

**STUDENTS' PERCEPTION ON THE USE OF QUIZIZZ AND KAHOOT!  
AS LEARNING MEDIA**

**A Thesis**

**Presented to Department of English Language Education  
as Partial Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree  
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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that my thesis entitled “Students’ Perception on the use of Quizizz and Kahoot! as Learning Media” does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta July, 16 2024

The researcher,



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## **MOTTO**

Take that step even if it's scary

## **DEDICATION**

I dedicate my thesis to my beloved parents, Mr. Musa Iskandar and Ms. Efi Najihah for all the support, motivation and prayers. I also dedicate this thesis to my sister, Fika Nabillah Khairani who always keeps me encouraged and motivated to complete this thesis. Lastly, I dedicate this thesis to myself for being able to accomplish this point of the journey, for always trying to give the best, and for not losing faith in the process.

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# **STUDENTS' PERCEPTION ON THE USE OF QUIZIZZ AND KAHOOT! AS LEARNING MEDIA**

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## **ABSTRACT**

This research aimed to explore students' perceptions on the use of Quizizz and Kahoot! as learning media. The research was conducted at a private university in Yogyakarta and involved 83 students from the 2020 batch of the English Language Education program who had experience using Quizizz and Kahoot!. This is a quantitative study with comparative data analysis, comparing students' perception on the use of Quizizz and Kahoot!. The data was collected through a questionnaire about students perception on Quizizz and Kahoot! using the Likert Scale. An independent sample t-test was used to compare students' perception on the use of Quizizz and Kahoot!. The results showed that students had positive perceptions about Quizizz ( $M=4.01$ ,  $SD= .60$ ) and Kahoot! ( $M=3.50$   $SD= .53$ ). Furthermore, they expressed their preference for Quizizz over Kahoot! ( $t(82) = 12.91$ ,  $p < 0.000$ ). To be more specific, students perceive Quizizz ( $M=4.35$ ,  $SD = .833$ ) as more interesting and fun as a learning medium than Kahoot! ( $M= 4.30$ ,  $SD= .728$ ); ( $t(82) = 3.21$ ,  $p < .002$ ), and they felt that both platforms created a competitive classroom atmosphere and were more effective than traditional offline tests. To conclude, this study suggests that teachers could consider using Quizizz more than Kahoot! during learning activities or quizzes.

*Keyword: Learning media, Quizizz, Kahoot!, Students' Perceptions.*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Education is a constantly evolving field and learning media have a crucial role in teaching and learning activities. Nowadays, many teachers use varied learning media because using the right learning media can increase students' enthusiasm in receiving learning material and can be beneficial for learning activities, Dhamayanti (2021). Currently, there are many different media for assessment such as quiz or test that can be used by teachers, such as Quizizz, Kahoot!, Google form, Wordwall, Educandy, and many others. Each learning media has its advantages and disadvantages. This study only focuses on Quizizz and Kahoot! because it is often used by lecturers at one of the private universities in Yogyakarta. Numerous studies have been conducted on the use of Quizizz and Kahoot! and many of them report positive results, the research from Suharsono (2020), Amalia (2020), Dhamayanti (2021), Wirani et al., (2021), Wang & Tahir (2020), and Holbrey (2020). Based on Dhamayanti (2021) research findings, it was observed that the majority of English as a Foreign Language (EFL) students hold a favorable view of Quizizz and are motivated by it. As a result, Quizizz is seen as a valuable e-learning tool that can enhance the educational experience in English e-classrooms, while the result of previous research on Kahoot!

based on Holbrey (2020) is that Kahoot! is considered useful in increasing student interest and can support better student concentration in lectures.

Amalia (2020) stated that Quizizz's engaging and enjoyable interface creates a competitive environment in the classroom, discouraging students from cheating while being more effective than traditional offline tests. According to Dhamayanti (2021), most EFL students exhibit a positive attitude and strong motivation towards Quizizz. As a result, Quizizz is recognized as a beneficial e-learning resource that can enrich the English e-classroom learning environment.

In a study conducted by Wang & Tahir (2020), it was suggested that Kahoot! can have a positive influence on various aspects of the classroom, including learning performance, classroom dynamics, and student and teacher attitudes. However, it's important to note that other research has shown minimal to no impact from using Kahoot!. Some challenges reported by students when using Kahoot! include technical issues such as unreliable internet connection, difficulty reading questions and answers on the screen, inability to change answers, feeling pressured by time limits, fear of losing, and finding it difficult to catch up if an answer is incorrect. On the other hand, as per Holbrey (2020), Kahoot! has the potential to enhance student engagement and deepen their comprehension of concepts through active participation in the learning process.

Previous research has only addressed student perceptions of one quiz application and used different designs and methodologies. Some use pre and post course surveys such as research conducted by Holbrey (2020), some use mixed methods as used by (Göksün & Gürsoy, 2019) which uses a combination of qualitative and quantitative approaches, and a study conducted by Dhamayanti (2021), questionnaires were distributed to EFL students to understand their attitudes and motivations toward the Quizizz application. The research, which employed a quantitative method, targeted students majoring in English language education at a Private University in Yogyakarta. The primary objective was to assess the perceptions of these students regarding the use of Quizizz and Kahoot!.

