

**EFL Students' Perspective on The Use of Quizizz as Online Learning
Media During COVID-19 Pandemic**

A Thesis

**Presented to Department of English Language Education as Partial Fulfillment of
Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language**



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YOGYAKARTA**

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APPROVAL SHEET

**EFL STUDENTS' PERSPECTIVE ON THE USE OF QUIZIZZ AS ONLINE
LEARNING MEDIA DURING COVID-19 PANDEMIC**

By

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Approved at July, 12th 2021

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Supervisor

A handwritten signature in black ink, appearing to be 'Irma Windy Astuti', is written over a horizontal line.

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RATIFICATION SHEET

**EFL STUDENTS' PERSPECTIVE ON THE USE OF QUIZZZ AS ONLINE LEARNING
MEDIA DURING COVID-19 PANDEMIC**

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Defended before the Board Examiner on Friday, July 30th , 2021 and

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STATEMENT WORK ORIGINALITY

I declare that the thesis was originally written by me with the title “EFL Students’ Perspective on The Use of Quizizz as Online Learning Media During COVID-19” done by the writer without adding any content from the other writer except the quotation, reference, and scientific paper.

July, 12th 2021



Naomi Nirwasita Dewi

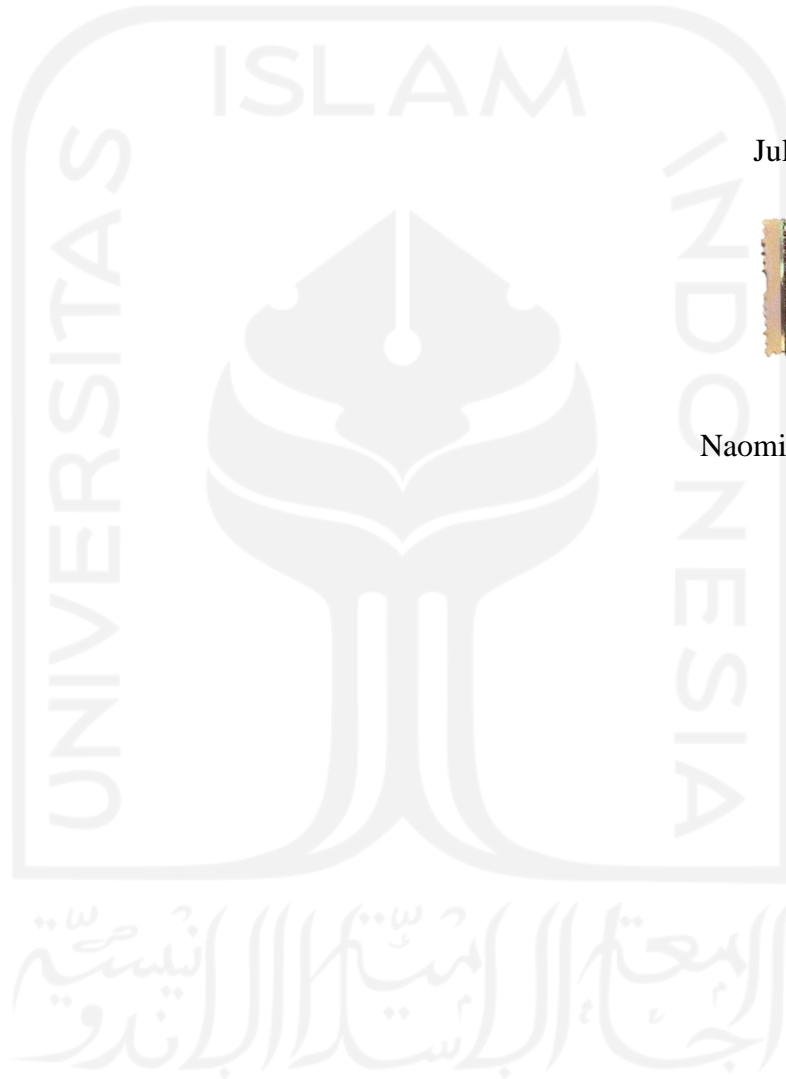


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MOTTO

~ With Allah everything is possible ~



DEDICATION

I dedicated my thesis gratefully to Myself. Furthermore, I would like to express my best gratitude and appreciation to these following people:

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Naomi Nirwasita Dewi

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Naomi Nirwasita Dewi

**EFL STUDENTS' PERSPECTIVE ON THE USE OF QUIZIZZ AS ONLINE
LEARNING MEDIA DURING COVID-19 PANDEMIC**

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ABSTRACT

The purpose of this research is to investigate and describe the students' perspectives on the use of Quizizz in their online language learning during COVID-19 Pandemic. This research was done using a descriptive qualitative research design conducted at a public university in Central Java. Furthermore, there were two participants of this research, they were male and female. In addition, the data were collected from the interview as the main source for this research. Additionally, thematic analysis was used by the researcher to analyze the data findings. This research revealed that students had a positive view of the use of Quizizz as learning media. It was found that Quizizz became one of the online learning media that helped students during online learning. Moreover, the findings showed Quizizz keeps students motivated, makes them pay attention during online learning, and also affects students' concentration during their online learning.

Keywords: *COVID-19 Remote Learning, Learning Media, Online Learning, Quizizz*

CHAPTER I

INTRODUCTION

This chapter presents an introduction of the study. It covers the background of the study, identification of the problem, objective of the study, and significance of the study.

1.1. Background of the study

Due to the coronavirus outbreak, formal education that is usually carried out face-to-face becomes constrained. To cope with obstacle like this, face-to-face learning is replaced through online learning (Zaharah, Kirilova, & Windarti, 2020). Hence, online learning is expected to help overcome this pandemic situation in the education field by using online platforms.

Zuhriyah and Pratolo (2020) stated that the development of this online platform could be seen through many educational online platforms that have been used extensively for the tool as a learning medium, such as Kahoot, Socrative, Edmodo, and Quizizz. These online platforms can support the implementation of online-based learning. Therefore, students can learn effectively and improve their learning experience.

Quizizz is one of the applications for online-based learning. Zhao (2019) stated that Quizizz is one of the game-based online educational tools, an interactive multiplayer online game-based platform, an easy to access platform for students, and an effective platform to save learning times. Additionally, according to Zhao (2019), Quizizz is a fun and engaging educational application, which means applying a concept learned while playing, which is the main attraction of Quizizz itself. The use of Quizizz

as an online learning medium can motivate students in learning. This is supported by Zuhriyah and Pratolo (2020) they stated that the students' belief Quizizz is a fun and attractive tool. Then, Quizizz can push their self-confidence; also, Quizizz makes students have more motivation and increase their ability in learning English. The data above proved that the students think Quizizz can motivate them to study the language. Findings from Basuki & Hidayati (2019) showed the students' opinion that Quizizz is better than Kahoot! with scores of 15.002 (Quizizz) and 12.248 (Kahoot!) based on their experiences on both online platforms.

Other researchers have already researched the students' views on the use of Quizizz. Chaiyo & Nokham (2017) research showed that students perceive Kahoot and Quizizz as supporting the learning process, it also can increase a students' concentration, engagement, enjoyment, and motivation. Thus, the results agree that Kahoot and Quizizz enhance learning experience. Another study conducted by Amalia (2020) indicates that the students have a positive perspective toward using Quizizz as an online assessment tool for English teaching and learning, especially on a formative one. The research conducted by Fakhruddin & Nurhidayat (2020) showed that the students have a good perception of the implementation of Quizizz in learning; they enjoyed learning grammar, and they were interested in their learning activity. As stated above, the use of Quizizz is considered more effective and makes students more active.

Hence, Quizizz has been chosen by some teachers in many educational places. There is some concrete evidence that many teachers in various education sectors use Quizizz. Dewi, Myartawan, Swari, and Sugihartini (2020) research shows that in EFL classes teachers employ Quizizz to give an evaluation test. Anggraini and Taufiq (2021) report that Quizizz was used as an assessment instrument to measure the students' ability. Meanwhile, Mei, Ju, and Adam (2018) revealed that using Quizizz enables

students to answer the questions actively and helps students improve their skills and focus more on the topic. Besides, Quizizz also affects the way teachers deal with students' anxiety during exams. Supported by Pitoyo, Sumardi, and Asib (2019), Quizizz is one of the preferred platforms for students to reduce their anxiety while taking exams. Most of the students were interested in doing tests with Quizizz. Therefore, teachers must have a strategy to create something relevant to the student's interest. Hence, the chance to achieve a learning objective will be more feasible. In addition, gamification elements are essential to be involved in the learning process to engage students' motivation. Research about the implementation of Quizizz in language learning shows that Quizizz is one of the popular online platforms used for language learning in EFL learners.

Referring to the findings from the research about the use of Quizizz in language learning, it shows that both teachers and students have positive perceptions of the use of Quizizz. Quizizz is a useful popular tool in language learning. In addition, there are also different perceptions towards the use of Quizizz caused by the different experiences in using Quizizz and students' ability to understand the material. Despite those findings, the majority of those studies have been quantitative. There has been no qualitative research focusing the students' perspectives on the use of Quizizz in language learning

Additionally, and unlike in the previous research, the novelty of this study was the experience period in which it was taken during the COVID-19 pandemic. The students have experience using Quizizz for eight meetings in one semester (4 meetings before midterm exams and four meetings before final exams). This was used to facilitate the lecturer in making exercises and make students feel interested, and they enjoyed learning English.

Based on the explanation above, the researcher described the students' view on the use of Quizizz as online learning media in EFL class during COVID-19 pandemic at one of the public university in Central Java in general.

1.2. Problem Formulation

What are the students' perspectives on the use of Quizizz as online learning media during COVID-19 pandemic?

1.3. The Objective of the study

The researcher wants to describe the students' perspective on the use of Quizizz in their language learning during COVID-19 pandemic in general.

1.4. Significance of The Study

The study is expected to be a reference for students on their views about Quizizz as an online learning media to expand their knowledge about using online platforms in the COVID-19 pandemic. Furthermore, the result is also expected to provide data for the department to give insight to lecturers in the English Department related to the use of Quizizz in language learning. Hence, educators can be prepared in any conditions as in the COVID-19 pandemic, which we are living in right now.

