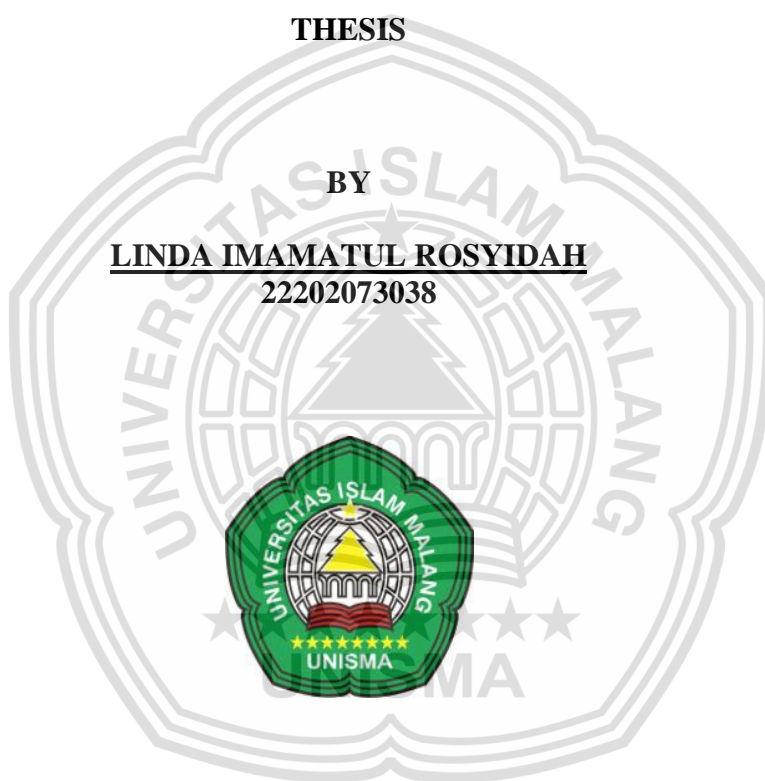**ED-TECH: ENGLISH TEACHERS' PERCEPTION TOWARD USING QUIZIZZ AS A DIGITAL TOOL IN ENGLISH LEARNING**

THESIS

BY

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Ed-Tech: English Teachers' Perception Toward Using Quizizz as A Digital Tool In English

Learning

THESIS
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ABSTRAK

Rosyidah, Linda Imamatul. 2024. Ed-Tech: Persepsi Guru Bahasa Inggris Terhadap Penggunaan Quizizz Sebagai Alat Digital Dalam Pembelajaran Bahasa Inggris. Tesis. Departemen Pendidikan Bahasa Inggris. Program Pascasarjana, Universitas Islam Malang. Pembimbing: (I) Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D (II) Dr. Imam Wahyudi Karimullah, SS., M.A.

Kata Kunci: *Persepsi Guru Bahasa Inggris, Quizizz, Pembelajaran Bahasa Inggris*

Integrasi alat digital dalam pendidikan telah mendorong para guru untuk mengadopsi teknologi dalam pembelajaran dengan mengubah metode pengajaran dan penilaian tradisional. Dengan mengkaji peran teknologi dalam penilaian, penelitian sebelumnya menyoroti bagaimana penilaian online memberikan umpan balik tepat waktu dan mendalam serta meningkatkan keterlibatan dan kepuasan siswa dengan aplikasi Quizizz. Sementara itu, penelitian ini bertujuan untuk mengidentifikasi kesenjangan dalam pemahaman tentang tantangan yang dihadapi oleh guru Bahasa Inggris dalam menerapkan alat ini, manfaat penggunaan Quizizz, dan dampaknya terhadap penilaian dalam pembelajaran bahasa Inggris.

