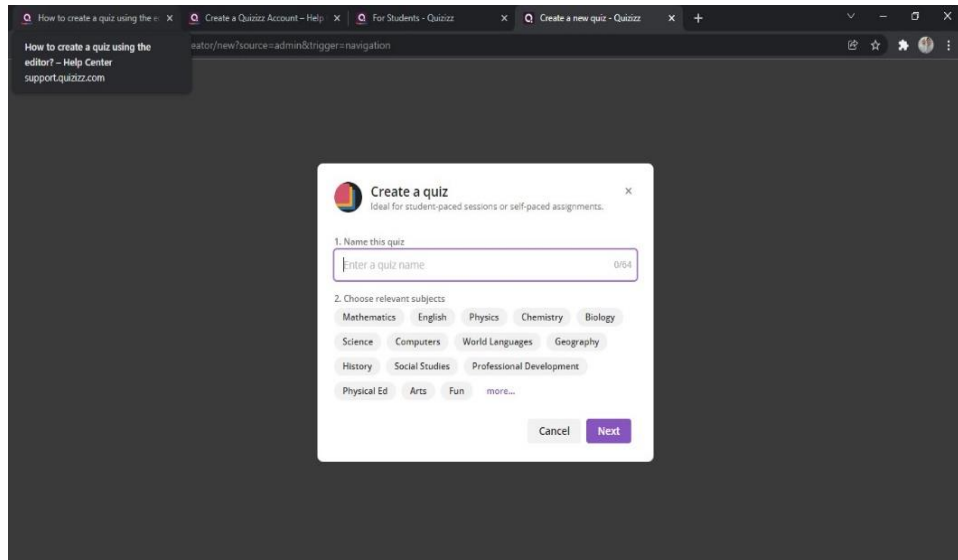
- 1) After logged in to Quizizz account, from the left navigation bar, click the purple 'Create' button. To launch the quiz editor, select 'Quiz' from the given option



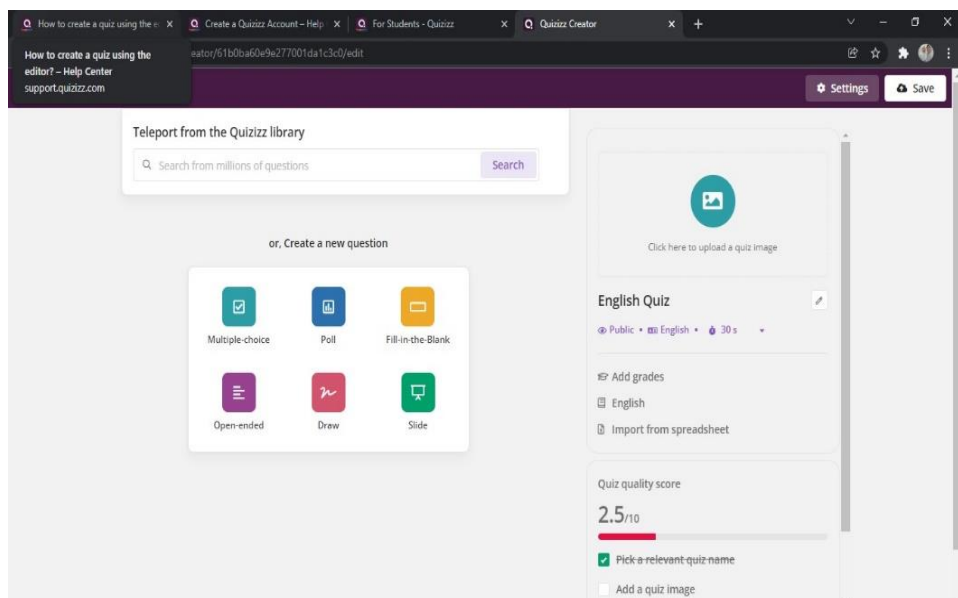
- 2) Select 'New quiz'



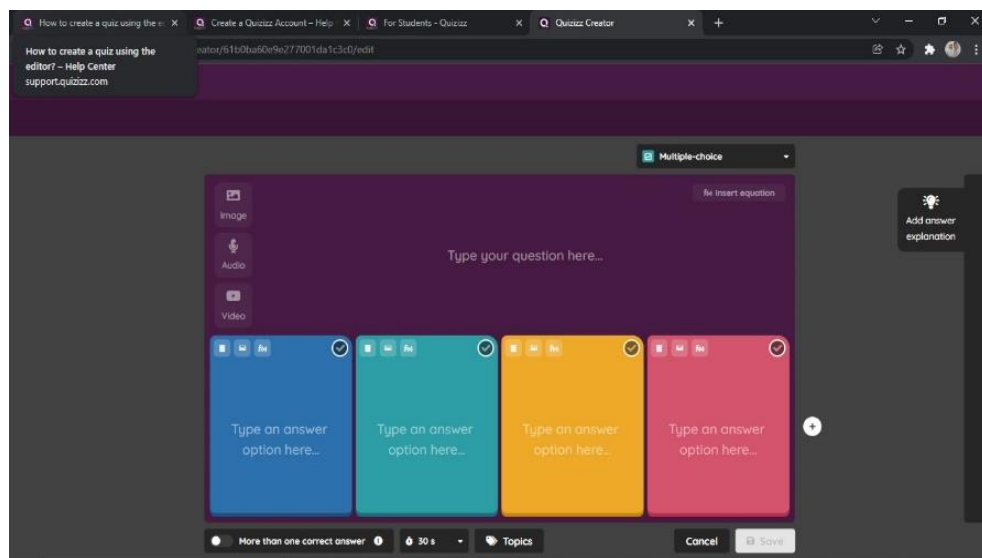
- 3) Enter a quiz name and select a relevant subject for quiz and then click the 'next' button (can edit quiz name later)



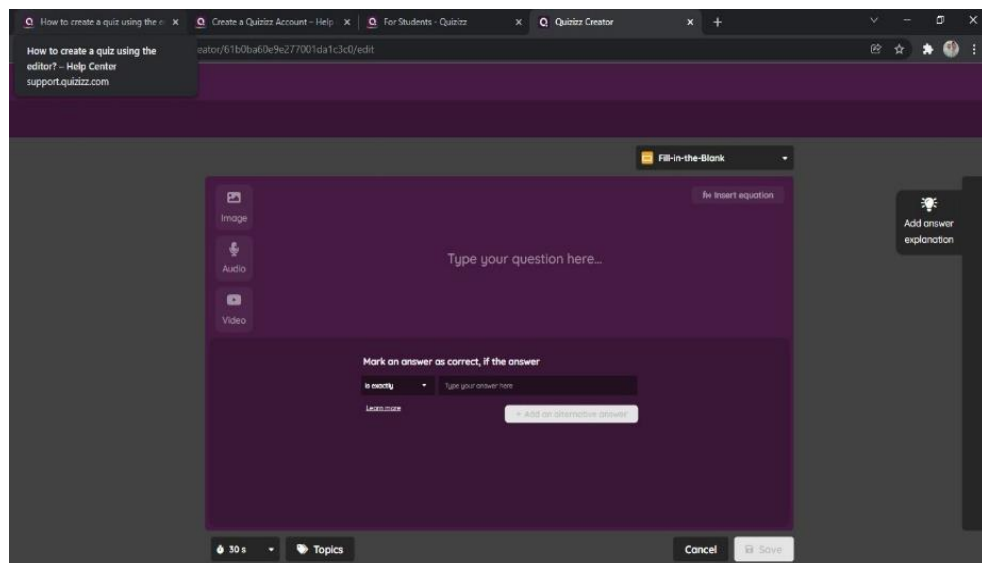
- 4) There are five question types in Quizizz, to make a question, choose one of the types that suitable for quiz



- a) Multiple choice: two or more options answer (up to five answer), students can only select one answer because only one option is the correct answer

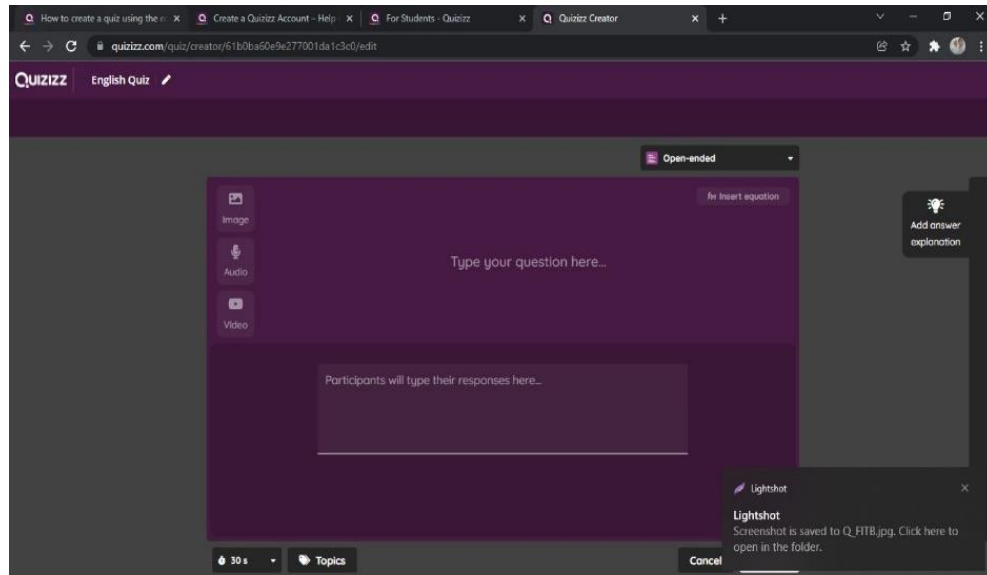


- b) Fill in the blanks: student need to enter their answer in space, and the character limit is 160



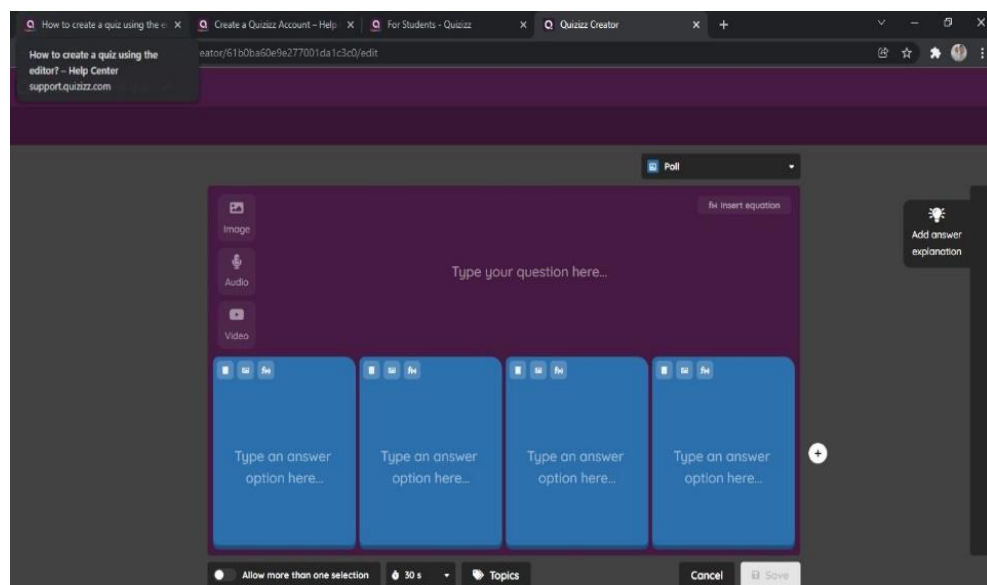
c) Open-ended: long answer question that have 1000 character limit.

