



# The Implementation of Learning Media: Quizizz Application in EFL Remote Learning

Ida Bagus Ade Indrayana <sup>1\*</sup> 

<sup>1</sup> Universitas Pendidikan Ganesha, Singaraja, Singaraja, Indonesia

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## ABSTRAK

Di masa Pandemi Covid-19, para guru perlu meningkatkan keterampilan mereka dalam menggunakan teknologi agar proses belajar-mengajar jarak jauh lebih kondusif. Oleh karena itu, guru perlu menguasai penggunaan teknologi selain materinya. Quizizz merupakan salah satu jenis aplikasi yang dapat mendukung proses belajar-mengajar karena memiliki banyak fitur menarik di dalamnya. Penelitian ini bertujuan untuk menganalisis efektivitas penerapan Quizizz selama proses belajar-mengajar jarak jauh. Instrumen menggunakan angket yang ditanggapi oleh 88 siswa dan melakukan wawancara dengan salah satu guru bahasa Inggris. Metode dalam penelitian ini menggunakan penelitian kualitatif deskriptif. Hasil penelitian menunjukkan bahwa Quizizz efektif dan tepat untuk diterapkan selama proses belajar-mengajar jarak jauh. Penggunaan Quizizz sebagai media pembelajaran berjalan dengan baik tanpa kendala dimana guru memberikan materi, latihan, dan hasil latihan serta petunjuk agar siswa mengetahui apa yang harus dilakukan. Selain itu, penerapan pembelajaran jarak jauh dengan menggunakan Quizizz sebagai media pembelajaran sangat dianjurkan karena sangat menyenangkan, mudah digunakan, dan membuat kelas jarak jauh lebih aktif.

## ABSTRACT

During Pandemic of Covid-19, the teachers require to improve their skill in using the technology to conduct the remote teaching-learning process more conducive. Therefore, the teachers need to master using the technology besides their material. Quizizz is one kind of application that can support the teaching-learning process because it has many interesting features in it. The aims of this research are to analyse the effectiveness of Quizizz to implement during the remote teaching-learning process. The instrument use a questionnaire which was responded to by 88 students and conducting an interview with one English teacher. The method in this research is using descriptive qualitative research. The results show that Quizizz is effective and appropriate to be implemented during the remote teaching-learning process. The use of Quizizz as the learning media was running well without any problems where the teacher provided the materials, exercises, and the result of the exercises as well with the instruction to make the students know what they should do. Moreover, the remote teaching implementation by using Quizizz as the learning media is recommended because it is really fun, easy to use, and makes the remote class more active.

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## 1. INTRODUCTION

While conducting remote learning, there are several challenges should be noticed by the teachers. For especially, during the pandemic of Covid-19, many schools have been closed to avoid coronavirus disease which made the teaching-learning process should be conducted remotely (Carrillo & Flores, 2020; Day et al., 2021; Schultz & DeMers, 2020). Therefore, it can become a challenge for the teachers to improve their skills in technology use (Chakraborty, 2021; Norahmi, 2017; Safira et al., 2021). Furthermore, they need to prepare themselves on preparing the tools, and also their needs before conducting the remote or online teaching-learning process (Rachmadtullah et al., 2020; Singh, 2019). Moreover, there are many various challenges in implementing remote or online teaching-learning, such as they need to give a consistent experience for their students, they should manage the priority skill in technology use and as a teacher, they have to manage their time because the time is decreased, the teachers also should notice their students' technological problem and the teachers need to find out the way how to support with the technical issues (Bali & Musrifah, 2020; Bazan, 2016; Mardiana, 2020). There are three factors of challenges during implementing remote learning, such as technological, pedagogical, and social challenges (Ferri et al., 2020). The technological challenges are a bad internet connection, and a lack of students' devices, in pedagogical challenges encountered, such as lack of mastering in digital, the way delivering content, motivation, and cognitive presence (Ariyanti, 2020; Sari, T., & Nayir, 2020). Thus, technology has an important role in conducting remote teaching-learning (Kumalawati et al., 2021). On the other hand, the social challenges

\* Corresponding Author: Ida Bagus Ade Indrayana: [bagus.ade@undiksha.ac.id](mailto:bagus.ade@undiksha.ac.id)

that have been found, such as a lack of interaction among the students and the teachers, and support from the students' parents (Liando et al., 2021).

