

EFL Students' Perceptions of Using Quizizz as a Learning Tool

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Abstract—This study examined students' perceptions of using Quizizz as a learning tool in the University of Prizren's Department of English and Literature. A quantitative method was employed, utilizing data collected from a questionnaire. This questionnaire was distributed to 50 students during the summer semester of the 2022/2023 academic year. The researcher used Google Forms to analyze the data and determine the frequency and the percentage. The findings revealed that students had positive perceptions of this tool in the classroom. Most students found Quizizz helpful, fun, and engaging, and it significantly contributed to their motivation. Future research should focus on examining teachers' perceptions regarding this platform in the context of teaching and learning.

Index Terms—Quizizz, students' perceptions, tool, EFL students, EFL classroom

I. INTRODUCTION

The rapid growth of technology has significantly transformed various fields globally, including education (Xu et al., 2025; Noviasmy et al., 2023; Amalia, 2020; Angelina et al., 2022; Irwansyah & Izzati, 2021; Rakaj, 2021; Milandari et al., 2024). Technology plays a significant role in today's classrooms (Bereczki & Karpati, 2021). It is transforming and making education more sophisticated, as teachers embrace a new era where e-learning platforms effectively facilitate teaching and learning (Pertiwi, 2020; Lim & Yunus, 2021; Criollo-C et al., 2021). Many online applications enhance teaching and learning activities, including Quizizz, Kahoot, Nearpod, Google Classroom, Mentimeter, Padlet, Quizlet, etc. These tools can be employed in teaching and assessing student performance (Amalia, 2020; Pertiwi, 2020). Moreover, research has shown that educational games enhance classroom dynamics, encourage student involvement, and boost students' learning experience (Licorish et al., 2018). Consequently, teachers use these tools to create a lively learning environment that keeps students engaged and prevents boredom (Hanif et al., 2023). Furthermore, digital tools foster the development of 21st-century skills, including critical thinking, creativity, collaboration, technology skills, and problem-solving abilities (Voogt & Roblin, 2012). One such tool used by teachers in the classroom is Quizzes. This application stands out from other online learning platforms due to its unique features designed to enhance teaching and learning (Hismarliza, 2023). While previous studies have focused on students' perceptions of Quizizz's implementation in the classroom, there has been no research specifically exploring its use within the Department of English Language and Literature at the University of Prizren. Consequently, this study aims to answer the following research questions:

1. What are students' perceptions of using Quizizz in the classroom?
2. What is students' level of readiness to continue using Quizizz in the future?

II. LITERATURE REVIEW

A. Characteristics of Quizizz

Quizizz is an online learning tool that has been widely used by teachers and students in various educational settings. Developed by Ankit Gupta and Deepak Joy Cheenath from Bengaluru, India (Hamidah & Wulandari, 2021), Quizizz effectively facilitates multiplayer activities, making in-class exercises engaging and enjoyable (Pahamzah et al., 2020; Yan Mei et al., 2018). It is a tool that enhances student engagement and motivation (Ningsih et al., 2024; Pramudita, 2023; Harahap & Kembaren, 2023; Dzirkullah & Syafi'i, 2021). Students can easily access Quizizz through its website <https://quizizz.com> (Natalia et al., 2023). According to Munavir and Hasbi (2021), Quizizz is a free tool that teachers can use to administer and assess students, whether in-person or as homework. Angelina et al. (2022) note that students at all grade levels can access it, thus allowing them to download and join the platform for free. The application incorporates dynamic features, such as memes, avatars, music, and themes, which significantly improve the learning environment (Yanti et al., 2021; Houg, 2022). Students can benefit from unlimited access to various quizzes tailored to meet their specific needs (Lim & Yunus, 2021). Additionally, teachers have the flexibility to design and modify the content of their quizzes at any time and use them with their students in the classroom. Another important feature of this tool is that students can track their progress through the real-time leaderboard (Irwansyah & Izzati, 2021; Zhao, 2019; Rahayu & Purnawarman, 2019). Furthermore, teachers can generate reports following quizzes, which assist in monitoring student development (Pramudita, 2023; Febriani et al., 2022). They can download the results as spreadsheets (Noviasmy et al., 2023). Quizizz serves not only as a teaching tool but also as an instrument for summative or formative

assessments (Pertiwi, 2020). Another advantage of this tool, according to Chaiyo and Nokham (2017), is that students do not have time for cheating due to its randomized questions, which do not allow them to share answers with their friends (Noviasmy et al., 2023; Amalia, 2020). Ultimately, Quizizz can make learning both engaging and entertaining (Harahap & Kembaren, 2023). This leads to the conclusion that this tool can be effectively utilized in the classroom with various devices, including computers, laptops, tablets, and even mobile phones (Harahap & Kembaren, 2023).