For further research, it is essential to know more about the students' view on the use of Quizizz as online learning media in EFL class during COVID-19 pandemic by using different methods or investigating a more comprehensive range of data.

CHAPTER II

LITERATURE REVIEW

This chapter will review about the students' views on the use of Quizizz as online learning media. The theory discussed in this chapter is thoroughly related to the title of the research. Then, to support it, this chapter consists of literature review and theoretical framework of this research.

2.1 Online Learning During COVID-19 Pandemic

One of the internet's uses in education is by implementing online learning. Curtain (2002) stated that online learning facilitates the interaction between students and materials, students with the lecturer, and other learners that operate via web-based. Whereas, Singh & Thurman (2019) admit that online learning is the use of the internet for distance learning and is delivered online in a synchronous and asynchronous environment. Besides, it can be interpreted that by using online learning, reciprocal communication between teacher and students keeps going well. The previous research from Stoetzel & Shedrow (2020) revealed that online learning could be distance learning by utilizing the web as it does not require traditional ways of learning (face-to-face). This concludes that online learning describes a learning system which utilizes internet technology-based learning.

Furthermore, the condition during the pandemic requires online learning, and there are still many unusual obstacles faced by the learners during this outbreak. As stated by Agung and Surtikanti (2020), such as the limited infrastructure (lack of internet connection and electricity) forces the students to hike some hills from their

villages in order to obtain internet signals instead most of them access online learning through low-end mobile devices.

Just like Owusu-Fordjour, Koomson, and Hanson (2020) as cited in Susilana, Hutagalung, & Sutisna (2020), online learning also has many obstacles such as poor internet connection, lack of teacher mastery of the use of instructional media, so that it causes an impact from the constraints using online learning. One of the impacts is decreased students' motivation due to the difficulties of understanding the material during this pandemic. For these reasons, there is an implementation from Rahmawati (2016) about e-learning opportunities and drawbacks perceived by EFL students, showing that besides having advantages such as facilitating students in the learning process, and serving as a beneficial resource. However, e-learning also has drawbacks such as internet connection problems and the absence of direct communication between teacher-students. This implies that, although e-learning has its advantages, it also has disadvantages that students may face during this Pandemic.

In addition, the researcher admitted that technological acceleration significantly increased during this pandemic. The rapid development of ICT encouraged various stakeholders to take advantage of online learning from simple to complex to increase the effectiveness of online learning in the world of education. There are some implementations of using online learning during this current pandemic, the research from Kumar (2020) also found similar findings in his research. It resulted that using online learning with supportive software such as Google Classroom makes online learning more effective because it was convenient to use, besides that it was easy to get through the App Store. Other than Google Classroom, Zoom could also be used as an online learning media during the pandemic. Tesar (2020) claimed that Zoom provides students' facilities in the learning process and boosts their engagement. Consequently,

online learning can be conducted to solve educational problems such as overcoming the current COVID-19 problems.

2.2 Online Learning Media for Language Learning

Learning media can be defined as assistance for teachers in providing materials to students to make it more effective and efficient (Puspitarini & Hanif, 2019). Meanwhile, online learning media can be interpreted as using internet-based educational aids to facilitate the teaching and learning process to achieve the learning goals (Mabruri & Hamzah, 2020). In addition, the development of increasingly sophisticated technology is a means of achieving educational goals. Therefore, it requires educators to be able to innovate and use more modern tools by the demands of the time. Many learning technologies can facilitate the teaching and learning processes, but the technology referred here, is in online learning media, which is it help teachers improve learning both inside the actual classroom and outside the classroom or distance learning (Muhammad, 2020). Moreover, online learning media in language learning allows teachers and students to interact freely and makes it easier for students to access what they need or be referred to as "student-centered." In line with Muhammad (2020), who stated that e-media motivates students to learn the language and significantly improve their language skills with their gadgets independently and e-media as a substitute for traditional learning.

Several studies show the role of online learning media in foreign language learning. The study from Muhammad (2020) about promoting students' autonomy through online learning media in EFL class shows that students have positive perception about using Schoology. In addition, students also have high self-confidence when using Schoology. The other study from Hoerunnisa, Suryani, and Efendi (2019) about the effectiveness of the use of e-learning to improve students' learning

achievement and motivation shows that learning by using Moodle as e-learning media make students more active in the discussions, and it also improves student's achievement and boosts their motivation. Then, Kaur & Nadarajan (2020) study about language learning and teaching using Kahoot shows that students positively perceive Kahoot because it is beneficial to train their language learning skills and Kahoot increases students' learning engagement during the teaching and learning process. This implies that it is essential to improve students' language learning skills by using online learning media.

Additionally, web-based or online learning media such as Quizizz, Kahoot, Google Classroom, Zoom can facilitate the teachers to deliver the materials and can activate students' involvement in the learning process. Although it does not occur face to face, this web-based learning media contains a variety and exciting methods. Thus, web-based learning media has a vital role in facilitating teachers to ensure online teaching and learning succeed.

2.3 Quizizz as Language Learning Media

Quizizz is one of the online platforms used in the learning process. Quizizz application itself is described as a web tool which it can be accessed through www.Quizizz.com that has superior characteristics over the other online learning media (Zhao, 2019). Quizizz makes students more focused without breaking their concentration during the quizzes. Even more, they just need to focus on their device because the questions and answer options appear only on their device but keep track of the time. Then, by using Quizizz, every student does not have opportunities to cheat because the questions and answer options are randomized. Therefore, each of them will get a fair result. In short, Quizizz perhaps has a host of benefits to make students more

motivated. Tools like Quizizz can help students enjoy and continue doing the task that they usually would not.

Quizizz has been used as a learning media during the language learning process in many educational places. It has been proven by many kinds of research on the implementation of Quizizz in language learning from various places. The First research is in a private university in Yogyakarta conducted by Zuhriyah and Pratolo (2020); the finding of this research showed that students believe Quizizz is a fun and attractive tool. Moreover, Quizizz can push their self-confidence to make students more motivation and increase their ability to learn English. The data above proved that the students think Quizizz can motivate them to study a language. The second is conducted at English department students of Universitas Majalengka from Fakhruddin & Nurhidayat (2020); the findings showed the students have a good perception of implementing Quizizz in learning. The third study conducted by Amalia (2020) from Dynamic English Course, the findings are the students have a positive perspective on using Quizizz as a web appraisal instrument for English education and learning, especially on a formative assessment. The fourth research is in STKIP PGRI Trenggalek conducted by Basuki (2019); the research found that the students think Quizizz is more effective than Kahoot with scores of 15.002 (Quizizz) and 12.248 (Kahoot!). The fifth, research conducted by Chaiyo & Nokham (2017) from the faculty of nursing Chiang Rai college Thailand; this research showed that students' perception towards Quizizz is good and Kahoot is perceived positively by students. However, the results agree that Kahoot and Quizizz enhance the learning experience. The sixth is about the use of Quizizz in senior high school Majalengka, which uses Quizizz to assess the students' understanding of reading comprehension (Ratnasari, Hikmawati, & Ghifari, 2019). In sum, Quizizz can help the teachers to measure the students' understanding of the material. Besides, another

function of Quizizz is to enhance the students' motivation to study language because it makes the learning process distressful. Last, the seventh study from Lestari (2019) conducted in STKIP PGRI Tulungagung shows that Quizizz makes students more motivated; it attracts students more to do the quizzes through Quizizz than Kahoot; it makes them more independent because they have no chance to cheat, and it increases their engagement. This indicates that Quizizz contributes to boosting up students' motivation and student engagement. In line with Mei, Ju, & Adam (2018) arguing that Quizizz is a web appraisal instrument as a fun multiplayer classroom action that allows all students to practice beside their gadgets.

2.4 Theoretical Framework

Quizizz is one of the learning tools to help some teachers during COVID-19 pandemic. As an impact of using Quizizz, students have many perceptions about using Quizizz during online learning. Chaiyo and Nokham (2017) report the effect of Quizizz on students' perception in the classroom response system, such as assisting students in learning, increasing their engagement, enhancing their comfortability in the learning process, affecting their concentration, and encouraging their online learning. Quizizz is a tool that can help students to expand their learning experience. Moreover, it indicates that students have favorable views toward Quizizz.

**EFL Students' Perspectives on The Use of Quizizz
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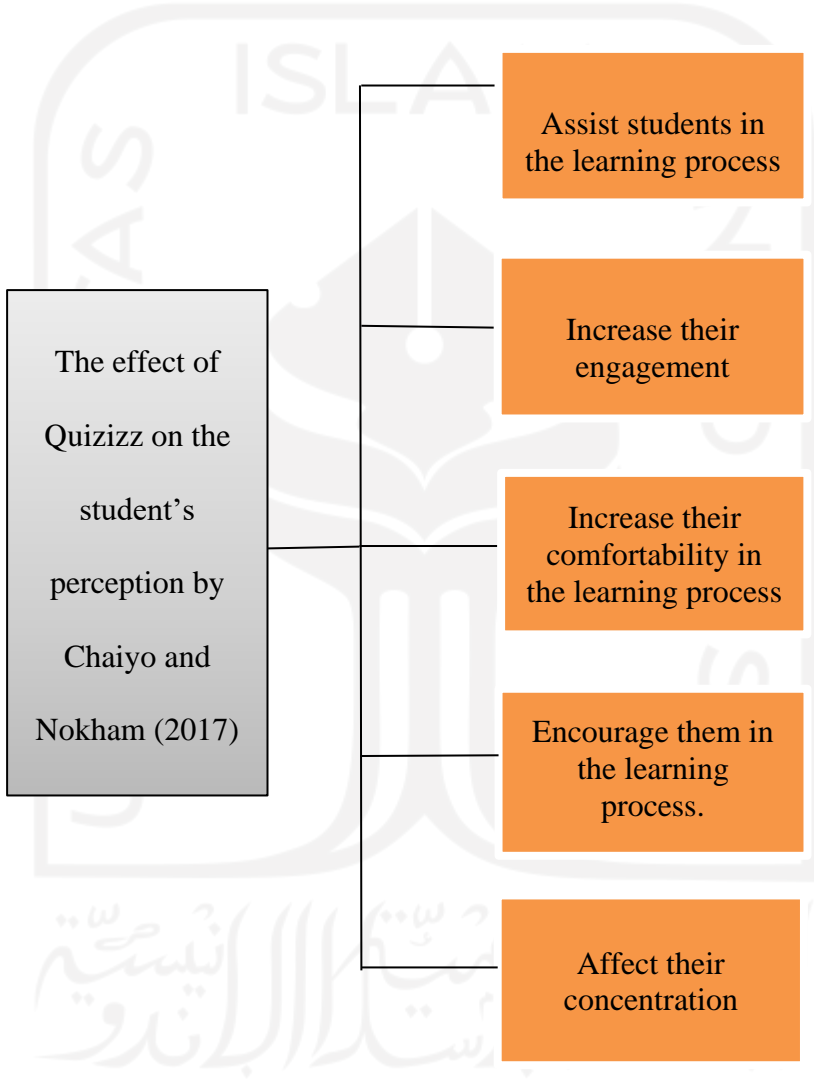


Figure 2.1 Theoretical Framework

CHAPTER III

METHODOLOGY

This chapter explains the methodology of this study. It covers the research design and research method, participants and the data collection techniques.

