Students' Perceptions on the Use of Online Quiz Platforms in English Literature Department UINSA

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Abstract:

Online media's popularity in English teaching has been exceptionally vast in recent years. One of the challenges ESL teachers and lecturers face is keeping the students' motivation and preventing the boredom in the class, which is feasible through online quiz platforms. This study examined what students think of Quizizz and Kahoot as online quiz platforms and how they affect their understanding in learning. A total of 50 respondents were gathered in this study, consisting of students in the second semester. The data were collected using survey questionnaires, observation, and interviews. The results reveal that the quiz platforms have boosted the students' motivation and improved their perceptions as well as comprehension in learning. The gamified nature of the platforms adds an element of fun that contributes to a positive learning experience. Moreover, the platforms' features allow the lecturers to give instant feedback that reinforces students' comprehension.

Keywords: online quiz platform; e-learning; ESL; motivation

Abstrak:

Popularitas media daring dalam pengajaran bahasa Inggris sangat luar biasa dalam beberapa tahun terakhir. Salah satu tantangan yang dihadapi guru dan dosen ESL (Bahasa Inggris sebagai bahasa kedua) adalah menjaga motivasi siswa dan mencegah kebosanan di kelas, yang dapat dilakukan melalui platform kuis daring. Studi ini mengkaji pendapat siswa tentang *Quizizz* dan *Kahoot* sebagai platform kuis daring dan bagaimana pengaruhnya terhadap pemahaman mereka di kelas. Penelitian ini mengambil 50 responden yang terdiri dari mahasiswa semester dua. Pengumpulan data dilakukan menggunakan survei kuesioner, observasi, dan wawancara. Hasilnya mengungkapkan bahwa platform kuis tersebut telah meningkatkan motivasi, persepsi, serta pemahaman mahasiswa dalam belajar. Sifat platform yang mirip dengan sebuah *game* menambah elemen kesenangan yang menimbulkan pengalaman belajar yang positif. Selain itu, fitur platform memungkinkan dosen untuk memberikan umpan balik instan yang memperkuat pemahaman mahasiswa.

Kata kunci: platform kuis daring; *e-learning*; ESL; motivasi

INTRODUCTION

The English major is considered a prestigious major in non-English speaking countries. For example, in Indonesia, English is one of the most popular majors among high school

graduate students. Almost all top universities provide an English department, and every year, hundreds of enthusiasts fight for admission to the English department despite the small number of seats available. For instance, according to the data released by the Indonesian Ministry of Education and Culture, or Kemdikbud (2023), there were 762 enthusiasts for the English Literature department at Universitas Airlangga in 2022, despite the fact that Universitas Airlangga only provided 72 seats for the English Literature department. This enthusiast's number is an increase from the previous year when there were 673 enthusiasts for the English Literature department at Universitas Airlangga. Moreover, Hamuddin and Dahler (2016) explored 7,381 job advertisements in the two largest newspapers in the province of Riau and confirmed that there were 33.9% non-teaching and 3.03% teaching job opportunities for alumni of the English department.

Due to the pandemic, schools cannot be held face-to-face. Thus, many schools implement distance online learning for students. Nonetheless, online learning faced many challenges, such as ineffective teaching and learning processes due to the limited contact between lecturers and students. Mardiani and Azhar (2021) prove that lecturers faced numerous difficulties in the online classroom, including the students' lack of readiness to participate, an unstable internet connection, a time limit that forced the lecturer to teach the necessary material right away, students' unfocused learning, a lack of interaction, and inappropriate class management. Similarly, Efriana (2021) notes, "The problems faced by teachers include weak mastery of IT and limited access to supervision towards students." Moreover, with limited contact, students may have difficulties comprehending the learning material and lose their motivation to learn. Thus, online learning requires lecturers to get creative.

A Learning Management System (LMS) can help lecturers manage their classes and student interactions. Even though all these platforms had been established long before the pandemic, their development and use skyrocketed during and after the pandemic. Meyliana et al. (2020) showed that "LMS application is massive, essential, and has become a habit for students and lecturers. All provision of learning content and assignments lecturers give is also done through this LMS application." Furthermore, Basar et al. (2021) point out that "Teachers must improve students' experience of online learning by utilizing effective pedagogical methods." Thus, lecturers can utilize these platforms to aid the students' comprehension.