Open-ended questions are not graded

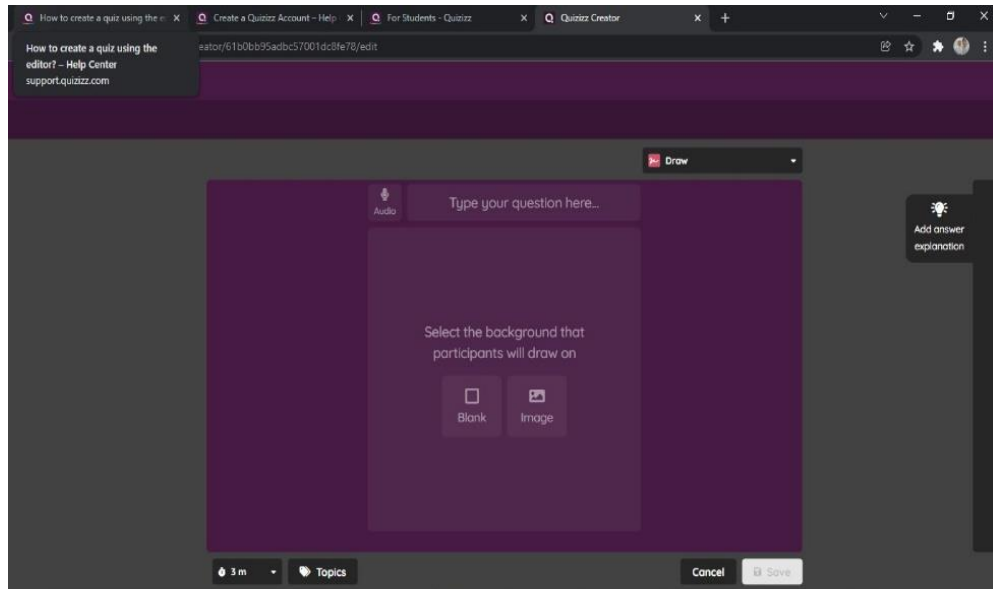


d) Poll: there are no correct responses to these question, choose

whether to allow students to select one or multiple option answers



e) Draw: to answer the question, students must draw on the box provided below the question

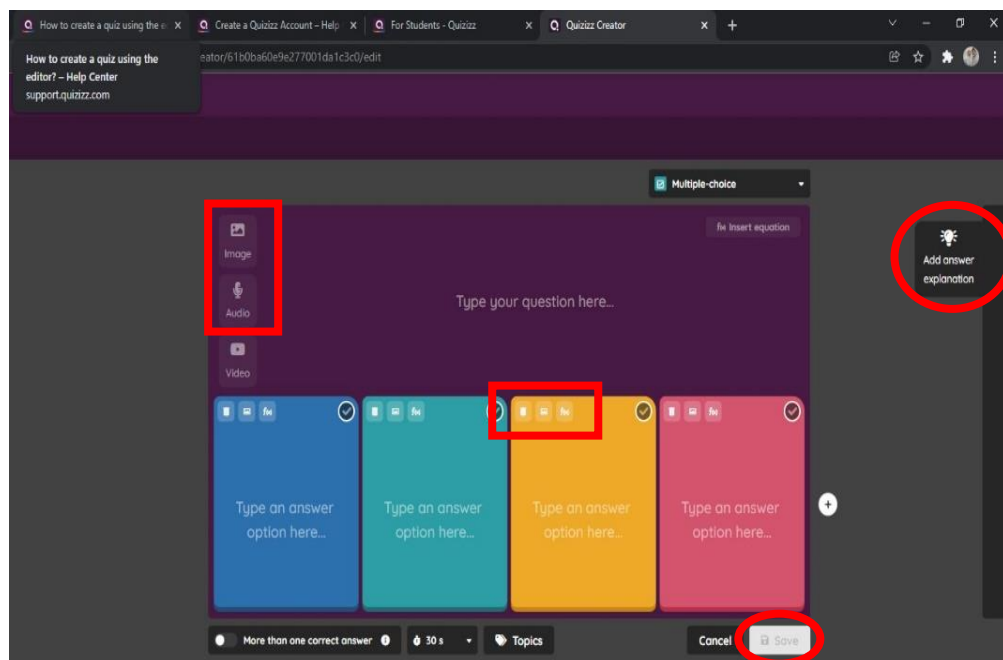


5) The creator of quiz also can add an image, video, audio, and mathematical equation to the question. You can also add image or mathematical equation as an answer

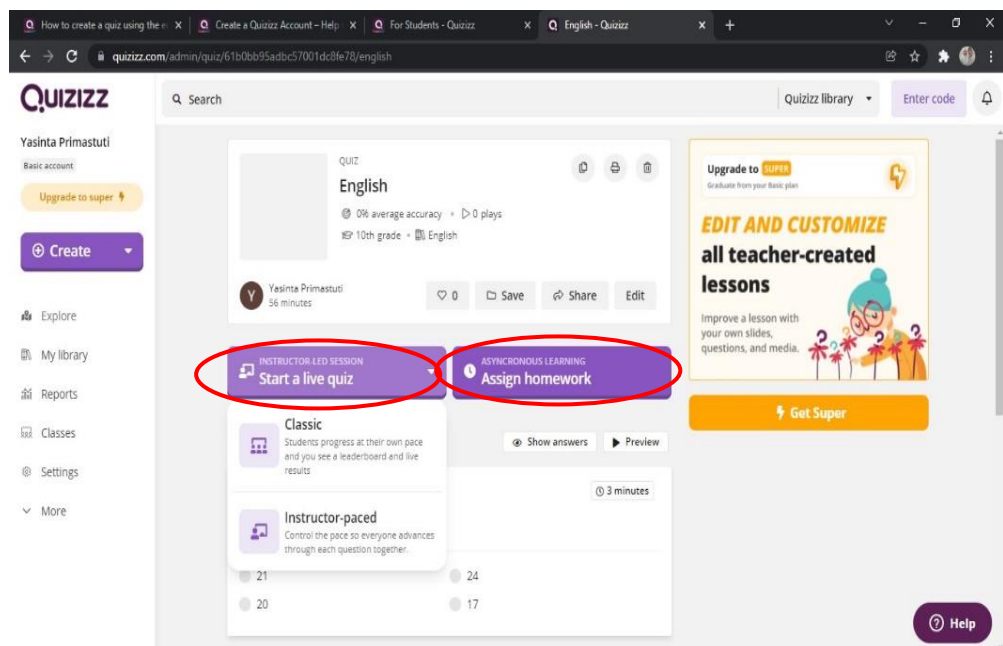
6) Set the time from the drop-down for a question

7) Teachers can offer explanations for the response to a question using answer explanation and include an image, video, audio, or equations.

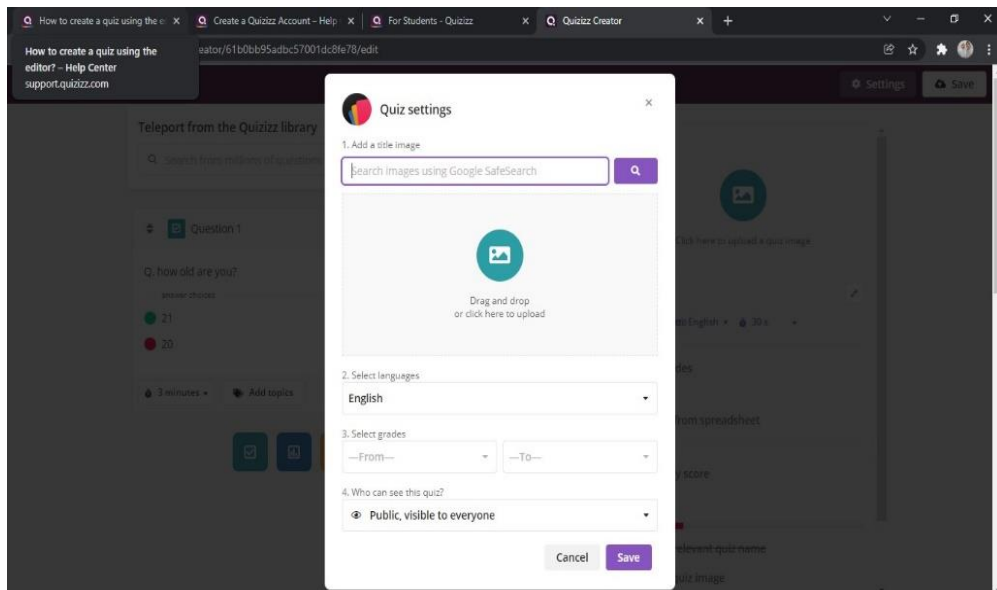
If you have finished enter your question, click 'save'



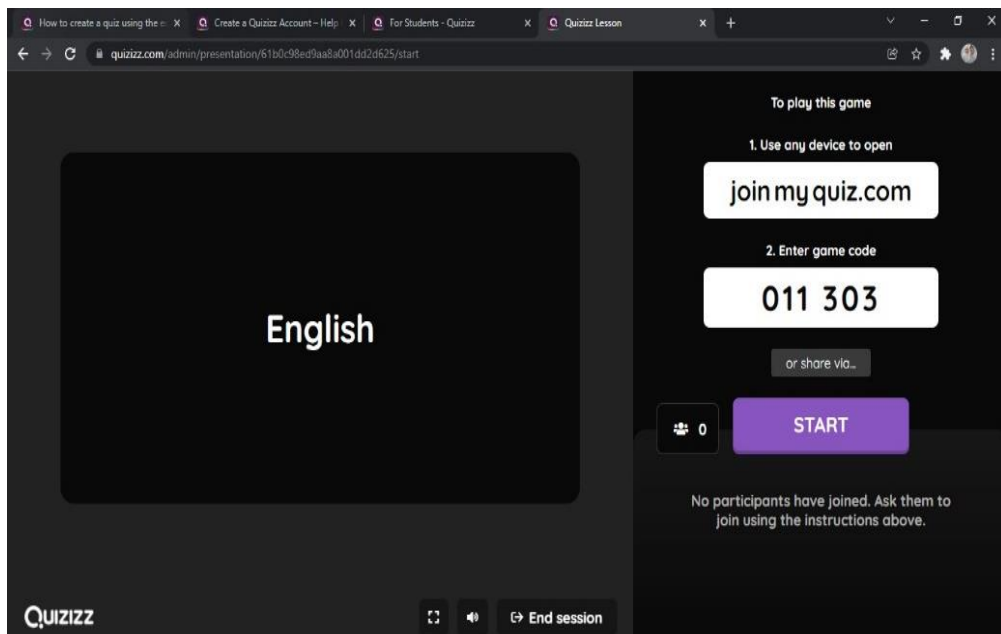
8) Choose type of quiz, for homework or live quiz



9) To select live Question, fill the Quiz setting



10) Click 'start'



11) Quiz is ready to start. Share the quiz code to the students

6. Perception

a. Definition

According to Oxford dictionary, perception is the way someone notices things, especially with senses (Oxford English Dictionary, 2010). Perception is concerns with human senses of sight (eyes), hearing (ears), touch (skin), smell (nose), and taste (tongue). Walgito stated that, perception is a sensing process which is the process of a human receiving a stimulus through their senses or called as a sensory process (Walgito, 2010). Then the received stimulus continued as a process to build the perception. Therefore, the perception process cannot be separated from sensing process as an initial process to build the perception. Sensing process happens anytime, through all the human senses to receive stimulus.

Perception is the process through which we arrange and interpret sensory impression to provide meaning to our environment (Robbins & Judge, 2019). What we perceive may differ significantly from objective reality. It can be concluded that perception is the process of receiving stimuli through the senses, which is preceded by individual's ability to decide, interpret, and appreciate what is observed, how a person sees, and defines something whether positive response or negative response.

There are several things that play an important role in perception process (Walgito, 2010). They are:

1) Object

Perceived object causing the stimulus related to receptor or human senses. Stimulus come from the individual external factors and individual internal factors that related to receptor as a receiving nerve. Most of stimulus come from external factors.

2) Human senses, nerves, and central nervous system

Receptors or human senses are tools to receiving stimuli. In addition, sensory nerves as a tool to transmit the stimulus received by the receptor to central nervous system, also known as the brain. Then to form a responses, it needs motor nerves.

3) Attention

To realize and to make a perception, an attention is very needed for the initial step to make a perception. Attention is the concentration of all the activity of an individual to something or an object.

In summary, perception is the process of receiving stimuli through the senses, which is preceded by individual's ability to decide, interpret, and appreciate what is observed, how a person sees, and defines something whether positive response or negative response. Perception have two factors there are internal and external factor. In addition, there are several things that important in the perception process, object, human senses and nerve, and concern.

b. Types of Perception

There are two types of perception according to Robbins & Judge (2019), they are:

1) Positive perception

Personal judgment regarding a given thing that is good or as expected is known as positive perception. Positive perception comes from the individual's agreement with a certain thing, which becomes his/her source perception, as well as the individual's knowledge and experience with the object perceived.

2) Negative perception

Personal judgment regarding a given thing that is not as expected is known as negative perception. Negative perception comes from the individual's disagreement with a certain thing, which becomes his/her source perception, as well as the individual's ignorance and lack of experience with the object perceived.

c. Students' Perception

Students' perception is the process of giving students preferred treatment toward information obtained from an object (Kurniawan, 2015). It is important to understand students' perceptions of how they respond to the class's implementation of the Quizizz application. Those perceptions affect students' willingness to participate actively in online assessment. According to the explanation about perception above, student's perception is a student's ability to interpret, define and

response to something based on what they observed or what they feel through their senses whether positive or negative response.

B. Previous Related study

In this section, researcher showed some of previous studies related to this research. The first is from Elsa Wulandari's research entitled "Implying Quizizz in Improving Students' Vocabulary at the Eight Grade Student of SMP Negeri 2 Susoh". According to the research that had been done by Elsa, it is indicated that in teaching vocabulary, Quizizz is effective to use because there are students' improvements on vocabulary mastery. Quizizz motivates students in learning English because Quizizz is interesting. It showed in the Elsa's Questionnaire result in which students gave positive response about Quizizz (Wulandari, 2019). The similarity between the first previous study and this research is both of the researchers use Quizizz as a tool in teaching and learning English process. The difference is that the previous study specifically used Quizizz to improve students' vocabulary mastery, in this research Quizizz is as a tool for assessment to help the teacher and focused on how the teacher implement Quizizz in teaching and learning English process. In this research, the implement of Quizizz is for online assessment and not only for vocabulary mastery but involving all materials in English subject.

The second is the research of Umi Novitasari and Furqon Edi Wibowo entitled "An Analyzing Using Online Assessment in Teaching Learning English in Tenth Grade of SMA Muhammadiyah 2 Surakarta", this study has

discussed about kind of online assessment implemented by the teacher, one of them is Quizizz. She stated that all features on platform of online assessment helps students doing assessment. Students get score and feedback immediately. According to students' response in this research, students said that online assessment is more fun and the feedback is easy to understand (Wibowo & Novitasari, 2021). The similarity between the second previous study and this research is both of the researchers use online assessment in teaching learning English one of them is Quizizz. The difference is in the second previous study use many online assessment tool, in this research only use Quizizz as a tool of assessment that implemented by teacher.