3.1. Research Design

This research applied qualitative design with a descriptive qualitative method. Besides, this qualitative research was taken, so that the researcher wants to examine the situation that happened by digging up as much data from the participants. According to Creswell (2015), qualitative research was most suitable for solving research problems, where the researcher knew the variables that needed to be explored. Moreover, Sugiyono (2017) also stated that the qualitative approach was research that used natural objects. The key instrument was the researcher himself by using a purposive sample which was defined as a sampling technique by providing unique characteristics.

3.2. Data Preparation

In the data preparation of this research, the researcher elaborated several aspects which have to be prepared before doing the data collection. Those aspects include research setting and participants of research, types of data, and source of data.

3.2.1 Setting and Participants of the research

The first step was to prepare the participants properly with the criteria used for choosing the participants. Two EFL learners in intensive reading courses from one of the public university in Central Java were selected as the participants in this research, and both participants were male and female. The participants were selected based on

some criteria of participants referring to Zuhriyah and Pratolo (2020), which include; 1) The participants should know how to use Quizizz, which means that they have to use the Quizizz 5 to 10 times, 2) The participants must take on the subject or have taken English courses when this research was held.

Both of the participants were English Department students in one of the public university in Central Java batch 2020, who have taken the English classes and are currently taking a reading course in the English Department.

The setting of this research was in English department class at one of the public university in Central Java, whose most of the English learning process took place using Quizizz, especially in English lessons during the COVID-19 pandemic.

3.2.2 Types of data

According to Emusharaf (2012), there were 4 data collection techniques in general, those are document review, observation, interview, and focus group discussion, but this research only used interviews for the data collection, the type of data in this research was arranged in descriptive form. In addition, the interview was collected in voice notes and transcripts.

3.3 Data collection techniques

Data collecting techniques were an essential step in this research. The data of this study were obtained from the interview. In the data collection techniques, the researcher collected primary data, which was data directly obtained by the researcher. Therefore, the data used in this research belongs to primary data.

3.3.1. In-depth interview

According to Leavy (2017), the interview was a data generation tool that included an in-depth interview, semi-structured, oral history, biographic minimalist,

and focus group format. Thus, a qualitative method interview can take place if the researcher had one or more participants.

The researcher used in-depth interviews to gain rich data from the participants as one of the essential parts of data collection. In this stage, researchers contacted the two participants then asked for their agreement to determine the right time for an interview. As the chosen participants, they were interviewed about their views on the use of Quizizz in language learning during the COVID-19 pandemic. The instrument for collecting data explained by Arikunto (2000) was a tool for collecting data used by the researcher. In addition, the instrument that was used by the researcher in this research was through an online interview and smartphone by using voice notes via WhatsApp application to obtain in-depth information about the students view on the use of Quizizz as an online learning media in EFL class. The researcher used a draft interview that contained constructs and the questions that must be answered by the participants.

Eventually, after agreements were approved, the researcher interviewed the participants by asking some questions which had been designed. During the interview, the researcher explored the participants' answers to gain richer data. After the interview was over, the data was collected and ready to analyze by the researcher. For the interview questions, it can be seen in table 3.1;

Table 3.1 Interview Questions

Main Construct	Components	Questions
<p>Chaiyo and Nokham (2017)</p> <p>The effect of Quizizz on student's perception in the classroom response system includes assisting students in the learning process, increasing their engagement, enhancing their comfortability in the learning process, affects their concentration, and encourages them during online learning.</p>	<ul style="list-style-type: none"> - Assisting students in the learning process. - Increasing their engagement - Enhancing their comfortability in the learning process - Affect their concentration - Encourage them during online learning 	<ol style="list-style-type: none"> 1. How has the use of Quizizz helped you in the process of learning English during the Pandemic? 2. In your opinion, why do you think that Quizizz helps you during online learning? 3. Has the use of Quizizz increased your learning attention and engagement during online (remote) learning? Why or why not? 4. How do you use Quizizz for online learning during COVID-19? Is it comfortable or not? Why do you think so? 5. How does learning using Quizizz affect your learning concentration? 6. How about the role of the Quizizz in increasing or maintaining your motivation in learning during the Pandemic? 7. How effective do you think the use of Quizizz as an online learning media?

3.4. Data Analysis Techniques

In this research, the researcher used thematic analysis to identify and generate themes from the interview data. According to Braun & Clarke (2006) thematic analysis was one of the methods to analyze, identify, and report based on the data. Related to the analysis process of thematic analysis it is in figure 3.4, before the researcher collected the data, the researcher needed to be familiar with their data by transcribing the data. The researcher arranged a code for each interview transcript by giving meaningful codes. Next, the researcher categorized the codes into several themes. The researcher started to review the interview results that have been given coding, and the researcher needed to do a review to ensure the authenticity of the data and the actual conditions to make sure that the data is accurate. After that, the researcher defined the meaning of each theme to determine and filter whether there were themes that contain sub-themes or not to make sure the explication theme. At the last stage, the researcher had set the suitable theme that covered the final analysis. Then the researcher started to write the report.

Hence, the interview transcripts were thematized based on Chaiyo and Nokham's (2019) coding schema. with a relevant theme to the participants' perspectives on the use of Quizizz as an online learning media during COVID-19 pandemic. Examples of the coding themes can be seen on the table 3.4.

Table 3.4 Coding Examples

Samples from the interview	Codes	Themes
“ <i>emm</i> I think, Quizizz is very helpful during online learning because it is easy to use...”	TEQ/ASLP	Assisting students in the learning process
“ <i>emm..</i> I think, with Quizizz I was trained to always focus and concentrate on each question provided because the time given is very limited...”	TEQ/ASC	Affecting students’ concentration
“I am very comfortable using Quizizz because there are various themes, features, and other supporting features...”	TEQ/ESC	Enhancing students’ comfortability
“I can say Quizizz is one of the reasons I keep learning and motivated to study even harder...”	TEQ/ISMDOL	Increasing students’ motivation during online learning
“...Quizizz greatly increases attention and learning engagement for me during online learning...”	TEQ/ISE	Increasing students’ engagement

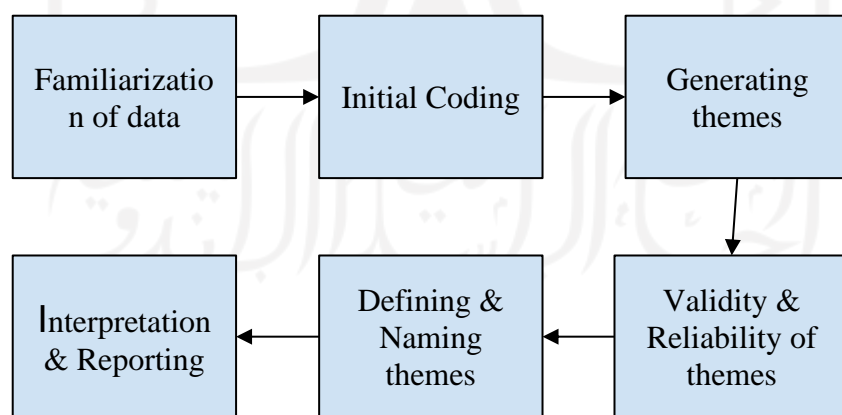


Figure 3.4. Thematic Analysis (Braun & Clarke 2006)

3.5. Trustworthiness

Trustworthiness is required in the research to know the validity of the data. In this research, the researcher used credibility, transferability, conformability and dependability to check the trustworthiness to ensure that the analysis of this research and the findings were appropriate.

3.5.1. Credibility

Credibility refers to validity. Holloway & Wheeler (2002) and MaCnee & McCabe (2008) as cited in (Anney, 2014) claimed that credibility could be equated with the correctness of the research findings on the basis of trust. To gather credibility, the researcher used the interview as the data collection technique. Therefore, the credibility process can be done by looking back at the data, checking for the synchronization of the data collected with the participants by ensuring that they have used Quizizz for eight meetings in one semester (4 meetings before the midterm exam and four meetings before the final exam) during the pandemic, and using the appropriate references. The data collection procedures in this study were valid because it has been tested through the credibility test stage above used by the researcher related to the data obtained, the condition in which the participants from whom data were collected is by the research focus research specifically the researcher wants to investigate and describe the students' view on the use of Quizizz in EFL class during COVID-19 pandemic at one of a public university in Central Java. According to Shenton (2004), credibility must show the presentation of data by the researcher so that the result can be trusted. Hence, from the explanation above, the research result should be consistent with the actual data and our interpretation.

3.5.2. Transferability

According to Trochim (2020), research findings can be adapted to the condition or situation of the readers. It means that transferability will be valid if the research findings can be applied to other situations. Furthermore, the research findings can also be applied in various contexts or also similar contexts to the readers. The findings of this research can also be applied to English teachers and their students in EFL class who are going to teach by using Quizizz and can be used as a reference for further research.