Learning medium is required to improve the teaching-learning process better as nowadays pandemic of Covid-19, the teachers can use several media as learning medium and they can innovate with the media to create the teaching-learning process more modern (Qekaj-Thaqi & Thaqi, 2021; Vina Serevina, Sunaryo, Raihanati, I Made Astra, 2018). The learning media has an important role to improve the remote teaching-learning process because it provides communication between the teachers and the students, and it also helps the students to explain something conveyed by the teachers (Qekaj-Thaqi & Thaqi, 2021; Solihatin, 2017). The effectiveness of using the learning medium during remote classes can be seen from the influencing students' satisfaction where it depends on the teachers' learning design and learning content (Chakraborty, 2021; Susanty, 2020). Particularly, when the teachers conduct remote teaching or online teaching, they need to master using the technology and the learning media. Remote or online teaching process can be conducted as an innovative approach to convey the materials for the students remotely in which the web is a basic medium to conduct the remote or online learning process (Abel Jr, 2020; Affouneh et al., 2020; Bazan, 2016). Furthermore, the role of media is very important to innovate the remote or online learning, such as they can deliver sound and visuals like text, numeric, graphics, image, video, animation, and sound in which the purposes of using media are interacting to the students to be easy in understanding and comprehending the materials, and making the teaching-learning process more effective (Sakat et al., 2012).

There are many learning mediums that the teachers can use to make the remote teaching-learning process can be implemented easier. Before choosing the platforms, the teachers need to use appropriate learning media that should consider their students' situations (Panigrahi et al., 2018; Qekaj-Thaqi & Thaqi, 2021). Favorite learning media or learning platforms, such as Zoom, WhatsApp, LMS, Google Classroom, Edmodo, YouTube, Facebook, Instagram, Telegram, and Quizizz which were used during the pandemic situations (Sakir et al., 2020). Furthermore, it showed that the students mostly preferred to use WhatsApp, followed by Zoom, Google Classroom, LMS, and Quizizz. Then the teachers preferred to use Zoom as learning media, followed by WhatsApp and LMS. Therefore, the teachers need to consider what kind of platform that should be used in remote classes because it is a factor and an important role of success in the teaching-learning process. Some learning mediums which are divided into four parts, such as learning management system (Consisting of Google Classroom, School's LMS, Microsoft Teams, Schoology, Quipper/ Moddle/Edmodo, and Canvas), content makers (Among others YouTube, Padlet, PowerPoint, Jamboard, Bandicam, Screencasting, Tiktok OBS, Plotagon, Quizlet, Wordwall, Quizizz, Liveworksheet, Educandy, and Nearpod), video conference (Such as Google Meet, Zoom, Microsoft Teams, and Skype), and Chat & Messages (Including WhatsApp, Line, and Telegram) (Lusiyani & Dara Anindya, 2021). The learning medium can be divided into two ways to be conducted, such as synchronous (real-time), like Zoom, and WebEx and asynchronous (run on a flexible schedule), like Google Classroom, and WhatsApp (Setiadi et al., 2021).

Furthermore, this research would focus on Quizizz as the learning media which is one kind of platform that can help the remote teaching-learning process with a gamification concept (Handoko et al., 2021). Quizizz is a teaching-learning media that provides game characteristics, like the themes, avatars, memes, and entertaining music while using it in which it can make the learning process more interactive and fun (Ningtyas & Syaodih, 2020). Furthermore, the application can increase the students' motivation with a ranking system in the leader board, they might do compete to get a higher rank. Usability of Quizizz can be implemented directly (live) or indirectly (homework) in which the teachers can conduct the learning process based on their situation (Safitri et al., 2019). Moreover, the feature of exam ranking results on Quizizz makes the students have a stronger desire to compete to get higher rank in which Quizizz really helps the teachers to motivate the learning process (Rahmah et al., 2019).