## **1.2 Identification Problem**

The previous issues can be addressed by using different types of quiz media in learning. Previous research has only focused on individual quiz applications, neglecting the potential of varied media in quizzes. Therefore, my study examined students' perceptions of using Quizizz and Kahoot! in English Education at a Private University in Yogyakarta. The gap with previous research, the location of the study was specific to English education students at a Private University in Yogyakarta.

## **1.3 Research Questions**

This research was conducted to be able to answer questions:

1. What are students' perceptions on the use of Quizizz and Kahoot! as learning media?

To be more specific this also answers the question:

- a. Is there a significant difference in students' perceptions on the use of Quizizz and Kahoot! as learning media?
- b. Is there a significant difference in students' perceptions on the use of Quizizz and Kahoot! as learning media in each aspect?

#### **1.4 Objective of the Study**

The purpose of this research is as follows:

1. To Identify students' perceptions on the use of Quizizz and Kahoot! as learning media
  - a. To compare students' perception on the use of Quizizz and Kahoot! as learning media
  - b. To compare students' perception on the use of Quizizz and Kahoot! as learning media in each aspect

#### **1.5 Significance of the Study**

This research aims to help educators in choosing educational resources so that they can consider the selection of learning media especially for quizzes that is more suitable from the perspective of students so that the learning process is more interactive, so that the shortcomings in its application can be avoided and the advantages can be adopted or adapted by other teachers to maximize the application of learning media in the learning process.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Learning Media**

Learning media plays an important role in education, providing a dynamic platform for knowledge dissemination and interactive engagement. Learning media includes a wide array of tools and resources such as traditional textbooks to sophisticated digital simulations, which aim to enhance the learning experience. According to Puspitarini & Hanif (2019), teachers using learning strategies with interesting interactive methods and media during the learning process can increase student learning motivation, namely as an external motivation for students to learn. In line with Puspitarini & Hanif (2019), when learning media is employed effectively during the learning process, it can be a more efficient and productive tool for attaining educational goals. It has the potential to simplify the comprehension of intricate ideas for students through visual aids, multimedia demonstrations, and interactive activities. Along with technological advances, learning media continues to develop so that many online platforms and mobile applications appear that can be used for learning.

Sanaky (2009) suggests that incorporating learning media into the educational process offers several advantages. These include enhancing the clarity of learning materials, facilitating student comprehension, supporting mastery of learning objectives, boosting student motivation by making the learning process more engaging, and diversifying the learning experience.

## **2.2 Quiz App used in the Learning Process**

Quizizz is an interactive educational platform that stands out with its engaging design featuring vibrant animations and colorful themes. The app offers a wide range of features and templates, including various question formats such as checkboxes, multiple choice, fill in the blank, poll, and open-ended. It's a free online assessment tool that can be seamlessly integrated into the curriculum as a formative assessment tool. According to Rahayu (2018), Quizizz is an excellent tool not only for evaluating students' knowledge but also for tracking their progress in learning English.

Kahoot! has various features such as quizzes, games, surveys, and discussions. Kahoot can be used for free as long as it's for non-commercial use. Students can access the platform by logging in at the web address without the need for registration (Marello, 2014). Kahoot! often used as a quiz for students, usually Kahoot! used when class learning is in progress because the Kahoot! system displays questions on the screen and students choose answers from their respective cell phones and to choose answers they are given a time limit so that quizzes that use Kahoot! cannot be used as homework. The system of answering questions in Kahoot! is that the faster the participant answers, the greater the score or points. When a Kahoot! game begins, students must respond in real-time by selecting the correct answer on their own devices. Both speed and accuracy are essential for earning points and climbing to the top of the leaderboard that is displayed graphically. Based on Plump & LaRosa (2017); Heaslip et al. (2014) the ability for students to register anonymously on Kahoot! can reduce the

possibility of confusion, embarrassment when their responses are revealed in front of the class, and humiliation that often occurs in competitions.

This study focuses on the use of Quizizz and Kahoot! Nowadays, practically everyone uses technology, especially Generation Z, also referred to as the Millennial generation. Quizizz is an educational platform that leverages technology to create an engaging and enjoyable learning experience for students. It utilizes game-based learning to boost student participation and interest in the classroom. Given the strong affinity of Gen Z students towards technology, integrating it into education is essential.

### **2.3 Benefits of using Quiz Apps**

The incorporation of technology in English education in schools brings numerous advantages for enhancing student engagement and motivation. A key challenge is the lack of student interest in the English learning process (Mulyani, 2020). According to Keller (2008), motivation is the drive to act with a specific purpose. Understanding students' perceptions allows educators to gain insights into their students. It is essential for educators to comprehend students' perceptions as it aids in the assessment of learning. As mentioned by Chen, Y., & Hoshower, (2003), student perception is critical for evaluating teaching effectiveness. Being aware of students' perceptions enables educators to refine their teaching media and enhance creativity. Therefore, teachers should employ diverse delivery media to prevent a monotonous and tedious learning environment. When it comes to assessments, using varied media

for quizzes can prevent student boredom and boost motivation in learning English. Motivation plays a vital role in online learning due to the limitations of interaction and communication confined to the screen of the device (Ilmudinulloh, 2023).

