Students' Perception and Motivation In Learning English Towards The Use of Quizizz For Efl Students

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Abstract

This research aimed to discover the students' perception and motivation in learning English towards the use of quizizz features for EFL students. The method used in this research was a descriptive qualitative approach. Participants of this research were the students of Bina Sarana Informatika University, and the subject of this research was 42 students of 12.1A.21 class 2022/ 2023. Data collection techniques used were the questionnaire and interview results. Data analysis techniques used were basic statistical techniques of percentages using the Likert-scale questionnaire, and the data was supported from the interview's results as the secondary data. The results of this research indicated intrinsic and extrinsic factors that influence students to participate in the learning English towards the use of quizizz features which include: 1) Intrinsic factors (challenging, curiosity, learning new things, improving their knowledge and English skill), 2) Extrinsic factors (getting a good mark, gaining good Grade Point Average, and getting experience of using quizizz features). It showed that the EFL Students have a good perception and good motivation in learning English towards the use of quizizz features for EFL students. In conclusion, learning English towards the use of quizizz features for EFL students is good, and this quizizz features can be considered as English learning and practice media, which will be better to combine with the conventional ways in the classroom.

Keywords : *EFL students, extrinsic, intrinsic, motivation, quizizz*

Introduction

In the digital age, the use of technology-enhanced learning tools has become increasingly prevalent in educational institutions worldwide. Quizizz features have gained popularity to engage students, assess their knowledge, and provide instant feedback. This journal seeks to shed light on how students at the University of Bina Sarana Informatika respond to this learning media in their English language learning, named quizizz feature.

The perception of students regarding the use of quizizz features is a crucial aspect examined in this study. It explores whether students view quizizz feature as effective tools for enhancing their English language skills, or if they consider them to be merely an additional academic requirement. Understanding how students perceive quizizz features can provide valuable insights into the overall effectiveness of integrating technology into the curriculum.

Furthermore, it investigates the motivational factors that drive students to actively participate in quizizz features. Motivation plays a pivotal role in the learning process, as it influences a student's level of engagement and commitment to their studies. By

uncovering the key motivators that encourage students to participate in quizizz features, educators and institutions can design more effective learning experiences that align with students' needs and preferences.

Online quizzes have become an integral component of modern educational technology. They offer various advantages such as immediate feedback, flexibility, and the ability to assess and reinforce students' understanding of course material. The quiz feature is also an alternative way to learn English because it covers all the language aspects. Retrieval practice during quizzes can greatly enhance the retention of retrieved information. Quizzes serve a dual purpose by enabling students to pinpoint knowledge gaps and concentrate their efforts on challenging content (Lodge et al., 2018). Additionally, quizzes have been shown to foster a continuous and deeper learning process, motivating students to engage with course material more regularly (Lodge et al., 2018). Furthermore, quizzes can function as interactive instruments to enhance student engagement within the learning environment (King & South, 2017). Finally, they play a pivotal role in aiding students' exam readiness by furnishing valuable opportunities for targeted practice (OECD., 2016).

Motivation is essential, especially the motivation of English students to participate in the teaching and learning process. Motivation is the wrench of success in the process of learning and as one of the most significant things in the process of learning itself (Purnama et al., 2019). Regarding the teaching and learning process, students must be motivated to learn and concentrate both before and when taking the lessons. To do so, Motivation is seen as a mental impulse that encourages human behavior, it is including behavior in learning. In this research, motivation can be considered as the overall driving force for the students that leads them to the activities of learning, so that the lessons can be achieved. (Lase, 2016) defines that motivation is a change in energy in a person characterized by the emergence of the feeling and preceded by a response to the existence of a goal. Nevertheless, motivation will cause a change in human energy, further it will cling to the problems of mental symptoms, emotions and feelings, act or do something.