Pendekatan penelitian kualitatif dengan desain studi kasus dipilih untuk mendapatkan wawasan mendalam tentang persepsi guru. Penelitian ini dilakukan di SMPI AL-MA'ARIF Singosari dengan tiga guru Bahasa Inggris sebagai partisipan yang menggunakan Quizizz sebagai alat penilaian digital dalam proses pembelajaran. Untuk mengumpulkan data, peneliti menggunakan wawancara dan observasi untuk mengeksplorasi penggunaan alat penilaian digital secara menyeluruh. Wawancara semi-struktural dilakukan dalam Bahasa Indonesia untuk menghindari kesalahpahaman. Data dianalisis melalui tiga langkah utama yang mengarahkan proses, presentasi, dan interpretasi.

Temuan studi ini mengungkap bahwa guru Bahasa Inggris menghadapi beberapa tantangan dalam mengintegrasikan Quizizz ke dalam penilaian mereka. Tantangan-tantangan tersebut meliputi waktu dan kreativitas yang diperlukan untuk membuat pertanyaan yang menarik sejalan dengan kurikulum, kesulitan dalam mendorong berpikir kritis karena Quizizz lebih fokus pada pengetahuan faktual, dan kurangnya umpan balik yang detail dari platform tersebut. Selain itu, elemen visual dan permainan dari Quizizz dapat mengalihkan perhatian siswa dari konten, dan masalah aksesibilitas seperti pembatasan gadget di sekolah-sekolah berasrama Islam dan kesulitan teknis seperti internet yang tidak stabil dan listrik yang bermasalah lebih lanjut mempersulit penggunaannya. Namun, meskipun ada hambatan-hambatan ini, Quizizz menawarkan manfaat signifikan, termasuk peningkatan keterlibatan dan motivasi siswa, umpan balik yang cepat, dan proses penilaian yang lebih efisien. Quizizz memainkan peran penting dalam penilaian untuk pembelajaran dan penilaian sebagai pembelajaran dengan memberikan umpan balik langsung dan meningkatkan keterlibatan siswa, mendukung praktik penilaian komprehensif, dan meningkatkan perjalanan pembelajaran secara keseluruhan baik bagi guru maupun siswa.

ABSTRACT

Rosyidah, Linda Imamatul. 2024. *Ed-Tech: English Teachers' Perception Toward Using Quizizz As A Digital Tool In English Learning.*Thesis. English Education Department. Postgraduate   Program, University of Islam Malang. Advisor: (I) Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D (II) Dr. Imam Wahyudi Karimullah, SS., M.A

Keyword: *English Teachers' Perception, Quizizz, English Learning*

The integration of digital tools in education has encouraged teachers to adopt technology in learning by changing traditional teaching and assessment methods. By examining the role of technology in assessment, previous research highlights how online assessments provide timely and in-depth feedback and increase student engagement and satisfaction with the Quizizz application. While the research aims to identify gaps in understanding of the challenges faced by English teachers, in implementing the tool, the benefits of using Quizizz, and its impact on assessment in English language learning.

A qualitative research approach with a case study design was chosen to gain in-depth insights into teachers' perception. This research was located in SMPI AL-MA'ARIF Singosari with three English teachers as the participants who used Quizizz as a digital assessment tool in the learning process. To collect data, the researcher used interviews and observations to explore the use of digital assessment tools thoroughly. Semi-structured interview was the instrument which conducted in Bahasa Indonesia to avoid misunderstanding. The data analyzed by three primary steps that direct the processing, presentation, and interpretation.

The study findings reveal that English teachers face several challenges when integrating Quizizz into their assessments. These challenges include the time and creativity required to create engaging questions aligned with the curriculum, the difficulty in fostering critical thinking due to Quizizz's focus on factual knowledge, and the lack of detailed feedback provided by the platform. Moreover, the visual and gamified elements of Quizizz can distract students from the content, and accessibility issues such as gadget restrictions in Islamic boarding schools and technical difficulties like unstable internet and electricity further complicate its use. However, despite these obstacles, Quizizz offers significant benefits, including enhanced student engagement and motivation, prompt feedback, and streamlined assessment processes. It plays a crucial role in both assessment for learning and assessment as learning by providing immediate feedback and fostering student engagement, supporting comprehensive assessment practices, and enhancing the overall learning journey for both teachers and students.