According to Yuniar & Suryaman (2022), utilizing engaging game-based learning media can effectively facilitate the delivery of educational materials and measure students' comprehension. Utilizing quizzes has been shown to enhance students' motivation in learning English, as Quizizz offers diverse features that capture students' interest, ultimately boosting their engagement. Based on Dhamayanti (2021), Quizizz also contributes to enhancing the confidence of EFL students in e-learning environments, allowing them to assess their responses and review correct and incorrect answers. This enables students to evaluate their performance, comprehend the taught material, and identify their strengths and weaknesses during e-learning. According to Yuniar & Suryaman (2022) students responded positively to the Quizizz learning media, which was found to enhance their motivation and focus during learning. Students recognize that using Quizizz created a more engaging classroom environment, especially during online Zoom meetings. Additionally, students found Quizizz to be more effective compared to learning materials from YouTube videos and documents provided by their teachers.

Kahoot and Quizizz share similarities as they are both gaming-based educational tools. According to Zhao (2019), Quizizz functions as a game-based learning app that integrates various game activities into the learning process, making

classroom practice more exciting and interactive. Quizizz enables students to see the answers instantly on their screens, allowing them to take quizzes at their own pace and review their responses at the end of the game. Additionally, Quizizz offers game-based learning opportunities to help students engage during class, which can contribute to their quiz recognition, learning motivation, action consequences, and overall academic success.

Kahoot! is an internet-based gaming tool which, according to Gee (2003) suggests, allows students to participate in game-based quizzes in order to facilitate learning without them realizing it. The main goal of Kahoot! is to enhance learning and classroom dynamics by increasing engagement, motivation, enjoyment, and focus. It serves as a gamified learning platform that can be used to assess student comprehension, provide feedback, or serve as a break from regular lessons. Kahoot! integration as a cognitive tool in the teaching and learning process has had a positive impact on students, boosting their motivation and engagement, consequently leading to more effective learning (Mahbubah & Anam, 2022).

Kahoot! is an online platform that provides an enjoyable, challenging and engaging learning environment. It enables teachers to create discussions, quizzes, jumbles, and surveys (Martins et al., 2019). Students reportedly feel motivated when using Kahoot!, as they are required to answer questions promptly. Compared to similar platforms like Quizizz and Google Form, Kahoot! has a greater impact on student focus, perceived learning, enjoyment, engagement, and satisfaction (Vranešić et al.,

2019). According to Lee et al. (2019), Kahoot! aids in assessing students' initial comprehension and motivation at the start of a session. Furthermore, Wang (2015) notes that Kahoot! can be used to assess student understanding and reflect on the material at the end of a session. Educators can effortlessly share answers, images, videos, and sound through Kahoot!, while also monitoring participant activity and test results. Yang et al. (2019) highlight that learning through Kahoot! facilitates students' comprehension of material and active participation. Furthermore, it can lead to academic success and increased engagement among students.

Quizizz and Kahoot! are effective tools that can enhance students' engagement in learning and boost their technological proficiency through the use of e-learning platforms. Additionally, these platforms are valuable for educators to distribute assignments and course materials using interactive quiz formats, fostering a positive and enthusiastic learning environment for students. Kahoot! and Quizizz are online quiz applications that can be an option to make learning more interesting and fun. Based on Suharsono (2020) The results showed that Quizizz was preferred over Kahoot! by participants because in the Quizizz system the questions and answers appear on the screen of each participant's cellphone/laptop so that they cannot just look at the screen before class, while in the system in Kahoot! the answers are presented as symbols, whereas in Quizizz, the answers are in the form of words or numbers. After completing the quiz, you can review the answered questions to see the correct and incorrect responses.

## 2.4 Previous Studies

In a research on the use of Kahoot!, Holbrey (2020), students positively reported improvements in engagement, concentration, and lower-level retention. 44 participants joined the research through traditional lecture theater. Before and after the activities, the participants filled in a survey about engagement, retention, and concentration of Kahoot! The result of the comparison between the pre and post-test showed a positive improvement on students' engagement. In this study two surveys were completed, namely pre and post surveys. The study results indicated that students were more actively involved in their own learning, allowing them to delve deeper into concepts and gain a better understanding through conscious engagement in the learning process. Students reported positive changes in their engagement, focus, and ability to retain information. There were notable improvements in verbal communication, with similarities to the findings of Wang and Lieberoth (2016) regarding high spirits, laughter, productive noise, and a highly responsive class. The research presented in the journal is highly informative and valuable.

The research conducted by Dhamayanti (2021) focused on exploring the impact of using the Quizizz application as a tool for English language learning. The study involved 106 participants who completed a questionnaire via Google Form to gauge their perceptions and motivation regarding Quizizz in the English e-classroom. The findings of the research highlighted the participants' positive attitudes towards Quizizz as an effective e-learning media. It was noted that using Quizizz increased the students'

motivation and interest in the English e-classroom, making learning more engaging and enjoyable.

Amalia (2020) conducted a study on the use of Quizizz with 20 Dynamic English Course students. The research involved collecting data through a questionnaire using Likert Scale analysis. The study's descriptive qualitative design aimed to explore students' perspectives on Quizizz as an online assessment tool in English language teaching and learning, specifically in formative assessment. The results revealed that students held positive views on Quizizz. In summary, students strongly agreed that Quizizz is visually appealing and engaging, discourages cheating during exams, fosters a competitive classroom environment, and is superior to traditional offline tests.