(Hamalik, 2006) argues that "intrinsic motivation is motivation included in learning situations that originate from the needs and goals of the students themselves". Meanwhile, according to (Sardiman, 2011) "intrinsic motivation is the motives that become active, and function do not need to be stimulated from the outside because within each individual there is an urge to do something". Extrinsic motivation is encouragement from outside a person, while intrinsic motivation comes from the person himself. According to (Uno, 2023) a person's existence, passions, interests, desires, hopes, and ambitions serve as indicators of their motivation, which is an internal and external source of encouragement. According to Sardiman (Sardiman, 2011), there are two different sorts of motivation, extrinsic and Intrinsic. Intrinsic motivation is the motive that becomes active or effective without external stimulus. Motives that become active or functional because of outside influences are said to be extrinsic.

(Notoatmodjo, 2010) Although it can be measured, motivation cannot be evaluated directly. Social motivation and biological motivation are the main things that are measured. There are several ways to measure motivation, namely by 1) projective tests, 2) questionnaires, and 3) behavior. Projective tests are reflections of what is inside us. To understand what people, think, we give stimulus to be interpreted. One of the many projective techniques known is the Thematic Apperception Test (TAT) is one of the several projective methods that are widely used. A picture is presented in the test, and the subject is asked to create the image's narrative. According to Mc Leland's theory, a

person has three needs: a desire for accomplishment (n-ach), a need for power (n-power), and a need for affiliation (n-aff).

Asking someone to respond to a questionnaire that contains potential questions to boost their motivation is one technique to gauge motivation using a questionnaire. Based on filling out the questionnaire, we can see which needs are the most dominant. Another method of measuring motivation is by behavioral observation, which involves creating conditions that allow someone to exhibit the behavior that motivates them. To gauge someone's ambition for success, they can be asked to create origami within a certain amount of time. The observed behavior is, Does the client use the feedback given, makes a risky decision and is concerned with quality than quantity of work (Notoatmodjo, 2010)

The term "perception," etymologically derived from the Latin word "perceptio," signifying the act of receiving or taking in information, holds a central position in the realm of cognitive science. In contemporary discourse, perception encapsulates the intricate process through which sensory information is comprehended and interpreted (Qiong, 2017). According to the Longman Dictionary of Contemporary English, it pertains to "the manner in which one observes and forms opinions regarding stimuli, the assimilation of sensory data via sight and hearing, and the alacrity with which one processes information."

Perception represents a multifaceted construct, influenced by a plethora of factors, as expounded upon by (Wahyuni, 2021). These factors can be categorized into two overarching domains: internal and external. Internal factors encompass individual characteristics, with motivation for active engagement in learning activities being a salient component. Motivated individuals tend to exhibit heightened participation in educational endeavors, underscoring the substantial impact of internal elements on the perceptual process.

(Démuth, n.d.) introduces two seminal theories that elucidate the dynamics of perception: the bottom-up and top-down theories. In the context of the bottom-up theory, paramount importance is attributed to the initial processing of sensory data. Sensory receptors diligently gather information from the external milieu, transmitting this data to the cerebral cortex for meticulous analysis and interpretation. This theory accentuates the pivotal role of sensory input in the construction of our perceptual understanding.

Method

In this research study, a qualitative descriptive approach was employed to delve into the realm of student motivation. Qualitative research, as outlined by (Creswell & Creswell, 2017), unfolds within a natural setting, and utilizes a deployment model to extract rich insights from practical experiences or in-depth investigations conducted by researchers, focusing on specific programs, events, activities, processes, or individuals. The chosen method, qualitative descriptive, aimed to provide precise, well-organized, and authentic explanations.

The study targeted 42 first-semester students from the Information System study program at Universitas Bina Sarana Informatika. These students were selected based on their enrollment in the English I course. Data collection was accomplished using questionnaires and interviews. The questionnaire employed a Likert scale and drew inspiration from The Attitude Motivation Test Battery (AMTB) by (Gardner, 2004). This questionnaire consisted of 10 statements designed to gauge students' motivation.

Additionally, interviews were conducted with participants, featuring four distinct questions.