The third is the research of Ni Kadek Indah Dili Yanti, I Wayan Suarnajaya and Ni Putu Astiti Pratiwi entitled "Students' Perception and Constraints on The Use of Quizizz in Teaching and Learning Process during Covid-19 Pandemic". The observation in this journal was done at SMAN 1 Blahbatuh, Gianyar regency with the most platform used by the teachers is Quizizz to support online learning during pandemic. Based on the students' perception questionnaire about the use of Quiziz in online learning, the result shows that students' perception had a very positive perception on dependability dimension, stimulation dimension and novelty dimension. In this journal also indicated some constraints when students using Quizizz, the first constraints is about the account of Quizizz or email is out of sync or logged out. Students needs extra time when their account or email is out of sync. Second is the internet connection problem, students feel uncomfortable with this problem

and sometimes they had to repeat the quiz that waste their time and affect to their final score (Yanti, Suarnajaya, & Pratiwi, 2021). The similarity between the third previous study and this research is both of this research use Quizizz in teaching and learning process. There are several differences between the third previous study and this research. The first difference is related to research subject. In the previous research, the research subject is only the students while the research subject in this research is not only the students but the teacher is also involved. The second difference is related to the English learning situation. In previous study is in pandemic situation which is the English learning situation in online situation while the research is in new normal situation, In new normal situation at SMA Batik 2 Surakarta, all classes have two session in a day.

The fourth previous study is by Angga Prasongko's research entitled "Quizizz as Fun Multiplying Learning Media in English Lecturing Process". The subject in this research students of the 1st level of accounting study program at UNISKA Kediri. In this research use three instruments they are observation, in-depth Interview, and Questionnaire to collect the data about applying Quizizz Application as learning media in English lecturing Process. The result of this journal stated that Quizizz is a fun multiplying learning media in the English lecturing process according to the lecturers' perspective. Furthermore student that used Quizizz as an English learner agree that Quizizz is a fun multiplying learning media in the English lecturing process (Prasongko, 2021). This result demonstrates that both of lectures and students

at UNISKA think that using Quizizz to learn English is a good idea and suitable with English lecturing process. In addition, the lectures and students are pleased with this learning experience provided by this technique of Quizizz. The result shows that the strategy can be used to teach English effectively and more fun. The similarity between the fourth previous study and this research is both of this research use Quizizz in teaching and learning process. The difference is in research subject. In this fourth previous study the research subject are the students of the 1st level of accounting study program at UNISKA Kediri.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, researcher uses qualitative method. Qualitative is a research that looks at the phenomena from someone's perspective. In qualitative, researcher collects open-ended, emerging data with the primary intent of developing themes for the data (Creswell, 2003). The qualitative research design that researcher uses is case study. Case study focuses on a single unit such as a person, a single group, a single organization, or a single program. The objective is to develop a thorough description and understanding of the thing or case. Case studies typically include multiple sources in collecting the data (Ary, Jacobs, & Sorensen, 2010).

The researcher conducted this research about the using of Quizizz application in English learning at tenth grade of SMA Batik 2 Surakarta in academic year of 2021/2022 with qualitative method and case study design to know the new normal phenomena from the English teacher's and the students' perspective. In case study, the data must be collected in multiple source. So that, the researcher collect the data from observation, interview, and questionnaire.

B. Research Setting

1. Place of The Research

This setting of this research at the tenth grade of SMA Batik 2 Surakarta in the academic year 2021/2022. SMA Batik 2 Surakarta is located at Jl. Samratulangi No. 86, Kerten, Laweyan, Surakarta, Central Java.

2. Time of The Research

The researcher conducted this study in November 2021 until June 2022. The timeline of the research can be seen on the table as follows:

Table 3.1 Time of research

| Activities | Month | | | | | | | | |
|-------------------------------|-------|-----|-----|-----|-----|-----|-----|-----|-----|
| | Nov | Dec | Jan | Feb | Mar | Apr | May | Oct | Nov |
| Pre research | | | | | | | | | |
| Proposal writing and guidance | | | | | | | | | |
| Data collection | | | | | | | | | |
| Data analysis | | | | | | | | | |
| Report writing and guidance | | | | | | | | | |
| Thesis Munaqosyah | | | | | | | | | |

C. The Research Subject

The subject of this research is English teacher at SMA Batik 2 Surakarta. The teacher which applies Quizizz as an online assessment platform. The teacher teaches English in 9 English classes. In this research, the researcher chose English class in the X IPS 2 to know their responses about the implementation of Quizizz application in teaching and learning English at SMA Batik 2 Surakarta. There are 30 students in X IPS 2, with 12 male students and 18 female students. Researcher chose X IPS 2 because this is one of classes that have high scores in English subject.

D. Data and Source of the Data

1. Data

The data of this research is the use of Quizizz application in English learning by the English teacher of tenth grade at SMA Batik 2 Surakarta in the academic year 2021/2022.

2. Source of the Data

Data sources in this research are interview result with the English teacher of SMA Batik 2 Surakarta, students' responses and class observation in which Quizizz application is used as an online assessment platform. The researcher interviewed English teacher in SMA Batik 2 Surakarta to ask how she implements Quizizz in English learning. The researcher also used questionnaire to survey students' responses towards the use of Quizizz

application in English class. In addition, the researcher conducted observation at the tenth grade English class.

E. The Research Instrument

Qualitative research conducted in a natural settings with a focus on the process rather than the result. The most essential thing is understanding the significance of the events and various interactions in a normal situation. Therefore, the instrument is researcher herself. The assumption that people are capable of reaching and assessing the meaning of events or social interactions has led to the use of human as a research instrument (Ary et al., 2010). In this research the instrument is the researcher. Fieldwork methods (interview, observation, and document analysis) are the primary means of collecting the data in qualitative research. The researcher used observation, interview, and questionnaire to collect the data in this research.

F. Techniques of Collecting the Data

The researcher in this research collects the data by using observation, interview, and questionnaire.

1. Observation

In qualitative research, observation is a basic method for collecting the data. The qualitative researcher's purpose is to provide description of behavior in a specific setting rather than numeric summary of the incidence or length of observed activity. Without any prior hypothesis, qualitative

research is more likely to proceed. To explain the contexts, activities, and interactions, qualitative observation relies on story or language. The objective is to gain a better understanding of complicated interactions in a natural setting (Ary et al., 2010). In this research, the setting of observation is classroom setting with offline method.

There are observation checklist used by researcher as a guide to do the observation.

Table 3.2 Observation checklist

| Teaching and learning activities |
|----------------------------------|
| Opening: |
| Main activities: |
| Closing: |

| Items | Yes | No |
|--|-----|----|
| Well prepared for class | | |
| Well prepared for online daily test | | |
| Implemented Quizizz application for online daily test | | |
| The teacher controlled the class via instructed paced lesson | | |

| | | |
|--------------------------------------|--|--|
| The students enjoy using Quizizz | | |
| The teacher evaluates the daily test | | |

| Obstacles |
|-----------|
| 1. |
| 2. |

2. Interview

Interview is one of the most common and fundamental ways in qualitative research to collect the data. Interview is used to gather the data from people. The interview data is related to people's opinion, feeling, and beliefs about the specific situation delivered in their own words. Rather than testing hypothesis, interview is used to understand people's experience better. Interview can give information that cannot be gathered through observation or interview can be used to verify the observation (Ary et al., 2010). In this research, researcher used semi or partially structured interview with the English teacher in SMA Batik 2 Surakarta.

There are interview blueprint used by the researcher to do the interview with the English teacher

Table 3.3 Interview blueprint

| Formulation of Problem | Indicator | Question |
|--|--|---|
| <p>How does teacher implement Quizizz application in English learning at the tenth grade of SMA Batik 2 Surakarta in Academic Year of 2021/2022?</p> | <p>The reason why choose Quizizz in English online assessment</p> <p>The preparation before using Quizizz application?</p> | <p>1. Why do you use Quizizz application for test?</p> <p>2. In your opinion, what are the advantages and disadvantages of using the Quizizz application?</p> <p>3. Do you still want to use the Quizizz application in the future?</p> <p>1. What are the preparations before taking the test via Quizizz?</p> <p>2. What is the teacher's preparation before taking the test via Quizizz?</p> <p>3. What is the preparation of students before taking the test via Quizizz?</p> |

| | | |
|--|--|--|
| | <p>The condition in class when testing using Quizizz application</p> | <ol style="list-style-type: none">1. How is the Quizizz application system used in English class at 10 IPA 2?2. What are the obstacles to using the Quizizz application English class at 10 IPA 2?3. Are all English materials appropriate with Quizizz application?4. In your opinion, how are the conditions in the classroom when using the Quizizz application?5. In your opinion, how do students respond to tests using the Quizizz application? |
|--|--|--|

3. Questionnaire

Questionnaire is a set or a list of mimeographed or printed questions that a respondent fill out to give his/her opinion (Roopa & Rani, 2012). In this research, researcher use open-ended questionnaire. Researcher gave online questionnaire to the tenth grade students of SMA Batik 2 Surakarta. In this research, questionnaire was used to obtain the data about the perception of the tenth grade students of SMA Batik 2 Surakarta towards the using of Quizizz application in online assessment.

There are questionnaire blueprint used by the researcher to make a questionnaire for the students

Table 3.4 Questionnaire blueprint

| Formulation of Problem | Indicator | Question |
|--|---|--|
| What are the students' responses towards the using of Quizizz application in English learning at tenth grade of SMA Batik 2 Surakarta in Academic Year of 2021/2022? | Positive perception and negative perception | <ol style="list-style-type: none"> 1. Quizizz is interesting, motivating, and fun 2. Quizizz has an attractive display 3. Quizizz has many challenging features |

| | | |
|--|--|--|
| | | <p>4. Quizizz doesn't make me tense in doing test</p> <p>5. I enjoy doing the test using Quizizz</p> <p>6. Quizizz create a competitive atmosphere</p> <p>7. I feel encouraged to be number one on the leaderboard</p> <p>8. I can't cheat during the test using Quizizz</p> <p>9. I focus on the each question during the test using Quizizz</p> <p>10. I feel confident in doing the test using Quizizz</p> <p>11. Quizizz is better than traditional test</p> |
|--|--|--|

| | | |
|--|--|---------------------------------------|
| | | 12.I look forward to using Quizizz |
|--|--|---------------------------------------|

G. Trustworthiness of the Data

The researcher used triangulation to prove the trustworthiness of the data. Qualitative cross-validation is accomplished by using triangulation. It evaluates the data sufficiency based on the convergence of several data sources or numerous data collection processes. In credibility testing, triangulation is described as verifying data from numerous sources in various ways and at various times (Sugiyono, 2019). Triangulation is use to examine evidence from sources and use it to develop cohesive rationale for themes to triangulate diverse data sources information (Creswell, 2003). According to Norman K. Denzin there are four types of triangulation, triangulation of methods, investigator triangulation, theory triangulation and triangulation of data sources (The Sage Encyclopedia, 2008).

1. Triangulation of methods

Triangulation of methods is the type of triangulation that combine methods such as interviews, questionnaires, and observation at various time and location to gather data about the research phenomenon from multiple perspective and in different context.

2. Investigator triangulation

Researcher also use another way the validity and reliability of their finding by including more than one investigator in the data and analysis. As

it introduces multiple viewpoints and epistemological assumption that may inform the research result, this approach offers for extra insights in the process of making sense of the data.

3. Theory triangulation

Theory triangulation is the type of triangulation that examining the research data using various theoretical perspectives may also help researcher overcome personal biases. Examining the research data using analytical frameworks associated to different theories might reveal different aspects of research topic.

4. Triangulation of data sources

Triangulation of data sources is the type of triangulation that use variety of data sources to increase the credibility of research findings. Each form of data source will yield distinct evidence, which will lead to various conclusion about the phenomenon under investigation.

In this research, the researcher used triangulation of data sources. This research was done by triangulate the data obtained from interview, observation, and questionnaire.

H. Techniques of Analyzing the Data

In this research, researcher used Miles and Huberman interactive model of data analysis. According to Miles and Huberman, there are four analysis components in this interactive model data analysis, namely data collection, data

reduction, data display, and conclusion drawing (Miles & Huberman, 1994).

The four processes of interactive model analysis can be explained as follows:

1. Data collection

The first process is collecting the data after identifying the problem by interviewing English teacher to gain information, observing English learning process in classroom to describe any activity or behavior in English class, and give questionnaire to the tenth grade students in English class to gain opinions or perceptions about Quizizz used by teacher in teaching English. All the data and observation result was collected by researcher and then the transcript of the interview recording was written.

2. Data reduction

The second process is data reduction. It is a process of selecting, focusing, simplifying, abstracting, and transforming the data. Qualitative data can be reduced in many ways such as selection, summary, paraphrase and so on. Researcher reduced the data with summary and paraphrase.

3. Data display

The third process is data display, data display is a well-organized, and condensed collection of the data that allows for conclusion drawing and action. Looking at data display helps us to better understand what is going on and to take an action based on the understanding.

4. Conclusion drawing

The last is conclusion drawing. The researcher drew conclusion from the data that has been previously concluded. When the researcher analyzed

the data, the researcher matched the notes, the result of observation and the result of questionnaire.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. The implementation of Quizizz application in English learning at the tenth grade of SMA Batik 2 Surakarta in Academic Year of 2021/2022

To find out the first formulation of study, the researcher used observation and interview. The researcher conducted the observation at April, 25th 2022 in X IPS 2 in SMA Batik 2 Surakarta with blended learning. In SMA Batik 2 Surakarta especially in the teacher's classes, Quizizz is used as an online assessment platform. One of The teacher's classes that used Quizizz is X IPS 2. There are 30 students in X IPS 2 with 13 male students and 17 female students. In this English class observation there are two session with 15 students in each session, the teacher doing English daily test using Quizizz application, the test is about "too and enough". In this daily test the teacher use multiple choices with 20 questions and the time for each question is 45 second. Each student does the daily test on Quizizz once using their own device.