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Teachers and lecturers faced difficulties keeping students motivated and avoiding boredom in class since the offline class started again. After more than a year of online learning during the pandemic, lecturers began to see that students had more problems with behavior in face-to-face learning in America. In addition, depression among students is also a serious concern (VOA Learning English, 2022). Villatte, Marcotte, and Potvin (2017) confirm that lacking personal goals, having negative thoughts, experiencing much anxiety, and not being emotionally prepared for college lead to depression for first-year college students. Furthermore, students' well-being is affected by their motivation to study, boredom in class, and academic outcomes. Based on a study by Furlong et al. (2021), "about 1 in 8 students expressed a school boredom attitude." Moreover, Furlong et al. (2021) point out that boredom is more frequently associated with poor mental health and academic performance. Therefore, schools must upgrade their facilities, and lecturers must develop strategies to eliminate boredom and motivate students for better academic achievement.

Lecturers should acknowledge that students' motivation and boredom affect their engagement in class. Given that engagement and motivation are crucial elements in influencing behavior, it is crucial for lecturers to comprehend and apply these in the classroom (Saeed & Zyngier, 2012). Students are more interested in a subject when they are motivated. It is crucial for educators to provide syllabuses and learning environments that are appropriate, as well as to deliver high-quality instruction that can help reduce students' unfavorable feelings (Tze et al., 2016). Furthermore, Rosegard and Wilson (2013) confirm that "students exposed to a topic-relevant, 90-second external stimulus (i.e., poem, game, puzzle) before a 30-minute lecture demonstrated significantly better information retention, as measured by response performance on an exam, than students exposed to a neutral stimulus." In addition, boredom in the classroom "can occur when the students are unable to mobilize their attention using internal information such as thoughts and feelings or using external information such as environmental stimuli in the classroom" (Özerk, 2020). Similar studies by Eastwood et al. (2012) confirm that the aversive state of boredom happens when students (a) are unable to successfully engage attention with internal (such as feelings and thoughts) or external (such as environment) information, (b) are focused on the fact that they are unable to engage attention, and (c) attribute the source of their unpleasant state to the learning environment. Nevertheless, "Boredom can be reduced by providing students with options so that they could feel more

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autonomous in the process of learning" (Xie, 2021). Furthermore, Stavroa and Urhahne (2010) examined 96 students to study the relationship between modified school programs and students' motivation and comprehension and proved that "Students of the modified school program showed higher interest and intrinsic motivation, felt more competent and were less bored."

Lecturers can give feedback to students to help them be more confident and stay motivated. Details of mistakes and errors in the student's assignments must be included in the feedback from the lecturer (Latif et al., 2022). Moreover, Songsirisak and Jitpranee (2019) note that lecturers' feedback could assist students in learning and improve their attitudes. Hence, students will be more motivated to engage in their courses and activities in the class. In addition, Latif et al. (2022) demonstrate that students were more determined to complete their assigned tasks after receiving this form of feedback on their assignments.

Nevertheless, lecturers should give feedback that is able to develop students' skills, not the type of feedback that brings them down. Songsirisak and Jitpranee (2019) argue, "Teachers need to ensure that their feedback is useful and encourages students to learn and react to the mistakes from their comments." Hence, feedback from lecturers can help students observe their mistakes and perform better. "After receiving…comments, students performed better on achievement tests and in the classroom" (Latif et al., 2022). In addition, homework feedback works both ways: for students and lecturers themselves. Songsirisak and Jitpranee (2019) point out that "feedback is not only beneficial for teachers in a way that they can reflect upon their teaching practices, but also enables them to assess students' understanding and check learning progress." In addition, Saeed and Zyngier (2012) prove that "the majority of the students were authentically engaged in their learning based on both the students' self-reporting and their teacher's observations." Moreover, Carr (2013) suggests that by actively teaching self-regulation and designing varied tasks, lecturers can build a program that prepares all students for success.

Lecturers need to establish digital technology properly and take into account the variety of experiences students have with digital technology. On the other hand, although many students are already familiar with digital technology, lecturers still need to provide close assistance as students experiment and learn by utilizing it. Thus, lecturers require time and opportunity for reflection in order to adopt and implement digital technology into their pedagogical practice and to use it to assist their own professional growth

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(Undheim, 2021). However, now, there are many online learning media that make teaching easier with the help of technology. With online learning media, lecturers can give feedback to students immediately, and the game feature in the application makes learning more fun. In addition, examples of popular online learning media are Quizizz and Kahoot! Both Quizizz and Kahoot! offer game-based online learning media with a friendly user interface. Online learning media like Quizizz and Kahoot! "allows teachers to manage the content and the progress of students and allows students to constantly be aware of their successes and failures, with alternatives to constantly progressing through the course, anytime, anywhere" (Tenório et al., 2018). Furthermore, da Rocha Seixas, Gomez, and de Melo Filho (2016) show that game-based online learning allows students to be sensible of the skills they have acquired and to assess those that need to be developed or learned, as well as giving lecturers a broad perspective regarding students' behavior in the classroom linked to their advanced cognitive skills. However, lecturers' performance is also the key to improving students' learning experiences. In addition, the growth of technology in the 4.0 era makes students not only familiar with it but also competent in using it.