The data collected through these research methods centered on investigating the perceptions and motivations of EFL (English as a Foreign Language) students regarding the quizizz feature. The findings of this study were categorized into two primary dimensions: students' perceptions of the quizizz feature in an English e-classroom (questions 1 to 10) and students' motivation to learn English through the same quizizz feature (questions 11 to 20).

In addition to utilizing questionnaires, this study incorporates the use of interviews as a data collection method in qualitative descriptive research. Interviews serve as a valuable approach to gather comprehensive information and gain deeper insights into participants' experiences and perceptions. Therefore, interviews constitute a valuable method for data collection in qualitative descriptive research, particularly when the aim is to explore and understand participants' experiences and perspectives more profoundly.

Results

EFL Students' Perception Towards the Use of Quizizz Application

The results of the study showed that the overall perception of EFL students towards the quizizz feature was good. The study used a questionnaire to gather data from 42 EFL students. The questionnaire consisted of ten statements that aimed to measure the students' perception of the quizizz feature. The statements covered various aspects such as the ease of navigation, the relevance of the content, the user interface, the comprehensiveness of the learning materials, the accessibility, the value of the feature, the ease of use, the feedback provided, and the reliability of technical support. The students were asked to rate their attitude towards each statement using a scale of 1 to 4, with 1 indicating "strongly agree" and 4 indicating "strongly disagree". The detailed results of the study are presented in the table below.

Table 1. Result of questionaire about EFL students' perception towards the use of quizizz application

No	Statement	Attitude	Scale	Freq	%	Weight	Mean	I
1	How easy is it to navigate through the quizizz feature platform?	SA	4	16	38,1%	64	3,12	G
		A	3	17	40,5%	51		
		D	2	7	16,7%	14		
		SD	1	2	4,8%	2		
2	Do you find the content on quizizz feature engaging and relevant to your English learning?	SA	4	6	14,3%	24	2,74	G
		A	3	20	47,6%	60		
		D	2	15	35,7%	30		
		SD	1	1	2,4%	1		
3	Is the user interface of quizizz feature visually appealing?	SA	4	11	26,2%	44	2,93	G
		A	3	19	45,2%	57		
		D	2	10	23,8%	20		
		SD	1	2	4,8%	2		
4	Do you believe quizizz feature enhances your	SA	4	12	28,6%	48	3,14	G
		A	3	25	59,5%	75		
		D	2	4	9,5%	8		

No	Statement	Attitude	Scale	Freq	%	Weight	Mean	I
	overall English language skills?	SD	1	1	2,4%	1		
5	Are the learning materials provided on quizizz feature comprehensive?	SA	4	3	7,1%	12	2,81	G
		A	3	29	69,0%	87		
		D	2	9	21,4%	18		
		SD	1	1	2,4%	1		
6	How satisfied are you with the accessibility of the quizizz feature?	SA	4	16	38,1%	64	3,24	G
		A	3	21	50,0%	63		
		D	2	4	9,5%	8		
		SD	1	1	2,4%	1		
7	Do you feel that quizizz features are a valuable addition to your EFL education?	SA	4	14	33,3%	56	3,07	G
		A	3	19	45,2%	57		
		D	2	7	16,7%	14		
		SD	1	2	4,8%	2		
8	Is the quizizz feature easy to use for submitting assignments and accessing course materials?	SA	4	12	28,6%	48	3,02	G
		A	3	22	52,4%	66		
		D	2	5	11,9%	10		
		SD	1	3	7,1%	3		
9	Does the quizizz feature provide timely feedback on your progress?	SA	4	11	26,2%	44	2,95	G
		A	3	21	50,0%	63		
		D	2	7	16,7%	14		
		SD	1	3	7,1%	3		
10	How reliable is the technical support for quizizz feature?	SA	4	4	9,5%	16	2,86	G
		A	3	30	71,4%	90		
		D	2	6	14,3%	12		
		SD	1	2	4,8%	2		