Teaching and learning activities in X IPS 2 begin with an opening from the teacher. The opening are greeting, absence, and pray. Then the teacher prepare for online daily test using Quizizz application and share the online daily test link in X IPS 2 WhatsApp Group. When the online daily

test has been started, each student does the daily test using Quizizz through their own devices. While the students do daily test, the teacher monitors students through Instructor Paced Lessons, the pace is controlled by the teacher, the entire class works through each question together. In Instructor Paced Lessons shows students' score and students' ranking. The score appeared on the students' screen when they have completed the daily test. After that, the teacher evaluates the daily test question and discuss together with the students. The last activity is closing, the teacher closes the class with greetings. The obstacles that occur in the classroom when the researcher makes observation are the unstable signal and some students' devices that have errors when they are want to log in in the Quizizz application. These obstacles affect the students when doing the daily test.

The researcher also conducted interview with the English teacher in SMA Batik 2 Surakarta because the researcher want to gain deep information about the implementation of Quizizz application in English learning at the tenth grade of SMA Batik 2 Surakarta. The researcher did the interview on April, 25th 2022 in SMA Batik 2 Surakarta with eight question.

a. Why do you use Quizizz application for test?

According to the interview, the teacher said that “In the beginning of Pertemuan Jarak jauh at SMA Batik 2 Surakarta required the teacher to use online platform, so I chose Quizizz for assessment platform because Quizizz make it easier for me and the students motivate to study English”

The reason why the teacher use online assessment platform is because the SMA Batik 2 Surakarta's policy but the teacher have another reason why she chose Quizizz.

“Actually, there is a Google Form, but according to the students it's boring because the theme in Google Form is limited. Meanwhile Quizizz can monitor the test, so there are live score when doing a test. We can know who has the high score, who is it, which class is the student came from, then the scores or ranking can be seen immediately. I like Quizizz because it's more monitor able.”

The teacher stated that the students often feel bored when doing a test with Google Classroom, so the teacher chose Quizizz because of its features that helps the teacher when assessing the students. The first features is Students Paced Lessons, in this feature both students and teacher can monitor students' progress at their own pace, each question or lesson has a scoreboard and live result. The second feature is Reports, The teacher get detailed class-level and student-level insight for every quiz to monitor students' progress. Moreover, Quizizz has a game-based design and incorporates gaming elements such as avatar, music, scoreboard, etc. these elements makes the students not feel bored when doing an online English test. According to the observation, the teacher use Student paced Lessons features that helps her to monitor the students when using Quizizz. In the class when the students doing daily

test, they enjoy the daily test with game-based elements that pop up after they answer the question.

b. How is the Quizizz implementation in English class at 10 IPS 2?

The implementation of Quizizz in English class at 10 IPS 2 according to the teacher, she said "...What should they be given is socialization about what and how to use Quizizz because most of the 10th graders do not understand and this is their first time using Quizizz, so the socialization is important. For the students who already know Quizizz before no need to explain more about Quizizz. After the socialization, I tried to do a trial with easy quiz just for game about Historical recount they just choose some picture. The important thing is they know how to choose answers, processing and procedures for doing quizzes on Quizizz. As I explained, the quicker you answer the question, your points is high and vice versa"

Before using Quizizz in 10 IPS 2, the teacher doing a socialization to the tenth grade students about what and how to use Quizizz. The teacher also teach the students how to create Quizizz account. After the socialization, the teacher conduct the trial to do quiz in Quizizz for the students. The quiz is just a game with easy question, the purpose of the trial are the students understand the procedures about how to answer quiz in Quizizz. The teacher also explain that the quicker answer the question and the answer is true, the point are getting higher and vice

versa. There are preparation that must be prepare by teacher and students according to the the teacher statement.

“The preparation for teacher is prepares test question. I personally have an archive of question that I made by myself so that I just copy my test question to Quizizz. On the other hand, sometimes I search on the Quizizz because in Quizizz also provide many Quiz in many materials too. Before doing the daily test, students have to prepare a device with full battery and the internet data incase the school wifi has an error”

The teacher prepares test question as a preparation before doing the daily test, the test question is from the teacher’s archive and then the teacher copy to Quizizz. Quizizz also provide the template test with many materials, so the teacher sometimes use the template for the daily test. The preparation for students after the socialization and trial, they must prepare their devices with full battery and internet data incase the school wifi has an error when doing the daily test in a class.

“For the daily test using Quizizz, I usually give 15 until 20 multiple choice question with 45 sceond for each question.”

In daily test, the teacher usually have 15 until 20 question with 45 second for ech question. The teacher also use multiple choice for the daily test question type. There are tools prepared by the teacher for the daily test using Quizizz.

“I used laptop for make questions and monitor students in a class. When I share a quiz link I usually used cellphone because it has good

mobility. I also used LCD projektor in a class so that the students know their result.”

The teacher used cellphone, laptop and LCD projector when doing the daily test using Quizizz. There are some step or implementation of Quizizz in a class when the students doing their English test according to the class observation and the English teacher interview.

“The implementation of Quizizz in a class after the socialization and trial there are some step. First, I open the class with greeting, absence, and pray. I prepares some tools like LCD projektor, laptop, and cellphone for share the Quizizz link at X IPS 2 Whatsapp group meanwhile the students prepare log in in Quizizz. Second, the test begins and students start doing the daily test on their own devices while I monitor via laptop. They also can see their points or ranking at LCD projektor. Third, the students have finished their test. Fourth, we discuss the question test together. And then the last step, I close the class with salam”

Based on the teacher’s statement and the researcher observation Quizizz implementation in English class at 10 IPS 2, the class begin with an opening from the teacher. The opening are greeting, absence, and prayer. Then the teacher prepare some tools, they are LCD projektor for the students in class, laptop for monitor the students when doing daily test, and cellphone for share link at X IPS 2 Whatsapp group for

online daily test using Quizizz application. When the online daily test has been started, each student does the daily test using Quizizz through their own devices. While the students do daily test, the teacher monitors students through Instructor Paced Lessons, the pace is controlled by the teacher, the entire class works through each question together. In Instructor Paced Lessons shows students' score and students' ranking. Each question or lesson has a scoreboard and live result. The students also can see their points and class ranking at LCD projector that has prepared by the teacher. The score will appear on the students' screen when they have completed the daily test. After that, the teacher evaluates the daily test question and discuss together with the students. The teacher discuss the test question one by one with detail so that the students know their mistakes on their test. The last activity is closing, the teacher closes the class with greetings.

c. What are the obstacles when using the Quizizz application English class at 10 IPA 2?

There are some obstacles when using the Quizizz application as mentioned by the teacher "The problem is I usually set Quizizz 15 seconds for each question, but sometimes they forgot about that even though I have told them before that there are 15 seconds for each question during the test if they don't do it, the score is empty. They sometimes forget maybe because they focus on the question only, so

there are those who protest "Ms. I didn't finish because the time is so fast" and so on. They protested like that, if it's an essay question, I'll make the answer key. For example, I wrote the answer key with a capital or punctuation while the students answered with the correct answer, but they didn't use capital or punctuation and it was still wrong in the Quizizz."

The obstacles when using Quizizz is the misunderstanding between the teacher and the students. This misunderstanding is about the time for each question in a test. The other obstacle is the system of Quizizz. The answer key for the essay test that the teacher made with a capital or punctuation and in the Quizizz system the right answer must be the same with the answer key that the teacher was made. The students can answer the essay test correctly but they forgot about capital or punctuation. There are some obstacles when using Quizizz according to the researcher result, the first obstacles in English class is some of the students have bad signal or the signal is not stable to use Quizizz for daily test. The second obstacle is some students' devices are error and slow. So, usually the teacher give some extra time for the students that have problem with their devices.

d. Are all English materials appropriate with the Quizizz application?

According to The teacher all English materials are appropriate with Quizizz, she said that "In 11th grade, English literature mostly has

grammar like conditional sentences, and perfect tense, it just changes from positive to negative to interrogative. So I think all materials can go directly to Quizizz. As for narrative text, it depends on the text. So I have to input the maximum text on Quizizz. I took a screenshot but it's a bit complicated, for questions that contain text material like recount and narratives you have to screenshot everything and manually input the text on Quizizz”

From the statement that the teacher said, Quizizz is appropriate for all English materials in SMA Batik 2 Surakarta. There are two types of English tests in the teacher's classes they are multiple choice and essay. For example, grammar material like tenses and others are suitable with multiple choice. For narrative text and others, the test type that is suitable is essay test. The teacher said that in narrative test is a bit complicated because she must take a screenshot of the text and manually input on Quizizz. Overall, the teacher stated that Quizizz is appropriate for all English materials. According to the pre-observation and observation that the researcher did, there are many materials that are suitable with Quizizz. Some materials are suitable but not really optimal if used for daily tests using Quizizz. The teacher still chose Quizizz for all English materials for daily tests because Quizizz brings many benefits for both teachers and students.

e. In your opinion, what are the advantages and disadvantages of using the Quizizz application?

There are some advantages and disadvantages of Quizizz according to the teacher, “The advantages are we do not need to correct the test, there's already a recap of the scores from Quizizz. We can also monitor who the students are doing the test on time, who is doing it late, and who is not doing the test.”

One of the advantage is the teacher do not correct the test because Quizizz already has a recap of the scores of every students, the features namely reports. The teacher can monitor every student’s progress when doing a test with Quizizz features namely Students’ Paced Lessons. Students’ Paced Lesson is the feature that shows students’ progress at their own pace, each question or lesson has a scoreboard and live result. From this feature, the teacher can monitor the students in real time.

“The disadvantages are there are some students whose cell phones have errors or their connections are not stable, and then they restart the test, they missed it and asked for a retest. While the retest questions have to be different and I have to make different questions again.”

Most of the problem in Quizizz test are came from connection in students’ devices. If their connection are not stable, the test will restart and they missed the test. Usually the students ask for a retest, but in retest the teacher have to make different question.

f. How was the condition of the *Pembelajaran Tatap Muka* and *Pembelajaran Jarak Jauh* classes when you applied Quizizz?

The condition of *pembelajaran tatap muka* and *pembelajaran jarak jauh* classes when using Quizizz according to The teacher, she stated that “*Pembelajaran tatap muka* is better, direct communication can be dictated if we explain through Google Meet using, there is trouble with the voice we cannot hear anything because of the unstable signal and there are a student who missed the instruction. *Pembelajaran tatap muka* is definitely better than *pembelajaran jarak jauh*”

The condition of *pembelajaran tatap muka* classes are better because the teacher easily direct the students in a class face-to-face, the students also easily understand the teacher when they are doing an online test. There are trouble in online classes, the trouble is about signal. When the teacher give an instruction about the online test to the students via Google Meet some of the students have trouble with the signal in their devices so that they cannot hear the instruction. In this case, the teacher must repeat the instruction and spending more time to repeat the instruction. In offline classes, if the students have problem in online test they can ask to the teacher directly. According to the researcher’s observation, when the researcher do the observation teaching and learning activities at SMA Batik 2 Surakarta use blended learning. In blended learning conducted teaching and learning activities with online and offline class at the same time. In online class, there are

some problem such as the device error when the students starts to log in to Quizizz. The teacher give an instruction via Google Meet but it is still difficult to understand because the signal of each students are different, some of students have the unstable signal so that they cannot hear the teacher's instruction. Meanwhile in offline class, if there are any problem when using Quizizz the teacher easily direct the students with the instruction.

2. Students' responses towards the using of Quizizz application in English learning at tenth grade of SMA Batik 2 Surakarta in Academic Year of 2021/2022

The researcher used online questionnaire, to find out the second formulation of study. The researcher conducted online questionnaire with the students at X IPS 2 in SMA Batik 2 Surakarta because the researcher want to gain deep information about students' responses towards the using of Quizizz application in English learning at the tenth grade of SMA Batik 2 Surakarta. The researcher did the online questionnaire on June, 15th 2022 through Google Form. The researcher investigated all of X IPS 2 students with total 30 students. The data contained 12 items of questionnaire with the positive and negative statement. The researcher serves the data in tables and diagrams.

a. Quizizz is interesting, motivating, and fun

Quizizz is interesting, motivating and fun

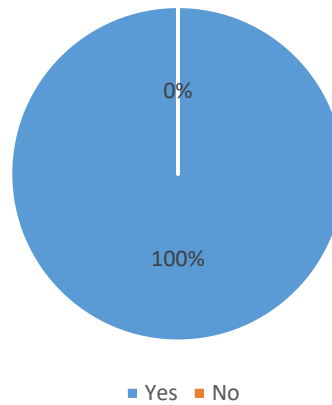


Table 4.1 Questionnaire result (question number 1)

| No. Items | Total respondents | Category | |
|-----------|-------------------|----------|----|
| | | Yes | No |
| 1 | 30 | 30 | 0 |

Based on the diagram and table above, there are 30 students answered yes or agree with the statement. In diagram conceived there are 100% of the respondents chose yes or agree. It means that all of students have positive response. The students have positive response about the interesting of Quizizz. It assumed that, all of students agree and have positive perception that Quizizz is interesting, motivating and fun as an online assessment platform especially for English subject.

b. Quizizz has an attractive display

Quizizz has an attractive display

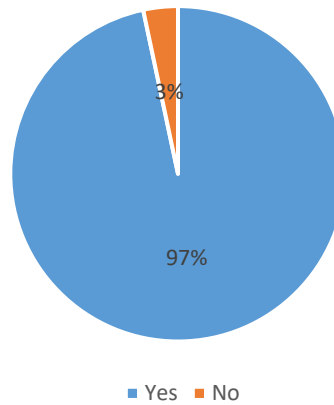


Table 4.2 Questionnaire result (question number 2)

| No. Items | Total respondents | Category | |
|--------------|-------------------|----------|----|
| | | Yes | No |
| 2 | 30 | 29 | 1 |

