

**STUDENTS' PERCEPTIONS OF QUIZZZ AS ENGLISH ASSESSMENT
MEDIA ON THE TENTH GRADE STUDENTS OF SMA N 2 SEMARANG**

A FINAL PROJECT

Presented as a Partial Fulfillment of the Requirement to Obtain the *Sarjana*

Pendidikan Degree in English Education



written by:

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**ENGLISH EDUCATION STUDY PROGRAM
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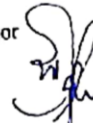
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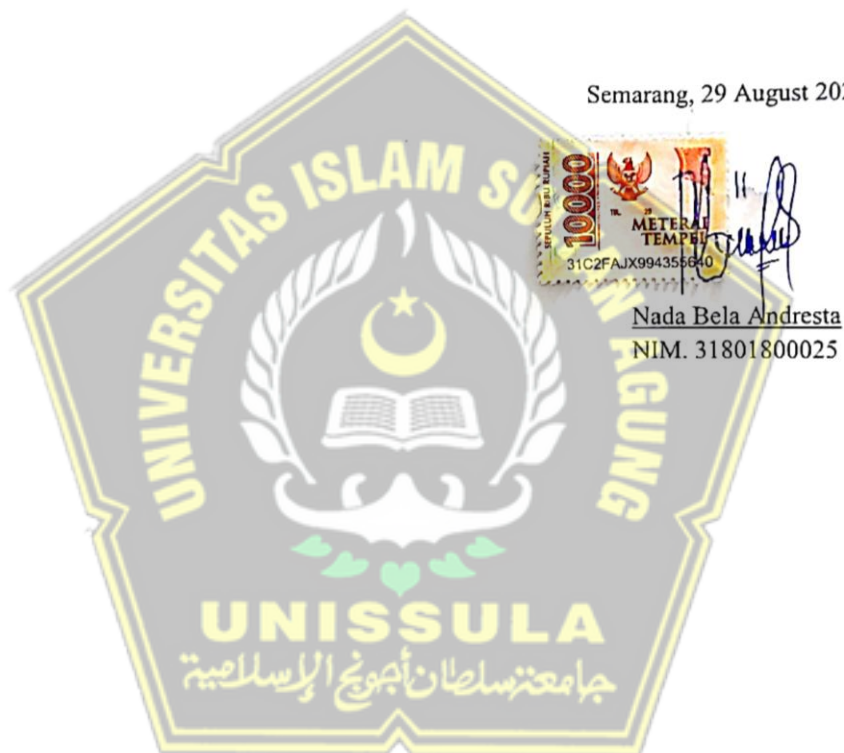
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STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declared that the undergraduate thesis I wrote does not contain the works of other people, except the which were cited in the questions and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from the paper.

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MOTTO AND DEDICATION

MOTTO

وَأَذْكُرُوا اللَّهَ كَثِيرًا لَّعَلَّكُمْ تُفْلِحُونَ

"And remember Allah often that you may succeed" (Surah Al-Jumu'ah:10)

DEDICATION

The final project is dedicated with love to:

1. My beloved mom and dad; Rashid Ur Rehman and Anisa who always give me endless prayers, support, love and motivation at all the times.
2. My beloved grandparents; Karim and Ratmi, persons who always made me smile throughout their life.
3. My big family who always support and wish me the best.
4. People who I love and also loves me.

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All praises is to Allah, the Lord of the World for His blessing and mercy, so the researcher can finish this final project completely. The researcher would like to express her deepest gratitude and appreciation for all of people who have helped her in finishing this final project. The researcher would like to say thanks to:


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9. All my beloved friends and people that cannot be mentioned one by one who always support me and help me in the process of doing my final project.

I hope that my final project can be useful for anyone who reads it and is also useful for the quality of education in the future.



Semarang, 29 August 2022

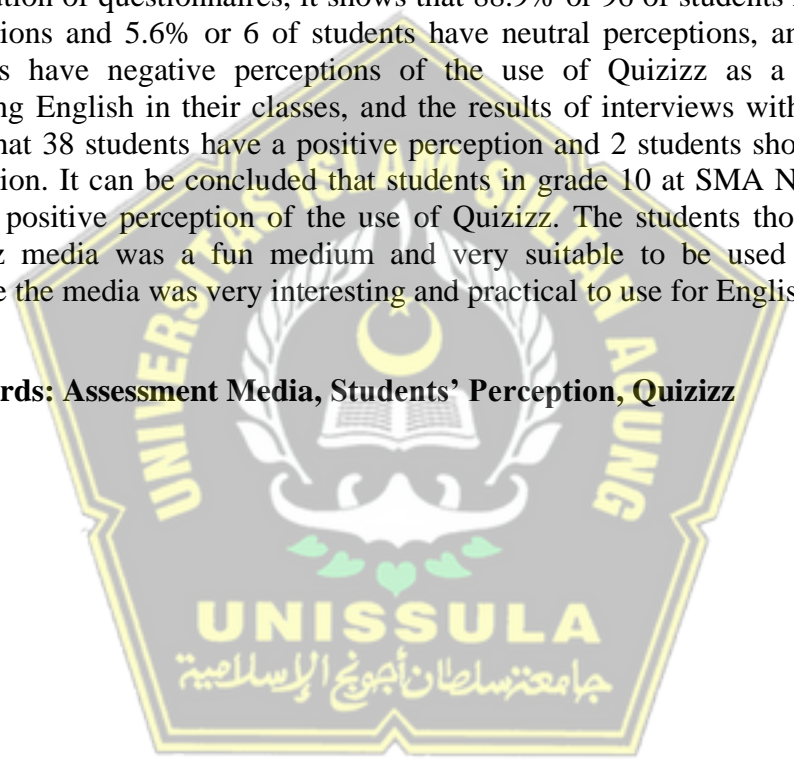

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ABSTRACT

Andresta, N.B. (2022). *Students' Perceptions of Quizizz as English Assessment Media on the Tenth Grade Students of SMA N 2 Semarang*. (A final project). English Education study program. Faculty of Language and Communication Science, Universitas Islam Sultan Agung. Advisor: Choiril Anwar, S.Pd., M.Pd.

This study aims to determine students' perceptions of using Quizizz as an English assessment medium. This study uses a qualitative description method which has taken 1 month to collect data using questionnaires and interviews as instruments. The sample used in this study was 3 classes in grade 10 at SMA N 2 Semarang in the 2021/2022 academic year with a total of 108 students. From the data from the distribution of questionnaires, it shows that 88.9% or 96 of students have positive perceptions and 5.6% or 6 of students have neutral perceptions, and 5,6% or 6 students have negative perceptions of the use of Quizizz as a medium for assessing English in their classes, and the results of interviews with 40 students show that 38 students have a positive perception and 2 students show a negative perception. It can be concluded that students in grade 10 at SMA N 2 Semarang have a positive perception of the use of Quizizz. The students thought that the Quizizz media was a fun medium and very suitable to be used by teachers, because the media was very interesting and practical to use for English assessment media.

Keywords: Assessment Media, Students' Perception, Quizizz



INTISARI

Andresta, N.B. (2022). *Students' Perceptions of Quizizz as English Assessment Media on the Tenth Grade Students of SMA N 2 Semarang*. (A final project). English Education study program. Faculty of Language and Communication Science, Universitas Islam Sultan Agung. Advisor: Choiril Anwar, S.Pd., M.Pd.

Penelitian ini memiliki tujuan untuk mengetahui persepsi siswa dalam menggunakan Quizizz sebagai media penilaian Bahasa Inggris. Penelitian ini menggunakan metode Kualitatif Deskripsi yang telah memakan waktu 1 bulan untuk mengumpulkan data dengan menggunakan kuesioner dan interview sebagai instrumentnya. Sample yang digunakan pada penelitian ini adalah dengan menggunakan 3 kelas pada kelas 10 di SMA N 2 Semarang pada tahun ajaran 2021/2022 dengan jumlah 108 siswa. Dari data hasil penyebaran kuesioner menunjukkan bahwa 88.9% atau 96 siswa memiliki persepsi positif dan 5.6% atau 6 siswa memiliki persepsi yang netral, dan 5.6% atau 6 siswa memiliki persepsi yang negatif terhadap penggunaan Quizizz sebagai media penilaian Bahasa Inggris di kelas mereka, dan untuk hasil interview kepada 40 siswa menunjukkan bahwa 38 siswa menunjukkan persepsi positif dan 2 siswa menunjukkan persepsi negatif. Dengan begitu dapat disimpulkan bahwa siswa pada kelas 10 di SMA N 2 Semarang memiliki persepsi yang positif terhadap penggunaan Quizizz. Para siswa berpendapat bahwa media Quizizz adalah media yang menyenangkan dan sangat cocok digunakan oleh guru karena media tersebut sangat menarik dan praktis untuk digunakan sebagai media penilaian Bahasa Inggris.

Kata kunci: Media Penilaian, Persepsi siswa, Quizizz

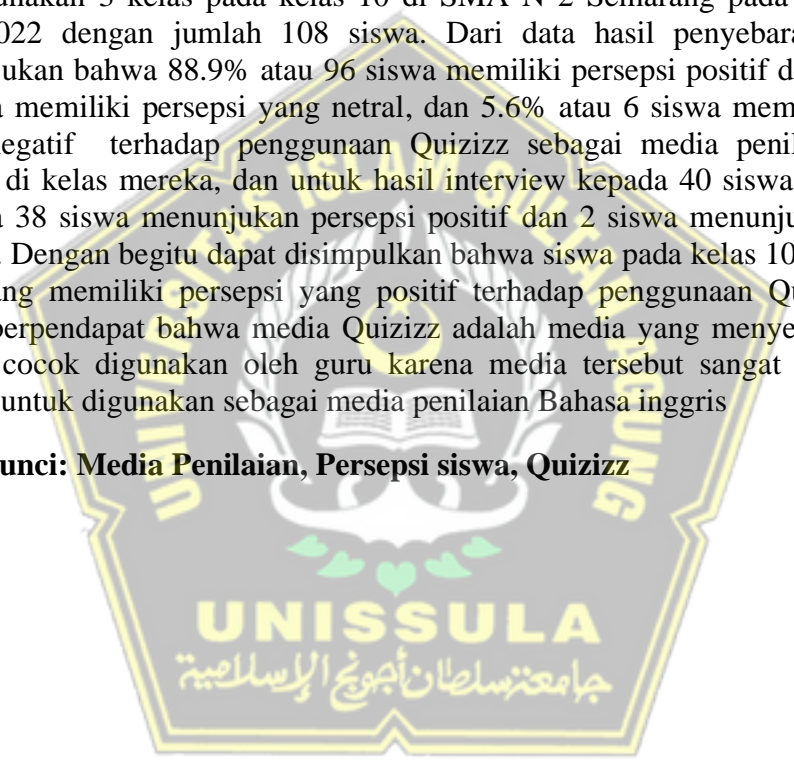


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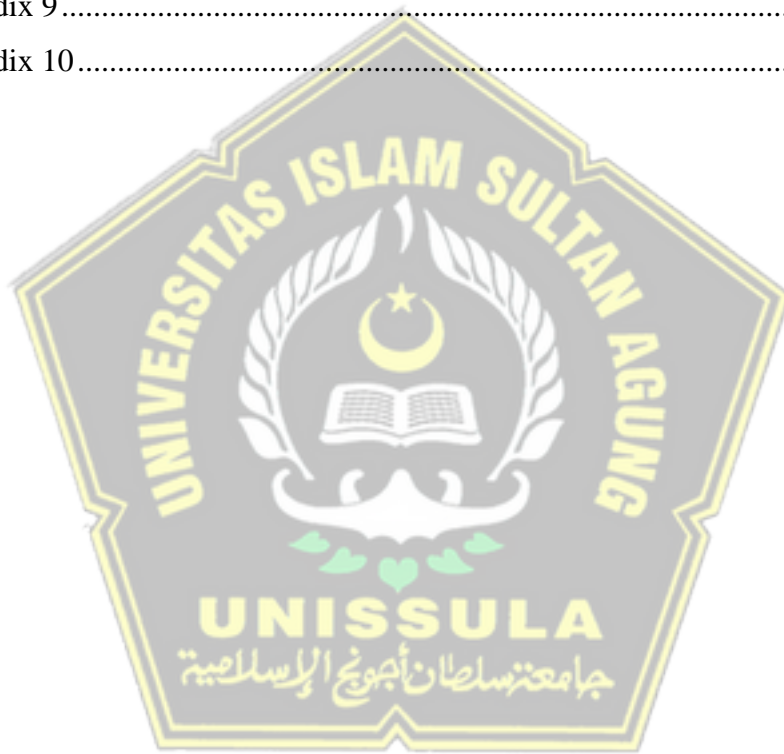


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CHAPTER 1

INTRODUCTION

In this chapter, the researcher presents Background of the study, the reasons for choosing the topic, the research question, the objectives of the study, the limitation of the study, the significance of the study, the definition of key terms, and the organization of the study.

1.1 Background of the Study

Language is one of the main roles in communication. By communicating we will be able to express our thoughts, ideas, and opinions to others. In Indonesia, apart from the national language that we use every day, there are other languages that are very important for us to master, one of which is English. English is an international language that has become an obligation for almost everyone. according to Mondiano (2011) teaching English in schools greatly influences students, and can also affect student grades. In fact, in general, in Indonesia English is taught an early age, since elementary to high school we have been given the knowledge to recognize English by making it one of the subjects in class for students.

Samosir et al., (2017) stated that English is very dominant on five continents; namely Asia, Australia, Europe, America and Africa. English is the main language used in all fields such as in newspapers, books, international business and academic conferences, technology, science, air traffic control and airports, sports, music, diplomacy, medicine, and advertising, and education and academics are no exception. Therefore, it can be concluded that the assessment has

an impact on the provision of their experiences and learning approaches in the future, because the results of the assessment can be used by students to determine the extent of a student's abilities and can be used as an evaluation.

Teaching English in Indonesia is one of the big challenges for a teacher because in Indonesia English is not the main language but is a second language. Not all students know English when they are young or they can hear it at home, for example, their family uses English when it is used for daily communication, because as we know in Indonesia, English is not the mother tongue. So, most of the students know English after they study in school. This causes their knowledge of English to be very little. Therefore, the role of the teacher here is very important to teach English to them.

Barbosa and Garcia (2015) explain that assessment is an important thing needed in the teaching and learning process of English which is useful for influencing students to approach their learning by observing student interactions, revising what students have learned, and also paying attention to how much the time they have spent looking for subject matter and also doing assignments. Therefore, the assessment has an impact on the provision of their experiences and learning approaches in the future. The results of the assessment can be used by students to determine the extent of the ability of a student and can be used as an evaluation.

Bury (2017) states that assessment is important because it can strengthen and increase students' motivation in learning. Students will show their efforts in understanding the material as well as their abilities and strengths which they think

will be assessed by the teacher. With an assessment held on every material taught at school, students will have more motivation in learning and they will make more preparations by studying the material that will be assessed in their class.

There are various kinds of online assessment tools that teachers can use in learning English, one of which is Quizizz. According to Rahayu and Purnawarman (2019), one of the great assessment tools that can help students improve their progress and be able to find out their ability to learn English is Quizizz. Besides being useful for test assessment, teachers can also provide homework that works for additional Practice to students through Quizizz.

Many advantages that students will get when using Quizizz include increasing motivation and raising students' enthusiasm in learning English. Zhao (2019) claims that Quizizz provides learning by displaying games that students can access during learning. Quizizz quickly displays students' questions and answers on the screen so students will answer the questions at their own pace, and students can correct the answers they have chosen at the end of the game. Quizizz is also equipped with a leaderboard that functions to display student rankings, so that when doing quizzes, they can compete with their friends in a healthy manner through the material they have learned on smartphones, laptops or other devices.

Data from using Quizizz can also be obtained easily, because the storage and settings in Quizizz are made with a user-friendly system. According to Fadhilawati (2021), the quiz results can be seen by the teacher in the form of a report, and the teacher can download it in the form of a file in order to guide the teacher in providing feedback to students. Therefore, it can be concluded that

using the assessment data obtained from Quizizz has benefits for teachers and can be used by teachers as views in the next lesson that must be given.

In this study, the researcher was investigated students' perceptions of doing English tests using Quizizz. Teachers or lecturers have an important role to know the perceptions of students to be needed to evaluate their students. The researcher wanted to explore this case after seeing the phenomenon directly that occurred at SMA N 2 Semarang when the researcher was conducting a teaching internship program at the school. Researcher saw teachers using Quizizz as a media assessment in several subject matter, for example in giving sympathy, analytical exposition, and so on. According to Verderber et al., (2010) teachers must know the perceptions of students because then the teacher is able to evaluate the way in which learning is delivered to students, and that way the teacher can also rearrange the learning methods in the classroom properly according to the characteristics of his students. Therefore, the perception of students has a very important role which serves to evaluate the effectiveness of learning in students in the classroom.