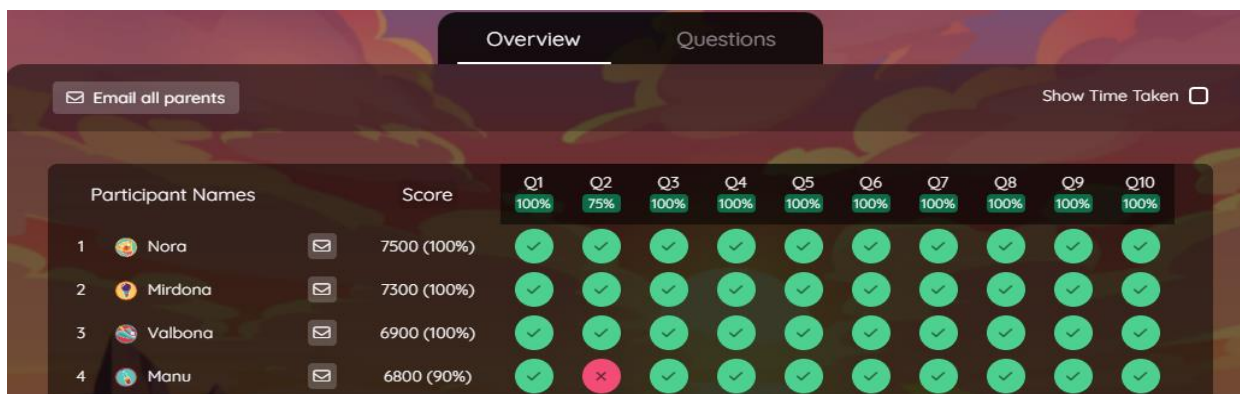


Figure 1. An example of Quizizz (Leaderboard) in an EFL Classroom

B. Previous Studies on Students' Perceptions of Using Quizzes

Many studies have shown diverse ways of applying Quizizz in teaching (Angelina et al., 2022). For instance, a study conducted by Dewi and Astuti (2021) revealed that students perceived Quizizz as a useful learning tool. The researchers employed a descriptive qualitative research design to collect data at a public university in Central Java. The results indicated that Quizizz kept students motivated, engaged, and concentrated during their online classes. Another study by Suharni et al. (2021) aimed to investigate students' perceptions of using Quizizz for learning English at a Junior High School in Riau. Their study utilized a quantitative survey method. They collected data from 50 students. The outcomes of this study demonstrated that Quizizz was easy to use and that students enjoyed their classes, felt motivated, and preferred it to traditional paper exercises in the classroom. Additionally, it aided them in reviewing lessons and avoiding exam anxiety.

Zhao (2019) investigated students' feedback about Quizizz in an accounting classroom. The study showed that students liked the features of this tool, particularly the leaderboard that displays live rankings of their performance. They agreed that Quizizz motivated them to study and helped them concentrate in class while reducing test anxiety (Jannah et al., 2020). Students found online in-class exercises more enjoyable than paper-based ones and believed that using Quizizz helped them review course materials and stimulated their interest in learning accounting.

Many studies have investigated the use of quizzes to assess students' performance. One study conducted by Noviasmy et al. (2023) revealed that the tool positively impacted students, who achieved a 78% accuracy level in answering questions. Also, students preferred Quizizz over paper quizzes and Google Forms. Amalia (2020) investigated students' perceptions of Quizizz as a learning tool for testing their knowledge and found that students had positive attitudes toward it, considering it superior to traditional testing methods. Although numerous studies have investigated the effectiveness of quizzes in the classroom, research focused on their application remains limited. This gap underscores the importance of this study, which aims to explore how students perceive the use of Quizizz in an EFL classroom.