Many researchers had investigated the use of Quizizz as learning media during the pandemic of Covid-19. Firstly, research entitled "EFL Students' Perspective on the Use of Quizizz as Online Learning Media During COVID-19 Pandemic." The result showed that Quizizz became one of the platforms that helped students in remote learning (Dewi & Astuti, 2021). Secondly, previous research with the title "EFL Students' Perception and Motivation Toward Quizizz as E-Learning Media in English E-Classroom." The result of data showed that Quizizz could support the learning process in which it could increase the students' motivation (Dhamayanti, 2021). They found that a good influence in using Quizizz in which gave the learning process more creative, innovative, and fun. However, this does not mean that the implementation of using Quizizz as the learning medium issue has been very clearly discussed. Therefore, the researcher would analyse the implementation by observing the remote class, besides using a questionnaire and an interview to obtain the data. These studies had not also provided information regarding the use of Quizizz as the learning medium in Bali, Buleleng. Therefore, the researcher would conduct the research in SMAN 2 Banjar.

The researcher selected SMAN 2 Banjar which is located in Banjar Village, Buleleng Regency, Province of Bali, Indonesia as the setting of this research based on the preliminary research of seven English teachers

there. Therefore, the researcher found that only one of the English teachers had used Quizizz as the learning media. Furthermore, the subject of this research were several XII grade students who used Quizizz in the learning process and one English teacher who implemented remote teaching by using Quizizz as the learning medium. Furthermore, this research aims to analyse the appropriateness of using Quizizz as the learning medium during implementing remote teaching. The data would be gained by using a questionnaire for students, an interview from a teacher who had experience in using Quizizz, and an observation to investigate the implementation of using Quizizz directly.

## 2. METHOD

The methods of this research used descriptive qualitative method, especially using case study research in which the researcher conducted the research based on the phenomenon, especially Quizizz as the learning platforms used by the English teacher who conducted remote teaching in a senior high school. There were three instruments used in this research to obtain the data. Firstly, the data would be collected by using an interview of open-ended questions on a questionnaire through google form to an English teacher to gain specific information related to his/her experiences in using Quizizz as the learning media. The interview can be conducted by using open-ended questions to gain qualitative data. The researcher acted as a non-participant observer to obtain the data by watching and recording in a certain situation where the researcher did not act in the situation (John W Creswell, 2014). The subjects of this research were 88 XII grade students who had responded and one English teacher who had used Quizizz in the remote teaching-learning process. The researcher only used one of the English teachers based on the preliminary research by interviewing the seven English teachers in SMAN2 Banjar which found that only one English teacher used Quizizz as one kind of learning platform used during implementing the remote teaching-learning process. Moreover, there were only 88 participants who could fill out the questionnaire.

## 3. RESULT AND DISCUSSION

### Result

The results of data based on the teacher’s perception towards using Quizizz were collected by using an interview with one English teacher through WhatsApp personal chat. Related to the reason the teacher used Quizizz, the researcher obtains that the teacher uses Quizizz as the learning medium as it was simple and easy to make presentations and exercises for the students. Students’ perception using Quizzes is found by using questionnaire. The questionnaire is used to find out the students’ perception towards Quizzes as show in Table 1.

**Table 1.** Result of Quizizz Students’ Survey

No.	Survey Questions	Percentage Number		
		Agree	Neutral	Disagree
1.	Using Quizizz is easy	45.5%	46.6%	8%
2.	Using Quizizz is fun	52.3%	39.8%	8%
3.	Using Quizizz is effective in enhancing my engagement in the remote class	45.5%	46.6%	8%
4.	Using Quizizz makes me interested in studying English	42%	48.9%	9.1%
5.	Using Quizizz helps me review the topic	33%	48.9%	18.2%
6.	The ranking list in Quizizz motivates me to study	51.1%	35.2%	13.6%
7.	Using Quizizz helps me concentrate in remote class	40.9%	51.1%	8%
8.	Doing an exercise in Quizizz is more helpful in my learning than doing exercise on paper	53.4%	31.8%	14.8%
9.	Doing an exercise in Quizizz helps me know my classmate	52.3%	38.6%	9.1%
10.	I would like to use Quizizz in the future	40.9%	50%	9.1%