Based on the diagram and table above, there are 29 students answered yes or agree then followed with 1 student that chose no or disagree with the statement. In diagram conceived there are 97% of the respondents chose yes or agree and 3% of respondents chose no or disagree. It means that mostly the students have positive response. The students have positive response about the display of Quizizz. It assumed that, the students agree and have positive perception that Quizizz has an attractive display.

c. Quizizz has many challenging features

Quizizz has many challenging features

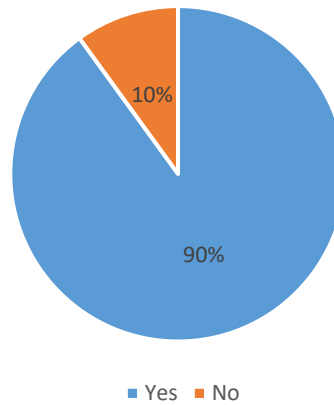


Table 4.3 Questionnaire result (question number 3)

| No. Items | Total respondents | Category | |
|-----------|-------------------|----------|----|
| | | Yes | No |
| 3 | 30 | 27 | 3 |

Based on the diagram and table above, there are 27 students answered yes or agree then followed with 3 students that chose no or disagree with the statement. In diagram conceived there are 90% of the respondents chose yes or agree and 10% of respondents chose no or disagree. It means that mostly the students have positive response. The students have positive response about the features of Quizizz. It assumed that, the students agree and have positive perception that Quizizz has many challenging features.

d. Quizizz does not make me tense in doing test

Quizizz does not make me tense in doing test

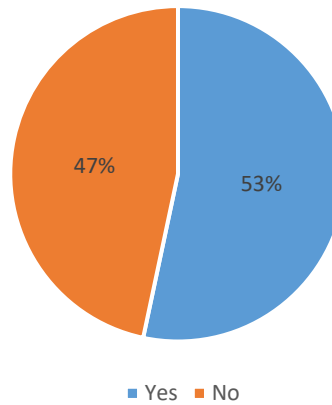


Table 4.4 Questionnaire result (question number 4)

| No. Items | Total respondents | Category | |
|-----------|-------------------|----------|----|
| | | Yes | No |
| 4 | 30 | 16 | 14 |

Based on the diagram and table above, there are 16 students answered yes or agree then followed with 14 students that chose no or disagree with the statement. In diagram conceived there are 53% of the respondents chose yes or agree and 47% of respondents chose no or disagree. It means that mostly the students have positive response. It assumed that, the students agree and have positive perception that Quizizz does not make the students tense when doing test.

e. I enjoy doing the test using Quizizz

I enjoy doing the test using Quizizz

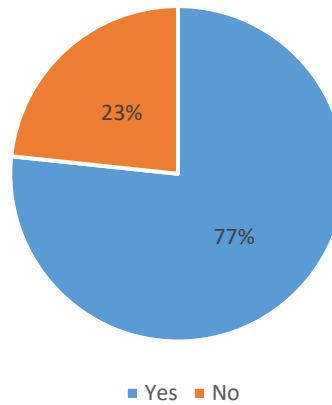


Table 4.5 Questionnaire result (question number 5)

| No. Items | Total respondents | Category | |
|--------------|-------------------|----------|----|
| | | Yes | No |
| 5 | 30 | 23 | 7 |

Based on the diagram and table above, there are 23 students answered yes or agree then followed with 7 students that chose no or disagree with the statement. In diagram conceived there are 77% of the respondents chose yes or agree and 23% of respondents chose no or disagree. It means that mostly the students have positive response. The students have positive response about enjoying doing test with Quizizz. It assumed that, the students agree and have positive perception that the students enjoy doing test using Quizizz.

f. Quizizz create a competitive atmosphere

Quizizz create a competitive atmosphere

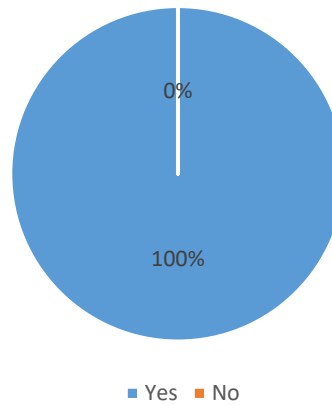


Table 4.6 Questionnaire result (question number 6)

| No. Items | Total respondents | Category | |
|--------------|-------------------|----------|----|
| | | Yes | No |
| 6 | 30 | 30 | 0 |

Based on the diagram and table above, there are 30 students answered yes or agree with the statement. In diagram conceived there are 100% of the respondents chose yes or agree. It means that all of students have positive response. The students have positive response about the competitive atmosphere of Quizizz. It assumed that, all of students agree and have positive perception that Quizizz create a competitive atmosphere when they doing a test.

g. I feel encouraged to be number one on the Quizizz leaderboard

I feel encouraged to be number one on the Quizizz leaderboard

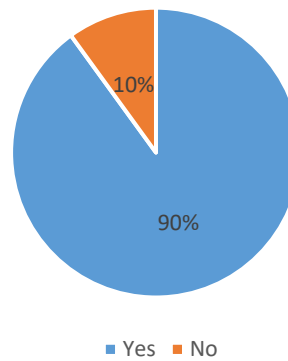


Table 4.7 Questionnaire result (question number 7)

| No. Items | Total respondents | Category | |
|-----------|-------------------|----------|----|
| | | Yes | No |
| 7 | 30 | 27 | 3 |

Based on the diagram and table above, there are 27 students answered yes or agree then followed with 3 students that chose no or disagree with the statement. In diagram conceived there are 90% of the respondents chose yes or agree and 10% of respondents chose no or disagree. It means that mostly the students have positive response. It assumed that, the students agree and have positive perception that the students feel encouraged to be number one on the Quizizz leaderboard.

h. I cannot cheat during the test using Quizizz

I cannot cheat during the test using Quizizz

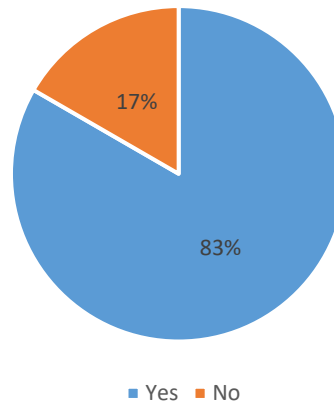


Table 4.8 Questionnaire result (question number 8)

| No. Items | Total respondents | Category | |
|--------------|-------------------|----------|----|
| | | Yes | No |
| 8 | 30 | 25 | 5 |

Based on the diagram and table above, there are 25 students answered yes or agree then followed with 5 students that chose no or disagree with the statement. In diagram conceived there are 83% of the respondents chose yes or agree and 17% of respondents chose no or disagree. It means that mostly the students have positive response. It assumed that, the students agree and have positive perception that the students cannot cheat during the test using Quizizz.

i. I focus on the each question during the test using Quizizz

I focus on the each question during the test using Quizizz

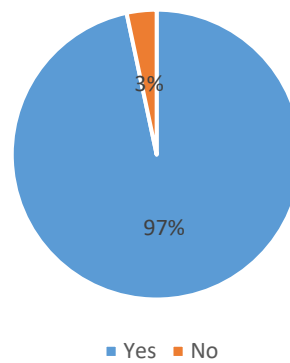


Table 4.9 Questionnaire result (question number 9)

| No. Items | Total respondents | Category | |
|-----------|-------------------|----------|----|
| | | Yes | No |
| 9 | 30 | 29 | 1 |

Based on the diagram and table above, there are 29 students answered yes or agree then followed with 1 student that chose no or disagree with the statement. In diagram conceived there are 97% of the respondents chose yes or agree and 3% of respondents chose no or disagree. It means that mostly the students have positive response. It assumed that, the students agree that the students focus on each question during the test using Quizizz.

j. I feel confident in doing the test using Quizizz

I feel confident in doing the test using Quizizz

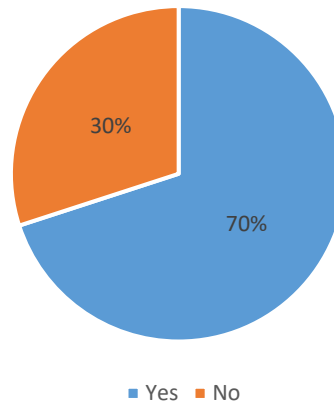


Table 4.10 Questionnaire result (question number 10)

| No. Items | Total respondents | Category | |
|-----------|-------------------|----------|----|
| | | Yes | No |
| 10 | 30 | 21 | 9 |

Based on the diagram and table above, there are 21 students answered yes or agree then followed with 9 students that chose no or disagree with the statement. In diagram conceived there are 70% of the respondents chose yes or agree and 30% of respondents chose no or disagree. It means that mostly the students have positive response. It assumed that, the students agree and have positive perception that the students feel confident in doing the test using Quizizz.

k. Quizizz is better than traditional test

Quizizz is better than traditional test

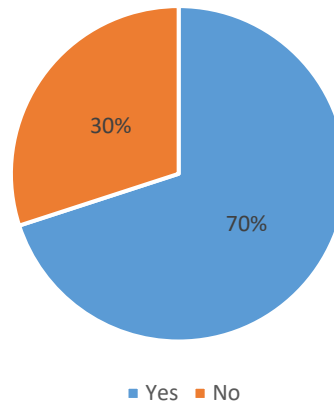


Table 4.11 Questionnaire result (question number 11)

| No. Items | Total respondents | Category | |
|--------------|-------------------|----------|----|
| | | Yes | No |
| 11 | 30 | 21 | 9 |

Based on the diagram and table above, there are 21 students answered yes or agree then followed with 9 students that chose no or disagree with the statement. In diagram conceived there are 70% of the respondents chose yes or agree and 30% of respondents chose no or disagree. It means that mostly the students have positive response. It assumed that, the students agree and have positive perception that Quizizz better than traditional test.

1. I look forward to using Quizizz

I look forward to using Quizizz

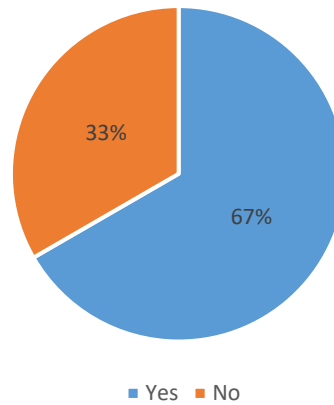


Table 4.12 Questionnaire result (question number 12)

| No. Items | Total respondents | Category | |
|-----------|-------------------|----------|----|
| | | Yes | No |
| 12 | 30 | 20 | 10 |

Based on the diagram and table above, there are 20 students answered yes or agree then followed with 10 students that chose no or disagree with the statement. In diagram conceived there are 67% of the respondents chose yes or agree and 33% of respondents chose no or disagree. It means that mostly the students have positive response. It assumed that, the students agree and have positive perception that the students look forward to using Quizizz.

Table 4. 13 Questionnaire result

| No. | Items | Yes | No |
|-----|---|-----|----|
| 1 | Quizizz is interesting, motivating and fun | 30 | 0 |
| 2 | Quizizz has an attractive display | 29 | 1 |
| 3 | Quizizz has many challenging features | 27 | 3 |
| 4 | Quizizz does not make me tense | 16 | 14 |
| 5 | I enjoy doing the test using Quizizz | 23 | 7 |
| 6 | Quizizz create a competitive atmosphere | 30 | 0 |
| 7 | I feel encouraged to be number one on the Quizizz leaderboard | 27 | 3 |
| 8 | I cannot cheat during the test using Quizizz | 25 | 5 |
| 9 | I focus on the each question during the test using Quizizz | 29 | 1 |
| 10 | I feel confident in doing the test using Quizizz | 21 | 9 |
| 11 | Quizizz is better than traditional test | 21 | 9 |
| 12 | I look forward to using Quizizz | 20 | 10 |

B. Discussion

The aim of this study is first, to describe how teacher do implements Quizizz application in teaching and learning English at tenth grade of SMA Batik 2 Surakarta. Second, to investigate students' responses towards Quizizz application in teaching and learning English at tenth grade of SMA Batik 2 Surakarta. In this part, the researcher presents the discussion after getting the result of the data. After analyze the data, the researcher able to know how teacher do implements Quizizz application in teaching and learning English and students' responses towards Quizizz application in teaching and learning English at tenth grade of SMA Batik 2 Surakarta.

1. The implementation of Quizizz application in English learning at the tenth grade of SMA Batik 2 Surakarta in Academic Year of 2021/2022

The researcher found that the implementation of Quizizz application in English learning at tenth grade of SMA Batik 2 Surakarta through class observation, interview with the English teacher and students questionnaire. According to what the researcher found in class observation, Teaching and learning activities in X IPS 2 begin with an opening from the teacher. The opening are greeting, absence, and prayer. Then the teacher prepare for online daily test using Quizizz application and share the online daily test link in X IPS 2 WhatsApp Group. When the online daily test has been started, each student does the daily test using Quizizz through their own devices. While the students do daily test, the teacher monitors students through Instructor Paced Lessons, the pace is controlled by the teacher, the

entire class works through each question together. In Instructor Paced Lessons shows students' score and students' ranking. The score will appear on the students' screen when they have completed the daily test. After that, the teacher evaluates the daily test question and discuss together with the students. The last activity is closing, the teacher closes the class with greetings.