1.2 Reasons for choosing the topic

The topic that researcher used is students' perceptions of Quizizz as English assessment media which was applied to tenth grade students' of SMA Negeri 2 Semarang. Several reasons were taken for choosing this topic as follows:

1. It is important to know whether Quizizz is an effective and appropriate English assessment medium for class X students at SMA N 2 Semarang.

2. The teacher does not know the perception of tenth graders at SMA N 2 Semarang regarding the media used in the classroom during the English assessment.
3. Quizizz is a medium that has often been used by English teachers at SMA N 2 Semarang for assessment media, but research on the perception of tenth graders at SMA N 2 Semarang on Quizizz has never been studied.

1.3 Research Question

In this study, the researcher will investigate about the students' perceptions of the use of Quizizz in the process of doing the English test at SMA 2 Semarang. The question in this research is:

What are the tenth grades students' perceptions of doing English assessment by using Quizizz media at SMA 2 N Semarang?

1.4 Objective of the study

The objective of this current study is to find out the students' perceptions of the English language assessment media by using Quizizz.

1.5 Limitation of the study

Research is limited to keeping the focus of the research itself. The limitation of this study only focuses on students' perceptions without investigating teacher perceptions. The scope of this research is to focus on tenth grade students of SMA N 2 Semarang as research subjects, and this study only focuses on the use of Quizizz which is used as an English assessment media.

1.6 Significance of the study

The result of this research is expected to give contributions as follows:

a. Pedagogical significance

This research can contribute theoretically to the field of education, especially when the assessment is carried out using application media, namely the Quizizz media. The results in this study can show students' perceptions of the English assessment process by the teacher using Quizizz as the medium. After knowing student perceptions, it is hoped that other teachers who have not used Quizizz media can consider starting to use the media as a teaching and learning process in the classroom, especially in student assessments in English subjects.

b. Practical significance

1. For the teachers

The results of this study can assist teachers in evaluating the English assessment method used for students with the information obtained about students' perceptions and responses in the use of Quizizz for English assessment media in the classroom.

2. For the students

The researcher hopes that through this research the results can be used by students for self-reflection and seeing other people's perceptions of the use of Quizizz in English assessment, so that students can increase their learning motivation in new ways through the Quizizz.

3. For the next researcher

This research can be useful as a reference for future researchers who will carry out research on the same topic, because with this research,

future researchers can understand the concepts and theories that have been used. Another hope is that this research can increase motivation for other researchers to find new things about English assessment media using Quizizz.

1.7 Definition of key terms

The definitions of the key terms in this study are:

1. Students' Perceptions

Students' perception is a situation in which a students will provide views and organize their sensory opinions on one thing in order to interpret something that is around them (Robbins & Judge 2013: 166).

2. Assessment media

Assessment media is an instrument used by teachers in teaching and learning activities to conduct assessments and also as a means of interaction between teachers and students in the classroom (Sekyi, 2016).

3. Quizizz

Quizizz is a learning media in the form of game-based applications that can be used and downloaded for free, which serves to increase student motivation in learning in a fun way (Dhamayanti, 2021).

1.8 Organization of the study

This study comprises five chapters. Every chapter has different sub chapters.

Chapter I is the introduction that consists of the background of the study, the reasons for choosing the topic, the research questions, the objective of the

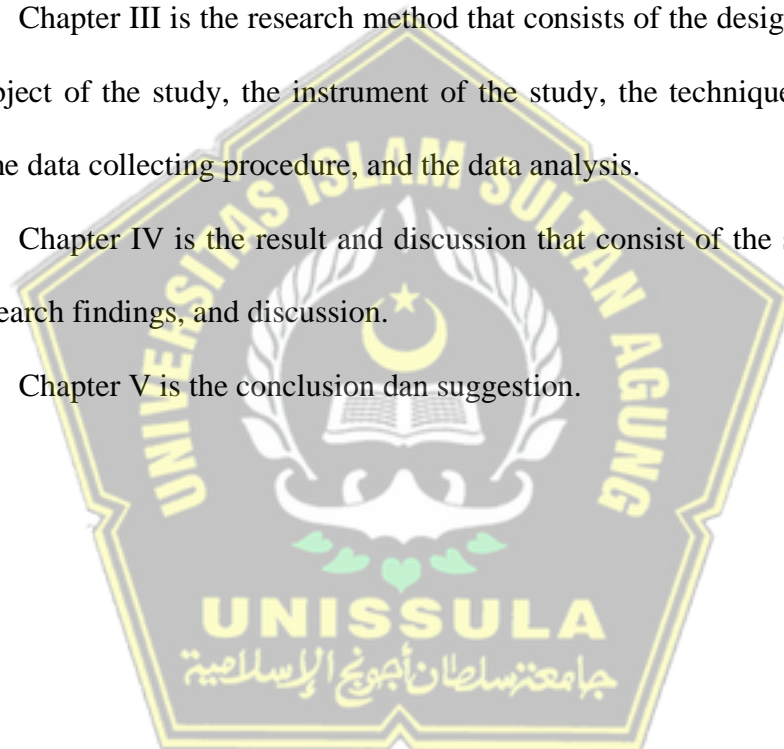
study, the limitation of the study, the significance of the study, the definition of key terms, and the organization of the study.

Chapter II is the review of related literature. It explains about the definition of students' perceptions, the factor of students' perceptions, the definition of assessment media, the criteria of selecting assessment media, the definition of Quizizz, the procedures of using Quizizz, and the Advantages and the limitations of Quizizz.

Chapter III is the research method that consists of the design of the study, the subject of the study, the instrument of the study, the technique of collecting data, the data collecting procedure, and the data analysis.

Chapter IV is the result and discussion that consist of the school profile, the research findings, and discussion.

Chapter V is the conclusion dan suggestion.



CHAPTER II

REVIEWS OF RELATED LITERATURE

This chapter elaborates detail about the students' perception, the assessment media, the Quizizz, and the previous studies.

2.1 Students' Perception

This subchapter describes about definition of students' perception, and the factor of perception.

2.1.1 Definition of Students' Perception

Student perception is a process of receiving information or messages into the human brain. through this perception, students can establish a relationship with the surrounding environment (Slameto., 2010). This perception can occur through the senses that exist in humans including hearing, sight, taste, smell, and touch. Student perceptions can occur when someone can explain and convey related information that students have obtained from observations that have been made. Robbins (2003) explains that perception is a process of events carried out by each individual to reveal something around him that comes from the senses which aims to provide a review or significance around them. For a teacher who teaches at school, of course knowing the perceptions of students in the class is very important, because it can make the teacher understand more about what is felt and needed by his students. based on the Theory of Reasoned Action (Fishbein & Ajzen, 1975), behavior by students can be shaped through perception, therefore knowing the perceptions of students is one of the obligations of the teacher, because without looking at the perceptions of students the teacher can be less precise in carrying out the teaching and learning process in the classroom.

Based on the explanation above, it can be concluded that student perception is a psychological process that begins with the feelings obtained by students and is continued by an interpretation, or categorizes students' preferences at the same time.

2.1.2 Factor of Students' Perceptions

Perceptions of students can occur to each individual influenced by several factors. According to Walgito and Asrori (2020), there are three factors that exist in perception, namely:

1. Object

The object is one of the factors that can cause a stimulus to one's senses, the stimulus can arise from the individual or from outside the individual.

2. Sense

The senses are where a person's center receives stimuli and is brought to the brain, it then raises a person's response in the form of individual perceptions.

3. Attention

Attention is a trait that has a major role in the emergence of one's perception because attention is a concentration of all activities carried out by a person on a set of objects.

It can be concluded that students' perceptions can come from various factors, and this can be different for each individual. Each student will have a different perception and also a different opinion. Therefore, it is important for teachers to know the perceptions of students in the class so that teachers can give the best to their students.

In contrast with Walgito and Arori (2020) which has 3 factors, according to Toha et al., (2017) said that the factors that affect a person's perception are divided into 2, namely

1. Internal factors

internal factors include attitudes, characteristics, and feelings of a person, as well as a hope, desire, physical condition, motivation and needs of each individual.

2. External factors

External factors include information obtained by someone from outside, or factors from family background, or knowledge gained around them.

From the explanation above, it can be concluded that the perception process in each student can happen just like that, but through reasons that arise because it is influenced by several of these factors. with the perception of students', it can be useful to know the other side of the view of students, because it could be the perception of a teacher and students will be different.

2.2 Assessment Media

This subchapter describes about definition of assessment media, and the principles of assessment media.

2.2.1 Definition of Assessment Media

Assessment is a process carried out with the aim of increasing learning prospects for students who go through the stages of observing students' abilities and knowledge in an instructional manner (Koc et al., 2015). According to Orleans (2014), assessment is also defined as a process carried out by teachers to students with the aim of providing evaluation and feedback so that teachers can

find out about students' abilities in mastering the subject matter that has been given. Then talking about media, Yaumi (2017) explains that media is anything related to physical tools that have been designed in a structured and planned manner that is used for the learning process, which can be via the internet, audio, video, printed materials, text or real objects so that teachers can convey things related to teaching and learning and students can learn efficiently and effectively.

Based on this definition, it can be concluded that the assessment media is an instrument used by teachers in teaching and learning activities to conduct assessments and also as a form of interaction between teachers and students in class (Sekyi, 2016). The assessment media would be better if it was chosen by the teacher through observation of the students' needs, and the teacher's task was to choose media that was suitable and in accordance with the needs of the students in the class.

2.2.2 Types of Assessment Media

Media assessment is one of the most important things that must exist in the world of education, because media assessment is something that supports teachers in teaching and learning activities in the classroom. The type of assessment media is divided into two, namely electronic-based which uses internet-based and non-electronic which usually uses print media, displays, and experiments or displays. According to Faqih (2020), the era has developed to be more advanced, one of which is the development of learning media including assessment media which are now electronic-based so that teachers can be more careful and active in preparing student assessments. Not only that, apart from giving a good impact to the teachers, students will also get the good impact. Because through electronic-

based media, this can make students more interested and can increase their motivation in certain subject matter.

Salsabila et al., (2020) explain that the development of technology systems in the world of education, especially in electronic-based media, has led to the emergence of one of the media in the form of the latest application called Quizizz. By using the Quizizz media, assessment activities for students can be carried out anywhere and anytime, because the Quizizz application is an online-based assessment media that easy and fun to use if it is supported by adequate internet access. However, in choosing the assessment media, the teacher must be selective, because the media assessment cannot be chosen arbitrarily, the teacher must see the potential of students in the assessment media that is selected whether it is suitable for students or not. In this case study, the researcher only focused on the use of Quizizz for English assessment media.

2.2.3 Criteria of Selecting Assessment Media

Assessment media have important roles, functions, and goals in supporting the process of achieving learning. Therefore, as the teachers must be selective in choosing assessment media, because by determining the right assessment media for students, it will make it easier for students and teachers to have quality and effective learning. It can be concluded that if choosing the assessment media to be used by the teacher in the class should not be chosen randomly and arbitrarily, the teacher must choose one of the media that will be useful by students and can be well received by students in the class.

Arsyad (2009) states that in choosing a media we must consider it through 6 criteria, namely; In accordance with the target to be addressed, the media

supports and relates to the learning content, Practical and flexible for use by teachers and students, teachers can master and be skilled when using the media, in accordance with the targets, namely students, availability of media in schools and technical quality. One of the assessment media that fulfills these 6 characters and can use in schools easily, one of which is Quizizz. Quizizz is an assessment medium that researcher used in this research method.

2.3 Quizizz

This sub chapter describes about definition of Quizizz, procedure how to use Quizizz, and the advantages and limitations of Quizizz.

2.3.1 Definition of Quizizz

Quizizz is one of the online assessment media that is usually used by teachers for class quiz activities that can be accessed by all students in a fun way because this application is game-based with features that are funny, interesting, and easy to use (Basuki & Hidayati, 2019). Quizizz can encourage students to increase motivation in learning English because when using Quizizz students can control their speed in answering questions by looking at each student's screen. Students can also immediately know their answers are right or wrong because at the end a notification will appear regarding the answers, so students can directly evaluate their answers in order to help students study at home or at school. Yan (2019) mentions that Quizizz allows all students to learn in an interesting and not boring way anytime and anywhere through their Smartphone or computer or other device they have. Prasongko (2021) elaborates that Quizizz is a suitable medium for teachers to use because apart from this media we can easily apply it, another advantage of Quizizz is that it is free and can work on any platform. Even students

can easily access this media by entering the code into the Quizizz platform that has been provided by the teacher, the teacher can also have the student's answer file by downloading it at the end of the game. To hone students' abilities, teachers can also randomize the number of questions that have been made and can provide time for each question that can be arranged by the teacher.

From the explanation above, it can be concluded that Quizizz media is a suitable platform to be used as an English assessment medium because of its easy implementation for both teachers and students, besides that Quizizz application can be done anywhere by using the internet that we have. The features on Quizizz can also be said to be complete so that it can increase student motivation in learning and also provide teachers with ease in evaluating their students.

2.3.2 Features of Quizizz

Quizizz media provides features that are very helpful for its users and of course very easy to understand and apply. The features on Quizizz are modern so it is very useful if this media is used as a medium for teaching and learning in the classroom. Purba (2019) elaborates that Quizizz media is one of the evaluation media where Quizizz users can have statistical data related to students' performance results, the data can also be downloaded in the form of an Excel spreadsheet, so that the Quizizz feature makes it easier for teachers to observe and track answers from students.

The use of the features provided by Quizizz can assist teachers in conducting evaluations, of course with an attractive appearance and teachers can set the time according to their wishes. To clarify the features provided by Quizizz, the researcher will display the following figure

1. The first feature that Quizizz users will encounter when opening this application is the login menu, where users must first log in using their Google account or Email account.

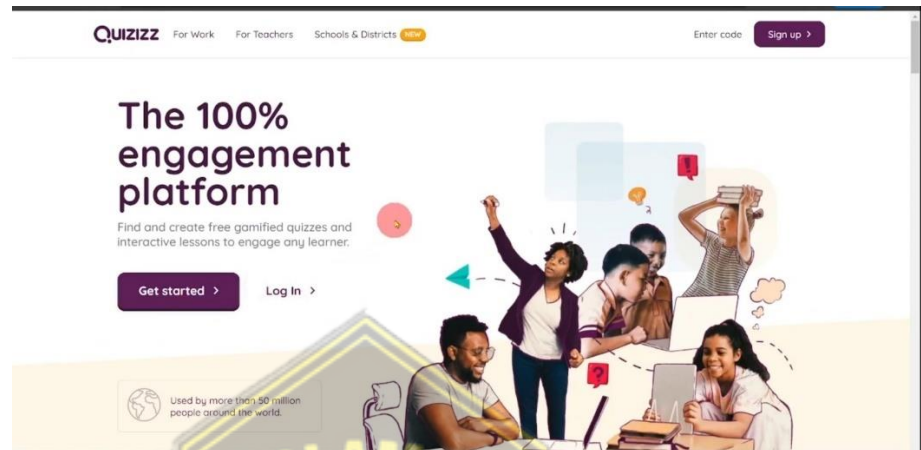


Figure 2.1 Feature of Quizizz

2. The second feature that will be displayed is to provide three choices of categories which teachers and students can press the “at school” button.

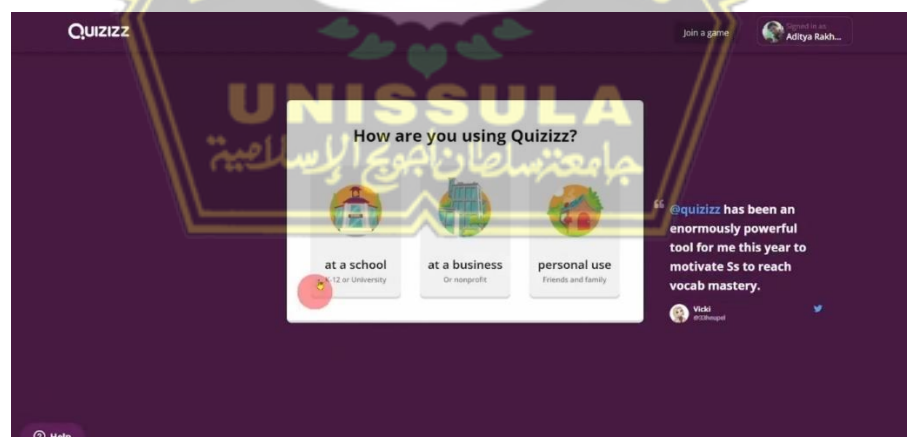


Figure 2.2 Feature of Quizizz

3. After that Quizizz will show 2 options features, for teacher users can choose the "teacher" option and for students can choose the "students" option.