## **2.5 The Flow of The Literature**

The study conducted quantitative research, specifically a comparative data analysis. The survey was completed by students from the 2020 class of the English education study program at a Private University in Yogyakarta. These students had utilized Quizizz and Kahoot! as learning media. The study was based on Dale's cone of experience, as outlined by Dale in Puspitarini (2019). According to Dale's cone of experience, direct, tangible experiences result in the most effective learning, followed by artificial objects, dramatizations, field trips, television, live exhibition pictures, still images, visual symbols, and finally word symbols, which are more abstract and yield the least effective learning. However, it was noted that the learning process does not

always have to begin with the students' immediate experiences, but can also incorporate relevant experiences based on the learning requirements.

Husain (2014) suggests that multimedia technology, especially in presentations, positively affects student learning results. The use of multimedia in presentations aims to engage students' auditory and visual senses to enhance learning. Additionally, the internet has impacted the use of media in the classroom, affecting both in-class and out-of-class instructional methods and providing independence, speed, feedback, affordability, effectiveness, and productivity in the learning process.

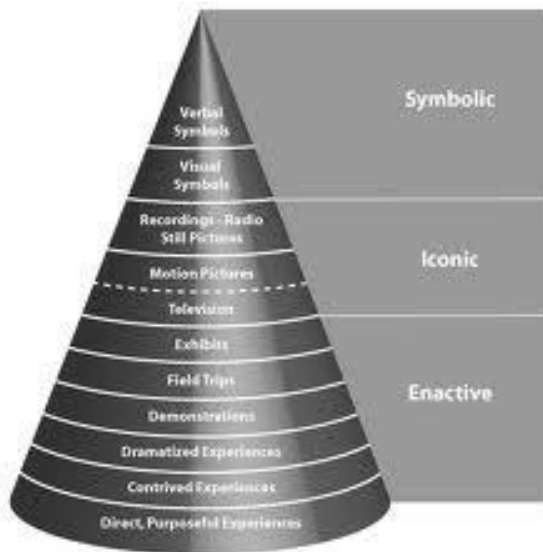


Figure 1. Dale's Cone of Experience (Puspitarini, 2019)

The previous issues can be addressed by using different types of quiz media in learning. Previous research has only focused on individual quiz applications, neglecting the potential of varied media in quizzes. Therefore, my study examined

students' perceptions of using Quizizz and Kahoot! in English Education at a Private University in Yogyakarta. The gap with previous research, the location of the study was specific to English education students at a Private University in Yogyakarta. This study aims to determine how students' perceptions on the use of Quizizz and Kahoot! and compare students' perceptions on the use of Quizizz and Kahoot! as learning media and then compare each aspect.

Quizzes are something that is considered difficult, so there maybe some students who think that using a variety of different quiz media can make students feel easier and less scary in doing quizzes because of the features in the application, on the other hand there are students who think that quizzes are difficult and serious things so students feel that using a formal and simple quiz application is more suitable because they can focus on quiz questions without being fooled by certain features. This study was conducted to find out the perceptions of English language education students towards various quiz apps, especially Kahoot! and Quizizz.

The vibrant design, character representations, and music offer students an experience akin to playing a game. In this digital age, games are transforming into educational tools, as noted by Hilliar and Kargbo (2017). Game-based learning involves interactive multimedia and dynamic elements that are controlled by teachers or students. Ultimately, Game-based learning is intended to provide diverse interactive learning experiences for both teachers and students. Therefore, it can be inferred that

educational games utilize mobile-assisted language learning (MALL) to improve the delivery, support, and augmentation of teaching, learning, assessment, and evaluation.

James Paul Gee supports the incorporation of games in education to encourage involvement and knowledge acquisition. According to his theory, learning environments based on games offer immersive experiences that can enhance problem-solving abilities and comprehension. Quizizz and Kahoot! employ gaming elements to develop captivating learning scenarios, ultimately making the learning process enjoyable and interactive.

## **CHAPTER III**

### **RESEARCH DESIGN**

#### **3.1 Research Design**

The study involved comparing students' perception on the use of Quizizz and Kahoot! as learning media through a survey. The survey employed a questionnaire for data collection and focused on carefully measuring variables to address research questions and hypotheses based on theory. The focus in quantitative methods was on the essential components of the methods section in proposals for experimental or survey studies, as noted by Creswell (2018). Quantitative methods were used due to the large number of participants and to gather diverse student perspectives on the use of Quizizz and Kahoot! as learning media. The design and method were selected to streamline data collection and gather comprehensive insights into students' perceptions of these tools.

#### **3.2 Setting and Participants**

This research was conducted in a Private University in Yogyakarta and the participants are English education study program class of 2020 who have used learning media especially Quizizz and Kahoot! The study used population research in that all students were included in the study. The population consisted of 100 students from the 2020 batch of English language education. Researchers distributed questionnaires to all students, but only 83 participants filled out the questionnaire. The participants were from the Class of 2020 because they had participated in learning at a private university

in Yogyakarta for a longer period and had used learning media, especially Quizizz and Kahoot!. The research was conducted at a private university in Yogyakarta because previous studies had been carried out at other universities, and no one had examined students' perceptions on the use of Quizizz and Kahoot! at a private university in Yogyakarta. Thus, the researcher aimed to understand the perceptions of students from the English language education department at this private university in Yogyakarta.