The researcher found the implementation of Quizizz application in English learning at tenth grade of SMA Batik 2 Surakarta through interview with English teacher. According to the result of English teacher interview, before using Quizizz in 10 IPS 2, the teacher doing a socialization to the tenth grade students about what is Quizizz and how to use Quizizz. Besides conducting the socialization, the teacher also conduct a quiz trial in order to the students understand about how to answer the question and how the procedures using Quizizz. This step that teacher do is suitable with the experts' statement that students who is unfamiliar with online testing method. Students need a training in order to become comfortable with online assessment method or online assessment process (Alruwais et al., 2018).

The teacher faced the difficulties and some obstacles when applying Quizizz in a class, the obstacles when using Quizizz is the misunderstanding between the teacher and the students. This misunderstanding is about the time for each question in a test. The other obstacle is the system of Quizizz. The answer key for the essay test that the teacher made with a capital or punctuation and in the Quizizz system the right answer must be the same

with the answer key that the teacher was made. The students can answer the essay test correctly but they forgot about capital or punctuation. This obstacles are related with the experts' statement that scoring and correcting question with open response from students such as question with answers that must explain things or express their opinion about something is little bit complex for teacher (Alruwais et al., 2018)

For the advantages of implemented online assessment application, the teacher stated that she do not correct the test because Quizizz already has a recap of the scores of every students, the features namely reports. The teacher can monitor every student's progress when doing a test with Quizizz features namely Students' Paced Lessons. Students' Paced Lesson is the feature that shows students' progress at their own pace, each question or lesson has a scoreboard and live result. From this feature, the teacher can monitor the students in real time. This statement appropriate with the expert, online assessment offers the ability to test more complex learning ability, quick feedback and scoring, money saving and time saving by eliminating the data manually (Khairil & Mokshein, 2018). This advantages and features in Quizizz make it easier for both teacher and students are also related with Webb and Gibson statement that said digital media enhanced assessment include a real learning experience with digital media, continuous and unobtrusive performance, learning and measurement of knowledge, detail and high resolution data record analyzed and displayed in computational

ways and also can access by teachers and students in real-time (Webb & Gibson, 2015)

The researcher also found that the implementation of Quizizz application in English learning at tenth grade of SMA Batik 2 Surakarta was interesting, motivating, and fun because Quizizz has an attractive display and many challenging features. It can be proven by the result of student questionnaire of X IPS 2 on first, second and third statement. In first statement of student questionnaire make 100% result, it means that 30 students agree that Quizizz was interesting, motivating and fun. Second statement of student questionnaire make 97% result, it means that 29 students agree that Quizizz has an attractive display. Third statement of student questionnaire make 90% result, it means that 27 students agree that Quizizz has many challenging features. When doing daily test using Quizizz, the student also feel confident and focus at the same time because in Quizizz each page shows one question.

2. Students' responses towards the using of Quizizz application in English learning at tenth grade of SMA Batik 2 Surakarta in Academic Year of 2021/2022

Descriptive analysis of the questionnaire showed that most of students has positive perception toward the using of Quizizz as an online assessment application. The respondents' positive perception with 100% result

demonstrated that Quizizz is interesting, motivating, and fun and Quizizz create competitive atmosphere. This is suitable with Khairil and Mokshein statement that the online assessment provides some unique and challenging chances as well as opportunity for positive continuous assessment (Khairil & Mokshein, 2018). This perception suitable with teacher statement in interview teacher said that the students respond about the online test using Quizizz application in the teacher classes are good respond. Some of students asked the teacher to do the online test with Quizizz because they responded that they like Quizizz, Quizizz is interesting with many helpful features. A competitive atmosphere can be created because Quizizz has many challenging features so the students encouraged to be the number one on the Quizizz leaderboard. The respondents also agree with the statement that they enjoy doing daily test using Quizizz application. In addition the students also feel confident when doing daily test using Quizizz application.

On the other hand, there are negative perception with almost a half of respondents agreed that Quizizz make the students tense when doing test. This statement suitable with Hricko and Howell statement that some people more fatigued when reading text on a screen and long passage may be difficult read on computer because requires scrolling horizontally and vertically and causes tense when doing online test.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

To evaluate the students' knowledge or competence, the teacher needs to choose the best way to evaluate the students. Nowadays, online assessment can be the alternative to evaluate the students more easily and flexible. Both online and traditional assessment have to implement depend on the current situation. In implementation of online assessment, there are advantages and disadvantages. This research has discussed about the implementation of Quizizz application and also the students' perception about the implementation of Quizizz. The implementation of Quizizz as an online daily test platform at SMA Batik 2 Surakarta started with the teacher socialize or introduce the Quizizz application especially for tenth grade in order to become comfortable with online assessment method or online assessment process. The other preparation, the teacher conduct a quiz trial for the students so that they understand how the Quizizz works. Then, teaching and learning process begin with an opening from the teacher. The opening are greeting, absence, and prayer. The first implementation step using Quizizz is the teacher prepare for online daily test using Quizizz application and share the online daily test link in X IPS 2 WhatsApp Group. This link is used by the students to join the Quizizz test which was previously created and prepared by the teacher. When

the online daily test has been started, each student does the daily test using Quizizz through their own devices. While the students do daily test, the teacher monitors students through Quizizz feature Instructor Paced Lessons, the pace is controlled by the teacher, the entire class works through each question together. In Instructor Paced Lessons shows students' score and students' ranking. The score will appear on the students' screen when they have completed the daily test. After that, the teacher evaluates the daily test question and discuss together with the students. The last activity is closing, the teacher closes the class with greetings. On the other hand, the implementation of Quizizz the teacher faced some obstacles in a class. The obstacles when using Quizizz is the misunderstanding between the teacher and the students. This misunderstanding is about the time for each question in a test. The other obstacle is scoring and correcting question with open response from students such as question with answers that must explain things or express their opinion about something is little bit complex for teacher. The advantages of online assessment include auto marking, instant feedback or high-quality feedback, flexible and effective. However, there are some disadvantages for the teacher such as bad signal that makes the teacher difficult to control the student in online class and question with open response from students is little bit complex for teacher to correcting.

The students' perception towards Quizizz application contains positive and negative perception, but most of students has positive perception. The respondents' positive perception with 100% result demonstrated that Quizizz

is interesting, motivating, and fun and Quizizz create competitive atmosphere. Quizizz is interesting with many helpful features. A competitive atmosphere can be created because Quizizz has many challenging features so the students encouraged to be the number one on the Quizizz leaderboard. The students also agree with the statement that they enjoy doing daily test using Quizizz application. In addition the students also feel confident when doing daily test using Quizizz application. Meanwhile, there are negative perception with almost a half of respondents disagreed that Quizizz make the students tense when doing test. Some students are more fatigued when reading text on a screen and long passage may be difficult read on computer because requires scrolling horizontally and vertically and causes tense when doing online test.

B. Suggestion

The researcher delivered some suggestion based on the research result, as follows:

1. For the teacher

The teacher have to manage the online daily test better include preparing the test for open responses or essay and control the students so that the students do not feel fatigued when doing daily online test. The teacher also have to improve her creativity to find the other innovative platform for the students' assessment in future.

2. For the school

SMA Batik 2 Surakarta have to provide the proper internet connection to support the teaching and learning process. The good quality internet connection can facilitate the online daily test more effective.

3. For the future researcher

For the future researcher, they can conduct the similar research but they must add the other respondents of teacher in order to see more implementation of Quizizz as an online assessment platform. The future researcher also can implementing classroom action research to conduct the similar research.

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APPENDICES

APPENDIX 1

Appendix 1: Observation checklist

Session 1

Time : Monday, April 25th 2022

Class : X IPS 2

Total students : 15

| Teaching and learning activities |
|--|
| <p>Opening:</p> <ul style="list-style-type: none"> - Greeting - Pray together to start the class - Absence - The teacher and the students prepare the devices for online assessment |
| <p>Main activities:</p> <ul style="list-style-type: none"> - The teacher shares the online daily test link from in the class Whatsapp group - The teacher start the online daily test using Quizizz - The students do the online daily test using Quizizz on their own devices - The teacher monitors the students through Instructor Paced Lessons - The score instantly appears after the test finished - The online daily test finished |
| <p>Closing:</p> <ul style="list-style-type: none"> - Evaluate the daily test together - Reflection - The class is finished, the teacher closed the class with greetings |

| Items | Yes | No |
|--|-----|----|
| Well prepared for class | ✓ | |
| Well prepared for online daily test | ✓ | |
| Implemented Quizizz application for online daily test | ✓ | |
| The teacher controlled the class via instructor paced lesson | ✓ | |
| The students enjoy using Quizizz | ✓ | |
| The teacher evaluates the daily test | ✓ | |

| Obstacles |
|--|
| <ol style="list-style-type: none"> 1. The unstable signal 2. The error log in in the Quizizz application |

Session 2

Time : Monday, April 25th 2022

Class : X IPS 2

Total students : 15

| Teaching and learning activities |
|---|
| <p>Opening:</p> <ul style="list-style-type: none"> - Greeting - Pray together to start the class - Absence - The teacher and the students prepare the devices for online assessment |
| <p>Main activities:</p> <ul style="list-style-type: none"> - The teacher shares the online daily test link from in the class Whatsapp group - The teacher start the online daily test using Quizizz - The students do the online daily test using Quizizz on their own devices - The teacher monitors the students through Instructor Paced Lessons |

| |
|--|
| <ul style="list-style-type: none"> - The score instantly appears after the test finished - The online daily test finished |
| <p>Closing:</p> <ul style="list-style-type: none"> - Evaluate the daily test together - Reflection - The class is finished, the teacher closed the class with greetings |

| Items | Yes | No |
|---|-----|----|
| Well prepared for class | ✓ | |
| Well prepared for online daily test | ✓ | |
| Implemented Quizizz application for online daily test | ✓ | |
| The teacher controlled the class via instructure paced lesson | ✓ | |
| The students enjoy using Quizizz | ✓ | |
| The teacher evaluates the daily test | ✓ | |

| Obstacles |
|------------------------|
| 1. The unstable signal |

APPENDIX 2

Appendix 2: Interview blueprint

Time : Monday, April 25th 2022

SMA Batik 2 Surakarta

| Formulation of Problem | Indicator | Question |
|---|--|--|
| How does teacher implement Quizizz application in English learning at the tenth grade of SMA Batik 2 Surakarta in Academic Year of 2021/2022? | The reason why choose Quizizz in English online assessment | <ol style="list-style-type: none"> 1. Why do you use Quizizz application for test? 2. In your opinion, what are the advantages and disadvantages of using the Quizizz application? 3. Do you still want to use the Quizizz application in the future? |
| | The preparation before using Quizizz application? | <ol style="list-style-type: none"> 1. What are the preparations before taking the test via Quizizz? 2. What is the teacher's preparation before |

| | | |
|--|--|--|
| | <p>The condition in a class when testing using Quizizz application</p> | <p>taking the test via Quizizz?</p> <p>3. What is the preparation of students before taking the test via Quizizz?</p> <p>1. How is the Quizizz application system used in English class at 10 IPA 2?</p> <p>2. What are the obstacles to using the Quizizz application English class at 10 IPA 2?</p> <p>3. Are all English materials appropriate with Quizizz application?</p> <p>4. In your opinion, how are the conditions in the classroom when using the Quizizz application?</p> |
|--|--|--|

| | | |
|--|--|---|
| | | 5. In your opinion, how do students respond to tests using the Quizizz application? |
|--|--|---|

APPENDIX 3

Appendix 3: Questionnaire blueprint

Class : X IPS 2 (30 Students) via Google Form

| Formulation of Problem | Indicator | Question |
|--|---|--|
| What are the students' responses towards the using of Quizizz application in English learning at tenth grade of SMA Batik 2 Surakarta in Academic Year of 2021/2022? | Positive perception and negative perception | <ol style="list-style-type: none"> 1. Quizizz is interesting, motivating, and fun 2. Quizizz has an attractive display 3. Quizizz has many challenging features 4. Quizizz doesn't make me tense in doing test 5. I enjoy doing the test using Quizizz 6. Quizizz create a competitive atmosphere 7. I feel encouraged to be number one on the leaderboard 8. I can't cheat during the test using Quizizz 9. I focus on the each question during the test using Quizizz 10. I feel confident in doing the test using Quizizz 11. Quizizz is better than traditional test 12. I look forward to using Quizizz |

APPENDIX 4

Appendix 4: Interview transcript

Part 1

- Y : Assalamualaikum warahmatullahi wabarakatuh
- D : Waalaikumsalam warahmatullahi wabarakatuh
- Y : Sebelumnya saya izin untuk merekam wawancara hari ini ya bu. Nama lengkap ibu siapa ya bu?
- D : Dhevi Arifanita mbak
- Y : Sudah berapa lama ibu mengajar di SMA Batik 2 Surakarta?
- D : Saya mengajar dari tahun 2018, berapa tahun ya itu? Ya sekitar 3 tahun lebih.
- Y : Di SMA Batik 2 mengajar mata pelajaran apa dan dikelas apa saja bu?
- D : Kalau untuk sekarang itu mengajar bahasa inggris wajib sama bahasa dan sastra Inggris di kelas 10 dan 11.
- Y : Kelas 10 dan 11 di kelas apa saja bu?
- D : Kelas 10 nya itu semua mbak dari kelas 10 IPA 1, 10 IPA 2, 10 IPS 1, 10 IPS 2, dan 10 IPS 3. Kalau kelas 11 nya kan cuma 5 kelas, saya di 11 IPA 1, 11 IPA 2, 11 IPS 1, dan 11 IPS 2.
- Y : Untuk aplikasi yang pernah digunakan ibu untuk mengajar bahasa Inggris di SMA Batik 2 Surakarta itu apa saja ya bu?
- D : Aplikasi untuk mengajar ada Google Meet, Google Classroom sama pakai Quizizz itu mbak
- Y : Kalau untuk aplikasi yang masih digunakan untuk pemebelajaran apa bu?