The results of the observation that have been conducted by the researcher found that the Quizizz as the learning media could provide some materials related to the subject and it also could be used to assess the students to measure their understanding the material Furthermore, Quizizz could also provide the result of the quiz. The teacher provided a learning material from Quizizz in which the link of the material was provided in WhatsApp Group. In this step, the teacher asked the students to access the material by clicking that link where the students did not need to install the application. Therefore, the students could also access the link through the browser from their gadget which could be a smartphone or personal computer. In the next step, the teacher provided the exercise

link to check the students' understanding of the material given before. The teacher also used Quizizz to do the daily exam. The teacher gave some specific instructions to do the exam, furthermore, the researcher did not find any problems during observing the teacher's implementation of using Quizizz in remote teaching. If there was, it was only an obstacle with the link that could not be opened but the teacher could solve it. The teacher gave the results of the score to the students after they finished answering or the time was up to make them a self-reflection toward the score that had been obtained. Furthermore, the teacher also gave a chance to the students to answer again the quiz to improve the students' understanding through the material given.

## Discussion

Based on the aim of this research is to find out the use of Quizizz is effective or ineffective to be implemented. It showed that the use of Quizizz gave a positive result. It could be seen that Quizizz was fun and easy for the students. The features like playing a game make them fun while learning through Quizzes (Fadhilawati, 2021). The features in Quizizz make them more enthusiastic in learning English because of a feature of the ranking list in it. Moreover where the use of Quizizz also gave positive responses which shows the highest score was the feature of the ranking list in Quizizz. The students were motivated because of the ranking function (leader board) feature in Quizizz. On the other hand, it could be seen based on the teacher's perception said that Quizizz enjoyed using it as it provides some animations and music themes. Moreover, based on the finding the Quizizz could engage the students to participate in remote classes. It could be seen by the observation where there were almost no students who did not join the Quizizz. It is in line with previous research that the students were very active to participate in the learning process through Quizizz (Irwansyah & Izzati, 2021). Therefore, it could make most of the students were more interested and motivated in studying English whereas Quizizz also provided the rank list. Similar results were also found from the other research which showed the teachers agreed that Quizizz is effective to be implemented as the learning media as it is helping the students' learning to become a fun, interactive, and meaningful environment (Lim & Yunus, 2021). Moreover, it also found the teachers could design the material from Quizizz as well any time they wish.

Furthermore, it could be seen based on the observation which was found that they were enthusiastic to achieve the higher rank. The interest of the students also could be seen by their perception regarding the use of Quizizz where they were more interested do the exercise through Quizizz than doing exercise on paper. Moreover, they also could know their classmate's ability in understanding the material. In consequence, Quizizz was an appropriate and effective learning media to be implemented in SMAN 2 Banjar during the remote teaching-learning process. The implementation of using Quizizz was interesting, fun, and engaging for the students based on the observation (Lastari et al., 2020). Quizizz is an alternative application and is considered to be implemented for implementing teaching and learning activities, especially for the remote teaching-learning process. The use of Quizizz as the learning medium supports the teacher in delivering materials or assessing for the students. Quizizz has many benefits that can increase the effectiveness of the learning process, such as an interesting learning media which provides some features like a game and can help the teacher to vary the students' learning style which motivates the students' learning (Dwinta & Sapriya, 2020). Furthermore, the teacher and students are easily accessing the Quizizz as it is a free application. It's also clear enough that Quizizz can enhance the students' motivation based on research from which found that the students could discover many information and knowledge after using Quizizz and also help the lower students' tension and anxiety in learning.

## 4. CONCLUSION

In conclusion, using Quizizz as the learning media can be applied in remote teaching. Generally, in this research, the implementation of using Quizizz is fun, giving motivation, easy to use, and easy to know the ability with each other for the students. On the other hand, the teacher also gave a positive opinion as it is a simple application to implement in the remote teaching-learning process. Based on the observation that had been conducted, the use of Quizizz as the learning media was running well without any problems where the teacher provided the materials, exercises, and the result of the exercises as well with the instruction to make the students know what should they do. The results of this research can be used as a reflection of the remote teaching implementation by using Quizizz as the learning media because it is really fun, easy to use, and makes the remote class more active. Furthermore, this research can be also used as a reference to help the other researchers research the same topic.

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