CHAPTER I

INTRODUCTON

This chapter will explain the foundation of the research to be conducted. Readers will be introduced to the context of the research, including the background of the study, research questions, research objectives, scope, and limitations. The significance of research and the definition of key terms will also be discussed.

1.1 Background of the Study

Education has undergone revolutionary changes since the growth of information technology, and there is widespread interest in the potential of technology to change education. As investment in educational technology (Ed-tech) increases, teachers and students face various educational technologies. The variety of educational technologies offers the potential to open the doors and build bridges by expanding access to the quality of education and facilitating communication between teachers and students across educational contexts from early childhood through adulthood (Azlim et al., 2015). For example, educational software developers work to enable teachers to deliver the recent advancement of science, including videos and other online learning materials that can be accessed outside of the classroom on computers (Lancellotti et al., 2016) or mobile devices (Shadiev et al., 2018; Turan et al., 2018). Some studies (Mu'min et al., 2019; Wondemtegegn, 2018) indicate the positive effect of using educational

technology (Ed-Tech) in teaching and learning. It shows that educational technology (Ed-Tech) can assist teachers in delivering information or lessons more dynamically and efficiently. In this case, educational technology does play an essential role in learning, but only as a tool or complement for the teacher without taking the role or place of the teacher (Susanto et al., 2022). In addition, to support the use of ICT, it is essential to increase the specialization and skills of teachers so that they can identify, solve problems, and overcome various related problems.

Teachers and lecturers are encouraged to adopt a technologically sensitive mindset by replacing traditional learning paradigms with digital ones. Technology is a necessary tool for teaching and learning, and the teaching and learning process always includes planning, implementation, and assessment. In developing an educational system, the teacher should pay attention to assessment because it is crucial in measuring students' understanding, providing feedback for improvement, developing effective curricula, monitoring the learning process, preparing students for the future, and establishing accountability standards. As stated by Timmis et al. (2016), the core of the learning process is assessment.

The assessment determines which components make the education system inoperable and repairs them, restoring system functionality. Regarding "advanced technology," one of the challenges language teachers face is connecting technology and assessment with digital assessment tools (Godwin, 2015). Appropriate and fast instruments and tools are needed to achieve the correct assessment results. Online learners demonstrate more significant levels of engagement and satisfaction and

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experience points that significantly increase their efficacy as learners (Namara & Murphy, 2021). Online assessment techniques provide students with timely and in-depth feedback regarding the quality of the student's work. Teachers save time by integrating technology into evaluations using online assessments. As educational practices have evolved, there has been a significant shift toward using technology to evaluate student work. According to Siddiq et al. (2017), the introduction of technology has forced changes in both employment and training. The rapid development of the Internet has brought about transformations in the field of education. Using technology, educators can assess students from various backgrounds (Ningsih & Mulyono, 2019). Additionally, technology tools for assessment provide teachers with the technical assistance they need to design tests, distribute student answers to test items, and enable automated grading and reporting. Black and Wiliam (1998) said that assessment innovation could improve the feedback students receive about their learning to produce meaningful learning outcomes, so improvements will influence the quality of learning and how assessments are implemented.

Some studies attempt to clarify how using efficient assessment methods can help teachers better understand their students' needs and resources. Online assessment formats offer several advantages over paper-based assessment formats, including the ability to measure more complex learning skills, instant feedback and scoring, and the time and expense savings associated with manual data entry. By integrating educational technology into assessment or using online assessment, which gives teachers

convenience, data collected using educational technology implemented by teachers can be used in assessment.

In this case, Quizizz is a digital tool for assessment utilized by the teacher in this school. Using a game-based educational app called Quizizz, students can participate in multi-player activities in engaging and entertaining training sessions (Zhao, 2019). Assessment is more than just a way to find a meaningless row of numbers; it also serves as a feedback mechanism for the preparation and execution of an activity. Zhu et al. (2020) stated that the system provides real-time feedback and is responsive to student progress. In line with Song and Sparks (2019), who stated that students who received direct feedback experienced slightly more significant improvements in their skills, With Quizizz, an online teaching and assessment tool, students can demonstrate their positional attitude toward quizzes, in line with the gamification concept (Muji et al., 2021). The learning evaluation process is not challenging, and using the Quizizz application to check results can make the evaluation's implementation easier.