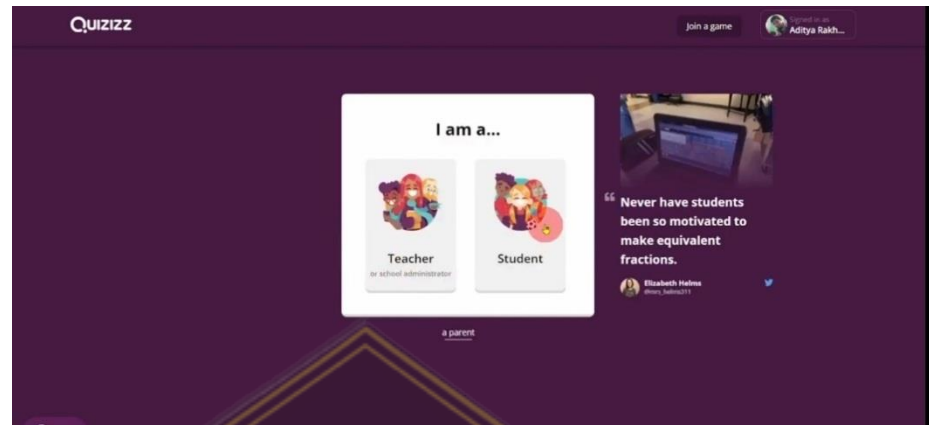


Figure 2.3 Feature of Quizizz

4. Next Quizizz will show a general view that has a variety of features provided, including:

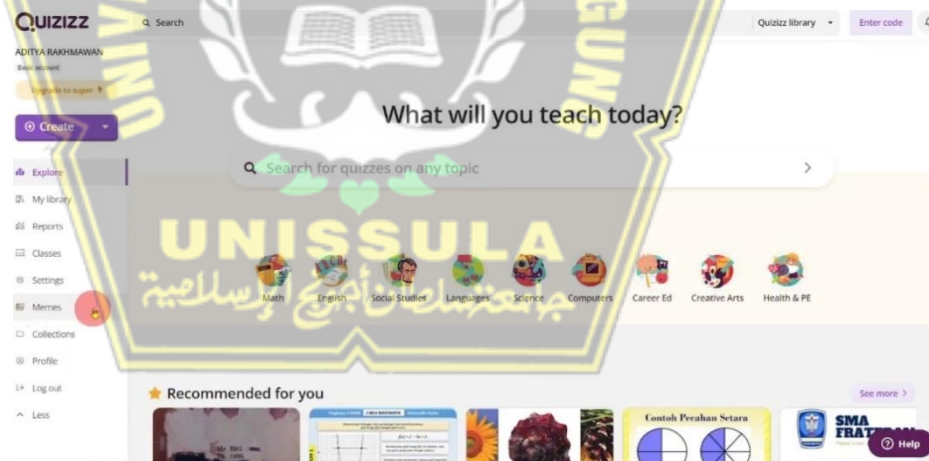


Figure 2.4 Feature of Quizizz

- a. The profile feature that contains a portfolio of tasks or folders that have been done by Quizizz users.

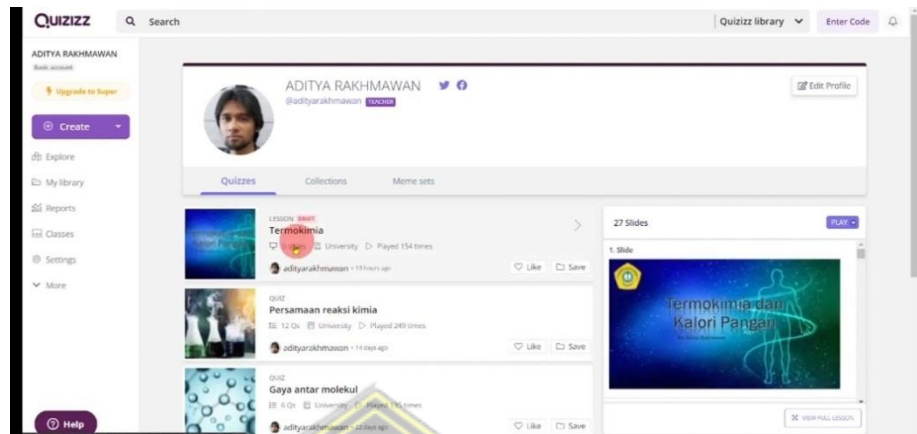


Figure 2.5 Feature of Quizizz

- b. The collection feature is provided for Quizizz users as a place to save or fill in a folder.



Figure 2.6 Feature of Quizizz

- c. The meme feature is provided by Quizizz for users to search for emoticons of interest to make this media more interesting and funnier.

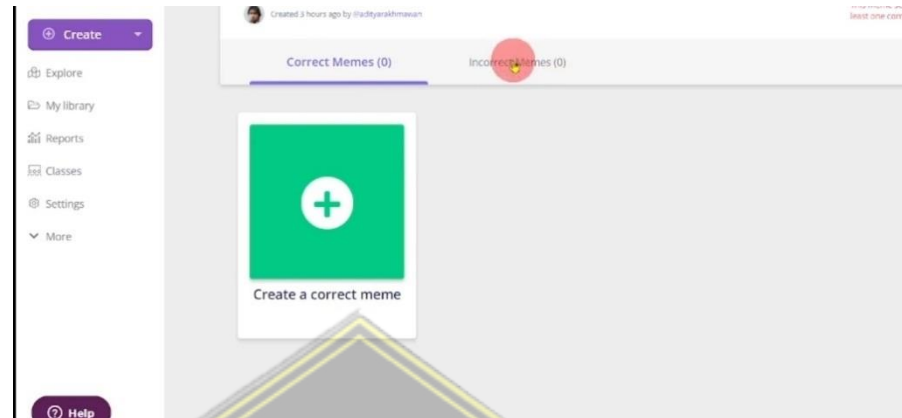


Figure 2.7 Feature of Quizizz

- d. The settings feature is provided by Quizizz for users as a menu to change the language used, change accounts, change passwords, and can delete accounts.

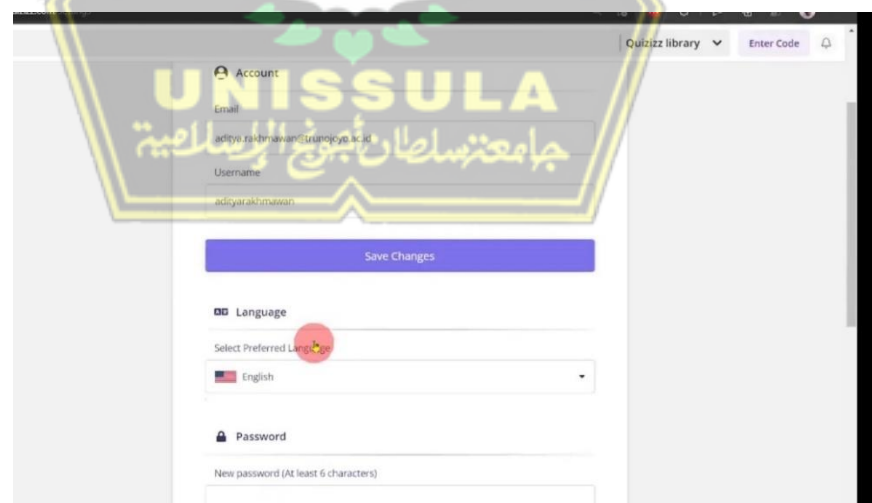


Figure 2.8 Feature of Quizizz

- e. The classes feature is intended for if Quizizz users want their Quizizz account to be in sync with Google Classroom used in class.

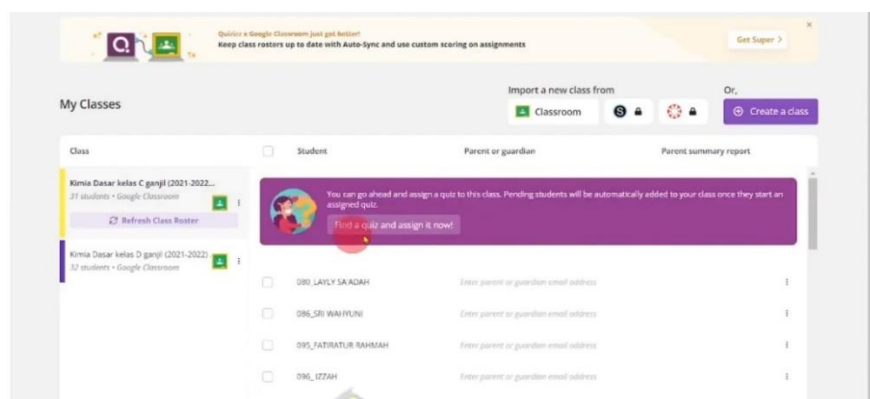


Figure 2.9 Feature of Quizizz

- f. The report feature is provided for users if you want to download data or download Excel reports from the results of working on questions.

Type	Quiz name	Number of participants	Accuracy	Code
Live	Pecahan Setara Bookings started 5 hours ago	0	0%	421524
Live	Gaya antar molekul Completed 4 hours ago	2	8%	Assign practice
Live	Termokimia Completed 12 hours ago	59	1%	...
Live	Termokimia Completed 12 hours ago	32	0%	...
Live	Termokimia Completed 12 hours ago	63	57%	...
Assignment	Persamaan reaksi kimia Completed 12 days ago	248	48%	Reopen
Live	Gaya antar molekul Completed 20 days ago	67	43%	Assign practice
Live	Gaya antar molekul Completed 20 days ago	66	41%	Assign practice

Figure 2.10 Feature of Quizizz

- g. The My library feature is provided as a place for Quizizz users to save the work that has been created.

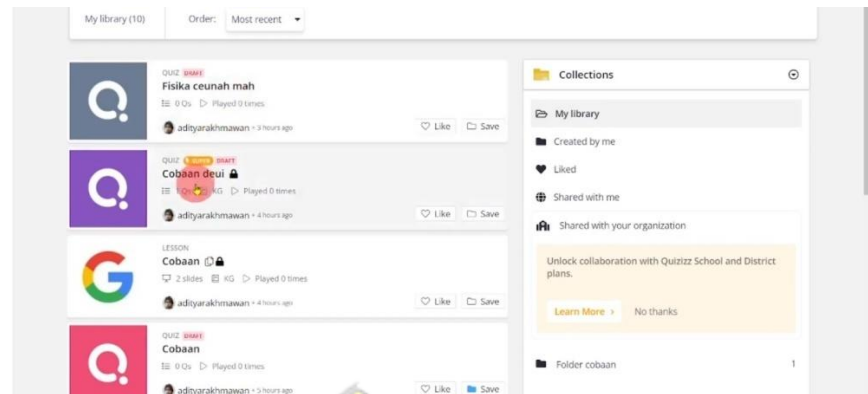


Figure 2.11 Feature of Quizizz

- h. The explore feature is provided if Quizizz users want to use quizzes from question makers or other teachers voluntarily.



Figure 2.12 Feature of Quizizz

- i. The create feature is provided if Quizizz users want to create their own quizzes.

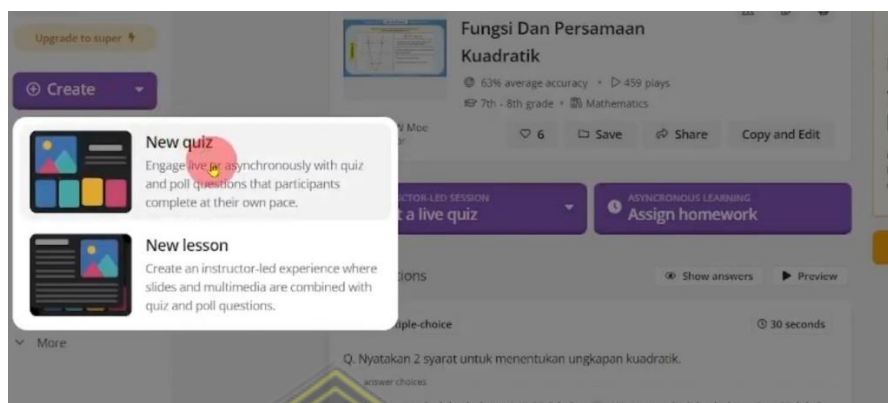


Figure 2.13 Feature of Quizizz

5. The last feature is a display with attractive colors, various colors and Quizizz users can add audio, video, and images as desired.

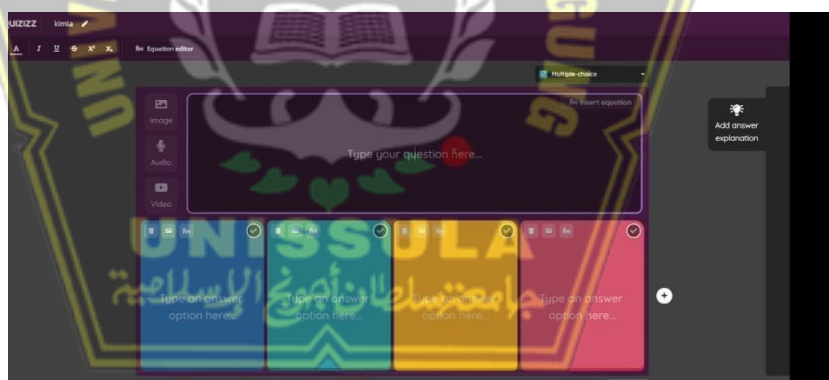


Figure 2.14 Feature of Quizizz

From the explanation above, it can be concluded that Quizizz media is one of the modern learning media where this media provides interesting features and is easy to use by various groups, and the features provided have instructions that will be very easy to understand by Quizizz users.

2.3.3 Procedures of Using Quizizz

According to Asrifan (2020), the procedure for using Quizizz is very easy to apply for both teachers and students. When using Quizizz it can be divided into 2 parts, namely; the teacher who becomes the host (the person in charge of making room and quiz questions), and students as the user (the person in charge of answering quiz questions). Asrifan (2020) also explains that the stages of how to use Quizizz into 2 parts, namely for teachers and for students.

1. For teachers / educators

The following are the steps in implementing the use of Quizizz:

- a) Please open a browser and login at the web address www.quizizz.com
- b) Please include the Gmail/mail account that you will use.
- c) After the display appears on the screen in the form of 3 options, please select "at a school".
- d) After "at a school" is clicked, 2 choices of roles will appear, namely as a student and as a teacher, please choose as a teacher.
- e) Then please enter your identity (Username, email, and password) then Continue.
- f) Click on the words "create" that appears on the screen so you can start making quiz questions for students.
- g) Fill in the name of the quiz that you have made in accordance with the subjects you can choose on the subject category menu.
- h) In the quiz editor menu, there will be given 2 options. That is; create new questions, or take questions that already exist in the previous quiz (teleport). If you choose to create a new question then you will be

given 5 types of choices, namely; Multiple choice, Checkbox, Fill-in-the-blank, Poll, and Open-ended.

- i) If user have finished making quiz questions, then it can publish the quiz to students. There are 2 options that you can choose, namely; “play live” if you want to run the quiz at the same time, or “Assign HW” if your quiz will be used as homework for students by setting the time according to what you specify.
- j) After make the choice, an information display will appear in the form of a quiz link and "game code" which you can share with your students through various platforms by means of "copy link".
- k) If the quiz has been completed, you can download reports on the results of quizzes by students in MS Excel form.

In the steps above, it can be concluded that this is what a teacher or educators must do to be able to access the use of Quizizz in learning activities.

2. For the students

The following are the steps in implementing the use of Quizizz for the students:

- a) Please open a browser and login at the web address www.quizizz.com
- b) Include the Gmail/mail account that you will use.
- c) After the display appears on the screen in the form of 3 options, please select "at a school".
- d) After "at a school" is clicked, 2 choices of roles will appear, namely as a student and as a teacher, please choose as a student.

- e) After that a data display will appear that must be filled in by students, namely regarding date of birth, education level / level.
- f) After filling in the data, students can enter the game code that the teacher has given and click "join".
- g) Students can start working on the questions with the provisions that have been made by the teacher.

In the steps above, it can be concluded that this is what must be done by a student to be able to access in using Quizizz in learning activities that have been prepared by the teacher.