3.5.3. Confirmability

According to Trochim (2020), confirmability was one way to know if research was verified. It was found from the participants' explanation whose truth can be accounted for with the actual situation of participants of the research. Besides, these findings can also be objective since the findings were not obtained from the researcher's imagination but also the researcher's own experiences. The supervisor would be involved to check and provide guidance to the researcher.

3.5.4. Dependability

Dependability refers to the reliability in qualitative research. The researcher checked whether or not the data collection, data analysis matches the result and findings. As said by Trochim (2020), dependability is double-checking in detail to avoid the similarity of the research result. This was done to prevent other researchers from having similar findings. Therefore, the researcher conducted consultation beforehand with the lecturer who teaches the subject at one of the public university in Central Java to supervise the researcher's activities when conducting the research.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter represents findings and discussion from the data collected based on the interview with two EFL learners (L1 and L2) from one of the public universities in Central Java who participated in this research. Hence, the findings and discussion spotlight the interpretation of the interview results.

4.1 Data Presentation

This part presents the main findings of the research about EFL students' perspective on the use of Quizizz as online learning media during COVID-19 pandemic. Furthermore, the data collected was sourced from interviews. The interview which was used by the researcher in this research was by using in-depth interviews, and the questions were open-ended. In addition, the interview involved two EFL learner participants from one of the public university in Central Java. These two participants were chosen through purposive sampling. Moreover, while being interviewed, the researcher tried to investigate the view of both participants in-depth.

Furthermore, based on the interview results, generally, those two participants in this research had various perspective about the use of Quizizz as online learning media during COVID-19 pandemic, which was supported by five components. The first one was on assisting students in the learning process (ASLP) since the students had more interest in using Quizizz to help them during online (remote) learning, followed by increased students' motivation during online learning (ISMDOL) that the students were motivated by using learning media such as Quizizz. In addition, Quizizz also served to increase students' engagement (ISE), affect students' concentration (ASC), and also

equally important with enhancing students' learning comfort (ESC) in the learning process.

4.1.1 Thematizing and Coding

In this part, the researcher categorized multiple data to make it easier to classify the data. Then, the categorization which revealed and approved prefigured themes was made more practical by breaking down specific sub-themes. Moreover, the themes in this research were generated from interviews with participants related to students' perspective on the use of Quizizz during COVID-19 pandemic. The table below showed that the most trending theme was on Quizizz for assisting students in the learning process, which can help the students during the online learning process. For the thematizing and coding, it can be seen in table 4.1;

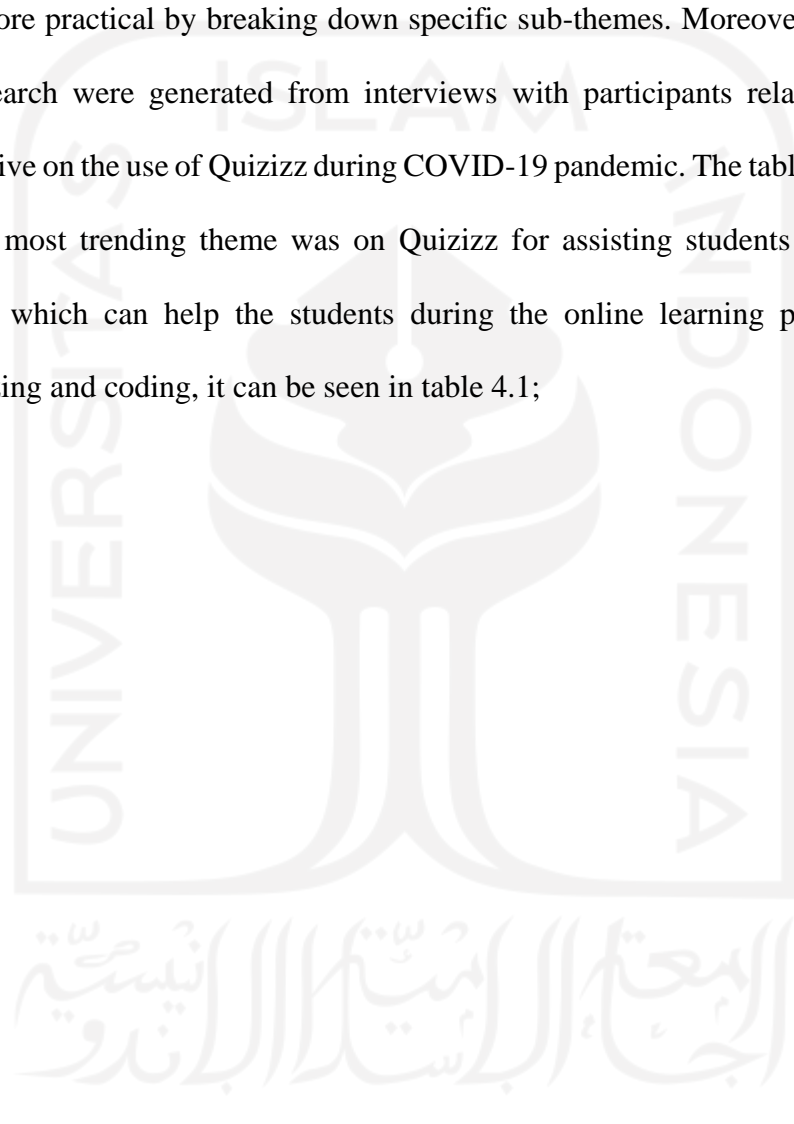


Table 4.1 Coding and Thematising

Construct	Theme	Sub-Theme	Code	Total Trend
The effect of Quizizz	Assisting students in the learning process	-	TEQ/ASLP	14
	Affecting students' concentration	-	TEQ/ASC	7
	Enhancing students' comfortability	-	TEQ/ESC	7
	Increasing students' motivation during online learning	-	TEQ/ISMDOL	6
	Increasing students' engagement	-	TEQ/ISE	5

4.2 Findings and Discussion

4.2.1 Assisting Students in the Learning Process

The use of Quizizz learning media was a common practice by one of the public university in Central Java, even the use of those learning media was used for eight meetings in one semester during this outbreak. Furthermore, Quizizz learning media was applied by some lecturers for giving daily quizzes after the course hours were over. This was done because some students would be more interested and enjoy learning English through Quizizz. Basuki & Hidayati (2019) stated that Quizizz was a fun, engaging, and motivating app. In correlation with that theory, as mentioned by learner 1 (L1), he said that he was pleased when doing quizzes through Quizizz learning media because there were various exciting features, and does not feel boring when using Quizizz. Moreover, learner 2 (L2) explained that Quizizz was very suitable and effective to be applied within online learning during the COVID-19 pandemic caused by its features. The students usually used Quizizz by using a smartphone and directly accessing it from the lecturer's link via WhatsApp group.

“emm.. **I think the use of Quizizz is one of the most interesting ways that teachers can apply.** I personally prefer to do quizzes through Quizizz because **there are many interesting and not boring features in Quizizz** *kak*. In addition, Quizizz also **give enthusiasm** to compete with my friends in getting the highest score” (L1/ASLP/2)

“... I feel that **Quizizz is very suitable and effective to apply in online learning during COVID-19 Pandemic** and also the **settings in Quizizz itself can be adjusted to the needs of students...**” (L2/ASLP/2)

Additionally, the students already had good views about the use of Quizizz during online learning caused by its features. Moreover, students perceived that Quizizz helped them during online learning. Based on L1, he said that Quizizz had helped him in various ways such as, add new vocabularies, get rid of boredom, increase his English

comprehension, and also increase his creativity. This explanation is proven from the interviews. Below is the statement given by L1 in the interview session.

“With the time limit feature on Quizizz, it **helps me to improve accuracy and speed in English comprehension**. With that limited time, I have to be able to understand what the questions are. *Emm.. this can certainly be a trigger for me to improve my English vocabularies kak*. So, I can easily understand the meaning of each questions presented” (L1/ASLP/3)

“... **Quizizz helps get rid of that boredom with interesting features**, doesn't feel boring, and is different from the other apps. **Quizizz can increase my enthusiasm of learning** and no longer feel bored to attend online learning” (L1/ASLP/4)

Similarly, L2 mentioned that Quizizz also helped her in various ways such as adding new vocabularies, helping minimize cheating in doing the test, and also helping her to understand the meaning in English.

“**Quizizz is a really helpful mbaa**, in the process of learning English during the Pandemic in particular. *emm* the reason is the setting in Quizizz using English, therefore I have to understand the commands' meaning or notifications. Thus, I **can add new vocabulary...**” (L2/ASLP/3)

“*emm* I think, **Quizizz is very helpful during online learning** because it is easy to use... other than that, **Quizizz can minimize cheating in doing the test** because the time settings are limited...” ((L2/ASLP/4)

The reality of using Quizizz during COVID-19 pandemic did not always run smoothly, there was also a challenge that the students might face during the learning process. That challenge came from the students' condition and situation itself. As mentioned by both of the participants, they had problems with the internet connection. They thought that internet connection was one of the important points to avoid time reduction in quizzes, so to overcome this challenge they would usually make sure that the internet was in good condition.