Despite earlier studies observing the implementation of Quizizz and Kahoot! and examining students' perceptions of using them, there has been no research investigating the use of Quizizz and Kahoot! in the English classroom for ESL English Literature students for the students of English Literature Department UIN Sunan Ampel Surabaya. This study focuses on: 1. what students think of Quizizz and Kahoot! as online quiz platforms, 2. how they affect their understanding in learning.

LITERATURE REVIEW

Halim et al. (2020) conducted a study with the subjects 60 elementary school students to analyze their perceptions and motivations for having ESL classes through Kahoot! and Quizizz. The issue highlighted was the declining literacy and English language skills of the students in the country. According to the research, a lack of enthusiasm among English learners to use the language in their daily lives may be the root of this problem. Additionally, the research used a qualitative descriptive method. Students responded positively by showing increased motivation and having a favorable perspective on the implementation of Kahoot! and Quizziz in English lessons. The findings indicated that the implementation of online quiz games such as Quizziz and Kahoot! increased students'

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motivation and enjoyment of learning English. In addition, the competitive nature of the games might increase students' motivation and interest in learning English.

Purnawan et al. (2022) carried out a study examining Kahoot's impact on English vocabulary acquisition by young learners. The study used a quantitative approach with a pre-test and post-test design for one pre-experimental group. Moreover, descriptive and inferential statistics were also used to analyze the data. The study subjects were fourth graders from SD Dana Punia Singaraja. The research instrument was a 20-item vocabulary test. The results showed that there was a huge impact on vocabulary mastering for young English learners, along with an effective impact. Additionally, the gamification of English learning through Kahoot was effective in increasing the vocabulary practice of young students.

Lim and Yunus (2021) conducted a comprehensive literature review regarding teachers' perceptions of the implementation of Quizizz in English language teaching and learning. The researchers used 45 articles from 2017 to 2021 which were related to the use of Quizizz in English teaching, from Google Scholar and ERIC databases. The findings demonstrated that the mixed-methods research design is most commonly used to collect teachers' opinions on the use of Quizizz in English teaching and learning. Furthermore, teachers also liked Quizizz for its efficiency, practicality, functionality, and ability to motivate students.

Zhao (2019) explored Quizizz's efficiency in improving the quality of the learning experience for students in an accounting class. Quizizz was used in the same introductory accounting course, which was taught by the same teacher for two semesters with different enrolled students. According to the study, students pointed out that Quizziz had a good impact on their academic experience. Quizizz was also used more often in the classroom, where higher scores were reported for both the teacher's teaching evaluation and the student's satisfaction with using the app.

METHOD

This study applied a descriptive qualitative method that implicated 50 second-semester students from the English Literature Department UIN Sunan Ampel Surabaya. Qualitative research "explores attitudes, behavior, and experiences" (Dawson, 2009, p. 14). In addition, a descriptive study was employed to analyze the data; "the researcher observes, counts or in some way measures the frequency of appearance of a particular

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variable in a particular setting" (Singh, 2006, p. 29). Moreover, the participants were 50 second-semester students of the History of English Language and Literature and English Morpho-Syntax course. Due to the new curriculum, these two classes, which were previously taught in the third semester, are now given in the second semester. Nevertheless, these subjects are considered to be difficult for non-native English speaker, especially for first-year students.

After the lecturers explained the material, the students took the online quiz at the end of each History of English Language and Literature and Morpho-Syntax class as an exercise to refresh their memories. A ten-item survey questionnaire served as the research instrument of this study. The researchers adapted Attitude or Motivation Test Battery (AMTB) by R.C. Gardner (2004). The ten-item questionnaire consisted of four scales: strongly disagree, disagree, agree, and strongly agree. Thus, respondents had to choose one response for each item. In addition, researchers provided a short answer section after each multiple-choice question.

FINDINGS AND DISCUSSION

The data collected from a ten-item questionnaire that was designed to explore students' perception towards the employment of online quiz platforms, Kahoot! and Quizizz in the English Literature department, is presented in Table 1 and analyzed in a descriptive manner.