2.3.4 The Advantages and Disadvantages of Quizizz

According to Hastuti (2021), Quizizz as an assessment media for learning English has advantages and disadvantages. Here are the advantages and disadvantages of Quizizz:

1. The advantages of Quizizz

The advantages that Quizizz users will get in teaching and learning activities are:

- a) For teachers / educators, making it easier to make questions, by using the features that have been provided.
- b) Make it easier for teachers to make assessments because points will appear that students will get in each question, and student rankings will appear automatically.
- c) When students answer the quiz and the answer is wrong, the correct answer will appear, this can help students to correct their answers independently.

- d) When it is stated that you have finished working on the quiz, in the final or closing session, a review question will previously be displayed which can look back at the answers that have been chosen by students
- e) In doing quizzes, each student gets different quiz questions, because Quizizz provides a feature that can automatically randomize questions, thereby minimizing cheating and also training students' honesty.

From the explanation above, it can be concluded that there are many advantages that will be obtained when using Quizizz media, and of course these advantages are very easy and interesting to use. When there are advantages, of course there are some disadvantages, and the following are some of the disadvantages that will be obtained when using Quizizz media.

2. The disadvantages of Quizizz

The following is a drawback that Quizizz users will sometimes get in teaching and learning activities, namely:

- a) An unstable network or internet that has problems at any time will hinder learning, when students take network quizzes are disrupted, learning will also be hampered.
- b) When doing quizzes students can open a new tab, it can provide opportunities for students to look for answers on other webs.
- c) If the time management specified is not appropriate then this can be a problem because students who can initially get top grades, have the possibility of being downgraded.
- d) It will be an additional obstacle or problem, if students are late to join.

From the explanation above, in addition to the advantages, of course it cannot be denied that there are disadvantages of the Quizizz application as an English assessment media, therefore Quizizz users must make careful preparations before starting to use it so that no problems occur when the application is used. By doing good preparation, of course the chance of fluency in using the Quizizz application will be even greater. That way Quizizz users can operate the application comfortably and without interruption.

2.4 Review of the Previous Studies

In this previous study, there are three studies that will be discussed. The first study is entitled "Game-Based Learning: Teachers' Attitude and Intention to Use Quizizz in the Learning Process" written by Akhtar et al. (2019). The purpose of this study was to find out about the intentions and attitudes of teachers when using an online game-based learning platform through Quizizz in the learning process. Researchers in this journal use Thirty-two high school teachers in Malang as the subject. And the method used is close-ended questionnaires, and the results showed that almost all teachers give a positive response to the Quizizz application, even they agree to apply Quizizz when they catch up later. The results of this study also show that the teacher's intention to use Quizizz can be seen in terms of their age, the older the teacher's age, the lower the teacher's intention to use Quizizz.

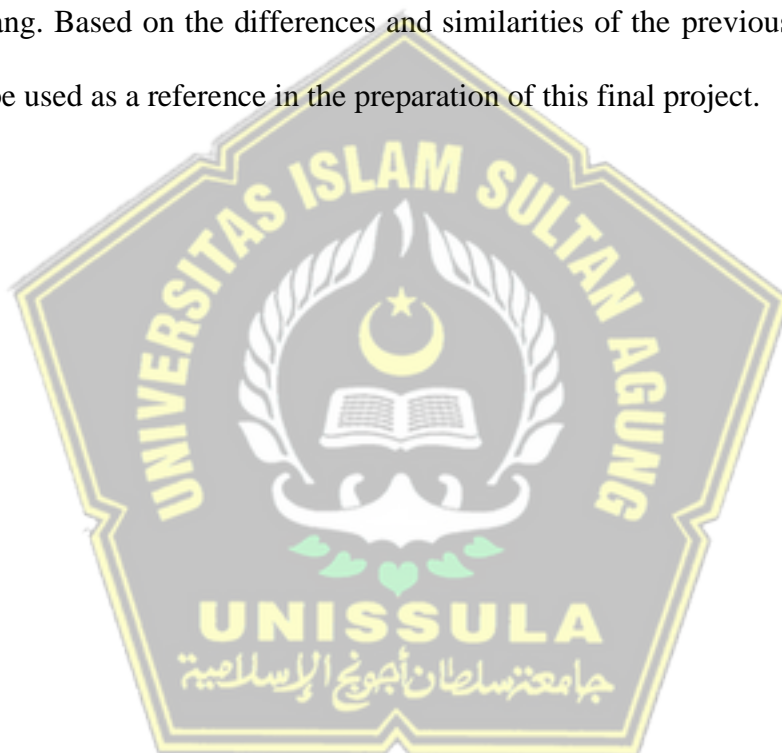
The second study is entitled "Quizizz Website as an Online Assessment for English Teaching and Learning: Students' Perspectives". This journal was studied by Amalia (2020). The purpose of this study was to find out about students' perspectives on online English assessment using Quizizz in the learning

process, especially in formative. 20 students of the Dynamic English Course were used for the research subjects of this journal. The method used by the researcher is descriptive qualitative using a questionnaire as the instrument. The results of this journal show that students give a positive view of the Quizizz application, they agree that Quizizz has interesting features and is not boring. Students' motivation in doing English tests is more increased when using Quizizz than using the old method which is usually called the traditional offline test.

The third study is entitled "Students' Perception on Quizizz as Game Based Learning in Learning Grammar in Written Discourse". The researchers from this journal are Fakhruddin and Nurhidayat (2020). This paper aims to find out about students' opinions and barriers to the use of Quizizz as Game-Based Learning when learning grammar in Written discourse. The subjects of the research from this journal are students of the fourth semester of the English Department, totaling 22 of the students of Majalengka University. The method used is descriptive qualitative using questionnaires and interviews. The result is that all the students who were tested gave a positive response to this quiz, even the level of student concentration increased and they were very active in answering the questions given. The conclusion means that students are more enthusiastic and interested in learning grammar in written discourse using Quizizz.

From the three studies, there are similarities to the present conducted research. The similarities are using Quizizz as the focus of the object being studied, besides that the instruments used are using questionnaires and interviews as data collection. However, there are some differences between the three studies and the research to be conducted. In the first journal it was explained that the

subject of the study used 23 high school teachers in Malang, then in the second journal the subject was 20 students of Dynamic English Course, and the third journal used 22 of the fourth semester students of Majalengka University, while in this research the subject researcher targeting was 10th grade students from SMA N 2 Semarang. Not only from different research subjects, but also from different places of research. None of the research conducted in the three journals was carried out in high schools, and this research was conducted at SMA N 2 Semarang. Based on the differences and similarities of the previous study above, it can be used as a reference in the preparation of this final project.



CHAPTER III

RESEARCH METHOD

This chapter presents design of the study, subject of the study, data of the study, instrument of the study, technique of collecting data, data collecting procedure, data analysis, and time schedule.

3.1 Design of the Study

The method used in this research is qualitative research design by presenting the results of descriptive data in the form of oral and written texts that were obtained after conducting a survey. Creswell (2003) describes that research is a combination of a procedure for observing and collecting information in order to gain a clearer understanding of a problem. In this study, there were no statistical calculations that included. According to Handayati and Alhaleh (2021), qualitative research is a form of scientific research that is organized, general, regular in accordance with the rules that have been applied by members of qualitative research or can be called systematic. This method chosen because it is related to this research, which was the aim of knowing student's perceptions of Quizizz as English assessment media on the tenth grade at SMA 2 Semarang.

Another reason why the researcher chose to use qualitative methods is because the researcher wanted to explain in detail the research results in accordance with data and facts in the field, besides that the researcher also wanted to know in depth related to the problems being studied, namely student's perceptions of Quizizz as English assessment media.

3.2 Subject of the Study

This research was conducted at SMA Negeri 2 Semarang which is located on Jl. Sendangguwo Baru no.1 Pedurungan, Semarang. The subjects of this study are tenth grade students' of SMA Negeri 2 Semarang.

3.2.1 Population

According to Banerjee and Chaudhury (2010), population is an entire group for which information is needed on the group to be ascertained. The population of this study was the tenth graders students at SMA N 2 Semarang in which it consists of 12 classes, each of which consists of 36 students, which means that in total there were 432 students.

3.2.2 Sample

According to Banerjee and Chaudhury (2010), the sample is every element or part of the population that is fully defined. In determining the sample in this study, the researcher used simple random sampling technique by choosing tenth MIPA 5 as a non-sample class, with a total of 36 students. For class samples in this study used tenth MIPA 6, tenth IPS 1, and tenth IPS 2 class, each of which consists of 36 students, so the total is 108 students.

3.3 Data of the Study

This sub-chapter explains the types of data that used in research in accordance with qualitative methods.

3.3.1 Types of Data

Research is defined as a process of collecting and analyzing data that is carried out systematically and logically to achieve certain goals. In this study, descriptive qualitative research was used, where Tanzeh (2018) explains that

qualitative descriptive research tries to understand, explore and penetrate into it a symptom, then interpret and conclude these symptoms according to the context, so that an objective and scientific conclusion is reached in accordance with the symptoms in that context and the results are explained in detail through the data that have been obtained.

3.4 Instrument of the Study

According to Arikunto (2002), research instrument is a tool that functions to collect data while carrying out research so that research results can be obtained systematically, completely, and well and the results can be processed easily. In this study used two instruments, namely through a questionnaire and an interview.

3.4.1 Questionnaire

According to Sreejesh et al. (2014), the questionnaire is a list of questions that must be filled out or answered by the respondent or the person who will be measured when conducting a research or survey which has function is to collect in order to find out what variables the respondent thinks are important. Sreejesh et al. (2014) also explain that there are two kinds of questionnaires, namely open-ended questionnaire and close-ended questionnaire. The researcher chose a closed-ended questionnaire as an instrument in this study where a closed-ended questionnaire is a question that limits the answers of the interviewees to predetermined response options, so that respondents are given an answer that they can choose. In addition, researchers chose this option because it was efficient and easy to use in collecting data about students.

In the questionnaire, the researcher has prepared fifteen statements related to the Quizizz. The researcher made these statements based on suggestions from

the examiner lecturer where researcher advised to make several statements about Quizizz from the perspective of students' views on the impact of Quizizz and in terms of students' perceptions of the features provided by Quizizz. the first to tenth statements of the researcher focused on students' perceptions of the Quizizz application in general, namely regarding the views and impacts they get after using Quizizz, and the eleventh to fifteenth statements focused on students' views on the features available on Quizizz.

3.4.2 Interview

According to Adhabi and Anozie (2017), the interview is an interactive process in which two or more people are interacting in the form of questions and answers to seek information and find out more about a problem being discussed or simply it can be interpreted by consulting activities. In this study, to collect further information data about students' perceptions of Quizizz as an English assessment media, the researcher used semi-structured interviews as the instrument. According to Mann (2016), semi-structured interview is one of the ideal choices to be carried out in qualitative studies because the content of the conversation can be directed to dig deeper information about the topic that has been set and can ask new questions according to the main topic. So, the interviewer is allowed to ask questions that do not have to be according to the interview sequence that was set at the beginning. but in this study, the researcher has prepared a question where the question is the core of this research. That way students could answer these questions freely according to the answers they had conveyed.

3.4.3 Validity of the Instrument

According to White and Simon (2011), to overcome the validity there are several approaches used in qualitative research. One of them is member checking and expert review. The validity that has been used by researchers in this study is with expert review (judgment). The reason why researcher chose this theory was because the expert review was adapted by White and Simon (2011) with an expert validation assessment rubric that made it easier for validators to validate questionnaires, the criteria and directions in the rubric were clear and definite to measure the validity of the questionnaire. The content of the rubric contains 15 statements and there are 4 score criteria that can be filled by the validator. The 4 scores are 1 which means not acceptable, 2 which means below acceptable, 3 which means meets expectations, and 4 which means exceeds expectations. At the end of the validator rubric, comments and suggestions were also provided that can be filled in by the validator for researchers.

3.4.4 Reliability of the instrument

Muharram (2018) explains that reliability is a consistency shown by instrument procedures at certain times contained in the research process and results, or can be called the size of the results of a study that was obtained by the researcher.

To test whether the questionnaire distributed is reliable or not, the researcher tested it by distributing the same statement to the non-sample class first, where the reliability of the questionnaire to be used was using a formula from Alpha Cronbach. After distributing the questionnaire to the non-sample

class, the results that have been filled in by the respondents are analyzed using the following formula:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[\frac{1-m(k-m)}{kV} \right]$$

r_{11} = reliability of questionnaire

k = number of questionnaire item

m = the sum of item variance

v = total variance

(Arikunto,2010)

After the data was entered with the Alpha Cronbach formula in SPSS, the researcher then analyzed the results of the data, when the results of the analysis showed that the questionnaire statement that had been distributed to the non-sample class was reliable, then the questionnaire could be distributed to the other three sample classes. The researcher tested the reliability of the questionnaire. with reliability standards as follows

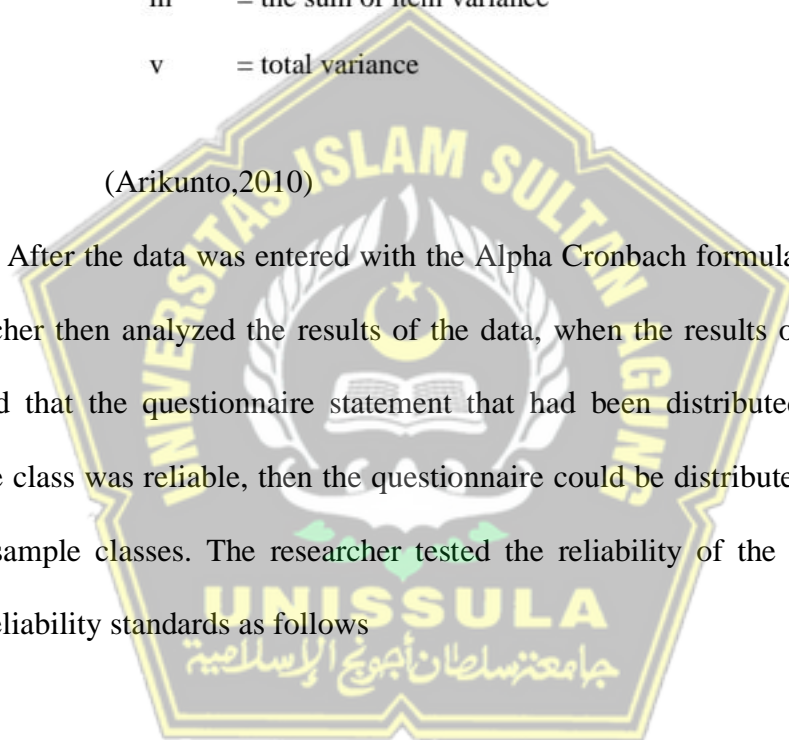


Table 3. 1 level of standard Reliability

Score	Standard
>0.90	Very high reliable
0.80 – 0.90	High reliable
0.70 – 0.80	Reliable
0.60 – 0.69	Minimally reliable
<0.60	Un acceptably low reliable

(Cohen,2007)

3.5 Technique of Collecting Data

Data is the main thing that is needed in a study, data collection is carried out to obtain the information needed in order to achieve research objectives because data collection techniques are the methods used to collect information or facts in the field. In this study, the researcher used questionnaires and interviews with students in order to determine students' perceptions of the use of Quizizz as an English assessment media.

The questionnaire that used by the researcher in this case is a closed-ended questionnaire with a total of 15 statements that was given to the students, The time for distributing the questionnaires was carried out simultaneously in three classes, namely tenth MIPA 6, tenth IPS 1 and tenth IPS 2, on Monday, May 23, 2022. The questionnaire was distributed via the Google Form link and to get answers from all students, it can take up to one week. while for the interview, the researcher used a semi-structured interview by preparing 1 question to be asked by 40 students who were selected for interviews.