“**The problem I faced** when I accessed it during the Pandemic **was only on the internet connection that I used...** of course the internet connection became **one of the important points...** when my internet is disrupted, then I get a long **buffering** in my Quizizz, this **reduces the time allotted** in doing the quizzes. Of course, this is very detrimental to me” (L1/ ASLP/5)

“If I do, I definitely make sure first that the network I have is good and stable. Usually I put myself somewhere that can give me a good internet connection” (L1/ASLP/6)

“The problem that I faced most often when using Quizizz is the signal or network I used. Since my area is in remote areas, the signal is really bad... It is really like a pretty serious obstacle for me, *emm..* this makes the time in doing the quizzes reduced. Besides, it is definitely makes me panic when the time is running out while still doing the quizzes (laughing)” (L2/ ASLP/5)

To sum up the explanations above, the researcher can infer that student will be more interested in doing the quizzes through Quizizz because Quizizz was the most exciting way and suitable to apply during COVID-19 pandemic. Quizizz was very helpful to facilitate students to improve their accuracy and speed in English comprehension, then Quizizz also helps get rid of boredom in order to increase their enthusiasm for learning. In correlation with that, Wibawa & Pangestu (2019) explained that Quizizz provides real applicable forms in order to increase students' enthusiasm in learning so that they do not feel bored in learning. Quizizz also helps to minimize cheating in doing the test. It is also because Quizizz provides shuffled answers for each question. Hence, they keep focusing on their questions (Basuki, 2019). In addition, Quizizz is an online quiz application that is very useful and can help students to improve their vocabulary (Juniarta, Dewi, Mahendrayana, & Swandana, 2020). The reason was that the time limit features and also English language settings applied to the Quizizz. Thus, it requires them to understand the meaning or command in English, so it will automatically add to their vocabularies. However, besides many advantages that Quizizz has in helping the teaching and learning process during this pandemic, using Quizizz also has a challenge that the students might face during online learning. Inadequate internet networks became the problem that students faced. This explanation was in line with the research from Zuhriyah & Pratolo (2020), who claimed that internet connection is the main key in using Quizizz, if the connection is weak, then the students

will face problems in doing the quizzes. In this case, the students also have their perception of that challenge and how to overcome that challenge in the use of Quizizz during COVID-19 pandemic.

4.2.2 Affecting Students' Concentration

Concentration is one of the important aspects of the learning process. As mentioned by Paget (2010) in Li & Yang (2016) that concentration refers to an individual's effort to focus on whatever he or she is thinking about. In addition, according to the result of the interview, both EFL learners who participated in this research claimed that Quizizz improved their concentration in the learning process. In fact, concentrating on doing the quiz in Quizizz is very important. In relation to the previous statement, L1 mentioned that concentration is needed in working on questions so that all questions can be answered perfectly. Furthermore, L2 explained that Quizizz is very useful for focusing students' concentration. In line with Basuki & Hidayati (2019), who explained that Quizizz makes students focus more on doing the quiz by not breaking the students' concentration during the quiz.

“With the **limited time in** working on the questions, **Quizizz helped me to increase my concentration** in doing the questions. Because I think the **concentration in doing the questions in Quizizz is important**. Because once my concentration disperses, I won't be able to solve all the questions perfectly. **Through Quizizz, my concentration in learning was trained**” (L1/ASC/11)

“emm.. **I think, with Quizizz I was trained to always focus and concentrate**, on each question provided because the **time given is very limited**. Therefore, Quizizz seems to require users to always **focus, concentrate, and also think critically** to remember the learning material that has been given accompanied by reading the questions, understanding the questions, and also finding the answer of the questions provided” (L2/ASC/11)

“...**when I am careless**, it can be sure that **I will lose the opportunity to answer the questions** and this affects the score that will be obtained at the end of the questions provided” (L2/ISE/8)

“...**when I get a mediocre rank or score**, I want to be better, want to get a higher score, and **more concentrate on doing the questions** given in the Quizizz” (L2/ISMDOL/12)

As a result, from the explanation above, these two participants claimed that they were more concentrated when doing the questions because there was a time limit for each item on the Quizizz. Besides, it makes them have to stay focused with the questions provided, because once they let their guard down, they will lose their opportunity to answer the questions perfectly, and it will affect their rank and score. As mentioned by Dewi, Myartawan, Swari, and Sugihartini (2020), due to the limited time availability, students will be excited and interested in answering the quiz, so they will feel challenged to answer every question. Consequently, it would force them to think critically. Additionally, Quizizz can be more effective in improving students' critical thinking skills compared to conventional learning. In correlation with that theory, Nashar, Nurhasanah, and Fauzan (2021) mentioned that using Quizizz, students' critical thinking skills will increase, and they will be more motivated. Besides, based on Zuhriyah & Pratolo (2020), the skimming method is needed to help students read and answer the questions quickly according to the time set. Related to the theory, the interview result shows that students' concentration is really tested with the students having to remember the material, read, understand, and answer the questions at the same time. Moreover, students are always required to focus. It can be concluded that those views from the students show that Quizizz trains students' concentration during the learning process and concentration is the important thing because it will help students to get the perfect test score.

4.2.3 Enhancing Students' Learning Comfort

In this challenging situation, online learning is carried out to facilitate teaching and learning processes. However, during online learning, there are many students who do not understand the learning materials if they do not meet their teacher directly. Consequently, the use of technology is needed to facilitate teaching and learning

processes to be more effective (Dhawan, 2020). Therefore, through Quizizz, the teaching and learning process will run effectively. In addition, Wibawa & Pangestu (2019) revealed that Quizizz is effective because it does not require paper and pen. Quizizz has an important role in the learning process, such as it can increase students' comfort during the learning process, because its features are not complicated unlike the other apps. This is proven by the research from Zhao (2019) who revealed that Quizizz has special features such as memes, avatar, themes, and music which make students feel comfortable during the learning process. Moreover, according to the interview with the two participants in this research, the result shows that Quizizz makes them comfortable during the learning process. The reason was because Quizizz has interesting features, not monotonous, and not complicated to apply.

“It is comfortable, because I use Quizizz through my smartphone because accessing via smartphone is simpler and more efficient *kak*.. In addition, the features are very convenient to try because it is easy, interesting, and simple. Honestly *kak*, I don't like it when I use a website or service where accessing it takes a long time and is a complicated process. Well, but all the things I don't like are not in Quizizz” (L1/ESC/10)

“I am very comfortable using Quizizz because there are various themes, features, and other supporting features *yang gimana yaa* it's designed like playing a game, so it creates a strong sense of excitement, and this is also an added value than using a web or other application that tend to be monotonous. By using Quizizz I didn't get bored even the questions given” (L2/ESC/10)

“... Quizizz helps relieve boredom... with the interesting features, not boring, and different from other applications” (L1/ASLP/4)

“... I really like Quizizz, because it is easy to use, fun, and I feel that I like learning while playing. So, I feel like I want to do it again and again” (L2/ISE/9)

In summary, those perspectives from two different students explain how Quizizz makes them feel comfortable and can attract students' interest to do the test. Since the features which Quizizz have were not in other apps (Lestari, 2019). In addition, they also revealed that with this comfortable aspect, it will increase their

enthusiasm in the learning process during online learning. Furthermore, Wibawa & Pangestu (2019) revealed that Quizizz was an application which can increase the students' enthusiasm of learning, also by using Quizizz the students do not feel bored in participating during online learning.

4.2.4 Increasing Students' Motivation During Online Learning

Motivation is an important aspect in the teaching and learning process, especially during online learning. Motivation also can be created by applying learning media. As mentioned by Puspitarini & Hanif (2019) the use of learning media in the learning process will also have a positive impact on students in order to increase their learning motivation. Related to the theory, the result of the interview shows that the students had the same views which they mentioned that learning media such as Quizizz can encourage students' motivation during online learning. In addition, they mentioned that Quizizz is also an encouragement to study even harder.

“emm... I think this is how Quizizz really made me realize that exercise does not always get boring. This makes me motivated to find various interesting ways to learn, such as using Quizizz. Quizizz also sparked my enthusiasm to compete in healthy manner with friend to get the highest score when working in the exercise” (L1/ISMDOL/12)

“I can say Quizizz is one of the reasons I keep learning and motivated to study even harder emm Quizizz is a special encouragement for me to be even better to practice in the next exercise through Quizizz emm, when I get a mediocre rank or score, I want to be better, get a higher score, and more concentrate when working on the questions given for the next Quizizz” (L2/ISMDOL/12)

Meanwhile, to encourage student's motivation during online learning, learning media such as Quizizz can be applied due to Quizizz, students will not feel bored and the use of Quizizz as learning media can increase motivation in following lessons. Furthermore, working on practice questions through Quizizz makes students more motivated. In correlation with that, Zhao (2019) stated that Quizizz lets students compete in order to measure their abilities against each other. Due to rankings on

Quizizz, students have high competitiveness against other students. With high motivation and competitiveness, students who still get mediocre ranks and scores will put in more effort to study harder in order to get better rankings and scores than before. In correlation with that, Sadirman (2012) as cited in Puspitarini & Hanif (2019) who stated that taking the exercise will prepare students to get high scores in their studies. Consequently, it will also train their concentration in the learning process.

Based on the explanation above, learning media such as Quizizz really motivates students in learning due to competition between students to get the highest rank and score. Therefore, this is in accordance with Junior (2020), who stated that ranking in real-time, allows motivating students in learning, since the intense competition from among students. On the contrary, Zuhriyah & Pratolo (2020) mentioned that one of the weaknesses of using Quizizz is that the length of the time in doing the quizzes will affect the ranking or score obtained, the longer the time in doing the quiz, the result obtained will be decreased.

In conclusion, since Quizizz has motivated students in their learning process during online learning, the students thought that Quizizz is one of the effective learning media to support remote learning and it is related to the explanation from Wibawa & Pangestu (2019), who said Quizizz is an interactive quiz application that can increase the spirit of learning to be more effective.

“Wow, it is quite effective in my opinion, because this is one of the interesting ways in learning that educators can use to attract students’ attention” (L1/ISMDOL/13)

“If given ratings, Quizizz ranks 8 out of 10. With Quizizz, learning will be more effective. Considering that there are various settings and features in Quizizz, but it is easy to understand with Quizizz's advantages that other apps or web do not have. Therefore, Quizizz is considered very effective in online learning during the COVID-19 Pandemic which combine learning and play so that is considered to be the answer for students’ boredom in doing assignment given by the educators” (L2/ISMDOL/13)

As a result, according to the explanation above, the researcher can conclude that the use of Quizizz is considered as one of the interesting media to increase students' motivation during online learning. In addition, students will be motivated to get the top rank and the highest score among the other students. Moreover, related to the effectiveness of using Quizizz in the learning process, the students believe that Quizizz helps them to complete assignments without feeling bored. As mentioned by Fakhrudin & Nurhidayat (2020) the learning process by using Quizizz will be more effective and efficient, this happened because Quizizz combines learning and playing, also Quizizz provides easy to use features. In addition, students feel more motivated in learning and also the students feel glad if online learning activities are carried out through Quizizz media.