### **3.3 Data Collection**

#### **3.3.1 Research Instrument**

In this research, data was gathered through surveys and questionnaires distributed to students. The data collection involved students completing a questionnaire, and the data analysis included the application of the Likert Scale.

The researchers used an adapted questionnaire from Amalia (2020) to gather students' perceptions of using Quizizz and Kahoot! as learning media. In Amalia's questionnaire, the questions only focused on students' perceptions on the use of Quizizz, while in this questionnaire, the items were adjusted because the researcher wanted to get students' perceptions on the use of Quizizz and Kahoot! Twenty-five questions were used to gauge students' perceptions, with twelve questions about Quizizz, twelve questions about Kahoot!, and one general question that was not included as a comparison of the analysis data. A Likert scale was employed, requiring participants to select from five statements: Strongly Agree (SA), Agree (A), Neutral

(N), Disagree (D), and Strongly Disagree (SD). Research conducted by Amalia (2020) did not include the reliability number, so the researcher will calculate the instrument's reliability using Cronbach Alpha.

### 3.3.2 Validity and Reliability

The study tested the validity and reliability of the questionnaire using SPSS and researchers analyzed the reliability coefficient test using Cronbach Alpha. Statistical validity was not calculated because there were not enough participants, but the construct validity was consulted with the supervisor. It can be seen in Table 3.3.1 that the questionnaire has 25 items (N) in total with Cronbach alpha value .927. According to Taber (2018) if Cronbach alpha value shows results higher than .90 then the questionnaire can be considered as reliable. Then, we can conclude that a questionnaire used to measure students' perception on the use of Quizizz and Kahoot! as learning media is reliable and consistent.

**Table 3.1 Reliability**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.927	25

### 3.4 Data Analysis

The researcher used descriptive statistics and independent sample t-test to analyze the data. The analyzes used in this research were conducted by using SPSS and

Ms Excel. The data obtained from Google Form was gathered in Ms Excel. From Ms Excel, the data was imported into SPSS and was analyzed using descriptive statistics and independent sample t-test. To answer the first research question the data was analyzed using descriptive statistics to calculate the frequency, mean score, standard deviation of each item. To answer research questions number two and three the data were analyzed using an independent sample t-test to compare the overall scores regarding student perceptions of Quizizz and Kahoot!, while the third question aimed to compare the respective scores of each aspect of Quizizz and Kahoot!. The final output of this data was in the form of a table.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion, which were intended to answer the study's problems. The researchers outline the approach used to compute and present the findings from the data. The data for the research was gathered from a survey given to students in the English Language Education Department, class of 2020, who have been using Quizizz and Kahoot! as educational tools at a Private University in Yogyakarta.

#### **4.1 Descriptive Findings**

Based on the questionnaire results, the students' perceptions on the use of Quizizz and Kahoot! as learning media was positive, the mean score for student's perception about Quizizz (4.01) is higher than the mean score for student's perception about Kahoot! (3.50). The highest average score was found on the participants' perception that Quizizz is like a game ( $M=4.40$ ,  $SD= .79$ ) while the lowest average score was on the students' perception that they can't cheat during the test using Quizizz ( $M=3.55$ ,  $SD= 1.05$ ). The perception that showed the middle position is that Quizizz should be used in daily online quizzes ( $M=3.95$ ,  $SD= .92$ ). More detailed results can be seen in table 4.1.

**Table 4.1 Results of Quizizz**

<u>Question Number</u>	<u>Items</u>	<u>Mean</u>	<u>Std. deviation</u>
11.	I feel that Quizizz is like a game (q6)	4.40	.795
1.	Quizizz is interesting and fun as a learning media (q1)	4.35	.833
9.	I enjoy doing the test using Quizizz (q5)	4.24	.878
17.	Quizizz creates a competitive atmosphere (q9)	4.20	.880
5.	Quizizz has an interactive display (q3)	4.20	.823
2.	Quizizz is interesting and fun as assessment tools (q2)	4.13	.880
20.	I like Quizizz better than Kahoot! (q11)	4.01	.876
24.	Quizizz should be used in daily online quizzes (q13)	3.95	.923
22.	Quizizz is better than the traditional test (q12)	3.84	.848
7.	Quizizz has many challenging features (q4)	3.66	1.118
13.	I don't feel tense when doing a test in Quizizz (q7)	3.64	1.132
15.	I can't cheat during the test using Quizizz (q8)	3.55	1.051

In this study, the highest average score was found on the participants' perception that Kahoot! is like a game ( $M=4.34$ ,  $SD= .81$ ) while the lowest average score was on the students' perception that students like Kahoot! better than Quizizz got the lowest mean ( $M=3.12$ ,  $SD= .98$ ). The perception that showed the middle position

is that Kahoot! is better than the traditional test ( $M=3.82$ ,  $SD= .87$ ). More detailed results can be seen in table 4.2.