Table 1. Multiple choice questionnaire based on Gardner's AMTB

Items	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Quizizz and Kahoot helped me understand the learning materials better.	–	13.6%	72.7%	13.6%
2.	Quizizz and Kahoot provide immediate feedback on quiz results	4.5%	18.2%	68.2%	9.1%
3.	Quizizz and Kahoot have a visually appealing design.	–	18.2%	72.7%	9.1%
4.	The time limit in Quizizz and Kahoot adds a sense of challenge	4.5%	9.1%	77.3%	9.1%
5.	I become competitive when I take the quiz on Quizizz and Kahoot	4.5%	13.6%	59.1%	22.7%
6.	My classes are boring	4.5%	36.4%	45.5%	13.6%
7.	The courses in the English Literature Department are very difficult	4.5%	45.5%	40.9%	9.1%

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8.	The courses in the English Literature Department are very difficult	4.5%	18.2%	63.6%	13.6%
9.	I can get rid of the boredom in the class by doing Quizizz and Kahoot	9.1%	18.2%	63.6%	9.1%
10.	I think Quizizz and Kahoot! are fun, and they motivate me to learn	4.5%	18.2%	72.7%	4.5%

Table 2. Students' feedback regarding Quizziz and Kahoot!

Kahoot! or Quizizz made me understand and review the material from the previous week/ days.
Sometimes, by taking quizzes on Quizizz and Kahoot, I can review the material that has been taught so that it makes it easier for me to understand more about the material.
Sometimes, I don't understand or maybe forget about the material, but when the lecturer announces to us that there is a quiz, I will review all the material and answer the question.
In Kahoot/Quizizz, there is a win-lose system which, when it is activated, creates a challenge to win the game.
The time limit makes the participant feel this game is fun and challenging.
Sometimes, the highest ranking will be displayed at the end of the quiz so that people become competitive.
There are music and rank displays, which make students competitive.
Of course, Quizizz and Kahoot provide immediate feedback on quiz results
The results of the quiz will appear immediately so students can evaluate it.
Quizizz and Kahoot show the answers and quiz results right after we choose the option and end the quiz.

Table 1 shows the percentage results of the questionnaire. Overall, 72.7% of the participants agree that Quizizz and Kahoot! help them to understand the learning material better, and 13.6% of the participants strongly agree with this statement. In addition, 68.2% of participants agree that Quizizz and Kahoot! provide immediate feedback. On the statement "Quizizz and Kahoot have a visually appealing design," 72.7% of participants agreed with the statement, and none of the participants strongly disagreed. Consistent with the findings above, participants dominantly agree that Quizizz and Kahoot! increase the sense of challenge and competition between students. On the other hand, half of the participants agree and half disagree with the statement that most classes are boring and that English Literature courses are very difficult. However, 63.6% of participants agree that Quizizz and Kahoot! can help to get rid of boredom in class, and only 18.2% disagree. In addition, 72.7% of students agree that Quizizz and Kahoot! are fun and motivate them to learn.

The data from Table 2 shows that students have a positive perception of the use of Quizizz and Kahoot! in the English Literature department. Quizizz and Kahoot! help students to review and understand the learning material better. In addition, Quizizz and Kahoot! can alleviate student boredom in the classroom. The music, time limit, and

leaderboard add a sense of challenge and make students competitive. Moreover, the immediate feedback given by the lecturers helps students evaluate their answers and learn better.

The data presented in Table 1 and Table 2 solve Research Question 1 that English Literature students have a positive view of the use of Quizizz and Kahoot! Students overwhelmingly agree rather than disagree with the statement that Quizizz and Kahoot! help them understand and motivate them to learn. The survey shows that most students feel that Quizizz and Kahoot! increase their motivation and understanding, which is in line with Halim et al. (2020). Furthermore, in the interview section, most students give similar positive responses, such as "With us being able to see the results right away, it makes it easier for us to relearn so that we know where mistakes were made and can learn to fix them." In addition, most students agree that Quizizz and Kahoot! give them a fun learning experience because of their gamified nature, such as the leaderboard, which can make students feel competitive, and the time limit, which gives students an adrenaline rush. The positive effect of the gamified nature of Quizizz and Kahoot! was also highlighted by Purnawan et al. (2022; Zhao (2019), who confirmed that Quizizz and Kahoot! help students achieve better learning outcomes. Moreover, in the interview section, one student claims that "the time limit adds a thrilling sensation for students."

Furthermore, to answer research question 2, Quizizz and Kahoot! affected students' understanding of the way that lecturers give feedback. After the students are done with the quiz, lecturers immediately review the material and the answers to each question with more detailed explanations. Thus, despite the right answer shown at the end of the quiz, students can gain more knowledge from the explanation the lecturers gave. Some students also point out that "some lecturers did give the correct answer [feedback]."

CONCLUSION

This study explored how students' perceptions of the online quiz platforms Quizizz and Kahoot impact their learning and understanding. From the results of the questionnaire, most students agree that Quizizz and Kahoot! elevate their comprehension and motivation to learn. Plus, Quizizz and Kahoot!'s gamification and simple user interface make learning more fun and less boring in the classroom.

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