EFL Students' Motivation Towards the Use of Quizizz Feature Application

The results of the study indicate that quizizz features have a positive effect on students' motivation to learn English. Most students are highly motivated to use quizizz features to study English, with a significant increase in their desire to learn and communicate in English. Additionally, students believe that quizizz features help them achieve better academic results and inspire them to explore additional English resources. The findings also suggest that quizizz features encourage students to communicate in English more frequently and that they are likely to recommend quizizz features to other EFL students. The detailed results of the study are presented in the table below:

Table 2. Result of questionaire about EFL students' motivation towards the use of quizizz application

No	Statement	Attitude	Scale	Freq	%	Weight	Mean	I
1	To what extent does the use of quizizz feature motivate you to study English?	SA	4	18	42,9%	72	3,24	G
		A	3	17	40,5%	51		
		D	2	6	14,3%	12		
		SD	1	1	2,4%	1		

No	Statement	Attitude	Scale	Freq	%	Weight	Mean	I
2	How likely are you to actively participate in quizizz feature courses?	SA	4	18	42,9%	72	3,10	G
		A	3	14	33,3%	42		
		D	2	6	14,3%	12		
		SD	1	4	9,5%	4		
3	Do you feel more confident in your English language skills because of quizizz feature	SA	4	11	26,2%	44	2,90	G
		A	3	20	47,6%	60		
		D	2	7	16,7%	14		
		SD	1	4	9,5%	4		
4	Does quizizz feature inspire you to set higher goals for your English learning?	SA	4	9	21,4%	36	2,81	G
		A	3	20	47,6%	60		
		D	2	9	21,4%	18		
		SD	1	4	9,5%	4		
5	How much does your desire to learn English increase when using quizizz feature?	SA	4	17	40,5%	68	3,14	G
		A	3	15	35,7%	45		
		D	2	9	21,4%	18		
		SD	1	1	2,4%	1		
6	Does quizizz feature make you want to explore additional English resources?	SA	4	17	40,5%	68	3,10	G
		A	3	15	35,7%	45		
		D	2	7	16,7%	14		
		SD	1	3	7,1%	3		
7	How motivated are you to consistently attend quizizz feature classes?	SA	4	22	52,4%	88	3,26	VG
		A	3	11	26,2%	33		
		D	2	7	16,7%	14		
		SD	1	2	4,8%	2		
8	Do you believe that quizizz features help you in achieving better academic results?	SA	4	24	57,1%	96	3,31	VG
		A	3	10	23,8%	30		
		D	2	5	11,9%	10		
		SD	1	3	7,1%	3		
9	Does quizizz feature encourage you to communicate in English more frequently?	SA	4	20	47,6%	80	3,17	G
		A	3	12	28,6%	36		
		D	2	7	16,7%	14		
		SD	1	3	7,1%	3		
10	How likely are you to recommend an quizizz feature to other EFL students?	SA	4	23	54,8%	92	3,31	VG
		A	3	11	26,2%	33		
		D	2	6	14,3%	12		
		SD	1	2	4,8%	2		

Interview About Students' Perception and Motivation Towards the Use of Quizizz Feature Application

The interviews conducted with a group of students provided valuable insights into their experiences with and perceptions of the quizizz feature in the context of English

language learning. The findings from these interviews overwhelmingly underscored the positive impact of this digital tool. Firstly, students expressed that the online quizzes played a pivotal role in boosting their motivation to learn English. They cited the interactive nature of these quizzes as a key factor, which actively engaged them in the learning process. Additionally, the instant feedback provided after completing quizzes contributed significantly to their motivation, fostering a sense of accomplishment. This heightened motivation was seen as a driving force behind their continued engagement in language learning activities.

Secondly, the interviews revealed that the quizizz feature made a substantial contribution to the attainment of students' language learning goals. Respondents emphasized that the regular practice afforded by these quizzes was instrumental in improving their language proficiency. The quizzes covered various language aspects comprehensively, thereby enhancing their overall language skills. Furthermore, students reported increased confidence in using English in real-life situations, a testament to the effectiveness of the quizizz feature in facilitating well-rounded language education. In conclusion, these interviews shed light on the positive influence of the quizzes feature on English language learning, emphasizing its role in motivating students and aiding them in achieving their language proficiency goals, thus adding significant value to contemporary language education practices.