3.6 Data Collecting Procedure

The research data obtained through questionnaires distributed via Google-form and also interviews to be conducted on several students. Therefore, in data collection the steps that were carried out by the researcher are as follows:

a. Testing Validity of the Questionnaire

The first step that has been taken by the researcher is to check the validity of the questionnaire that has been made. The validation is assessed by an expert and experienced by providing a validation rubric that contains a list of assessments for each statement that was made by the researcher. In validating the questionnaire, the researcher chose a supervisor to give a score and his opinion on whether the statements in the questionnaire had a clear, concise and understandable meaning for all readers. The validation assessment had been filled by the supervising lecturer and one of the English teachers in SMA N 2 Semarang. The results of the validation that have been filled in by the validator show that all statements made by the researcher are filled with no modifications needed score, and some are filled with no modifications needed but could be improved with minor changes score, thus the questionnaire is stated valid, and can be used for research.

b. Distributing Questionnaire to Students

The questionnaire was distributed via a Google-form link that was created by the researcher. The questionnaire in this study was in the form of a closed-ended questionnaire which containing 15 statements related to information about students' perceptions of Quizizz as an English assessment media. The researcher then distributed the Google-form questionnaire link to students according to the

schedule determined by the English subject teacher who taught in the class that had been selected as the research sample. The total number of students to be studied is 144 students in tenth grade from four different classes. Questionnaires began to be distributed via google form to all WA groups of tenth MIPA 6, tenth IPS 1, and tenth IPS 2 classes on Monday, May 23, 2022 at 10:00, researcher took one week to get the data. lastly on Monday, May 30, 2022, 108 students have filled out the questionnaire in total.

c. Interviewing with the Selected Students

The researcher conducted interviews after the questionnaire was carried out, interviews were conducted directly for students who were present at the school, and for students who are absent from school or are studying online. Researcher conducted interviews with 40 students, some of which are drawn from three classes, the researcher conducted an interview by giving one question where the question covered the whole core of the purpose of the research to 40 students. Students can answer these questions freely and as they are according to their perceptions and views about Quizizz which is used by the teacher as a medium for assessing English in their class. The researcher also used several tools needed to assist in the documentation process and record student voices, so that the researcher could use the recordings to help the process of copying data without making mistakes.

The first interview was conducted on fourteen students of class tenth MIPA 6, on Wednesday, May 25, 2022 at 11.30 to 12.17, the researcher asked the questions that had been provided and gave the same questions to all students who were interviewed. The second interview with thirteen students

from class tenth IPS 1 was held on the same day as the first interview, namely Wednesday, May 25, 2022 at 12.30-13.20. The researcher used the help of a cellphone to record voice during the interview.

The third interview was conducted with thirteen students from tenth IPS 2, on Monday 6 June 2022 at 11.30. the media that the researcher used remained the same, and the questions asked were the same as the interviews in the previous classes. The questions and media used were the same as before, and the researcher also carried out some necessary documentation. The entire interview process that the researchers carried out in the 4 classes was carried out in the library of SMA N 2 Semarang, and the interviews with 40 students were conducted after the students ended their learning in class.

3.7 Data Analysis

Data analysis was carried out after the researcher got all the complete data. In this study, the researcher used a qualitative descriptive analysis where the researcher explained specifically all the research results obtained. The steps of data analysis carried out by researcher are as follows

3.7.1 Data Analysis for the Questionnaire

In the questionnaire the researcher used the procedure from Sugiyono (2012), namely the Likert Scale theory. The researcher observed the results of the responses from the students where the questionnaire has been given a choice of answers for each statement including: strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), or Strongly Disagree (SD). Before adding up the overall score, the researcher grouped each student's answers first. For giving the score, the researcher will use the table below as a reference:

Table 3. 2 *Measuring using Likert scale*

Alternative Answer	Score	
	Positive	Negative
Strongly Agree (SA)	5	1
Agree (A)	4	2
Neutral (N)	3	3
Disagree (D)	2	2
Strongly Disagree (SD)	1	5

Adapted source :(Sugiyono, 2012)

$\text{Criterion score} = \text{Scale score} \times \text{total of respondent}$

In the questionnaire distributed to students, they were given instructions regarding the points for each answer choice they chose. In the 15 statements given there are 14 positive statements that discuss Quizizz, and there is 1 negative statement, namely in the tenth statement where the statement is given to see the student's response if Quizizz is said to be negative in the English assessment process in their class. In each statement they can answer and choose the option according to their own perception. For positive statements, if they have a positive perception, students can answer Strongly Agree (SA) with a score of 5 and Agree (A) with a score of 4, and if students have a negative perception of Quizizz in the positive statement, students can choose the Disagree option. (D) with a score obtained is 2 or Strongly Disagree (SD) with a score to be obtained is 1. If according to students the statement has no impact or they feel normal then students can choose the Neutral (N) option with a score of 3. These points are the opposite of the Negative statement given, so if the statement is positive then the score value obtained is from the highest number to the lowest number, but for the negative statement the score that will be obtained is from the lowest point to the highest point. So, if the negative statement is given and the student agrees on the negative statement, the student can answer

Strongly Agree (SA) with a score obtained is 1 and Agree (A) with a score of 2, and if students have a negative perception of Quizizz in the positive statement then students can choose the option Disagree (D) with a score obtained is 4 or Strongly Disagree (SD) with a score to be obtained is 5.

After all the answers are grouped according to the criteria, the next step is the researcher to calculate the total answers with the score criteria. After that the final score obtained was analyzed by researchers using the percentage technique which later the results of the percentage will be conveyed in the form of a description.

3.7.2 Data Analysis for Interviews

The data from the interview were analyzed by researcher after the interview which conducted to 40 students who is selected. After that, the researcher carried out the following procedures as stated by Jamshed (2014) as the following

1. Transcribing

During the interview, the researcher recorded voices to be listened to again after the interview is complete. After getting the data, the researcher did the transcription by writing the students' words based on the recordings that have been obtained.

2. Data Display

The researcher displayed all students' answers in the form of sentences that are organized and clearly related to students' perceptions of Quizizz as an

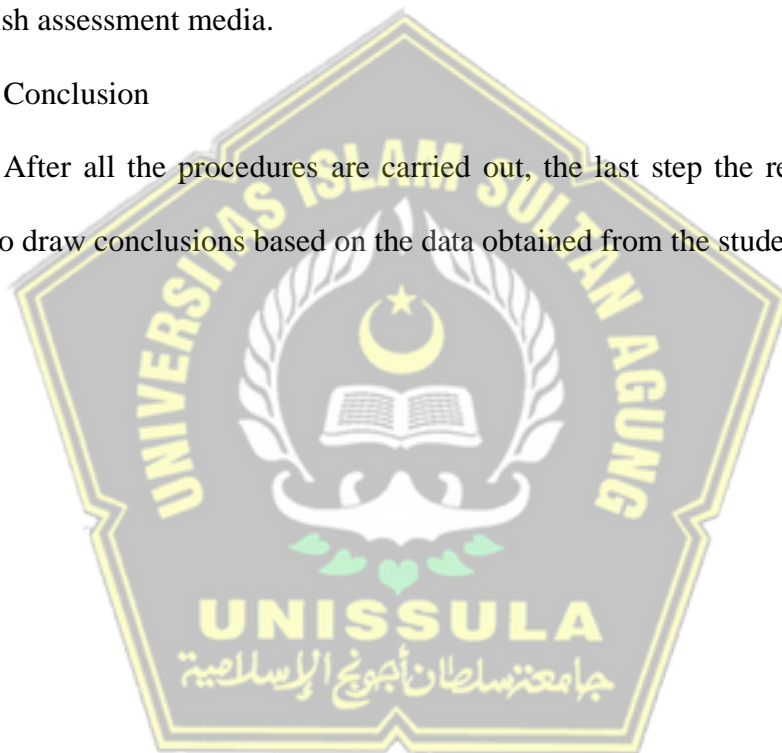
English assessment media which was later draw conclusions and actions in this study.

3. Classifying

When the data transcription has been done correctly and appropriately, the next step the researcher took was to sort out the data that is needed and which is not needed, in order to make it easier for researcher to draw conclusions from the results of interviews and find out students' perceptions of Quizizz as an English assessment media.

4. Conclusion

After all the procedures are carried out, the last step the researcher took was to draw conclusions based on the data obtained from the student interviews.



CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher presents School Profile, Description of the Participants, Procedures of Data Collection, Research Findings, and Discussion.

4.1 School Profile

This research was conducted in one of the public high schools in Semarang. The school is SMA N 2 Semarang which is located at Jl. New Sendangguwo No. 1 Pedurungan - Semarang. SMA N 2 itself is in a very strategic place. Even transportation access can be reached easily because it is only 100 meters from Jalan Majapahit.

SMA N 2 Semarang is an A-accredited school, and the school has been using the system. In accordance with the PPDB (Penerimaan Peserta Didik Baru) or New Student Admission rules, the city of Semarang has been implemented for about 2 to 3 years, using the zoning system. SMA N 2 Semarang is one of the prestigious high schools in terms of academic and non-academic which is proven through various achievements that have been achieved.

The number of teachers and employees at SMA N 2 Semarang is 95, consisting of 76 teachers of which 57 teachers have been certified and there are also 18 employees. The number of classes is 36 rooms, with each class consisting of 35-40 students, and the total number of students at SMA N 2 Semarang is 1291 students.

4.2 Research Findings

After collecting research data, for this stage the researcher was present the results of the data analysis that has been carried out, the analysis includes analysis of the validity of the questionnaire, analysis of the reliability of the questionnaire, analysis of the closed-ended questionnaire result, and analysis of the interview results.

4.2.1 Analysis of the Validity and Reliability of the Questionnaire

In this study, researchers conducted validity using rubric validation obtained from White and Simon's (2011) theory. The validity was carried out by 2 professionals, namely from the supervisor and from the English teacher who taught in the class that the author studied. The content of the rubric contains 15 statements and there are 4 score criteria that can be filled by the validator. The 4 scores are 1 which means not acceptable, 2 which means below acceptable, 3 which means meets expectations, and 4 which means exceeds expectations. At the end of the validator rubric, comments and suggestions are also provided that can be filled in by the validator for researchers.

The results of the validation that have been filled in by the validator show that all statements made by the researcher are filled with no modifications needed score, and some are filled with no modifications needed but could be improved with minor changes score, thus the questionnaire is declared valid, and can be used for research.

To test whether the questionnaire distributed is reliable or not, the researcher used the class of tenth MIPA 5 with 36 students. 15 statements were given to students, and after all respondents answered, the next step was for the

researcher to collect data and input the data into the Alpha Cronbach formula in SPSS 25 to find out whether the questionnaire was reliable or not. The results of the data analysis can be seen in the following table:

Table 3. 3 Reliability of the questionnaire

Reliability statistic

Cronbach's Alpha	N of Items
.911	15

According to Ghozali (2012) the instrument of the research has a high level of reliability if the coefficient value obtained is > 0.60 . Based on the results of the Alpha Cronbach data analysis above, it shows that the result is .911, and it can be concluded that the questionnaire that the researcher has distributed to the non-sample class shows that it has a high standard of reliability, and the questionnaire is declared reliable and valid.

4.2.2 Analysis of the Closed-ended Questionnaire Result

In this study, the researcher distributed the questionnaire to the students at the same time, namely on Monday, May 23, 2022. The distribution was via a Google form link which was distributed to each class group. The questionnaire was a closed-ended questionnaire which was distributed to the tenth MIPA 6, tenth IPS, and tenth IPS 2 classes at SMA N 2 Semarang, where each class had 36 students, and a total of 108 students. The questionnaire distributed contains fifteen statements, and each statement has four answer options that students can choose from. The results of the students' answers can be seen from their respective figures in each statement.

The first statement in the questionnaire was "I am more interested when the teacher conducts an English assessment using the Quizizz media rather than using questions written on paper". This statement was made so that researchers know whether students are interested when teachers use Quizizz as an English assessment medium in their class. And the result of the first statement image is as follows

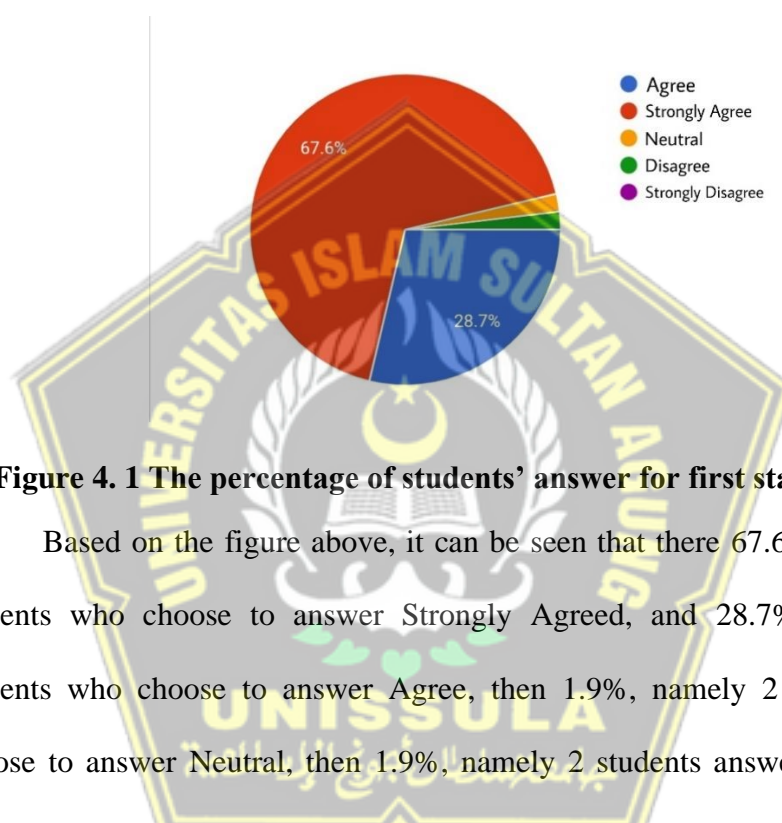


Figure 4. 1 The percentage of students' answer for first statement

Based on the figure above, it can be seen that there 67.6%, namely 31 students who choose to answer Strongly Agreed, and 28.7%, namely 73 students who choose to answer Agree, then 1.9%, namely 2 students who choose to answer Neutral, then 1.9%, namely 2 students answered Disagree, and none of them answered Strongly Disagree in the first statement of the questionnaire. It can be concluded that almost all students agreed that the use of Quizizz as an English assessment medium in their class is more interesting for students than when teachers use the old method of writing manually on paper.

According to the students, using manual methods such as writing using a pen on paper is an old method, and besides using more modern media such as

Quizizz it will be more time efficient, and not waste paper, so it is one of the best ways to do this. ways to save on wood use in papermaking. By using Quizizz students will also have more time to answer questions, because they don't need to write manually, but they only need to press on their respective cellphone screens, of course this also saves more energy and writing will also be easily understood by all who read.

The second statement in the questionnaire is "Doing quizzes using Quizizz media makes it easier for me to answer the questions". This statement is given to students, so that researchers can find out how students perceive whether they feel helped in the process of answering questions when the assessment is done using Quizizz, or vice versa. And the result of the second statement figure is as follows:

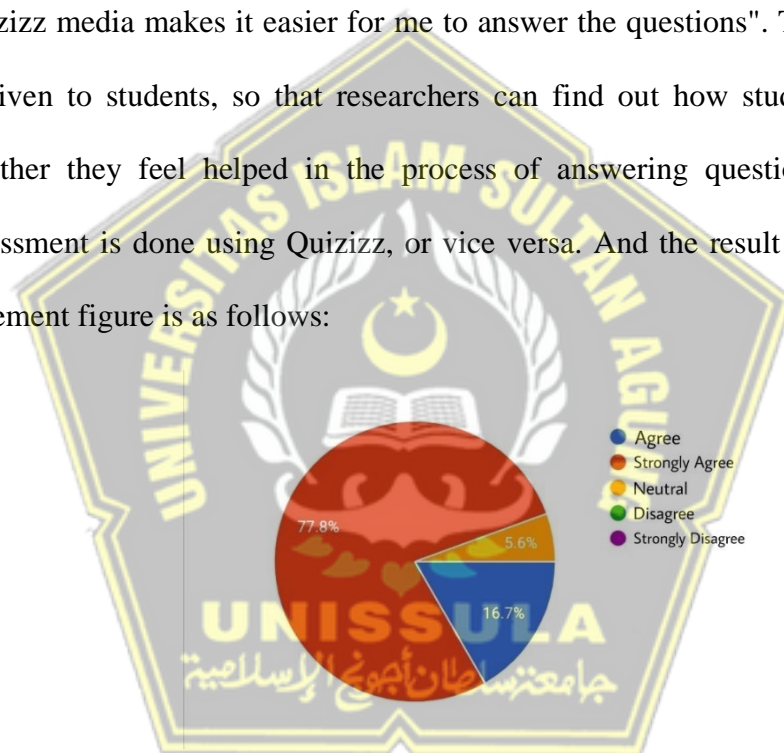


Figure 4. 2 The percentage of students' answer for second statement

Based on the figure above, it can be seen that there are 77.8%, namely 84 students who choose to answer Strongly Agreed, and 16.7%, namely 18 students who choose to answer Agree, then 5.6%, namely 6 students who choose to answer Neutral, and none of the students who answered the Disagree option and the Strongly Disagree option in the statements of the two questionnaires. It can be concluded that most students agreed that Quizizz

media made it easier for students when they want to answer the questions that have been given by the teacher, and they did not find it difficult to use Quizizz media in class.