4.2.5 Increasing Students' Engagement

According to the interview result from the two participants in this research, it shows that the learning process especially during the remote learning by applying Quizizz media would increase students' engagement. This is in line with Mei, Ju, and Adam (2018) which claimed that students will be more interested and focused on the lessons because the teacher uses Quizizz in the teaching and learning process. Likewise, Quizizz had a good impact on students' engagement and learning outcome (Zhao, 2019). The reason was with good engagement, it would increase students' attention in the teaching and learning process during online learning. Therefore, the students perceive that Quizizz greatly increases their attention because there is a willingness from the students to understand the problem-solving system, they pay attention to the questions, they do not do other activities while finishing the questions, and their independence to do the test due to shuffle questions and answer (Lestari, 2019).

“Yes, Quizizz increases my attention and my learning engagement during online learning. Before getting to know Quizizz, I didn't pay much attention to

the assignment... because I think the assignments given are boring. But **when I found out about Quizizz, then my attention increased**. I was curious about what interesting features in Quizizz and how we can make practice questions in Quizizz” (L1/ISE/8)

“... **it is really fun**, like I feel using Quizizz is different from other media. **I mean, with simple, unique, and easy to understand features, Quizizz has become one of my favorite learning media**” (L1/ISE/9)

Similarly, L2 mentioned that Quizizz also increases her attention and her learning engagement during online learning, also she feels that Quizizz is suitable as a learning media.

“Yes exactly, **Quizizz greatly increases attention and learning engagement for me during online learning**. This is because there is only limited time to complete the Questions practice, so that whether you want it or not, students must always be on **standby** to the questions that have been provided. **When you are careless**, you will lose the opportunity to answer the questions...” (L2/ISE/8)

“**I am really excited. I really like Quizizz because it is easy to use, fun, and I feel like learning while playing**. So, I feel that I want to do it **again and again** (laughing). *emm* **I think Quizizz is very suitable as a learning media...**” (L2/ISE/9)

As a result, the researcher can conclude that students’ attention has a very influential aspect in learning through Quizizz. The findings of this research have proven that Quizizz really brings fun in the class. This current research finding was also similar with the research conducted by Lestari (2019) in which they also found that Quizizz really has a good impact on increasing students’ engagement. In addition, the students also have a positive response toward the use of Quizizz such as a feeling of excitement, and the feeling to repeat the test again and again and it is related to the explanation from Basuki & Hidayati (2019) who said that Quizizz bring extraordinary progress, Quizizz is interesting, addictive, and motivates for students to learn and achieve the learning goals, also using Quizizz feels like playing a game because it is interesting and fun (Amalia, 2020). This is due to the interesting characteristics of its features. In correlation with that, Zhao (2019) stated that Quizizz is very helpful because it is easy

to use, making doing-in class exercise is more fun and the features on Quizizz encourage their interest in learning.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter explains the conclusion of the research which is based on the findings and discussion in the previous chapter. Recommendations are also given in this part for further research, especially about the use of Quizizz.

5.1 Conclusion

The conclusion is based on the research findings and discussions on EFL students' view on the use of Quizizz from two different learners at one of the public university in Central Java during COVID-19 pandemic. The researcher concluded that each student has a different view related to the use of Quizizz. However, generally, in this research, both of the students claimed that Quizizz is very helpful for students during online learning.

In addition, both students perceive that Quizizz has a positive impact on their teaching and learning process. Quizizz helps and facilitates students during online learning to add their new vocabularies, help students to increase their enthusiasm in learning, and helps to dispose of boredom. Quizizz also increases student's motivation during online learning. The reason behind this situation is because motivation is the most important aspect to increase students' attention in the learning process, especially during online learning. Then, this reason will automatically affect students' concentration during online learning, since their high concentration will force them to think critically, and they will be more motivated to get the highest score. Moreover, Quizizz also affects their comfortability during the learning process. Hence, with comfort, they will be more excited, increase their curiosity, and they will be pleased to participate in learning activities due to its interesting features. Furthermore, Quizizz is

still an alternative to be applied as an attractive learning media to increase students' enthusiasm to support learning in the pandemic era.

5.2 Recommendation

This part involves recommendations for further research related to the use of Quizizz. In addition, as the recommendation, the researcher suggests that further research related to the use of Quizizz during online learning has to ensure that students have good internet connection to access Quizizz since it requires a stable internet network. Moreover, Quizizz media is expected to facilitate students and increase students' motivation to take part in online learning, and the researcher also hopes that Quizizz helps educators to achieve the effective learning objective. The researcher also recommends that educators provide a time limit for each question adapted to the type of given questions. As final remarks, the researcher really has high expectations that this research can be used as a reference in conducting further research with various other aspects.

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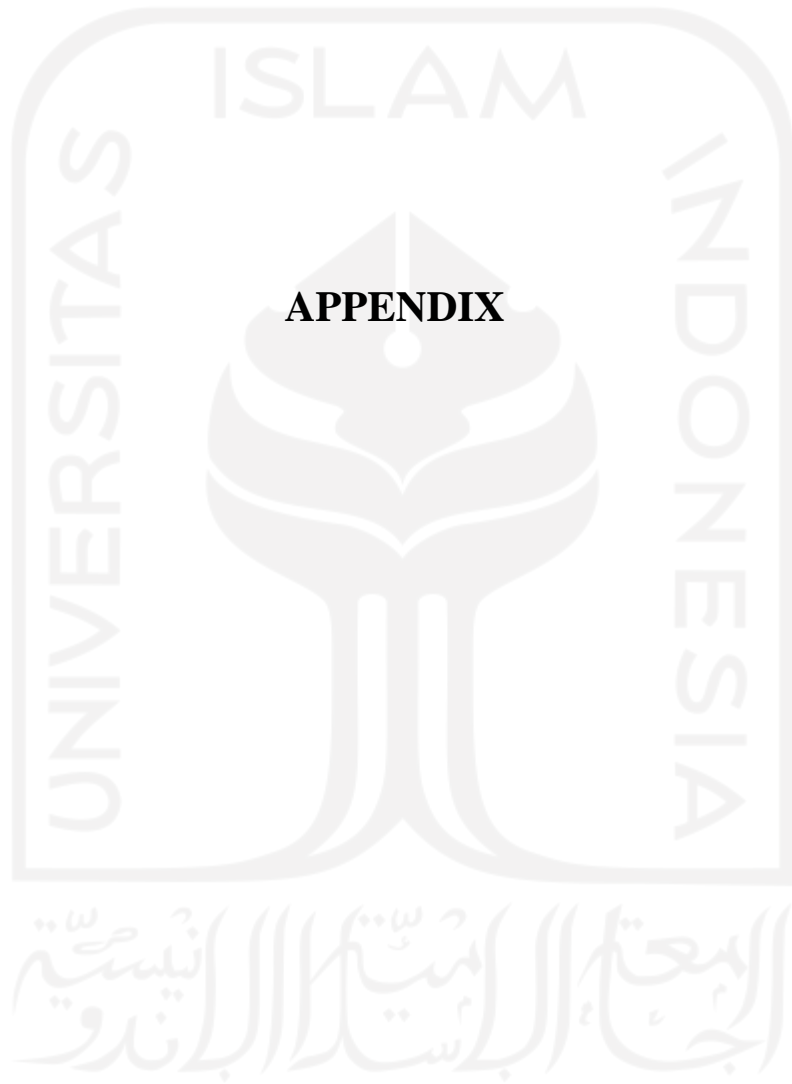


Table 3.1 Interview Questions

Main Construct	Components	Questions
<p>Chaiyo and Nokham (2017) The effect of Quizizz on student's perception in the classroom response system includes assisting students in the learning process, increasing their engagement, enhancing their comfortability in the learning process, affects their concentration, and encourages them during online learning.</p>	<ul style="list-style-type: none"> - Assisting students in the learning process. - Increasing their engagement 	<ol style="list-style-type: none"> 1. Have you ever used learning media such as Quizizz in online learning during this Pandemic? How do you use it? 2. What do you think of online learning experiences by using Quizizz during pandemic COVID-19? 3. How has the use of Quizizz helped you in the process of learning English during the Pandemic? 4. In your opinion, why do you think that Quizizz helps you during online learning? 5. What obstacles have you faced in using Quizizz during pandemic COVID-19? What are they? Explain! 6. How do you handle those obstacles in using Quizizz during pandemic COVID-19? 7. Based on your experiences, what do you think of the role of Quizizz in your English learning? 8. Has the use of Quizizz increased your learning attention and engagement during online (remote) learning? Why or why not? 9. Could you tell me what you feel about using Quizizz during this Pandemic?