**Table 4.2 Results of Kahoot!**

<u>Question Number</u>	<u>Items</u>	<u>Mean</u>	<u>Std. deviation</u>
12.	I feel that Kahoot! is like a game (k6)	4.34	.816
3.	Kahoot! is interesting and fun as a learning media (k1)	4.30	.728
10.	I enjoy doing the test using Kahoot! (k5)	4.18	.913
18.	Kahoot! creates a competitive atmosphere (k9)	4.17	.853
4.	Kahoot! is interesting and fun as assessment tools (k2)	4.06	.915
6.	Kahoot! has an interactive display (k3)	4.00	.841
25.	Kahoot! should be used in daily online quizzes (k12)	3.84	.876
23.	Kahoot! is better than the traditional test (k11)	3.82	.872
16.	I can't cheat during the test using Kahoot! (k8)	3.54	1.085
8.	Kahoot! has many challenging features (k4)	3.47	.992
14.	I don't feel tense when doing a test in Kahoot! (k7)	3.46	1.108
21.	I like Kahoot! better than Quizizz (k10)	3.12	.980

#### 4.2. Comparison between students' perception on the use of Quizizz and Kahoot!

There was a significant difference in students' perception between Quizizz and Kahoot! ( $t(82) = 12.91, p < 0.000$ ) as learning media. The mean score for student's perception about Quizizz (4.01) is higher than the mean score for student's perception about Kahoot! (3.50). It means that students prefer Quizizz over Kahoot!.

**Table 4.3 Results of comparison between students' perception on the use of Quizizz and Kahoot!**

<b>Paired Samples Statistics</b>					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Quizizz	4.0160	83	.60226	.06611
	Kahoot	3.5000	83	.53399	.05861

<b>Paired Samples Correlations</b>				
		N	Correlation	Sig.
Pair 1	Quizizz & Kahoot	83	.801	.000

<b>Paired Samples Test</b>									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Quizizz - Kahoot	.51602	.36400	.03995	.43654	.59551	12.915	82	.000

Meanwhile, for more detailed questions, significant differences were also found on the perception that Quizizz or Kahoot! is interesting and fun as a learning media ( $t(82) = 3.21, p < .002$ ), Quizizz or Kahoot! has an interactive display ( $t(82) = 6.11, p < .000$ ), Quizizz or Kahoot! has many challenging features ( $t(82) = -3.85, p < .000$ ), Quizizz or Kahoot! is like a game ( $t(82) = 7.17, p < .000$ ), no cheating during the test using Quizizz or Kahoot! ( $t(82) = -4.71, p < .000$ ), Quizizz or Kahoot! creates a competitive

atmosphere ( $t(82) = 7.77, p < .000$ ), and Quizizz or Kahoot! should be used in daily online quizzes ( $t(82) = 5.62, p < .000$ ). It is significant because students have a more positive perception of Quizizz than Kahoot! In terms of the above statements, the mean of Quizizz is greater than the mean of Kahoot!.

Students perceived that:

1. Quizizz ( $M=4.35, SD=.833$ ) is more interesting and fun as a learning media than Kahoot! ( $M= 4.30, SD=.728$ );
2. Quizizz ( $M=4.20, SD=.823$ ) has a more interactive display than Kahoot! ( $M=4.00, SD=.841$ );
3. Quizizz ( $M= 3.66, SD= 1.118$ ) has many more challenging features than Kahoot! ( $M= 3.47, SD=.992$ );
4. Students feel that Quizizz ( $M= 4.40, SD=.795$ ) is more like a game than Kahoot! ( $M= 4.34, SD=.816$ );
5. Students can not cheat during the test using Quizizz ( $M= 3.55, SD= 1.051$ ) than using Kahoot! ( $M= 3.54, SD= 1.085$ );
6. Quizizz ( $M= 4.20, SD=.880$ ) creates a more competitive atmosphere than Kahoot! ( $M= 4.17, SD= .853$ );
7. Quizizz ( $M= 3.95, SD=.923$ ) should be used in daily online quizzes rather than Kahoot! ( $M= 3.84, SD= .876$ );

No significant differences were found on the perception that Quizizz or Kahoot! is interesting and fun as assessment tools ( $t(82) = 1.44, p < .153$ ), Students enjoy doing

the test using Quizizz or Kahoot! ( $t(82) = -.917$ ,  $p < .362$ ), Students do not feel tense when doing a test in Quizizz or Kahoot! ( $t(82) = .601$ ,  $p < .550$ ), Students like Quizizz better than Kahoot! or Students like Kahoot! better than Quizizz ( $t(82) = 1.59$ ,  $p < .114$ ), and Quizizz or Kahoot! is better than the traditional test ( $t(82) = .000$ ,  $p < 1.00$ ). Students have a positive perception of Quizizz and Kahoot! because there is no significant difference. More detailed results can be seen in table 4.4. It means that Students perceived that:

1. Quizizz (M= 4.13, SD = .880) is as interesting and fun as assessment tools as Kahoot! (M=, SD=);
2. Students enjoy doing the test using Quizizz (M= 4.24, SD = .878) same as Kahoot! (M= 4.18, SD= .913);
3. Students do not feel tense when doing a test in Quizizz (M= 3.64, SD= 1.132) same as Kahoot! (M= 3.46, SD= 1.108)
4. Students like Quizizz better than Kahoot! (M= 4.01, SD= .876) same as or Students like Kahoot! better than Quizizz (M= 3.12, SD= .980).
5. Quizizz (M= 3.84, SD= .848) and Kahoot! (M= 3.82, SD= .872) are better than the traditional test