Students have felt that answering questions using Quizizz is easier to do because of course the question display through Quizizz is displayed with interesting writing, on the questions the teacher can also add pictures, videos, and audio which makes it easier for students to understand the questions given, so students digest the questions faster and they will more quickly determine the appropriate answer to the question.

The third statement in the questionnaire was "The use of Quizizz media in the English assessment process makes me more interested in understanding the material". This statement is included in the questionnaire so that researcher know whether Quizizz has advantages and provides a good effect for students when used as an assessment process in the classroom such as making it easier or interesting for students to understand the material that the teacher has conveyed, and the results of the third statement figure are as follows:

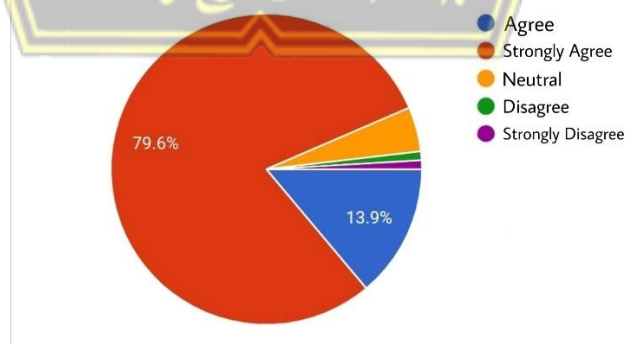


Figure 4. 3 The percentage of students' answer for third statement

Based on the picture above, it can be seen that there are 79.6%, namely 86 students who choose to answer Strongly Agree, and 13.9%, namely 15

students who choose to answer Agree, then 4.6%, namely 5 students choose to answer Neutral, and there are 0.9%, namely 1 student answered Disagree, and 0.9%, namely 1 student answered strongly disagree on the third statement of the questionnaire. It can be concluded that it is true that the use of Quizizz in the classroom has a good impact and effect on students, one of which is that students will be more interested and have a higher interest in understanding the material given by the teacher when using Quizizz media, this can be proven by the majority of students agree with the third statement.

Students agreed with this statement because when the teachers began to change their teaching method using Quizizz, it made students more interested compared to the previous methods which seemed monotonous and boring. So that it makes the students lazy and lack of interest in understanding the material, but after the teacher uses Quizizz students' motivation and interest in learning and understanding the material becomes higher and they are interested in carrying out learning in their class.

The fourth statement in the questionnaire was "By using Quizizz media to answer questions, it makes it easy for me to remember the material that has been given by the teacher". The statement is included with the aim that researcher get information related to the third statement, when students' interest and interest become higher when the teacher delivers material using Quizizz, then whether through this media also students can easily remember the material that has been delivered, and the results of the fourth statement figure is as follows:

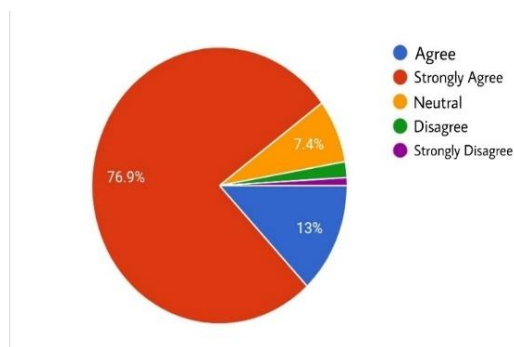


Figure 4.4 The percentage of students' answer for fourth statement

Based on the picture above, it can be seen that there are 76.9%, namely 83 students who choose the Strongly Agreed option, and 13%, namely 14 students who choose the Agree option, then 7.4%, namely 8 students who choose the Neutral option, and there are 1.9%, namely 2 students. who answered Disagree, and 0.9%, namely 1 student answered strongly disagree on the fourth statement of the Questionnaire, it can be concluded that in addition to increasing student interest and interest when the teacher uses Quizizz when delivering material or assessment in class, another good effect is also evident that most students agree that with this media, students become easier to remember about the material that has been given. by the teacher, and this can be very useful because then when an assessment will be carried out on another occasion, it is likely that students will remember the material that has been delivered.

The material delivered using Quizizz is easier for students to remember because when delivering material the teacher can add interesting audio or video, colorful images will also support students more easily to remember the material presented by the teacher, so that when students are asked again Regarding the material that has been delivered, students can remember and

answer it by remembering the video or image that has been given and then automatically students will also remember the contents of the video or image.

The fifth statement in the questionnaire was "I feel more challenged to work on questions when the teacher uses Quizizz as an assessment medium". This statement was made by the researcher with the aim of knowing what feelings each student has when assessing English in class using Quizizz as the medium, whether they do not feel the difference with other media, or they will feel challenged if the teacher uses games. education as a medium. and the results of the students' responses can be seen from the following figure:

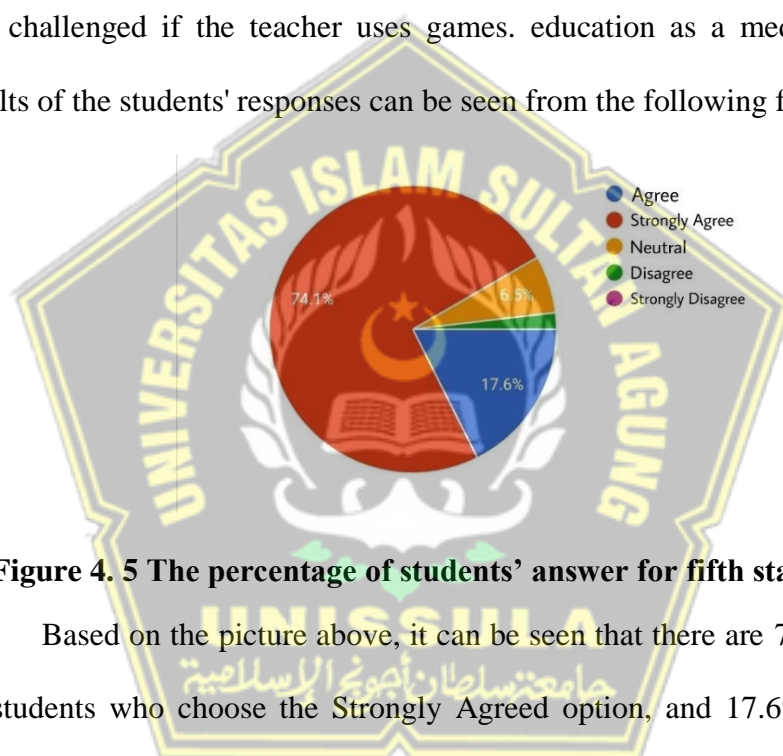


Figure 4.5 The percentage of students' answer for fifth statement

Based on the picture above, it can be seen that there are 74.1%, namely 80 students who choose the Strongly Agreed option, and 17.6%, namely 19 students who choose the Agree option, then 6.5%, namely 7 students who choose the Neutral option, and there are 1.9%, namely 2 students. who answered Disagree, and there were no students who chose the strongly disagree option on the fifth statement of the questionnaire, It can be concluded that almost all students feel that using Quizizz media as an English assessment medium in their class makes students challenged to fill in the questions given, it can be concluded that Quizizz has a positive impact on students, because

when they If they feel challenged, they will automatically work on the questions with a high sense of enthusiasm, and they will feel competitive so they will try to give the best answers in order to get good results.

As is known, Quizizz provides a feature in the form of rankings for students who can answer questions correctly and quickly, with this feature students will compete to answer questions well so that students can get the top rank in the assessment session. Because with this feature students who get ranked will have their own satisfaction and feel proud of the results they get, and that can spur other students to also get high rankings. This has an impact when the assessment will be carried out, students will prepare themselves by learning and understanding the materials that will be tested by the teacher.

The sixth statement in the questionnaire was "I feel happy and enjoy when the teacher uses Quizizz as an English assessment media". The statement was made by the researcher with the aim of knowing how students feel when using Quizizz media as an English assessment medium in their class, whether it is true that they will feel happy when using the media, or vice versa, therefore the statement was made, and the results of the response. students can be seen from the following figure:

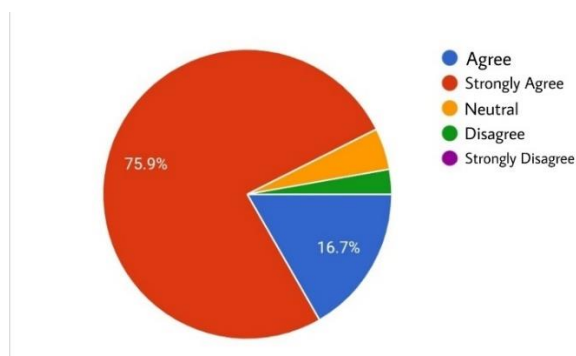


Figure 4. 6 The percentage of students' answer for sixth statement

Based on the picture above, it can be seen that there are 75.9%, namely 82 students who choose the Strongly Agreed option, and 16.7%, namely 18 students who choose the Agree option, then 4.6%, namely 5 students who choose the Neutral option, and there are 2.8%, namely 3 students. who answered Disagree, and there were no students who chose the strongly disagree option on the six statements of the questionnaire, It can be concluded that there are only 3 students who do not feel happy when the teacher uses Quizizz as their assessment medium, but it can be seen that almost all students choose the option to agree that they feel happy when using Quizizz media, That way the selection of Quizizz as an assessment medium is one of the right things, because as a teacher you must be smart in finding ways so that students don't feel bored or feel monotonous during the learning and assessment process in class.

Before using Quizizz as an assessment medium in their class, the things that students feel when an assessment is going to be held are fear and tension. They feel that the assessment is something they are very much looking forward to. Unlike the case after the teacher used Quizizz as an assessment medium, the students became more relaxed, and the fear and hatred of assessment in class disappeared. In fact, they are not lazy anymore if there will be an English assessment in their class, because the Quizizz media makes them enjoy more when working on the questions given by the teacher.

The seventh statement in the questionnaire was: "I agree that Quizizz is an effective medium for the teachers to assess English". This statement was made by the researcher with the aim of knowing whether the students would

agree if someone said that Quizizz is an effective medium for teachers to use when assessing English in their class, and the results of the students' responses can be seen from the following figure:

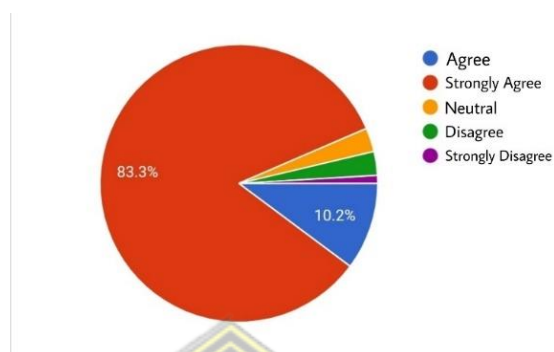


Figure 4. 7 The percentage of students' answer for seventh statement

Based on the figure above, it can be seen that there are 83.3%, namely 90 students who choose the Strongly Agreed option, and 10.2%, namely 11 students who choose the Agree option, then 2.8%, namely 3 students who choose the Neutral option, and there are 2.8%, namely 3 students. who answered Disagree, and 0.9%, namely 1 student answered strongly disagree on the seventh statement of the questionnaire, It can be concluded that the facts show that Quizizz is an effective medium for teachers to use as an English assessment medium, this is evidenced by the responses of students who agree that Quizizz is said to be an effective medium, When students can choose this option, it is certain because they have felt the positive impact of using Quizizz by their teachers in the classroom. Therefore, almost all students chose the option to agree on the statement.

The positive impact felt by the students can be seen from their enthusiasm which becomes higher after the teacher conducts assessments and learning in their classrooms using Quizizz. They no longer feel lazy with

English lessons, classroom learning also becomes more conditional and makes students more active in carrying out question and answer questions, and even children who previously were silent are also interested in participating in questions and answer activities in class. That way learning and assessment in the classroom becomes more effective than before.

The eighth statement in the questionnaire was "Assessment using the Quizizz media is very suitable for the material in my class". This statement is made with the aim that researcher know whether Quizizz is really suitable and suitable to be used as an assessment medium for special materials for students in the 10th grade, because if the media is not suitable to be applied, the teacher must look for other media that are suitable for the material. being taught, and the results of the student responses in the eighth figure are as follows:

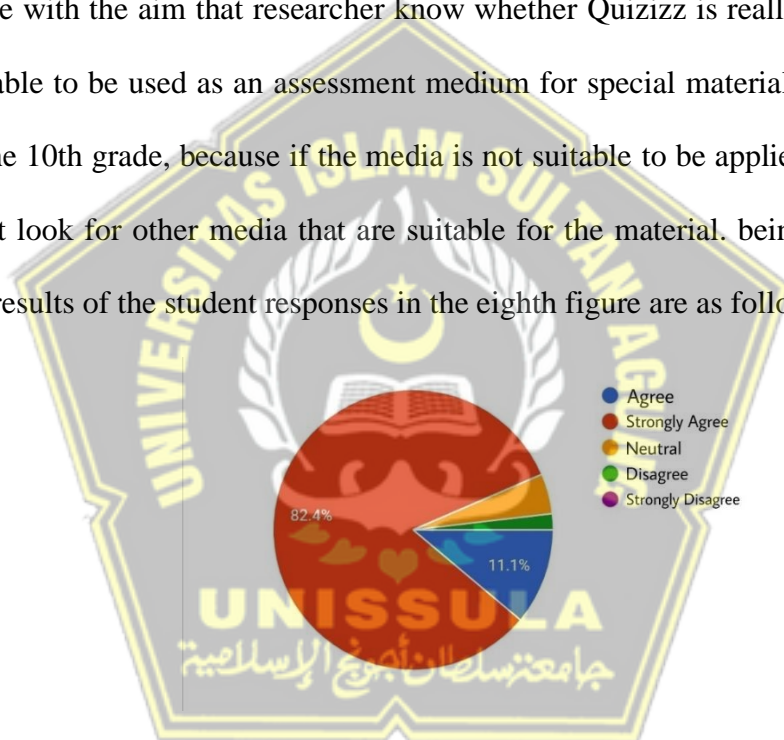


Figure 4. 8 The percentage of students' answer for eighth statement

Based on the figure above, it can be seen that there are 82.4%, namely 89 students who choose the Strongly Agreed option, and 11.1%, namely 12 students who choose the Agree option, then 4.6%, namely 5 students who choose the Neutral option, and there are 1.9%, namely 2 students who answered Disagree, and none of the students chose the strongly disagree option on the eight statements of the questionnaire, It can be concluded that Quizizz is

an appropriate medium to be used as an assessment or learning process on the subject matter being delivered by the teacher in their class, This is evident from the answers of the students who dominantly chose the option to agree with the statement which said that Quizizz was an appropriate medium for learning material in their class.

One of the materials that the tenth graders are studying is descriptive text, recount text, and narrative text. By using Quizizz media where teachers can use audio features and can display text with interesting and colorful writing, it will definitely be more interesting for students. Students will not easily feel bored if the text displays are displayed in a funny form, so it is true that Quizizz is very suitable for teaching and assessment media by teachers for English assessment media.

The statement to the slain in the questionnaire was "I feel satisfied in working on questions using the Quizizz media". The statement is intended to find out whether students will feel different when working on assessment questions using Quizizz than using other media. Do the students have a satisfied or normal feeling, and the results of the students' responses in the ninth figure are as follows:

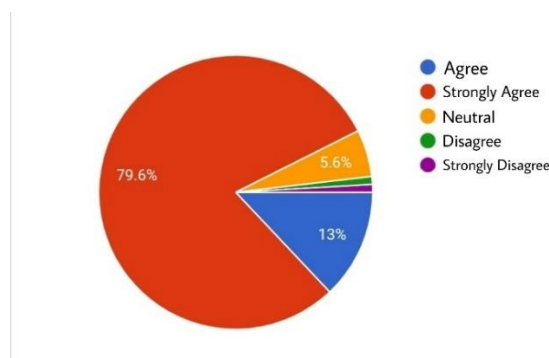


Figure 4. 9 The percentage of students' answer for ninth statement

Based on the figure above, it can be seen that there are 79.6%, namely 86 students who choose the Strongly Agreed option, and 13%, namely 14 students who choose the Agree option, then 5.6%, namely 6 students who choose the Neutral option, and there are 0.9%, namely 1 students who answered Disagree, and 0.9%, namely 1 student answered strongly disagree on the ninth statement of the questionnaire, It can be concluded that most students have a feeling of satisfaction when they work on the questions given by the teacher through the Quizizz media, it means they will work on the questions and take the exam with high enthusiasm so that when they have done all the questions given by the teacher, students have their own feelings of satisfaction in themselves.