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- **Enhancing their comfortability in the learning process**
 - **Affect their concentration**
 - **Encourage them during online learning**

- 10.** How do you use Quizizz for online learning during COVID-19? **Is it comfortable or not?** Why do you think so?
 - 11.** How does learning using Quizizz **affect your learning concentration?**
 - 12.** How about the role of the Quizizz in **increasing or maintaining your motivation** in learning during the Pandemic?
 - 13.** How **effective** do you think the use of Quizizz as an online learning media?
-

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INTERVIEW TRANSCRIPTION 1

Transcription 1
 Participant: Rian Adi Priyanto (Learner 1)
 Time: 11.03 A.M.
 Date: Saturday, 29th May 2021
 Place: Through WhatsApp Voice Note
 I: Interviewer P: Participant

Line	Subject	Transcription	Theme	Coding
	I	Ehmm. Haloo, Assalamualaikum... oke kita mulai yaa. Sebelumnya saya mau tanya, pernahkan kamu menggunakan media pembelajaran seperti Quizizz dalam pembelajaran online selama pandemi COVID-19? Kalau pernah, bagaimana sih kamu menggunakannya?		
1	P	Haloo kak, Waalaikumsalam... saya pernah menggunakan Quizizz dalam pembelajaran online selama COVID-19 kak, soalnya beberapa dosen saya sering menerapkan Quizizz untuk pemberian quiz harian setelah jam mata kuliah selesai , dan saya biasanya mengakses Quizizz	Assisting students in the learning process	L1/ASLP/1

		lewat smartphone kak karena saya rasa lebih mudah daripada mengaksesnya lewat laptop. Kemudian, dosen akan membagi link soal yang telah dibuat lewat WhatsApp group, kemudian saya akan mengakses link tersebut untuk kemudian mengerjakan soal yang ada didalamnya. Gituu kak hehe...		
	I	Waah, seru yaa... lalu apa sih pendapat kamu tentang pengalaman pembelajaran online menggunakan Quizizz selama pandemi COVID-19 ini?	Assisting students in the learning process	L1/ASLP/2
2	P	Emm.. Menurut saya, penggunaan Quizizz ini merupakan salah satu cara yang paling menarik yang bisa diterapkan oleh para pengajar. Saya pribadi lebih senang jika mengerjakan quiz lewat Quizizz soalnya terdapat banyak fitur yang menarik dan tidak membosankan di Quizizz kak. Selain itu, Quizizz juga selalu memberikan rasa semangat untuk bersaing dengan teman saya dalam memperoleh skor tertinggi.		
	I	okee, lalu pertanyaan selanjutnya.. bagaimana sih penggunaan Quizizz membantu kamu dalam proses belajar bahasa Inggris selama pandemi ini?	Assisting students in the learning process	L1/ASLP/3
3	P	Dengan fitur batasan waktu yang tersedia di Quizizz, fitur ini membantu saya untuk meningkatkan ketelitian dan kecepatan dalam memahami soal bahasa Inggris, dengan waktu yang terbatas itu maka saya harus bisa memahami apa yang ditanyakan oleh soal. Emm.. hal ini tentunya bisa menjadi pemicu bagi saya untuk meningkatkan perbendaharaan kosa kata bahasa Inggris kak, agar saya bisa dengan mudah memahami arti dari setiap soal yang disajikan.		

	I	Woww keren keren, malah dengan adanya batasan waktu kamu jadi lebih tertantang yaa (tertawa). Next, menurut kamu mengapa Quizizz membantumu selama pembelajaran online?		
4	P	Yes, true kak. Gini kak, pembelajaran online kan kerap menimbulkan rasa bosan bagi saya , disinilah Quizizz membantu menghilangkan rasa bosan itu.. dengan fitur yang menarik, tidak membosankan, dan beda dari aplikasi lain Quizizz dapat meningkatkan semangat belajar saya dan tidak ada lagi rasa bosan dalam mengikuti pembelajaran online.	Assisting students in the learning process	L1/ASLP/4
	I	Lalu, ada gak sih kendala atau hambatan yang kamu alami dalam penggunaan Quizizz selama pandemi COVID-19 ini? Bisa tolong sebut dan jelaskan nggak, apa sajakah itu?		
5	P	Kendala yang saya hadapi saat mengaksesnya selama pandemi hanya terdapat pada jaringan internet yang saya gunakan. Karena beberapa dosen menerapkan waktu yang terbatas dalam mengerjakan Quizizz, tentu jaringan menjadi salah satu poin penting.. ketika jaringan saya terganggu, maka saya mendapati <i>buffering</i> yang lama di Quizizz saya dan ini mengurangi waktu yang telah ditetapkan untuk mengerjakan suatu soal. Tentunya ini sangat merugikan bagi saya.	Assisting students in the learning process	L1/ ASLP/5
	I	Nah, bagaimana sih kamu menangani kendala atau hambatan seperti itu dalam menggunakan Quizizz selama pandemi COVID-19?		
6	P	kalau saya sih pastinya memastikan terlebih dahulu bahwa jaringan yang saya miliki sudah baik dan stabil atau belum. Biasanya saya	Assisting students in the learning process	L1/ASLP/6

		menempatkan diri saya di suatu tempat yang bisa memberikan saya jaringan internet yang baik.		
	I	okay, berarti udah ada pengalaman yaa menggunakan Quizizz selama pandemi ini. Lalu, berdasarkan pengalaman kamu itu apa sih pendapat kamu tentang peran Quizizz dalam pembelajaran bahasa Inggris kamu?		
7	P	kalau menurutku, Quizizz berperan sebagai suatu media yang dapat digunakan untuk latihan soal yang meningkatkan pemahaman saya terhadap materi bahasa Inggris yang baru saya pelajari. emm oiya, Quizizz juga membantu saya dalam mengingat apa yang saya pelajari dengan mengulang kembali test yang sebelumnya saya kerjakan. Selain itu, Quizizz juga meningkatkan kreatifitas dalam membuat latihan soal untuk diri saya sendiri. Tentunya ini sangat bermanfaat ketika kelak saya sudah menjadi seorang pengajar, saya bisa menerapkan Quizizz di dalam kegiatan belajar mengajar.	Assisting students in the learning process	L1/ASLP/7
	I	ohh gitu, lalu apakah penggunaan Quizizz meningkatkan perhatian dan keterlibatan belajar selama pembelajaran jarak jauh? Jika iya tolong jelaskan alasannya kenapa yaa dan jika enggak tolong kasih alasannya juga?		
8	P	iya kak, Quizizz meningkatkan perhatian saya dan keterlibatan belajar saya selama pembelajaran online. Sebelum mengenal Quizizz, perhatian saya kurang terhadap tugas atau latihan soal yang diberikan dosen. Karena saya rasa tugas dan latihan soal yang diberikan itu membosankan. Namun ketika saya tahu tentang Quizizz, perhatian saya mulai meningkat saya penasaran dengan fitur menarik apa saja	Increasing students' engagement	L1/ISE/8

		yang ada di Quizizz dan bagaimana bisa kita membuat latihan soal di Quizizz.		
	I	oke, lalu lalu bisa ceritain ke aku nggak sih bagaimana perasaanmu dalam menggunakan Quizizz selama pembelajaran jarak jauh ini?		
9	P	mmm gimana ya kak, rasanya sih sangat menyenangkan kayak saya merasa penggunaan Quizizz berbeda dengan layanan lain . Maksudku dengan fitur yang simpel, unik, dan mudah untuk dipahamin, Quizizz menjadi salah satu media pembelajaran favorit saya.	Increasing students' engagement	L1/ISE/9
	I	oke lanjut, gimana sih kamu menggunakan Quizizz untuk pembelajaran online selama pandemi ini? Nyaman kaah? bisa tolong jelaskan ngga?		
10	P	nyaman sih , karena saya menggunakan Quizizz lewat smartphone karena mengakses lewat smartphone lebih simpel dan efisien kak. Selain itu, fitur dalam Quizizz sangat nyaman untuk dicoba karena mudah, menarik, dan simpel . Jujur nih kak, aku nggak suka kalau pakai suatu website atau layanan dimana ngaksesnya butuh waktu yang lama dan proses yang rumit. Naah, tapi semua hal yang aku nggak suka itu nggak ada di Quizizz.	Enhancing students' comfortability	L1/ESC/10
	I	wah mantap, next gimana sih belajar menggunakan Quizizz mempengaruhi konsentrasi belajar kamu?		
11	P	dengan waktu yang terbatas dalam pengerjaan soal tadi kak, Quizizz membantu saya untuk meningkatkan konsentrasi dalam pengerjaan soal . Karena konsentrasi dalam mengerjakan soal di Quizizz menurutku penting kak, soalnya jika sekali aja konsentrasiku buyar	Affect students' concentration	L1/ASC/11

		maka saya tidak akan bisa menyelesaikan semua soal dengan baik. Lewat Quizizz inilah konsentrasi belajar saya dilatih.		
	I	oke oke, terus bagaimana sih dengan peran Quizizz dalam meningkatkan motivasi belajar kamu selama pandemi ini? kan susah pasti ya termotivasi saat belajar online gini lebih banyak magernya kan (tertawa).		
12	P	emm menurutku gini sih, dengan Quizizz itu nyadarin aku banget bahwa gak selamanya latihan soal itu membosankan . Nah dari hal ini yang bikin aku termotivasi untuk menemukan berbagai macam cara-cara menarik untuk belajar seperti menggunakan Quizizz. Quizizz juga memicu semangatku lho untuk bersaing secara sehat dengan teman dalam mendapatkan skor tertinggi ketika mengerjakan soal.	Increased students' motivation during online learning	L1/ISMDOL/12
	I	okay I see, yuk last question yaaa.. menurut kamu nih, seberapa efektif sih penggunaan Quizizz sebagai media pembelajaran online?		
13	P	wah cukup efektif sih menurutku, karena ini menjadi salah satu cara menarik dalam pembelajaran yang dapat digunakan pendidik untuk menarik perhatian pelajar.	Increased students' motivation during online learning	L1/ISMDOL/13