**Table 4.4 Results of comparison between Quizizz and Kahoot! in each items**

<u>Question Number</u>	<u>Questions</u>	<u>Mean Q</u>	<u>Mean K</u>	<u>t</u>	<u>df</u>	<u>Sig</u>
1.	Interesting and fun as a learning	4.35	4.40	3.21	82	.002

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media						
3.	Has an interactive display	4.20	4.00	6.11	82	.000
4.	Has many challenging features	3.66	3.47	-3.85	82	.000
6.	I feel that Quizizz/Kahoot! is like a game	4.40	4.34	7.17	82	.000
8.	I can't cheat during the test using Quizizz/Kahoot!	3.55	3.54	-4.71	82	.000
9.	Creates a competitive atmosphere	4.20	4.17	7.77	82	.000
12.	should be used in daily online quizzes	3.95	3.84	5.62	82	.000
2.	Interesting and fun as assessment tools	4.13	4.06	1.44	82	.153
5.	I enjoy doing the test using Quizizz/Kahoot!	4.24	4.18	-.917	82	.362
7.	I don't feel tense when doing a test in Quizizz/Kahoot!	3.64	3.46	.601	82	.550
10.	I like Quizizz better than Kahoot!/ I like Kahoot! better than Quizizz	4.01	3.12	1.59	82	.114
11.	Quizizz/Kahoot! is better than the traditional test	3.82	3.84	.000	82	1.00

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### 4.3 Discussion

The objective of this research is to determine students' perception on the use of Quizizz and Kahoot! as learning media and to establish which platform students favor between Quizizz and Kahoot!. The research approach employed is quantitative due to the substantial number of participants and the need to comprehend numerous students'

perspectives concerning the use of Quizizz and Kahoot! as learning media. Surveys and questionnaires were administered to gather data for this study.

The research findings indicated English language education students showed a positive perception of Quizizz and Kahoot! as learning media. This aligns with previous research by Amalia (2020), which found that students have a positive perception of using Quizizz as an online assessment tool for teaching and learning English, especially for formative assessment. Amalia (2020) highlighted that using platforms like Quizizz for testing enables students to view their results directly on a screen, promoting competitiveness. Similarly, this study acknowledges students' perception of Quizizz and Kahoot! as tools that can create a competitive environment. According to Holbrey (2020), Kahoot! can enhance students' active participation in learning, enabling them to delve deeper into concepts and develop a better understanding through conscious engagement. Students have reported enhanced engagement, concentration, and retention. Kahoot! is noted for supporting improved concentration during lectures and positively impacting students' excitement, engagement, learning experience, and efficiency (Wang & Tahir, 2020). Students also believe that Kahoot! can boost motivation and confidence, making them feel more secure in class (Tsymbal, 2018). Additionally, students feel comfortable answering anonymously in class, creating a more relaxed atmosphere (Cutri et al., 2016). These perceptions align with the current study, indicating that students do not feel stressed when using Quizizz or Kahoot! for assessments.

The second finding showed that students perceived Quizizz more positively than Kahoot! The reason for this finding might be due to its more interactive display and user friendliness (Suharsono, 2020), Quizizz is preferred over Kahoot! by participants because it has an interactive display and user friendliness because in Quizizz the questions and answers appear on the screen of each participant's cellphone/laptop so there is no need to look at the screen when you want to answer questions like in Kahoot!, In Kahoot!, the response is shown using a symbol, while in Quizizz, the actual answer is presented in the form of words, numbers, or both. Additionally, once the quiz is completed, the answered questions can be reviewed to identify those that were answered incorrectly and less well understood by the participants. According to Dhamayanti (2020), students believe that Quizizz is a useful e-learning platform for teaching and learning activities, especially for English e-learning classes. This indicates that most students believe that their English language skills improve when using the Quizizz app for learning. Quizizz can enhance the motivation and engagement of EFL students during e-learning activities because the application's features can pique students' interest and prevent them from becoming bored during the lesson.

This study compares Quizizz and Kahoot! on each question to find out if each question has a significant difference. The result of each question is that Quizizz has a greater mean than Kahoot!. Questions that have positive perceptions and significant

differences are Quizizz or Kahoot! has an interactive display, Quizizz or Kahoot! has many challenging features, I feel that Quizizz or Kahoot! is like a game, I can't cheat during the test using Quizizz or Kahoot!, Quizizz or Kahoot! creates a competitive atmosphere, Quizizz or Kahoot! should be used in daily online quizzes, thus showing that the features of Quizizz are superior in interactive displays, and challenging features, and Quizizz is considered to be able to make the classroom atmosphere competitive.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions based on the research findings and some suggestions regarding this study.