Some previous studies have focused on exploring the effectiveness of Quizizz as a digital assessment tool based on students' perceptions (Agustina et al., 2021; Maryo & Pujiastuti, 2022; Permana & Permatawati, 2020). They showed a positive effect and responded based on students' perceptions of using Quizizz as an online assessment tool. Furthermore, there is a lack of focus on specific challenges faced by teachers and how English teachers perceive the Quizizz platform as a digital tool in the schools that have implemented Quizizz. Additionally, there might be room to investigate how English teachers perceive the use of Quizizz as a digital tool in English learning. Therefore, this

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research aims to gain a deep understanding of the challenges faced by English teachers, the benefits of Quizizz itself, and the impact of Quizizz as a digital tool in English leaning.

1.2 Research Questions

Integrating Educational Technology (EdTech) has significantly transformed teaching and learning practices, particularly in English language education. This research explores English teachers' perceptions of Quizizz as a digital tool in English learning. Based on the purpose of this study, research questions were formed:

1. What are the challenges faced by English teachers in using Quizizz as a digital tool in English learning?

2. How do English teachers perceive Quizizz as a digital tool in English learning?

3. How does the use of Quizizz impact the assessment process in English learning?

1.3 Objectives

With the emergence of digital platforms Quizizz, teachers are presented with innovative opportunities to engage students and evaluate their comprehension of English learning and the purpose of the establishment of the research question above is as follows:

1. To explore challenges faced by English teachers the challenges faced by English teachers of using Quizizz as a digital tool in English learning.

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2. To explore the perception of using Quizizz toward using Quizizz as a digital tool in English learning.

3. To investigate the impact of Quizizz on the assessment process of English learning.

1.4 Scope and Limitation

This research investigates English teachers' perceptions of Quizizz as a digital assessment tool in English language learning contexts. The scope and limitations of the study include:

1. **Research Scope**

   a. English Teacher's Challenges:

   The study will focus on the challenges faced by English teachers when using Quizizz as a digital assessment tool in English learning.

   b. Quizizz:

   The scope extends to explore the benefits and impact of Quizizz as a digital tool in language learning.

2. **Research Limitation**

   a. Generalizability

   The finding may not apply to all educational settings or subjects due to factors like cultural differences, teaching methods, and student demographics. This is especially relevant for using Quizizz, an interactive quiz platform that boosts student engagement and learning in many

contexts. However, its effectiveness can vary. Cultural attitudes towards technology, how teachers use Quizizz, and the age and tech skills of students all influence its success. Younger students or those familiar with digital tools might benefit more than older students or those with limited tech access. Therefore, while Quizizz can be a valuable educational tool, its effectiveness depends on these factors, and educators need to consider them to maximize its benefits.

b. Time Constraints

Time limitations could affect the depth of the analysis conducted or the number of participants involved in the study, potentially influencing the overall comprehensiveness of the research findings. This is relevant when using Quizizz in educational research. If a study on Quizizz is conducted over a short period or with a limited number of participants, the results might not fully capture its effectiveness or long-term benefits. Time constraints might prevent a thorough exploration of how Quizizz impacts different learning styles, student engagement over time, or its effectiveness across diverse subjects and age groups. Therefore, to accurately assess Quizizz's impact on education, it's important to consider how time limitations could skew the findings and potentially overlook key insights.