III. RESEARCH METHODOLOGY

This research utilized a quantitative approach involving 50 students majoring in English Language and Literature at the University of Prizren. The objective was to find out students' perceptions regarding using Quizizz in the classroom. The researcher adapted a questionnaire based on the one used by Suharni et al. (2021). Students were asked to express their opinions on the implementation of the Quizizz using a Likert scale from "strongly disagree" to "strongly agree". The questionnaire consisted of 12 questions. The researcher used Google Forms to disseminate the questionnaire. Data collection occurred at the end of the summer semester of the academic year 2023/24. To present the students' overall perceptions, the researcher compiled the percentages generated by Google Forms and interpreted the findings in relation to the research questions (Zulfa & Ratri, 2022).

IV. RESEARCH FINDINGS

The following table presents the results collected from students in the Department of English Language and Literature at the University "Ukshin Hoti" Prizren.

TABLE 1
STUDENTS' PERCEPTIONS OF USING QUIZZZ AS A LEARNING TOOL

1. Quizizz is easy to use.	Strongly agree Agree Neutral Disagree Strongly disagree	23 (46 %) 24 (48 %) 3 (6 %) 0 (0 %) 0 (0 %)
2. Using Quizizz reduces distractions caused by cell phones or other electronic devices.	Strongly agree Agree Neutral Disagree Strongly disagree	14 (28 %) 23 (46 %) 11 (22 %) 1 (2 %) 1 (2 %)
3. Using Quizizz is effective in enhancing my engagement in the classroom.	Strongly agree Agree Neutral Disagree Strongly disagree	20 (40 %) 27 (54 %) 2 (4 %) 1 (2 %) 0 (0 %)
4. Quizizz stimulates my interest in learning English.	Strongly agree Agree Neutral Disagree Strongly disagree	17 (34 %) 27 (54 %) 5 (10 %) 1 (2 %) 0 (0 %)
5. Using Quizizz is fun and interesting.	Strongly agree Agree Neutral Disagree Strongly disagree	25 (50 %) 22 (44 %) 3 (6 %) 0 (0 %) 0 (0 %)
6. The ranking function (Leaderboard) in Quizizz motivates me to study.	Strongly agree Agree Neutral Disagree Strongly disagree	18 (36 %) 23 (46 %) 9 (18 %) 0 (0 %) 0 (0 %)
7. Using Quizizz helps me know my classmates.	Strongly agree Agree Neutral Disagree Strongly disagree	10 (20 %) 24 (48 %) 12 (24 %) 4 (8 %) 0 (0 %)
8. Using Quizizz helps me review the course materials.	Strongly agree Agree Neutral Disagree Strongly disagree	15 (30 %) 29 (58 %) 6 (12 %) 0 (0 %) 0 (0 %)
9. Using Quizizz helps me concentrate.	Strongly agree Agree Neutral Disagree Strongly disagree	16 (32 %) 27 (54 %) 7 (14 %) 0 (0 %) 0 (0 %)
10. Using Quizizz doing exercise reduces my test anxiety.	Strongly agree Agree Neutral Disagree Strongly disagree	15 (30 %) 23 (46 %) 8 (16 %) 3 (6 %) 1 (2 %)
11. Using Quizizz is more helpful in my learning than doing exercise on paper.	Strongly agree Agree Neutral Disagree Strongly disagree	14 (28 %) 27 (54 %) 6 (12 %) 3 (6 %) 0 (0 %)
12. I would like to use Quizizz more in the future.	Strongly agree Agree Neutral Disagree Strongly disagree	18 (36 %) 29 (58 %) 2 (4 %) 1 (2 %) 0 (0 %)

Regarding the first item, the data indicates that a majority of students strongly agree (48%) that Quizizz is easy to use in the classroom, 46% strongly agree, and only 6% remain neutral. The results show that 46% of participants agree that using Quizizz reduces distractions caused by cell phones and other electronic devices, 28% strongly agree, 22% remain neutral, and 2% disagree with this item. In examining the third item, the results show that 54% of them agree that Quizizz is effective in enhancing their engagement in the classroom, 40% strongly agree, 4% remain neutral, and 2% disagree with this item.