Student satisfaction is triggered because one of the features in Quizizz that gives points to students who can answer the questions given by the teacher correctly. The more students answer the questions correctly, the more points they will get, and these points will determine the ranking of the students during the assessment session. Therefore, when answering questions using Quizizz media students are more satisfied than answering questions with other media, because with Quizizz media students will immediately know whether the student's answer is the correct answer or not, and after knowing the answer students will immediately get feedback about the material being tested on the spot.

The tenth statement in the questionnaire was "I feel bored and not interested in using Quizizz for assessment media". Unlike the previous statements, this tenth statement is a negative statement, which aims to let the

researcher know whether the students feel bored when the teacher changes their assessment media to using Quizizz from the media used previously. Do students become less interested and disinterested when the assessment is carried out, and the results of student responses can be seen in the tenth figure, which is as follows:

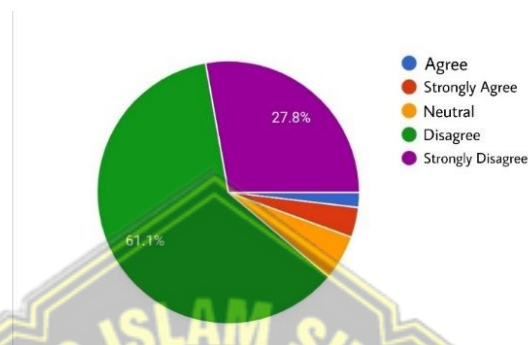


Figure 4. 10 The percentage of students' answer for tenth statement

Based on the figure above, it can be seen that there are 1.9%, namely 2 students who choose the Strongly Agreed option, and 3.7%, namely 4 students who choose the Agree option, 5.6%, namely 6 students who choose the Neutral option, and there are 61.1%, namely 66 students who answered Disagree, and 27.8%, namely 30 students answered strongly disagree on the tenth statement of the questionnaire. It can be concluded that from all of the students' answers, it can be seen that their dominant majority disagrees if Quizizz is said to be a boring and uninteresting medium. That means contrary to the statement made by the researcher, according to the students Quizizz is an interesting and not boring medium for teachers to use as a medium for assessing English in their class.

Students feel that Quizizz is not boring because Quizizz provides features in the form of pictures, audio, videos, and animations that are funny

and interesting. This results in students who sometimes when doing assessments and learning English often feel sleepy and bored but since using Quizizz the boredom has disappeared. The students become excited and feel happy if the assessment is carried out using Quizizz media, what's more, their accounts can be given animated images according to what they are interested in and like, so this has additional points for students to be able to eliminate boredom for themselves.

The eleventh statement in the questionnaire was “Quizizz media has interesting features and animations for me so that I don't feel bored to do the questions”. The statement was given so that researchers can get information about what things can cause students to be interested and not bored when using Quizizz, whether feelings arise from the features provided by Quizizz or they are interested in other things, and the results of students' answer options on the figure of the eleventh statement is as follows:



Figure 4. 11 The percentage of students' answer for eleventh statement

Based on the figure above, it can be seen that there are 83.3%, namely 90 students who choose the Strongly Agreed option, and 14.8%, namely 16 students who choose the Agree option, then 0.9%, namely 1 student who choose the Neutral option, and 0.9%, namely 1 student. who answered

Disagree, and none of the students chose the strongly disagree option on the eleventh statement of the questionnaire, it can be concluded that almost all students are interested and do not feel bored when the teacher uses Quizizz media during the assessment because Quizizz has interesting features for students in the class.

Students do not get bored easily when working on questions on the Quizizz media because for each question given, the teacher will provide interesting and funny pictures or videos, the videos provided can also be taken from YouTube. For funny animations, Quizizz has provided many kinds of animations, but if you want to add more images or other animations, you can also input the questions made on Quizizz media. In addition to working on questions from the teacher in class, students can also work on other questions that have been made by other teachers and even from other schools. Because on Quizizz media we can work on questions outside of school. And it can also allow students to study individually and of course can choose questions that students find interesting and don't look boring to them.

The twelfth statement in the questionnaire was "In the process of working on questions, the Quizizz media has easy instructions to understand". The statement was made to find out whether the instructions in Quizizz can be understood easily by the students or not, because a good media is a media that does not make it difficult for the students, moreover the Quizizz media in this study focuses on being used as an English assessment process in class, and the results from the answer options the students can see in the following figure:

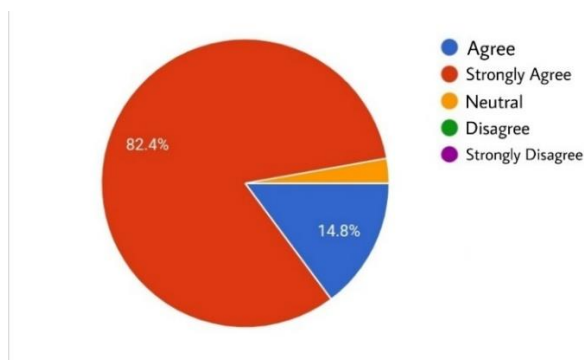


Figure 4. 12 The percentage of students' answer for twelfth statement

Based on the picture above, it can be seen that there are 82.4%, namely 89 students who choose to answer Strongly Agree, and 14.8%, namely 16 students who choose to answer Agree, then 2.8%, namely 3 students choose to answer Doubtful, and none of the students who answered the Disagree option and the Strongly Disagree option in the twelve statements of the questionnaire. It can be concluded that the instructions on Quizizz media can be conveyed well and well received by students, students find it easy to understand and do not feel difficult when using Quizizz media as an assessment of English in their class.

Even though Quizizz has many menus and features provided, the features on Quizizz are very easy to understand, its simple yet attractive appearance makes it easy for students to use Quizizz. So even though first time to students worked on questions using Quizizz media, they did not feel difficult and confused in its operation. Quizizz has provided clear and straightforward instructions on how to use it so that it will be easier for anyone who uses Quizizz media.

The thirteenth statement on the questionnaire was "each question of the Quizizz media provides suitable duration to accomplish". This statement was

made to find out whether so far, the teacher has given enough time to students for each given question, because the Quizizz media provides a timing feature where the time can be filled in by the teacher according to the teacher's wishes, and the results of the answer options provided selected by students can be seen in the following figure:

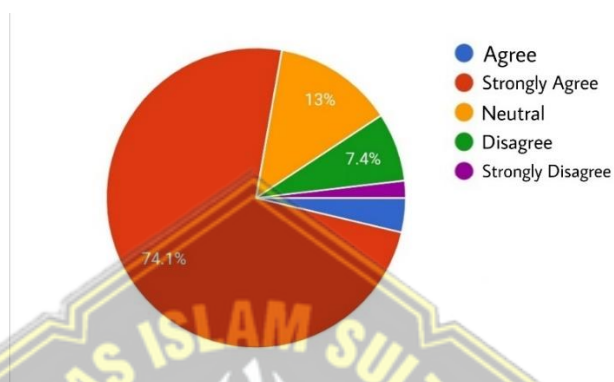


Figure 4. 13 The percentage of students' answer for thirteenth statement

Based on the figure above, it can be seen that there are 74.1%, namely 80 students who choose the Strongly Agreed option, and 3.7%, namely 4 students who choose the Agree option, 13%, namely 14 students who choose the Neutral option, and there are 7.4%, namely 8 students who answered Disagree, and 1.9%, namely 2 students answered strongly disagree on the thirteenth statement of the questionnaire. It can be concluded that the time given to each question when the assessment takes place to the students is sufficient and appropriate, it is because most students agree with the statement, it means the teacher has given the appropriate time, not less and not too much.

The time for each question given can be set by the teacher, and the teacher can adjust the time to the abilities of the students in the class. In each question the time can be set differently, so that on questions with a high level of difficulty, the teacher can give more time to the students, and vice versa if

the questions given a low level of difficulty, the teacher can also set the time to be shorter. So the timing of each question can be adjusted flexibly by the teacher in the class, and this can help students become more efficient in their time in working on questions, they will not be stuck on just one question and spend their time on that question only, but because there is a time setting, students will know when it is time for students to work on the next questions.

In the fourteenth statement on the questionnaire, namely "The form of writing on the Quizizz media is neatly displayed so that I can understand it well". This statement intended to determine whether the appearance of the written form on Quizizz can be understood well or not by the students, because as is well known, many writing fonts are not formal and that of course will make it difficult for students to read, and it can waste students' time. only in reading questions. and the results of the options selected by the students can be seen from the following figure:

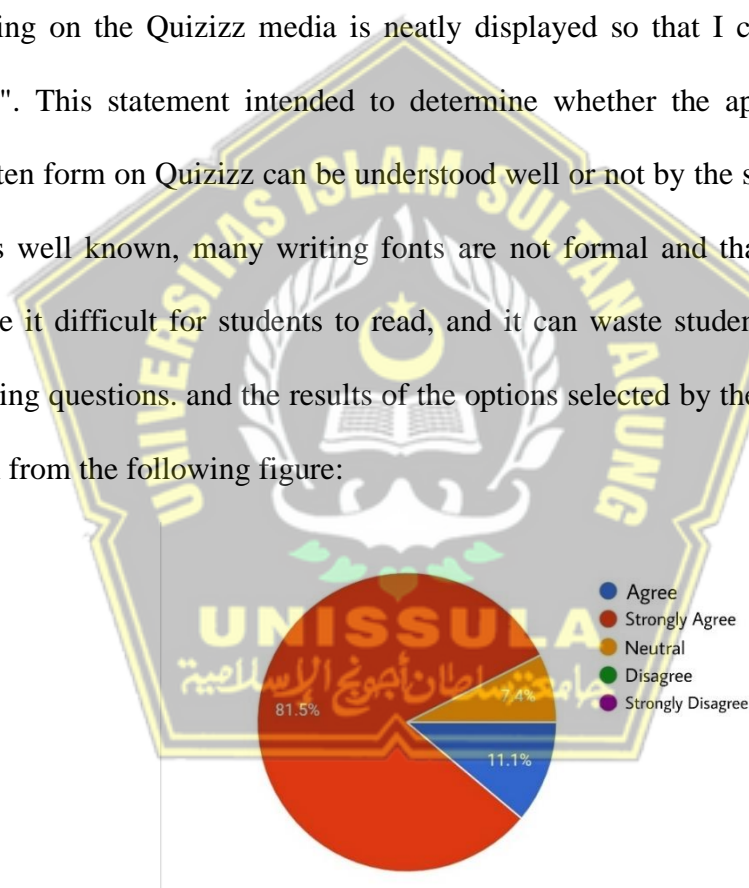


Figure 4. 14 The percentage of students' answer for fourteenth statement

Based on the figure above, it can be seen that there are 81.5%, namely 88 students who choose the Strongly Agreed option, and 11.1%, namely 12 students who choose the Agree option, then 7.4%, namely 8 students who choose the Neutral option, and none of the students who answered Disagree

and strongly disagree option on the fourteenth statement of the questionnaire, It can be concluded that the appearance of the written form on the Quizizz media is displayed in a good, neat form, so that it does not make it difficult for students to read it and students can answer questions well.

The form of writing displayed by Quizizz can be adjusted by the teacher, various types of fonts are also provided, such as when someone writes in MS Word, the size and color of the writing can also be adjusted according to the wishes. Can be made for a larger writing size can also be made smaller, so it can adjust to needs. When using it, it turns out that the written form is not appropriate for students, the teacher can also immediately replace it according to the needs of the students. So, it will not make it difficult for students to read and understand the questions given by the teacher.

In the fifteenth statement on the questionnaire, namely: “The colors, images, and sounds that appear on the Quizizz media make me more enthusiastic in answering questions”. The statement was the last statement that the researcher gave to the students, the statement aims to find out whether the features in Quizizz such as colors, images, and sounds in the media have a good impact on students such as increasing their enthusiasm in the process. work on the questions that have been given by the teacher as an assessment in their class, and the results of the answers by the students can be seen in the following figure:

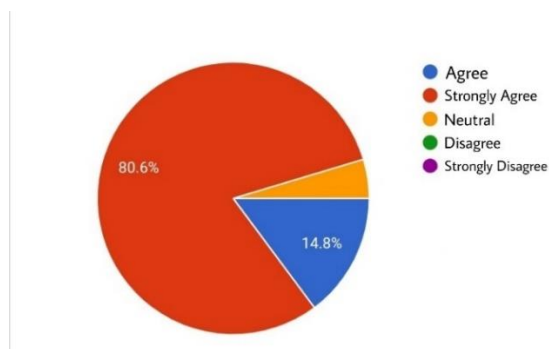


Figure 4. 15 The percentage of students' answer for fifteenth statement

Based on the picture above, it can be seen that there are 80.6%, namely 87 students who choose to answer Strongly Agree, and 14.8%, namely 16 students who choose to answer Agree, then 4.6%, namely 5 students who choose to answer Neutral, and none of the students who answered the Disagree option and the Strongly Disagree option in the last statement of the questionnaire. It can be concluded that the images, colors, sounds displayed by the Quizizz media have their own advantages, because it can increase their enthusiasm in answering the questions given by the teacher. This can be seen from none of the students who answered the disagree option and strongly disagree option on the statement.

Attractive pictures, sounds, and colors have a good impact on students. Usually, the assessment is done in a monotonous way and students find it boring. Students are not interested if the assessment is only done by giving questions on a piece of paper and they have to read and answer them by writing manually. However, it is different from Quizizz where each question the teacher can add interesting audio, pictures, and videos where it relates to the material being tested, so that it can have an impact on the students being more enthusiastic when answering the questions given by the teacher.

In short, based on the results of the questionnaire answers that have been given to the students, it shows that most of the students gave Agree responses to positive statements about Quizizz, and most students gave the Disagree option when the researcher gave negative statements to them. It can be concluded that overall, the students in the 10th IPS 1, 10th IPS 2, 10th MIPA 5, and 10th MIPA 6 classes at SMA N 2 Semarang have a good perception of the use of Quizizz as an English assessment medium by teachers in their classes.

4.2.3 Analysis of the Interview Result

In the case of this study, the researcher used the method of semi-structured interviews by Mann (2016), that semi-structured interviews are one of the ideal choices for qualitative research. The respondents used in this interview were the same students as when the questionnaire was conducted, only forty students were taken for the interview, and ten students were taken from each class. Only one question was given, students have chosen one of four answer clusters including very suitable, suitable, less suitable, and not suitable. Even so, the researcher gave the opportunity for respondents to express all their opinions. All respondents were given the same question. The respondents have their own opinion regarding the use of Quizizz in the classroom as an English assessment medium. The whole opinion of the students will be described by the researcher using the following code:

- Q as a question
- A in answer from the students

The four clusters of student answers during the interview are explained as follows

1. Students with very suitable answers

At the time of the interview that was held in the MIPA 6, IPS 1, and IPS 2 classes, the researcher met answers from various students. The following student answers were taken from student representatives from each class who had been interviewed. The students' answers that match the questions given show that students have a positive perception of using Quizizz, and here are their answers

Q: *Menurut anda sebagai siswa, apakah penggunaan Quizizz sebagai media penilaian Bahasa Inggris dikelasmu baik dan cocok digunakan oleh guru? Atau ternyata tidak baik untuk digunakan? lalu berikan alasanmu. (In your opinion, as a student, is the use of Quizizz as a medium for assessing English in your class good and suitable for use by teachers? Or is it not good to use? Then give your reasons).*

A1: *Menurut saya sangat cocok, karena praktis, saat dikasih nilainya juga gampang karena langsung keluar nilainya, materinya juga jadi lebih jelas. (I think it's very suitable, because it's practical, it's also easy when you give the grades because the grades come out right away, the material becomes clearer too).*

A3: *Cocok banget, karena seru miss, ada music nya , terus animasinya juga lucu-lucu miss, jadi saya tuh lebih tertarik gitu miss, karena ngga bosanin sama sekali, malah jadinya engga tegang pas ulangan. (It's really good, because it's fun miss, there's music, and the animation is*

funny too, miss, so I'm more interested in it, miss, because I'm not bored at all, I don't feel tense during the test).

A5: *Sangat cocok, karena di aplikasi Quizizz itu tersedia berbagai macam background, dimana itu memberikan dampak bagi saya lebih enjoy dalam mengerjakan soal-soal yang ada, saya juga ketika mendengar akan diadakan ujian malah respon saya itu tertarik, jika dulu saat masih menggunakan media kertas secara tulis manual rasanya itu malas miss jika mau ujian, tapi sekarang sudah tidak lagi, malah lebih bersemangat.* (Very suitable, because in the Quizizz application there are various kinds of backgrounds, which have an impact on me more enjoying working on the existing questions, I also heard that there would be an exam in fact my response was interested, if in the past I was still using paper media regularly. writing manuals feels lazy to miss if you want to take an exam, but now it's no longer, I'm even more excited).