1.5 Significance of Research

a. Theoretical Significance

The use of Quizizz as a digital tool lies in its potential to revolutionize and enhance the educational assessment landscape. As traditional assessment methods face challenges adapting to the digital era, a platform like Quizizz offers a dynamic and engaging alternative. Understanding the effectiveness of Quizizz contributes valuable insight into its impact on student learning outcomes, motivation, and overall educational experience. Additionally, this research addresses the growing importance of incorporating educational technology, catering to the evolving needs of 21st-century learners.

b. Practical Significance

By evaluating Quizizz as a digital tool, the research aims to inform educators, policymakers, and stakeholders about its benefits and potential drawbacks, fostering informed decision-making in integrating technology for more effective and meaningful assessment. This practical evaluation helps ensure that the use of Quizizz in classrooms not only aligns with theoretical advantages but also meets the real-world needs of students and teachers, ultimately enhancing the quality and effectiveness of educational assessments.

1.6 Definition of Key Terms

To fully understand this research, it is important to define some of the key terms used. By providing clear and precise definitions, we can ensure a consistent and deep understanding of the concepts discussed. The two main terms that will be explained in this subsection are "teachers' perception" and "Quizizz." in English learning. The

definitions of these terms will provide a strong framework for further analysis and support understanding of how they interact within the educational context.

1. **Teachers' Perception**

    Teachers' perception relates to how educators interpret and make sense of information, events, or situations in the educational context. It influences their understanding of students, teaching strategies, and the overall learning environment. When it comes to using Quizizz, teachers' perceptions play a critical role in its implementation and effectiveness. If educators view Quizizz as a valuable and engaging tool, they are more likely to integrate it effectively into their teaching strategies, positively impacting student engagement and learning outcomes. Conversely, if teachers are skeptical about its benefits or find it difficult to use, they may be less inclined to utilize it, which could diminish its potential impact. Therefore, understanding teachers' perceptions of Quizizz is essential for optimizing its use in the classroom and ensuring it meets educational goals.

2. **Quizizz**

    Quizizz is an online learning platform that allows teachers to create quizzes, surveys, and student assessments. It is designed to make learning fun through gamification elements. Students can participate in quizzes individually or as a group, and the platform provides instant feedback, making the learning experience engaging. Remember that features and details may evolve, so for

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the latest information, and it is advisable to check the most recent sources or the Quizizz website.

3. **English Learning**

English learning involves developing skills in reading, writing, speaking, and understanding the language, including grammar, vocabulary, pronunciation, and cultural aspects. Quizizz can enhance this process by offering interactive quizzes on these topics. Using Quizizz in English lessons makes learning more engaging and fun, with immediate feedback to help students improve their skills. Its gamified approach can boost motivation and make learning English more enjoyable and effective.
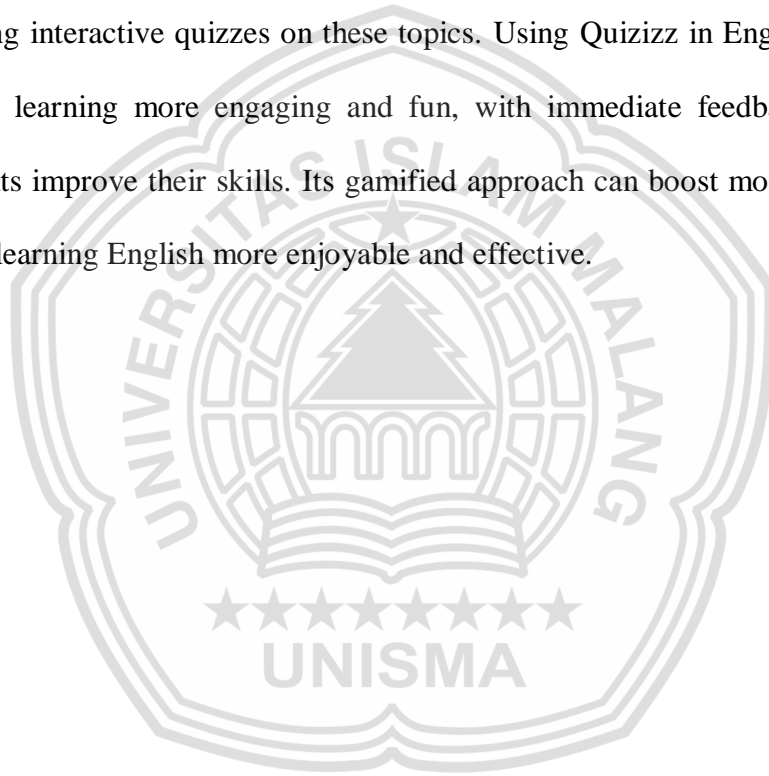
CHAPTER VI