- D : Sampai sekarang itu tiga-tiganya masih sih mba, cuman kalau Quiziz saya gunakan kalau ulangan aja. Jadi ulangan akhir dan ulangan harian saya pakai Quizizz. Kalau hanya mengajar posting tugas atau materi pakai Google Classroom atau Google Meet.
- Y : Oh jadi penggunaan Quizizz hanya saat test aja ya bu? Jadi tidak ada jadwal pasti penggunaan quizizz misal perminggu gitu ya bu?
- D : Iya saat ulangan aja engga ada jadwal tertentu mbak
- Y : Alasan ibu masih menggunakan Quizizz sebagai salah satu aplikasi mengajar khususnya untuk test itu apa bu?
- D : Sebenarnya kan ada Google Form ya mbak, tapi menurut saya Google Form itu kayak gimana ya. Menurut anak itu membosankan gitu lo mbak temanya itu itu aja. Kalau Quizizz itu kan lebih enak pantauannya ya jadi kalau live scorenya yang test itu kan kita bisa tau ya ini yang scorenya tinggi siapa, siapa aja, anak kelas mana, trus nilainya juga langsung keliatan disitu peringkatnya ranknya nah makannya saya lebih suka Quizizz itu karena lebih bisa dipantau. Kalau Google Form kan harus selesai semua baru tau kan.
- Y : Oh iya bu, jika untuk sistem penggunaan pengaplikasian Quizizz di kegiatan belajar mengajar di kelas itu bagaimana ya bu?
- D : Kalau di kelas kebetulan kelas 10 kan baru tau ada aplikasi Quizizz jadi biasanya saya kasih tau dulu ini linknya nanti buat test kemudian login pakai email. Kadang kan gini mba mereka itu gabisa login karena emailnya ada yang trouble gara2 udah login untuk google atau yang lain, makannya troublenya itu pas login. Kalau pas test kan memang saya atur mereka itu bisa masuk ke linknya unlimited. Jadi misalnya mereka ada trouble dr percobaan pertama, mereka bisa login lagi. Kalau 1 attemps/2 attemps kan kadang kan mereka harus pakai email lain, memang harus dikasih apa ya... Sosialisasi dulu ke anak-anak Quizizz itu kaya gini. Kalau kelas 10 kebanyakan memang belum paham karena masih pertama kali. Setelah

saya share link mereka mengerjakan sembari saya pantau mbak atau bantu kalau ada trouble. Setelah itu saya bahas ulang soalnya bersama.

Y : Sedangkan kendala-kendala mengaplikasikan Quizizz di kelas itu apa bu?

D : Kadang anak itu gak tau soalnya di waktu in, saya kasih waktu biasanya persoal 15 detik. Mereka kadang lupa padahal sudah saya sampaikan sebelumnya kalau ada waktu 15 detik per soal saat pengerjaan test kalau tidak nilainya kosong. Mereka itu kadang lupa mungkin karena fokus sama soalnya, jadi ada yang protes "ms tadi saya nomer ini sampai ini gak tak kerjain lo ms gara2 waktunya kecepetan" dan lain2. Mereka protes kaya itu, kalau soal essay kan saya buat kuncinya langsung ya mbak ya. Misal kuncinya saya nulis ada kapital atau ada titiknya sedangkan siswa menjawab dengan jawaban yang benar sebenarnya dengan kunci cuman mereka gak pakai kapital atau tanda baca dan itu disalahkan sama Quizizznya.

Y : Oh karena sistemnya ya bu?

D : Iya mbak kan harus sama dengan kunci, mereka protes akhirnya "lho ms ini jawabannya smaa kurang titik aja, kurang ini, kurang kapital aja kok disalahin" jadi kalau buat essay menurut saya kurang efektif. Tapi kalau untuk pilgan gakapapa

Y : Biasanya soal untuk test di quizizz itu biasanya berapa bu?

D : Kalau soal itu biasanya saya buat 20 mbak, kalau pilgan semua 20. Kalau ada essaynya cuma 10 nomor, karena dulu itu materinya cuma conditional sentence cuma membuat kalimat hanya 5 soal juga pernah jadi tergantung materinya. Kalau materi banyak yang grammar kan ya essay, kalau banyak yang tenses itu multiple choices.

Y : Apakah semua materi cocok diaplikasikan menggunakan quizizz atau hanya materi tertentu aja bu?

- D : Gini mba misal kelas 11 kan sastra inggris kebanyakan grammar seperti conditional sentece, perfect tense kan cuma ganti dari positif ke negatif ke interogatif Jadi menurut saya semua materi bisa langsung masuk ke Quizizz. Kalau text naratif itukan tergantung textnya ya mba jadi saya yang harus maximal input text di Quizizz ya mba. Saya screenshot tapi agak ribet, untuk soal yang materi text kaya naratif recount itu harus screenshot semua dan manual input textnya di Quizizz
- Y : Berati sebenarnya semua materi bahasa Inggris masuk di Quizizz namun untuk materi reading kurang sesuai ya bu?
- D : Iya mbak sebenarnya masuk semua, namun untuk reading kurang maksimal saja.
- Y : Sedangkan kelebihan kekurangan quizizz menurut ibu apa bu selama ini?
- D : Kelebihannya nya itu mbak ya kan enak nya kita gausah ngoreksi sama itukan sudah ada rekapan nilai ya. Kita juga bisa mantau kira kira anak yang tepat waktu ngerjain siapa, yang telat2 ngerjain siapa, yang gak ngerjain siapa. Kalau kelemahannya ya itu mbak kadang misal ada siswa yang hpnya error atau mereka koneksinya ga stabil ngerestart sendiri kaya gitukan mereka protes gitu lo "ms saya udah ngerjain kok balik dr awal", "Ms saya gabisa masuk gabisa login" dll kaya gitu kan otomatis kasian mereka ketinggalan minta susulan. Sedangkan susulan soalnya harus beda mau tidak mau saya harus bikin soal beda lagi.
- Y : Quizizz ini ibu mengaplikasikannya untuk PTM dan PJJ ya bu?
- D : Iya mbak PTM dan PJJ
- Y : Bagaimana kondisi kelas PTM dan PJJ saat ibu mengaplikasikan Quizizz bu?
- D : PTM itu lebih enak mbak, maksudnya dalam komunikasinya langsung bisa dipaktekkan "inilo di klik ini, ini yang diketik, ini buat akun caranya gini" kalau PJJ kan kita jelasin lewat Google Meet pakai gmeet itu ada

trouble sinyal suara tdk kedengeran ada yg ketinggalan. Kalau PJJ pasti ketinggalan daripada PTM

Y : Kalau PTM saat quizizz ini kondisinya siswa lebih mudah memahami ya bu

D : Iya lebih memahami

Y : Dari yang ibu lihat di kelas respon siswa menggunakan Quizizz itu bagaimana bu

D : Responnya itu ada yg suka mba, quizizz itukan bagus ya menarik gitu kaya ada menu2nya ada fitur bantuannya ada boosternya yang bisa membantu mengerjakan test. Mereka sukanya kaya gitu "pakai Quizizz aja ms" malah mereka yang minta. Quizizz itukan enakya cuma nge klik habis itu hasilnya bisa langsung kelihatan jadi mereka sukanya hasilnya langsung kelihatan jadi langsung tau oh nilainya segini salahnya apa sih. Memang saya buat biar mereka bisa tau nilainya langsung, kadang kan ada yg tanya kok nilainya ga langsung keluar sedangkan mereka suka yang kaya Quizizz nilainya langsung keluar

Y : Untuk kelanjutan penggunaan Quizizz di semester berikutnya apakah masih ada ya bu?

D : Kalau boleh PTM semua kan tidak usah menggunakan Google Meet ya mba namun kalau ulangan saya masih menggunakan Quizizz kan paperless ya mba tidak perlu ngeprint. Zaman dulu belum ada Quizizz kan harus nge print gak efektif dan mereka harus nyobek kertas dikumpulin ulangannya. Kertasnya numpuk juga buat apa jadi enak online pakai Quizizz aja. Enakan pakai quizizz kalau saya pribadi ya mbak.

Part 2

- Y : Apa persiapan sebelum melakukan test melalui Quizizz seperti pembuatan akun, pembuatan soal atau persiapan yang lain itu gimana ya bu bisa dijelaskan?
- D : Jadi kalau Quizizz itu kan otomatis kita harus training ke siswa dulu ya mba, jadi kaya misal Quizizz itu apa sih apakah sebuah aplikasi atau sebuah website atau sebuah platform. Terutama untuk kelas 10 mereka kan belum tau apa-apa kecuali yang dari SMP sudah pakai Quizizz kita gaperlu ngajarin pembuatan akun dan cara pakai Quizizz, kalau yang belum pernah memang harus diajari mbak pembuatan akun dan cara pakainya. Kalau kemarin itu memang saya coba dulu mba pakai Quizizz tapi untuk games saja materi Historical recount, cuma milih dari gambar saja dan itupun gampang yang penting mereka tau cara milih jawaban, waktu pengerjaan dan tata cara mengerjakan quiz di Quizizz seperti saya jelaskan "semakin kalian cepet mengerjakan poin kalian semakin tinggi begitu juga sebaliknya". Terus biasanya habis ngerjain kan langsung ada hasilnya dan rangkingnya jadi mereka lebih termotivasi karena pengen menjadi peringkat atas. Biasanya saya pake proyektor juga mba biar anak-anak bisa langsung melihat skor dan peringkat. Setelah siswa sudah tau baru saya coba buat daily test di Quizizz.
- Y : Baik bu lalu untuk persiapan gurunya sedari awal itu seperti apa bu?
- D : Kalau soal saya buat sendiri mbak karena saya punya bank soal jadi tinggal copy ke Quizizz. Kadang saya ambil quiz dr Quizizz langsung search materinya misal narrative nanti muncul quiz banyak banget jadi tinggal pilah pilih yang bisa dimasukin ke soal. Selain soal juga ada gambar-gambar gitu mbak saya juga memerlukan jadi tinggal ambil aja cepet
- Y : Kalau untuk pembuatan akun dari guru itu bagaimana ya bu?

- D : Pembuatan akun itu mudah sih mba soalnya bisa langsung daftar lewat Gmail atau Facebook jadi gampang langsung klik gaperlu ngisi data diri
- Y : Perangkat yang diperlukan guru saat melakukan daily test di Quizizz apa saja bu?
- D : Saya buat soal itu pakai laptop mbak tapi kalau share link quiz saya pakai HP karena mobilitasnya enak mbak bisa dibawa kemana-mana. Untuk dikelas saya pakai proyektor juga mbak biar anak-anak melihat langsung hasilnya. Saya share link quiz biasanya di grup WA kelas pakai HP mbak biar lebih cepet
- Y : Soal per daily test biasanya berapa nomor bu?
- D : Soal itu tergantung materi mbak, misal narrative itukan teks ya jadi satu teks bisa untuk beberapa soal. Kalau daily test secara umum 15-20 soal mbak. Tapi kalau di Quizizz teks panjang ga kelihatan mbak jadi saya pilih2 teks yang pendek saja
- Y : Pengerjaan daily test itu berapa lama bu waktunya?
- D : Saya biasanya 45 menit mbak satu pertemuan. Per item yang teksnya panjang saya beri waktu 1 menit per soal mbak, kalau soal pendek saya kasih waktu 45 detik per soal jadi menyesuaikan soalnya saja mbak
- Y : Materi yang paling cocok diaplikasikan di Quizizz itu apa saja bu dan yang kurang cocok apa?
- D : Kalau menurut saya yg paling cocok itu teks mbak karena jawabannya udah pasti ada di teks. Kalau yang susah itu grammar perfect tense yang fokus ke positive negative dan interrogative, karena kan ada 5 opsi mbak sedangkan opsi jawaban lain saya harus cari lebih banyak lagi. Misalnya jawabannya "doesn't" dan bawahnya "didn't" tapi untuk cari opsi jawaban susah mbak saya. Saya lebih sering menggunakan multiple choices sih. Essay sebenarnya juga bisa mbak tapi susah kalau masuk di Quizizz. Dulu saya pernah materi conditional sentence saya buat essay dan buat kunci

jawaban langsung. Saya kira asal isinya sama jawabannya benar gitu tapi ada siswa yang hanya kurang captial atau punctuation itu disalahkan sama Quizizz padahal isi dan intinya sama saja. Kaya gini kan saya harus koreksi ulang mbak soalnya ga sesuai nilainya. Namanya juga sistem aplikasi ya mbak hanya menuruti kunci yg sesuai.