2. Students with suitable answers

The students who have been interviewed show that there are students who express that they feel comfortable using Quizizz in their class. The answer shows that students have a positive perception of Quizizz. They feel comfortable and happy with the use of Quizizz as an assessment of English in their class. Here are their answers

Q: *Menurut anda sebagai siswa, apakah penggunaan Quizizz sebagai media penilaian Bahasa Inggris dikelasmu baik dan cocok digunakan oleh guru? Atau ternyata tidak baik untuk digunakan? lalu berikan*

alasanmu. (In your opinion, as a student, is the use of Quizizz as a medium for assessing English in your class good and suitable for use by teachers? Or is it not good to use? Then give your reasons).

A4: Cocok miss, yang saya suka dari quizizz itu jika jawaban kita salah disitu langsung diberi tahu jawaban yang benar, jadi kita langsung mendapatkan feedback tanpa harus menunggu miss, jika dulu sebelum menggunakan Quizizz kita tidak langsung tau apakah jawaban kita benar atau tidak, karena harus menunggu guru mengoreksi terlebih dahulu. (That's right miss, what I like about quizizz is that if our answer is wrong, we are immediately told the correct answer, so we immediately get feedback without having to wait for the miss, if before using Quizizz we didn't immediately whether our answer was correct or not, because we had to wait teacher corrects first).

A7: Tentu saja cocok miss, semenjak penggunaan Quizizz ini diterapkan dikelas, saat akan diadakan ujian, yang saya dan teman-teman rasakan sudah tidak merasa sebal lagi miss, malah kita senang, bahkan jika soalnya Cuma sedikit tuh kita yang merasa kurang, karena pas penilaian itu tidak kerasa waktunya tiba-tiba ternyata sudah mengerjakan 15 soal kita. Jadi penilaian Bahasa Inggris jadi terasa seru. (Of course, it's appropriate miss, since the use of Quizizz was implemented in class, when the exam was about to be held, what my friends and I felt was no longer annoyed, miss, instead we were happy, even if the problem was only a little, we felt that we were lacking, because when the assessment was done, I don't think it's time to

suddenly turn out to have done 15 of our questions. So, the English assessment is fun).

A9: Menurut saya cocok, karena Quizizz ini adalah salah satu permainan edukatif dimana sebelum adanya quizizz ini pembelajaran dan penilaian di kelas hanya sebatas guru berbicara, dan murid menyimak dengan menulis, dan bagi saya itu sangat kurang menarik, bahkan membosankan, sedangkan setelah adanya penggunaan Quizizz di kelas ini memberikan dampak yang memotivasi siswa untuk belajar lebih supaya saat kita dapat menjawab pertanyaan dengan cepat dan benar, maka akan muncul fitur point yang disediakan oleh Quizizz dan bagi saya sendiri saat mendapatkan point banyak, ada rasa bangga tersendiri. (I think it's suitable, because Quizizz is one of the educational games where before the quizzes learning and assessment in the classroom was only limited to the teacher speaking, and students listening by writing, and for me it was very uninteresting, even boring, whereas after the use of Quizizz in This class has an impact that motivates students to study more so that when we can answer questions quickly and correctly, the point feature provided by Quizizz will appear and for myself when I get a lot of points, there is a sense of pride).

3. Students with less suitable answer

At this point, the researcher found one student who stated that the respondent felt that he did not fit the use of Quizizz in their class. The student also conveys the reasons why the student has this perception. Therefore, the researcher found out if these students had a negative

perception of the use of Quizizz in their class. Here are the student's answers

Q: *Menurut anda sebagai siswa, apakah penggunaan Quizizz sebagai media penilaian Bahasa Inggris dikelasmu baik dan cocok digunakan oleh guru? Atau ternyata tidak baik untuk digunakan? lalu berikan alasanmu. (In your opinion, as a student, is the use of Quizizz as a medium for assessing English in your class good and suitable for use by teachers? Or is it not good to use? Then give your reasons).*

A23: *Menurut saya pribadi penggunaan Quizizz sebagai media penilaian Bahasa Inggris agak kurang baik miss, saya mempunyai tiga alasan tersendiri, yang pertama siswa akan terburu-buru dalam mengerjakan soal karena di setiap soalnya kita diberikan waktu yang hanya sedikit, yang kedua adanya fitur peringkat malah akan membuat siswa tidak fokus dalam mengerjakan soal, tapi malah akan fokus disitu, dan yang ketiga Quizizz tidak memberikan kesempatan untuk kita untuk mengganti jawaban yang sudah terlanjur kita klik, jadi saya lebih prefer untuk mengerjakan secara manual di kertas karena saya dapat mengoreksi ulang jawaban saya. (In my personal opinion, the use of Quizizz as a medium for assessing English is not good, miss, I have three reasons of my own, firstly students will rush in doing questions because in each question we are given only a little time, secondly the ranking feature will actually make students do not focus on working on the questions, but instead will focus on them, and the third Quizizz does not provide an opportunity for us to change the answers that we have already clicked on, so I prefer to do it manually on paper because I can re-correct my answers).*

4. Students with not suitable answer

In the interviews that have been carried out, the researchers also found one student's answer which indicated that the student was not

comfortable with the use of Quizizz in their class. Students also give their opinion about Quizizz. This shows that these students have a negative perception of the use of Quizizz as an assessment of English in their class. Here is the answer during the interview.

Q: Menurut anda sebagai siswa, apakah penggunaan Quizizz sebagai media penilaian Bahasa Inggris dikelasmu baik dan cocok digunakan oleh guru? Atau ternyata tidak baik untuk digunakan? lalu berikan alasanmu. (In your opinion, as a student, is the use of Quizizz as a medium for assessing English in your class good and suitable for use by teachers? Or is it not good to use? Then give your reasons).

A29: Tidak miss, mungkin pemikiran saya agak berbeda dengan teman-teman yang lain, tapi mohon maaf miss, ketika guru menggunakan Quizizz ini menurut saya kurang ya miss, karena waktu yang diberikan di tiap soalnya terlalu cepat, sehingga poin yang saya dapatkan malah sedikit, bukan karena saya tidak tau jawaban dari soalnya, akan tetapi karena saya belum sempat klik jawaban saya sudah kehabisan waktu terlebih dahulu. Andai guru memberikan waktu yang lumayan Panjang mungkin pemikiran saya mengenai Quizizz ini akan berubah. (No miss, maybe my thoughts are a bit different from other friends, but I'm sorry miss, when the teacher uses Quizizz, I think it's not enough, miss, because the time given in each question is too fast, so the points I get are few, right? because I don't know the answer to the question, but because I haven't had time to click on the answer, I've run out of time first. If the teacher gives a long enough time maybe my thoughts about this Quizizz will change).

From the results of interviews that have been carried out by researchers, there are 40 students who have been interviewed. The answers of the 40 students showed that 12 students chose to answer very suitably, there were 26

students answered suitable, and 1 student answered less suitable, and 1 student answered not suitable on the use of Quizizz in their class as an English assessment medium in their class. It can be concluded that all of them agree that Quizizz is a good medium and is suitable for teachers to use in their class, they think that Quizizz is suitable as a learning and assessment medium, they feel various positive impacts when teachers change their assessment using Quizizz media than previously using manual media such as writing on paper. Even some students hope that in the future teachers will continue to use this media for their learning, they also hope that other teachers who have not used this media immediately use it. Because Quizizz is a practical medium, not boring, and very interesting for students. This proves that the use of Quizizz as an English assessment medium in the classroom is a good and appropriate choice for teachers.

4.3 Discussion

The research discussion was carried out after the researcher observed the results of the interviews and questionnaires that had been distributed. In this study, the formulation of the problem is about Students' perceptions of Quizizz as English assessment media, and factors that influence students' perceptions of using Quizizz in the 10th grade of SMA N 2 Semarang.

Based on data from the results of questionnaires and interviews that have been conducted, the researcher provides further information and discussion as follows:

4.3.1 Students' perceptions of Quizizz as English assessment media

In this section, the researcher will convey and explain students' perceptions regarding the results of their questionnaire and interviews on the use of Quizizz as a medium for assessing English in their classrooms. This is different from the research from Fakhruddin and Nurhidayat (2020) where the research focuses on the use of Quizizz as a Grammar learning in their classrooms. According to Slameto (2010) perception is an event regarding the entry of information and messages in the human brain, and with perception, humans can establish a relationship with their surroundings. Similar to research from Amalia (2020) where in this study the researcher examined the use of Quizizz from the perspective of students, while this research was seen from the perceptions of students. From someone's perception, we can find out about someone's views and opinions on something or things around him. In this case, the researcher will look at students' perceptions of Quizizz as a medium for assessing English in their class.

The results of the questionnaire shown that almost all students agree with positive statements about Quizizz, and do not agree with negative statements about Quizizz. This positive perception can be seen from the 3 main points in the statements in the questionnaire, where in the first point the questionnaire states that they are more interested when teachers use Quizizz for English assessment media than they have to write on paper, and on the second point according to them Quizizz is easier to do when working on the questions that have been given by the teacher, and the third point shows that students are more interested when the teacher carries out assessments and learning using Quizizz media, because the

media has a good impact on students, namely they become easy to remember the material that has been delivered by the teacher. Then the interviews that have been carried out to 40 students also showed that 38 students gave positive responses and perceptions of the use of Quizizz in the classroom, while only 2 students gave negative responses to the use of Quizizz in the classroom as an English assessment medium. So, it can be concluded that students in grade tenth MIPA 6, tenth IPS 1, and tenth IPS 2 at SMA N 2 Semarang have a positive perception of the use of Quizizz as an English assessment medium.

4.3.2 Factors that influence students' perceptions of Quizizz as English assessment media

In the previous sub-chapter, the researcher explained that students in the tenth MIPA 6, tenth IPS 1, and tenth IPS 2 classes at SMA N 2 Semarang have a good perception of using Quizizz as a medium for assessing English in their class. Students can have a good perception of Quizizz, of course, this is due to several factors. According to Gibson (2014), perception can be influenced by 2 factors, namely internal factors and external factors. Internal factors can be seen from how students show their interest in an object. The object under study is Quizizz. And it can be seen that the students gave a positive response to the questionnaire and interviews that have been conducted. This is because when the teacher uses the Quizizz media students feel more enthusiastic and their motivation becomes higher in the learning and assessment process. This is supported by the features and designs available in Quizizz which are attractive and easy for students to understand. This is in contrast to research from Akhtar et al. (2019) where the

research only focuses on the opinions of teachers regarding the use of Quizizz as an assessment medium in the classroom.

In class tenth MIPA 6, tenth IPS 1, and tenth IPS 2 at SMA N 2 Semarang also showed interest when the teacher used Quizizz as a medium of learning and assessment in class. According to students after the teacher used the Quizizz media, classroom learning became easier and more interesting to implement, this was evident from the answers of the students who chose "agree" and "strongly agree" on the 14 positive statements provided in the questionnaire, and this was also supported by the statement of each student during the interview, the effect they felt after the teacher used the Quizizz media was that students felt more motivated to work on questions when the English assessment was carried out, because they thought working on questions using the game method was more interesting to do.

According to Dimiyati & Mudjino (2010) things that affect the increase in motivation in learning are influenced by several things, namely the first factor is the ambition of a student in his desire to achieve what he wants or wants to achieve, the second factor is the student's learning ability, which can be influenced by the student's mindset, namely his memory, or what he pays attention to, and several things that include the psychological aspects of students, and the third is the state of students' physical and spiritual conditions, such as natural responses that occur in students such as sleepiness, hunger, anger, boredom, it can greatly affect the motivation in students, and the fourth is to look at the environmental conditions around students, if learning is carried out around students in an active and interesting atmosphere, student motivation will be higher in participating in

the learning process in class, and the last is how the efforts of a teacher in the process of educating and convey learning, how a teacher conveys material, explains, and how a teacher pays attention to students, because it also greatly influences student learning motivation.

In this regard, when Quizizz is used by teachers for English assessment media in class, students feel challenged because when carrying out their assessments they also feel they are competing between friends in doing questions from the teacher. In addition, Quizizz can be arranged by the teacher with a different order of questions for each student, so students must think critically, and they will rely on themselves, because of course it will not give students the opportunity to cheat with their friends.

In addition, the appearance and features available on Quizizz make students more excited when an assessment will be held. Because for students, game-based assessments are more interesting and fun to do than having to carry out assessments with the old method, namely by using paper media and students having to fill it out manually by writing it on paper. As we know, in the learning process in the classroom, a teacher must be able to create a fun class and make students creative. Sani (2014) states that a person can think creatively if he can develop an idea as it should and according to its quality. Therefore, it can be concluded that the teacher using interesting media will make students more enthusiastic in carrying out learning activities and they will think more creatively during the learning process.

What is no less interesting according to students in using Quizizz media is how the Quizizz feature can show the correct answer after students choose the

wrong answer, so students feel they can immediately get feedback and can remember it for the next assessment, students feel helped and know the mistake was right away without having to wait long as before, when students were still using the old media, namely writing on paper, the students had to wait for the teacher to finish correcting, and it also took a long time. So according to students' perceptions by using Quizizz, the time used is more efficient and more disciplined.

In addition to perceptions that come from these internal factors that influence students to express their opinions, perceptions can also come from external factors. Gibson (2014) also explains about external factors that occur in a person's perception, these factors can arise from other sources, namely besides the students themselves. These internal factors such as classrooms, time, facilities, or other resources that are not sufficient in a classroom learning process. However, the results of research at SMA N 2 Semarang show that students in the class can use the Quizizz application properly, without any disturbances that can affect their learning process. They feel comfortable when the teacher uses the media as an assessment of English in their class.

Based on the explanation above, it can be concluded that internal factors influence a student's perception more than external factors because the external factors of students in class tenth MIPA 6, tenth IPS 1, and tenth IPS 2 at SMA N 2 Semarang did not have an impact or effect at all on the positive perceptions they have conveyed. By using Quizizz, it is evident from the opinions of students who stated that the assessments carried out using Quizizz became more simple,

interesting and easy, so that it had an impact on students getting better in carrying out learning activities and assessments that teachers did in class.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher was conveyed a conclusion from the data that has been in the language in the previous chapters, and the researcher was provide suggestions that will refer to the actions that must be taken next in the English language assessment process based on the results of the research findings.

5.1 Conclusion

Based on the data that the researcher has analyzed, namely from the questionnaires and interviews that have been conducted, the researchers can conclude that the first research problem is related to the results of the questionnaires that have been distributed to students. can increase their interest and motivation in the assessment process. This is supported by factors that influence their interest through the features in Quizizz making students interested and excited in the classroom. This media proves that Quizizz is needed by teachers to make the classroom atmosphere more active and the results of using this media as an English assessment become more effective. The percentage results also show that almost all students agree that Quizizz is an interesting, practical and very influential application for the assessment process in the classroom. As a result, they are more feel happy and interested when the English assessment in class is carried out using English assessment media.

Then related to the second research, namely interviews conducted by researcher to students, it showed that, by using Quizizz in the classroom as a medium for assessing English, it had a positive effect. These effects are related to the increased motivation of students to conduct English assessments in class. The students feel challenged because the features on Quizizz show interesting things. They feel that assessment is more fun with Quizizz because this media is an educational game that is very fun and not boring. Another effect is that students feel more creative and easier to remember the material that has been delivered by the teacher, the result is that when the assessment is held students become easier to answer questions by choosing the correct answer. It doesn't even take long because after they answer the questions, they will immediately get feedback about the results of the exams they have done. 37 out of 40 students interviewed stated that they agree that Quizizz is a fun medium and very suitable to be used in their classrooms as an English assessment medium.

5.2 Suggestion

Based on the conclusions above, the researcher has several suggestions. The first suggestion for teachers is that in the future they will use Quizizz media as creatively as possible, so that students will always give good responses and be able to carry out English assessments with enthusiasm and with high motivation. The teacher can adjust the time for each given question according to the abilities of the students in the class. The second suggestion for students is that after using this Quizizz media, they will make more use of it in the learning process, because Quizizz can

be used outside the classroom and even outside of school, if there are obstacles or problems that students experience in the assessment process, then to immediately confirm and discuss it with the teachers who teach English in their respective classes. The third suggestion for future researchers is that this research can be used as a reference and benchmark for future studies of the same type.



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