CONCLUSION AND SUGGESTION

This Chapter summarizes the main findings of the research, evaluates the achievement of objectives, and presents implications and recommendations for future research. This conclusion provides a comprehensive overview of the contributions and limitations of the conducted study.

1.1 Conclusion

English teachers face many challenges when integrating Quizizz into their assessment strategies. Crafting engaging quizzes requires significant time and creativity to align with the curriculum and sustain student interest with captivating themes. Continuous innovation is essential to prevent student boredom, necessitating teachers to stay updated on Quizizz's features. Another hurdle is developing questions that foster critical thinking, as Quizizz primarily focuses on factual knowledge, demanding inquiries that encourage deeper analysis. Despite Quizizz's automatic grading, providing detailed feedback remains challenging, often needing more depth for student comprehension. Balancing automated grading with personalized feedback is time-consuming, while visually engaging elements may distract from educational content, requiring teachers to ensure they complement learning material. Accessibility issues, especially in Islamic boarding schools where gadgets are prohibited, further

complicate matters addressed through creative solutions like barcode systems or group activities. Technical challenges such as internet connectivity and electricity stability pose significant hurdles, impeding Quizizz's effectiveness. Despite these obstacles, integrating Quizizz offers benefits, including increased st udent engagement, prompt assessment, and personalized learning experiences, streamlining the grading process. Overall, overcoming challenges demands creative solutions and preparedness to ensure Quizizz enhances the learning experience effectively. Quizizz plays a vital role in assessment, supporting both assessment for learning and assessment as learning. It provides direct, interactive feedback, aiding student comprehension in real-time and equipping teachers with tools to evaluate progress, fostering a learning-focused assessment approach. Furthermore, Quizizz encourages students to engage actively in their assessment process, enabling them to monitor progress and plan learning goals independently, promoting self-directed learning and evaluation. Through direct interaction and empowerment, Quizizz contributes significantly to supporting comprehensive assessment strategies, enhancing the learning journey for both teachers and students.

1.2 Suggestion

Based on the conclusion stated above, the suggestions can be made for:

1. Future researchers

    On the use of Quizizz as a digital assessment tool in English learning, it would be beneficial to conduct comparative studies with other digital tools to identify the

most effective options, observe the long-term impact of Quizizz on student performance, and assess the effectiveness of teacher training programs. Additionally, including students' perspectives can provide a more comprehensive view of its impact. Research can also explore how Quizizz can be tailored to different aspects of English learning, integrate with other educational technologies, and adapt to various cultural contexts and learning styles.

2. Teachers

Utilize time efficiently in using Quizizz to create engaging quizzes that align with the curriculum. Focus on creativity in quiz creation to enhance student interest and incorporate questions that stimulate critical thinking skills. Utilize the feedback feature in Quizizz to provide comprehensive feedback to students. Ensure that the visual elements in Quizizz do not distract students' focus and find creative solutions to overcome accessibility issues. Always be prepared with backup plans to address technical issues such as internet or power disruptions. Continuously improve technology skills through training to maximize the use of Quizizz and other digital tools in teaching.

3. School

Based on the findings of this research include providing regular training to teachers on the effective use of Quizizz and other digital assessment tools, integrating the use of digital assessment tools into the school curriculum, providing adequate technological infrastructure, monitoring and evaluating the implementation of digital assessment tools, fostering innovation and collaboration in the use of technology in

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teaching and learning, and supporting further research on the use of digital assessment tools in the context of local education. By implementing these suggestions, institutions can enhance the effectiveness of technology-enhanced learning, creating a more dynamic and interactive learning environment.

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