- Y : Untuk kasus seperti ini solusi dr guru seperti apa bu?
- D : Yang grammar saya pake soal pdf gitu mbak saya share grup wa dan essay saya pakai paper based test
- Y : Oh begitu ya bu, kalau terkait penilaian itu bagaimana bu di Quizizz?
- D : Yang pertama mbak semakin siswa jawab cepet dan benar poinnya semakin besar mbak, tapi ternyata Quizizz ada versi premium yang fiturnya lebih menguntungkan saya jadi mikir kalau kurang fair jika di kelas ada siswa yang memiliki akun Quizizz premium
- Y : Itu ketahuannya akun premium sejak kapan bu?
- D : Sudah lama sebenarnya mbak, karena teman sebangkunya bilang katanya karena dr SMP pakai Quizizz jd udah tau.
- Y : Jadi jika ada yg punya akun premium berarti memang kurang fair ya bu?
- D : Iya betul mbak
- Y : Persiapan dari siswa sendiri apa ya bu?
- D : Siswa itu kan ada yang sudah mengenal dan belum mengenal Quizizz ya mbak. Kalau yang sudah mengenal itu ya langsung mebgikuti, tapi buat yang belum mengenal ya tadi saya kasih pengenalan dan penjelasan dulu ya mbak terkait pembuatan akun dan penggunaan Quizizz itu sendiri. Nah kalau kendala umum itu biasanya emailnya error mbak jadi harus ganti email atau bahkan pinjam hp. Kadang masalahnya juga banyak hp yang masih lemot mbak mungkin belum compatible ya. Sinyal juga mempengaruhi sih mbak jadi memang persiapan siswa sebelum test ya

harus siap kuota jaga2 kalau wifinya lemot atau gak nyampe soalnya ada beberapa kelas di pojokan yang wifinya itu gak nyampe mbak.

Y : Sebenarnya memang sudah ada wifi dari sekolah ya bu hanya terkendala letak kelas yang memang tidak terjangkau sinyal wifi?

D : Iya mbak

Y : Nah setelah membahas persiapan, jadi untuk pelaksanaan daily test menggunakan Quizizz ini bagaimana bu dari awal sampai akhir pengimplementasiannya bisa dijelaskan?

D : Di kelas saya pakai Quizizz untuk ulangan saja mbak di pertemuan terakhir saja. Pertemuan sebelumnya saya sudah memberitahu kalau besok ulangan dan saya beritau untuk mempersiapkan kuota dan HP dengan baterai full.

Y : Langkah awal di kelasnya gimana bu?

D : Jadi biasanya kan saya share link Quiz di grup kelas mbak, saya itu punya grup wa masing-masing kelas jadi saya langsung share link di grup itu. Kalau awal2 saya beri arahan tetep mbak seerti yg saya jelaskan di awal, tapi kalau sudah yang kedua dan ketiga mereka langsung jalan sendiri ngerjain sendiri saya tinggal ngawasi aja mbak. Itukan nanti langsung keluar nilainya mbak jadi memang saya harus pantau terus.

Y : Berati guru itu memantau terus ya bu saat pengerjaan daily test di Quizizz?

D : Iya mbak saya pantau dan ada beberapa siswa yang login pakai 2 akun nah solusinya saya kasih format khusus yaitu nama dan nomor absen biar siswa gak asal-asalan ngerjain mbak. Soalnya banyak yg ngerjain pakai 2 akun karena pengen ngerjain lagi alasannya yang test pertama nilainya jelek padahal selerti itu gak boleh mbak kan udah tau jawabannya. Saya memang batasi 2 attempt soalnya jaga-jaga kalau ada yang error tapi

emang pernah kecolongan ada yg login 2 akun, tapi jadi ketahuan karena saya selalu pantau.

Y : Fitur di Quizizz untuk memantau ini sangat membantu ya bu?

D : Iya mbak membantu buat hal-hal kaya gini

Y : Untuk kontrol di kelas sendiri bagaimana bu saat penggunaan Quizizz?

D : Lumayan susah mbak, kadang namanya siswa pasti ada yg tanya temennya gitu ya mbak sedangkan saya harus kontrol yang di laptop dan yang di kelas langsung. Saya kontrol dari depan dan kadang saya keliling juga mbak, untungnya di Quizizz soalnya acak juga mbak per akun. Kalaupun ada yang tanya temennya biasanya saya tegur dan langsung gak berani mbak.

Y : Sejauh ibu menggunakan Quizizz ini bagaimana bu apakah ada perubahan atau bagaimana dampaknya?

D : Quizizz itu saya sukanya bikin siswa antusias mbak soalnya siswa gak suka ulangan tertulis, jadi memang mereka suka ulangan pakai Quizizz mereka jadi semangat ngerjain. Bahkan ada siswa yang gak suka bahasa inggris jadi ikut penasaran dan semangat buat ulangan bahasa inggris karena mengejar peringkat yang di fitur Quizizz. Saya sukanya gitu kalau Quizizz daripada ulangan yang biasa pakai kertas

Y : Dari sisi guru mendapat keuntungan apa bu selama menggunakan Quizizz di kelas?

D : Kalau saya sangat untung ya mbak karena saya tidak perlu koreksi, saya tinggal ngecek dan download excelnya dari Quizizz. Saya tinggal rekap dan jadi lebih tau peringkat dr anak-anak otomatis saya paham siapa yg emang nilainya bagus dan kurang kaya gitu. Mengoreksi kan pekerjaan yang susah ya mbak terkait waktu juga lama dan test tertulis itu susah ngecek mereka nyontek atau gak.

- Y : Di SMA Batik 2 memang menganjurkan untuk memakai aplikasi saat test atau inisiatif guru bu?
- D : Awal PJJ itu mbak memang diharuskan memakai aplikasi apapun itu tapi karena sekarang sudah PTM ya saya tetap bertahan menggunakan Quizizz karena memang memudahkan saya dan dr sisi siswa mereka juga termotivasi.

APPENDIX 5

Appendix 5: Questionnaire result

| Items | Yes | No |
|--|-----|----|
| Quizizz is interesting, motivating, and fun | 30 | 0 |
| Quizizz has an attractive display | 29 | 1 |
| Quizizz has many challenging features | 27 | 3 |
| Quizizz doesn't make me tense in doing test | 16 | 14 |
| I enjoy doing the test using Quizizz | 27 | 3 |
| Quizizz create a competitive atmosphere | 30 | 0 |
| I feel encouraged to be number one on the leaderboard | 27 | 3 |
| I can't cheat during the test using Quizizz | 25 | 5 |
| I focus on the each question during the test using Quizizz | 29 | 1 |
| I feel confident in doing the test using Quizizz | 21 | 9 |
| Quizizz is better than traditional test | 21 | 9 |
| I look forward to using Quizizz | 20 | 10 |

APPENDIX 6

Appendix 6: Students name list of X IPS 2

| No | Name |
|----|-------|
| 1 | AZW |
| 2 | AN |
| 3 | AIR |
| 4 | ANA |
| 5 | APH |
| 6 | ANAZ |
| 7 | AR |
| 8 | DRP |
| 9 | DPEH |
| 10 | DDC |
| 11 | DLD |
| 12 | EPM |
| 13 | EFNEA |
| 14 | FH |
| 15 | FPNL |
| 16 | HMR |
| 17 | HW |
| 18 | IMKA |
| 19 | LOR |
| 20 | MPS |
| 21 | MNA |
| 22 | MSWNS |
| 23 | NDFH |
| 24 | NAG |
| 25 | RBAW |

| | |
|----|------|
| 26 | TAH |
| 27 | TDAN |
| 28 | ZNA |
| 29 | LMM |
| 30 | KAN |

APPENDIX 7

Appendix 7: Screen Capture questionnaire result from Google Form

| CI | C | D | E | F | G | H | I | J | K | L | M | N | O | P |
|----|---------------------------------------|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 | Nama lengkap | Quizizz is in Quizizz has Quizizz has Quizizz doe I enjoy doing Quizizz cre I feel encou I can not ch I focus on t I feel confid Quizizz is b I look forward to using Quizizz (Saya b... | | | | | | | | | | | | |
| 2 | Aji Nugroho | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 3 | Laila oktavia r | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 4 | Fauziah pratwi nur lukiffiah | Yes | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 5 | Dinar Dwi Cahyani | Yes | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes | No | No | No |
| 6 | Devana Putri | Yes | Yes | Yes | No | No | Yes | Yes | Yes | Yes | No | No | No | No |
| 7 | Alya Isma Rachnawati | Yes | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 8 | elisa putri meiana | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No | No | No | No |
| 9 | Muhammad Satra Wicaksana Noer Saputra | Yes | Yes | No | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 10 | Angela Putri Hermawan | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 11 | Tania Amelia Hendrasti | Yes | Yes | Yes | Yes | Yes | Yes | No | No | Yes | Yes | No | Yes | Yes |
| 12 | M.naufal atalla | Yes | No | Yes | No | Yes | Yes | Yes | Yes | Yes | No | No | Yes | Yes |
| 13 | Nicki Anugerah Gusti | Yes | Yes | Yes | No | No | Yes | Yes | Yes | Yes | Yes | Yes | No | No |
| 14 | Dyah Lisu Dyda | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes |
| 15 | Husein wirayudha | Yes | Yes | Yes | No | No | Yes | Yes | Yes | Yes | No | Yes | No | No |
| 16 | Amnisa ramadh | Yes | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | No | No | No | No |
| 17 | Maudy Putri Solikhah | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 18 | Lurifatius Muftihatu M | Yes | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 19 | Naurai Dafia FH | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 20 | Zaidan naufal arkana | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes |
| 21 | keisha athaya | Yes | Yes | Yes | No | No | Yes | Yes | Yes | Yes | Yes | No | No | No |
| 22 | Dafia Rafiqi Putra | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 23 | Hilmi Mulya Ramadhan | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes |
| 24 | Abdial zulfar | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes | Yes |

APPENDIX 8

Appendix 8: Pre-research photos

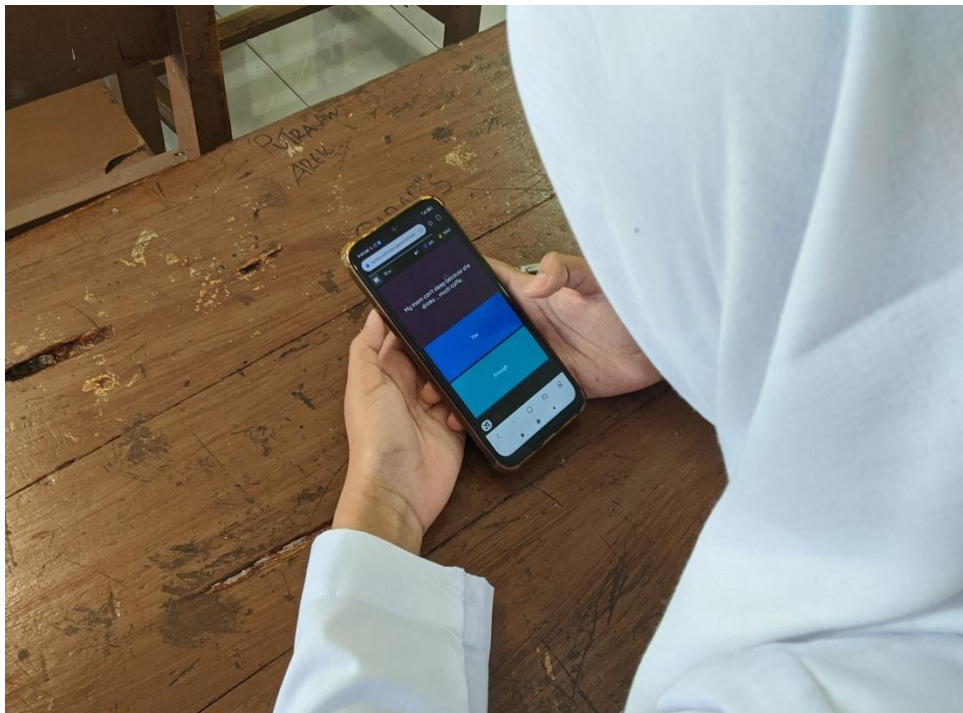
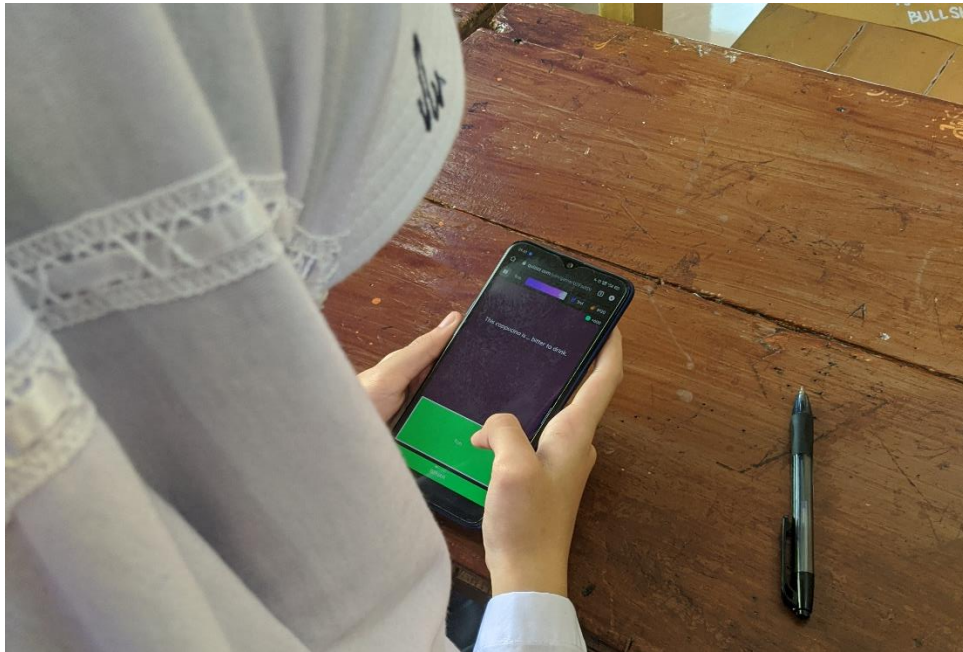


APPENDIX 9

Appendix 9: Observation photos









APPENDIX 10

Appendix 10: Interview photos