INTERVIEW TRANSCRIPTION 2

<p>Transcription 2</p> <p>Participant: Alfina Chusnul Chuluqi (Learner 2)</p> <p>Time: 09.04 P.M.</p> <p>Date: Sunday, 30th May 2021</p> <p>Place: Through WhatsApp Voice Note</p> <p>I: Interviewer P: Participant</p>
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Line	Subject	Transcription	Theme	Coding
	I	Assalamualaikum... Bismillah. Oke Fina kita mulai yaa.. Sebelumnya saya mau tanya, selama pembelajaran online di pandemi COVID-19 ini pernah belum sih kamu nggunain media pembelajaran seperti Quizizz? terus gimana kamu menggunakannya?		
1	P	Walaikumsalam mbaa... tentu saja pernah dong mba. Kadang-kadang juga beberapa dosen pakai Quizizz sebagai media pembelajaran online selama pandemi COVID-19 . Cara nggunainnya sih biasanya aku langsung ngeklik link yang biasanya udah diberikan dosen lewat WhatsApp grup atau kadang aku menyalin link dan kode nya secara	Assisting students in the learning process	L2/ASLP/1

		manual kemudian mengerjakan soal-soal yang ada didalamnya sampai selesai deh, hingga nanti akan keluar peringkat atau hasil nilai mengerjakan soal-soal tersebut.		
	I	Nah, lalu apa sih pendapat kamu tentang pengalaman pembelajaran online menggunakan Quizizz selama pandemi COVID-19 ini?	Assisting students in the learning process	L2/ASLP/2
2	P	emm.. pendapatku mengenai pengalaman pembelajaran online menggunakan Quizizz ini sih aku merasa bahwa Quizizz sangat cocok dan efektif diterapkan ketika pembelajaran online selama pandemi COVID-19 ini dan juga setting yang ada di dalam Quizizz itu sendiri dapat disesuaikan dengan kebutuhan peserta didik , emm.. baik dari segi jumlah soal, jenis soal, waktu pengerjaan, penilaian, serta beberapa setting lainnya yang dapat dikatakan cukup bagus dan memadai.		
	I	lalu pertanyaan selanjutnya.. menurut fina bagaimana sih penggunaan Quizizz membantu kamu dalam proses belajar bahasa Inggris selama pandemi ini?	Assisting students in the learning process	L2/ASLP/3
3	P	Quizizz memang membantu banget sih mbaa, dalam proses belajar bahasa Inggris selama pandemi khususnya. emm.. alasannya karena setting dalam Quizizz menggunakan Bahasa Inggris, jadi yaa emm.. mau tidak mau saya harus memahami dan mengetahui arti atau makna dari perintah atau pemberitahuan selama menggunakan Quizizz. Dengan demikian saya dapat menambah kosa kata baru dalam daftar kosa kata Bahasa Inggris yang ada di jaringan otak dan ingatan saya (tertawa).		

	I	(tertawa) wah bagus juga itu, secara nggak langsung bisa nambah kosa kata yaa berarti. Lalu fin, menurut kamu mengapa sih Quizizz membantumu selama pembelajaran online?		
4	P	emm.. menurutku sih Quizizz sangat membantu selama pembelajaran online karena cara penggunaannya yang mudah bagi pemilik soal maupun yang mengerjakan soal, nggak kayak web atau aplikasi lain sih yang penggunaannya rumit menurutku. Selain itu jugak dengan menggunakan Quizizz kecurangan dalam pengerjaan soal dapat di minimalisir karena setting waktu yang dapat diatur mirip dengan pengerjaan soal lisan yang harus segera dijawab, sehingga nggak akan ada waktu lagi buat nyari jawaban atau contekan dari berbagai sumber.	Assisting students in the learning process	L2/ASLP/4
	I	Lalu, ada gak sih kendala atau hambatan yang kamu alami dalam penggunaan Quizizz selama pandemi COVID-19 ini? Bisa tolong sebut dan jelaskan nggak, apa sajakah itu?		
5	P	kendala yang paling sering aku alami waktu menggunakan Quizizz sih jelas sinyal atau jaringan yang aku gunakan karena daerahku yaa emang di pelosok makanya jelek banget sinyalnya ditambah lagi kebijakan dosen yang mengatur waktu pengerjaan singkat banget menjadikan suatu kendala yang cukup serius bagi aku emm.. karena hal ini menyebabkan waktu pengerjaan ku jadi berkurang. Selain itu juga pasti bikin panik pas ngerjain soal waktunya hampir habis (tertawa)	Assisting students in the learning process	L2/ ASLP/5
	I	(tertawa) pasti panik banget yaa.. nah, terus bagaimana sih kamu menangani kendala atau hambatan seperti itu dalam menggunakan		

		Quizizz selama pandemi COVID-19?	Assisting students in the learning process	L2/ASLP/6
6	P	hal yang aku lakuin untuk mengatasi kendala atau hambatan tadi sih biasanya aku menyusuri jalan besar untuk mencari jaringan internet yang lebih baik . Yaa.. meski kadang juga harus pindah-pindah tempat buat cari sinyal yang stabil sih. Kadang kala aku juga menangani hal ini dengan mengunjungi salah rumah temen yang punya Wi-Fi atau jaringan internet yang lancar dan stabil agar mendapatkan ketenangan berpikir dan kelonggaran waktu dalam mengerjakan soal-soal dalam Quizizz yang mana waktu ngerjainnya singkat banget .		
	I	yaampun sampai se struggle itu yaa, tapi gapapa bakalan jadi pengalaman yang tak terlupakan kok. Next, berdasarkan pengalaman kamu itu apa sih pendapat kamu tentang peran Quizizz dalam pembelajaran bahasa Inggris kamu?		
7	P	berdasarkan pengalamanku itu sih Quizizz cukup berperan dalam pembelajaran Bahasa Inggris ku, jika dikategoriin ke dalam angka sih Quizizz dapat rating 8 dari 10 .. alasannya tentu karena ada pemberitahuan, perintah, dan setting dari Quizizz yang menggunakan bahasa Inggris sehingga saya dituntut untuk memahami arti atau maknanya . Contohnya gini mbaa, misal ada satu kata pemberitahuan yang muncul, dan saya kurang memahami arti kata itu maka saya pasti akan mencari arti dari kata itu sehingga saya akan mendapat kosa kata Bahasa Inggris yang baru .	Assisting students in the learning process	L2/ASLP/7

	I	ohh okay I see, lalu apakah penggunaan Quizizz meningkatkan perhatian dan keterlibatan belajar selama pembelajaran jarak jauh? Jika iya tolong jelaskan alasannya kenapa yaa dan jika enggak tolong kasih alasannya juga?	Increasing students' engagement	L2/ISE/8
8	P	yes pasti mbaa, Quizizz sangat meningkatkan perhatian dan keterlibatan belajar bagi saya selama pembelajaran online. Hal ini karena setting waktu pengerjaannya cukup singkat sehingga mau tidak mau peserta didik harus selalu standby dengan soal-soal yang tersedia dan jawaban yang diberikan.. emm.. ketika lengah sedikit aja maka dapat dipastikan akan kehilangan kesempatan untuk menjawab soal yang ada, dan hal ini mempengaruhi perolehan nilai yang akan di dapat di akhir soal-soal yang tersedia.		
	I	nah setelah menggunakan Quizizz, bisa ceritain ke aku nggak sih bagaimana perasaanmu dalam menggunakan Quizizz selama pembelajaran jarak jauh ini? menyenangkan kah?	Increasing students' engagement	L2/ISE/9
9	P	sangat excited sih mbaa dan saya sangat menyukai Quizizz karena penggunaannya mudah, mengasyikkan, seru dan saya merasa bahwa saya seperti belajar sambil bermain sehingga di dalam diri saya seperti ingin mengerjakannya lagi dan lagi (tertawa). emm.. saya rasa Quizizz ini sangat cocok menjadi media belajar saya yang menyukai hal-hal seru seperti ini.		
	I	oke lanjut, gimana sih kamu menggunakan Quizizz untuk pembelajaran online selama pandemi ini?nyaman atau enggak sih? bisa tolong jelaskan ngga?		

10	P	saya sangat nyaman sih dengan penggunaan Quizizz karena terdapat berbagai fitur tema dan juga fitur pendukung lainnya yang <i>gimana yaa..</i> dirancang seperti memainkan suatu game gitu sih sehingga menimbulkan rasa <i>exciting</i> dan keseruan yang begitu kuat mbaa, dan hal ini juga jadi nilai tambahan sih daripada penggunaan web atau aplikasi lain yang cenderung monoton. Dengan menggunakan Quizizz ini saya jadi tidak mudah bosan sih apalagi jenuh sama soal-soal yang dikasih.	Enhancing students' comfortability	L2/ESC/10
	I	kereeen, next gimana sih belajar menggunakan Quizizz mempengaruhi konsentrasi belajar kamu?		
11	P	emm.. menurutku sih dengan Quizizz ini aku dilatih untuk selalu fokus dan konsentrasi dalam pengerjaan tiap-tiap soal yang disediakan karena waktu yang dikasih kan singkat banget maka dari itu Quizizz kayaknya emang menuntut penggunanya untuk selalu fokus, konsentrasi, dan juga berfikir kritis untuk mengingat materi pembelajaran yang sudah diberikan dengan dibarengi membagi waktu pembacaan soal, mencerna makna soal, hingga menemukan jawaban dari pertanyaan yang disajikan.	Affect students' concentration	L2/ASC/11
	I	terus bagaimana sih dengan peran Quizizz dalam meningkatkan motivasi belajar kamu selama pandemi ini?		
12	P	Quizizz dapat dikatakan menjadi salah satu alasan saya merasa ingin tetap belajar dan memotivasi saya untuk belajar lebih giat lagi tentunya. ehm.. hal ini karena melihat skor akhir atau peringkat akhir yang didapat setelah mengerjakan Quizizz merupakan suatu dorongan	Increased students' motivation during online learning	L2/ISMDOL/1 2

		tersendiri bagiku sih untuk bisa jadi lebih baik di pengerjaan Quizizz selanjutnya. eem.. ketika saya dapat peringkat atau skor yang biasa-biasa aja saya menjadi ingin lebih baik, lebih tinggi peringkatnya, dan lebih berkonsentrasi dengan pengerjaan soal yang diberikan untuk pengerjaan Quizizz selanjutnya.		
	I	wow keren, next pertanyaan terakhir yaaa.. menurut kamu nih, seberapa efektif sih penggunaan Quizizz sebagai media pembelajaran online?		
13	P	kalau dikasih rating sih, Quizizz menempati urutan 8 dari 10 . Dengan Quizizz, pembelajaran online akan lebih efektif . Mengingat bahwa setting dan fitur-fitur yang ada dalam Quizizz sangat banyak namun mudah dipahami dan dengan kelebihan-kelebihan Quizizz yang tidak dimiliki oleh aplikasi atau web lainnya sehingga Quizizz dinilai sangat efektif dalam pembelajaran online selama pandemi COVID-19 dan Quizizz yang secara umum mengkombinasikan antara belajar dengan bermain sehingga dinilai menjadi jawaban atas kejenuhan dan kebosanan peserta didik dalam mengerjakan tugas yang diberikan oleh pendidik.	Increased students' motivation during online learning	L2/ISMDOL/13