Table 3. Result of interview about students' perception and motivation towards the use of quizizz feature application

No	Question	Student's Answer
1	Could you elaborate on your personal experience using quizizz feature for learning English? Are there specific factors that have made you more motivated?	a. One thing that motivates me a lot is when I get to see how I did right after the quiz. It feels good when I do well, and when I make a mistake, I learn from it. b. I can take these quizzes whenever I have time. It's convenient and doesn't disrupt my daily routine. c. These quizzes make learning English more fun and accessible for me.
2	In your opinion, how does quizizz feature contribute to helping you achieve your English learning goals? Are there particular aspects that specifically influence your motivation?	a. They make learning more interesting and easier to follow. b. When I see my progress in quizzes, it makes me want to keep learning. c. The best part is that I can do them whenever I want, which makes me more motivated to study regularly.
3	Do you feel that quizizz feature has a positive impact on improving your English language skills? Can you provide specific examples?	Yes, I do think online quizzes help me get better at English. For instance, when I do vocabulary quizzes, I remember new words more easily. Also, grammar quizzes help me understand how to use English correctly. So, these quizzes really improve my language skills.
4	What is your perception of the	I find the learning materials and

quality of the learning materials and the teaching experience provided through quizizz feature? Are there any suggestions or changes you would like to propose?	teaching through online quizzes quite good. They're easy to understand, and I like that. But maybe having more explanations for some questions would be helpful for learners like me. That's the only suggestion I have for now.

Discussion

The study conducted a comprehensive investigation into the perceptions and motivations of EFL (English as a Foreign Language) students regarding the use of the quizizz feature in English classrooms. The findings are predominantly positive, suggesting that this digital tool has a beneficial impact on students' attitudes and learning experiences. The alignment of the study's results with previous research indicates a consistent trend towards favorable perceptions of online quizzes in language learning.

One notable finding is the high percentage of agreement among students regarding the effectiveness of online quizzes in explaining English materials. This emphasis on interactive learning through online quizzes is a key factor that motivates students to actively engage with the course material. Additionally, the positive responses to the integration of question-and-answer activities using e-learning platforms and the flexibility of using smartphones or computers for learning demonstrate the adaptability of students to technology-enhanced language instruction.

Moreover, the study highlights the positive impact of online quizzes on students' motivation and confidence in the English learning process. The gamification features of online quizzes and their ability to enhance motivation resonate with students, even though some challenges in maintaining motivation during e-learning were acknowledged. The positive perception of students towards the use of online quizzes and their recognition of its potential to support educational outcomes underlines the value of this digital tool in modern language education.

Conclusion

To achieve the success of a practical learning goal, some factors are needed to support the learning process, namely students' perceptions and motivation. To help the students to achieve their best performance in learning activities can be done not only from teaching techniques. An appropriate instructional media needs to be used to enhance the class environment in English e-learning situation. The result findings revealed that most EFL students agree that Quizizz can be a good tool for e-learning media in English e-classroom according to their perception and motivation. Exploring students' perceptions in the learning processes is the most fundamental aspect that lectures need to implement. The positive findings suggest that online quizzes have the potential to enhance motivation, engagement, and learning outcomes in English e-classrooms. The study advocates for the integration of online quizzes as a valuable instructional medium in English language education. Quizizz is a beneficial learning media which has interactive and attractive features that can be used for teachers and students to increase the motivation during the e-learning activities.

Further research in this area should aim to delve deeper into the factors influencing student motivation during e-learning with Quizizz, exploring tailored strategies for sustaining motivation, conducting longitudinal studies to assess long-term learning outcomes, customizing quiz content to meet diverse student needs, and gaining insights

from educators to enhance the practical implementation of Quizizz in English e-classrooms. These avenues of inquiry will contribute to a more comprehensive understanding of Quizizz's potential as an effective e-learning tool for improving language learning outcomes in EFL contexts.
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