Regarding item four, the majority of participants agree that Quizizz stimulates their interest in learning English, while 10% remain neutral, and 2% disagree. Moreover, a high percentage of students (50%) strongly agree that Quizizz is both fun and interesting, while another 44% agree. Importantly, the results demonstrate that 46% agree that the ranking

function (Leaderboard) motivates them to study, 36% strongly agree, and 18% remain neutral. The above table shows that about 48% of them agree that using Quizizz helps students get to know their classmates, 20% strongly agree, 24% remain neutral, and 8% disagree with this item. Regarding item 8, the table reveals that 58% agree that Quizizz helps them review the course materials, 30% strongly agree, and 12% remain neutral. Moreover, 54% affirm that Quizizz helps them concentrate on lessons and 32% strongly agree.

Regarding item ten, the results show that most of participants agree that using Quizizz for exercises reduces their anxiety, 30% strongly agree, and 16% remain neutral. Moreover, 54% agree that Quizizz is more helpful than doing exercises on paper, 28% strongly agree, and 12% remain neutral. The final item of the questionnaire indicates that 58% of participants would like to use Quizizz in the future, 36% strongly agree, 4% remain neutral, and only 2% disagree.

V. DISCUSSION

In general, the study reveals that participants have positive perceptions of using Quizizz in the classroom. Regarding the first research question, the findings indicate that Quizizz is effective in the classroom. A high percentage of them say that it is easy to use, enhances their engagement in the classroom, stimulates their learning, reduces cell phone distraction and other electronic devices in the classroom, and reduces test anxiety. Additionally, the study demonstrates that this tool helps students get to know their friends and fosters competition (Ganesan et al., 2024; Febriani et al., 2022), which aids in improving time management skills (Munawir & Hasbi, 2021) and reviewing course materials. This is in line with previous studies conducted by Lim and Yunus (2021), Suharni et al. (2021), and Zhao (2019), which showed that students can review course materials and questions after completing one round of the game/quiz.

It should be noted that the Leaderboard feature on their smartphones allows them to track their progress in real-time (Noviasmy et al., 2023), modify their responses (Roshdan et al., 2021), and find which materials they lack (Munawir & Hasbi, 2021). Moreover, the results reveal that this tool keeps them concentrated and motivated (Huong, 2022). This is consistent with findings from previous studies conducted by Dewi and Astuti (2021), Munawir and Hasbi (2021), and Degirmenci (2021), which demonstrated that this platform increased students' motivation to learn English.

Regarding the second question, 94 % of participants expressed their willingness to continue using this tool in the future. This is somewhat consistent with the study conducted by Resmayania and Widaswara (2022), which revealed that 90% of students felt inspired to learn English through this platform. To summarize both research questions, students are more likely to accept online tools if they are relevant to their interests, if they feel comfortable using them in the classroom, and if these tools help them improve their performance (Mustafa, 2015).

VI. CONCLUSION

This study aimed to examine EFL students' perceptions of using Quizizz. The results of this study indicated that the majority of students preferred this tool for learning English. Effectiveness, usefulness, motivation, and willingness were the major aspects experienced by 50 students while using Quizizz. The study showed that Quizizz was useful in engaging students in learning English and reviewing course materials. Students found the platform user-friendly and easily accessible (Siregar & Oktavia, 2022). Additionally, the findings showed that Quizizz positively impacted student motivation (Munawir & Hasbi, 2021; Rivas-García & Magadán-Díaz, 2022; Graham, 2015) and concentration (Rahmawati, 2021). In line with this, the study demonstrated that Quizizz was beneficial for both academic and motivational purposes by promoting an exciting, engaging, and competitive learning environment (Huong, 2022). Overall, a high percentage of participants were willing to continue using this tool in the future.

A. Limitations

The researcher faced some limitations. First, this study collected data from only 50 students at the University of Prizren. Second, the researcher investigated one department; therefore, the findings cannot be generalized to other faculties or departments within the University of Prizren. Finally, this study did not include data on professors' perceptions of this tool in their teaching practices.

B. Recommendations

Future studies should investigate the effectiveness of Quizizz from the perspectives of teachers and parents (Lim & Yunus, 2021). Also, it would be beneficial to investigate the use of this tool in other universities to determine whether it is used by professors and students in the classroom. Ultimately, researchers should discuss other tools that professors use with their students.

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