#### 5.1 Conclusion

The objectives of this study are to Students' perception on the use of Quizizz and Kahoot! as Learning Media. 83 students were participating in this study. Based on the results and analysis in the previous chapter, the researcher has concluded that students have a positive perception of Quizizz and Kahoot!. As reported by the data, most students have the perception that Quizizz and Kahoot! feels like a game indicated by the highest score for Quizizz (M=4.40) and Kahoot! (M=4.34). According to student perception, there is a positive perception for Quizizz and Kahoot! over traditional testing methods. Students find these interactive platforms to be more engaging and effective for learning because they felt that both platforms created a competitive classroom atmosphere. However, when comparing Quizizz and Kahoot! students generally prefer Quizizz because of its customizable features, which enable a more personalized and varied learning experience.

## **5.2 Suggestion**

To conclude, this study suggests that teachers could consider using Quizizz more than Kahoot! during learning activities or quizzes. This is supported by the data, as students prefer Quizizz over Kahoot!

Future research could include a mixed-methods research design approach on a larger scale of participants, involving not only students but also teachers' perspectives regarding the use of Quizizz and Kahoot! as learning media. By combining students' experiences and teachers' perspectives, we can fully comprehend how effective and influential these platforms are within educational environments. This mixed-methods approach is expected to delve more deeply into the nuances of Quizizz and Kahoot! usage in the classroom, as it will involve conducting surveys through questionnaires and interviews with several participants. This will allow for a more nuanced exploration of the benefits and potential challenges associated with integrating these platforms into the educational environment. Additionally, the larger scale of participants will enable the collection of diverse data, thereby enhancing the generalizability of the findings. Furthermore, by exploring the perspectives of both students and teachers, we can gain insights into the differing experiences, needs, and preferences of these two key stakeholder groups. This, in turn, can inform the development of more tailored and effective educational interventions and strategies. Therefore, Future research should aim to include a diverse approach that captures

different experiences and perspectives related to using Quizizz and Kahoot! in education.

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## APPENDICES

### **Appendix1. Students' Perception on the use of Quizizz and Kahoot! as Learning Media Questionnaire**

**Link google form:** <https://forms.gle/w1goC26fZrrudkA46>

Assalamualaikum Wr. Wb.

Perkenalkan saya Salsa Fadillah Afra, mahasiswa program studi Pendidikan Bahasa Inggris, Universitas Islam Indonesia. Saat ini saya sedang mengumpulkan data dalam rangka penyelesaian tugas akhir saya yang berjudul "Students' perception on the use of Quizizz and Kahoot! as Learning Media". Penelitian ini bertujuan untuk mendeskripsikan persepsi mahasiswa dalam menggunakan media pembelajaran yang berupa Quizizz dan Kahoot! sebagai media pembelajaran.

Saya memohon kesediaan Anda untuk mengisi kuesioner penelitian yang khusus ditujukan untuk mahasiswa aktif Prodi Pendidikan Bahasa Inggris, Universitas Islam Indonesia angkatan 2020. Apabila Anda bersedia untuk berpartisipasi dalam penelitian ini, Anda dapat melanjutkan ke proses pengisian kuesioner. Kuesioner terdiri dari 25 pertanyaan. Mohon untuk mengisi kuesioner sesuai dengan kondisi Anda yang sebenarnya. Seluruh data dalam penelitian ini akan dijaga kerahasiaannya dan hanya digunakan untuk kepentingan penelitian.

Kuesioner dapat diakses melalui link berikut: <https://forms.gle/w1goC26fZrrudkA46>

Jika ada masalah atau pertanyaan mengenai penelitian ini, Anda dapat menghubungi saya melalui:

Email: 20322118@students.uii.ac.id

WhatsApp: 081220203857

Terima kasih atas kesediaan dan partisipasi Anda dalam pengisian kuesioner ini semoga Allah SWT membalas kebaikan Anda.

Wassalamualaikum Wr. Wb.

Hormat saya,

Salsa Fadillah Afra

Dosen Pembimbing,

Puji Rahayu, S.Pd., MLST., Ph.D.

SECTION 1

Name:

NIM:

Participants consent: I consent to participate in the study by completing the questionnaire.

SECTION 2

Student's perception on the use of Quizizz and Kahoot! as Learning Media

No	Question	Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
1.	Quizizz is interesting and fun as a learning media					
2.	Quizizz is interesting and fun as assessment tools					
3.	Kahoot! is interesting and fun as a learning media					
4.	Kahoot! is interesting and fun as assessment tools					
5.	Quizizz has an interactive display					
6.	Kahoot! has an interactive display					
7.	Quizizz has many challenging features					
8.	Kahoot! has many challenging features					
9.	I enjoy doing the test using Quizizz					

10.	I enjoy doing the test using Kahoot!					
11.	I feel that Quizizz is like a game					
12.	I feel that Kahoot! like a game					
13.	I don't feel tense when doing a test in Quizizz					
14.	I don't feel tense when doing a test in Kahoot!					
15.	I can't cheat during the test using Quizizz					
16.	I can't cheat during the test using Kahoot!					
17.	Quizizz creates a competitive atmosphere					
18.	Kahoot! creates a competitive atmosphere					
19.	I feel encouraged to be number one on the leaderboard					
20.	I like Quizizz better than Kahoot!					
21.	I like Kahoot! better than Quizizz					
22.	Quizizz is better than the traditional test					
23.	Kahoot! is better than the traditional test					
24.	Quizizz should be used I					

	daily online quizzes					
25.	Kahoot! should be used in daily online quizzes					