Quizizz as an assessment media at EFL teaching: Students' voices

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Abstract
This study aims to determine students' perceptions of using Quizizz as an English assessment medium. This study uses a descriptive qualitative method taken one month to collect data using close-ended questionnaire as the instrument. The sample used in this study was 3 classes in Grade 10 at SMA N 2 Semarang in the 2021/2022 academic year with a total of 108 students. From the data collection of the questionnaire distribution, it shows that 88.9% or 96 of students have positive perceptions and 5.6% or 6 of students have neutral perceptions, and 5,6% or 6 students have negative perceptions of the use of Quizizz as a medium for assessing English in their classes. It can be concluded that students in Grade 10 at SMA N 2 Semarang have a positive perception of the use of Quizizz. The students thought that the Quizizz media was a fun medium and very suitable to be used by teachers because the media was very interesting and practical to use for English assessment media.

***Keywords:** Assessment media; Quizizz; EFL teaching*

INTRODUCTION

An assessment has an impact on the provision of their experiences and learning approaches in the future, because the results of the assessment can be used by students to determine the extent of a student's abilities and can be used as an evaluation. Barbosa and Garcia (2005) explain that assessment is an important thing needed in the teaching and learning process of English in which it is useful for influencing students to approach their learning by observing student interactions, revising what students have learned, paying attention to how much the time they have spent looking for subject matter, and doing assignments. It can strengthen and increase students' motivation in learning. Students will show their efforts in understanding the material as well as their abilities and strengths which they think will be assessed by the teacher in an instructional manner (Bury, 2017; Koc et al., 2015). It provides evaluation and feedback so that teachers can find out about students' abilities in mastering the subject matter that has been given (Orleans, 2014). With an assessment held on every material taught at school, students will have more motivation in learning and they will make more preparations by studying the material that will be assessed in their class.

There are various kinds of online assessment tools that teachers can use in learning English. One of the great assessment tools that can help students improve their progress and be able to find out their ability to learn English is Quizizz (Rahayu & Purnawarman, 2019). Besides being useful for test assessment, teachers can also provide homework that works for additional practice to students through Quizizz.

Many advantages that students will get when using Quizizz including the enhancement of motivation and raising students' enthusiasm in learning English (Basuki & Hidayati, 2019; Ju, 2019). Zhao (2019) claims that Quizizz provides learning by displaying games that students can access during learning. Quizizz quickly displays students' questions and answers on the screen so students will answer the questions at their own pace, and students can correct the answers they have chosen at the end of the game. Quizizz is also equipped with a leaderboard that functions to display student rankings, so that when doing quizzes, they can compete with their friends in a healthy manner through the material they have learned on smartphones, laptops, or other devices. By using the Quizizz media, assessment activities for students can be carried out anywhere and anytime, because the Quizizz application is an online-based assessment media which is easy and fun to use if it is supported by adequate internet access (Salsabila et al., 2020).
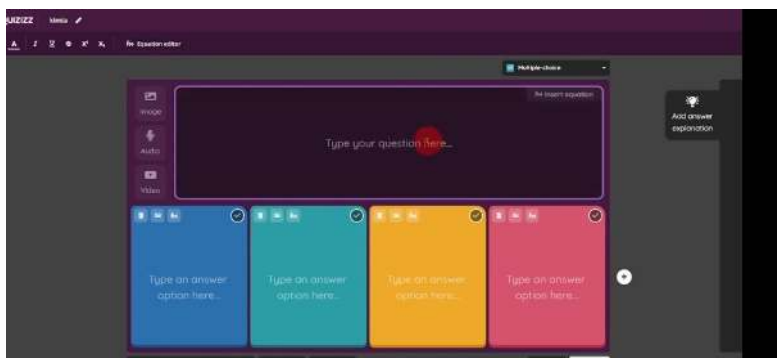

Figure 1. One certain feature of Quizizz (Source: https://quizizz.com)

Data from using Quizizz can also be obtained easily, because the storage and settings in Quizizz are made with a user-friendly system. According to Fadhilawati (2021), the quiz results can be seen by the teacher in the form of a report, and the teacher can download it in the form of a file in order to guide the teacher in providing feedback to students. Therefore, it can be concluded that using the assessment data obtained from Quizizz has benefits for teachers and can be used by teachers as views in the next lesson that must be given.

To prove those previous theories and studies, the researchers tried to investigate high school students' perceptions of doing English tests using Quizizz. Teachers or lecturers have an important role to know the perceptions of students to be needed to evaluate their students. The researchers wanted to explore this case after seeing the phenomenon directly that occurred at SMA N 2 Semarang when the researchers were conducting a teaching internship program at the school. The researchers saw teachers using Quizizz as a media assessment in several subject matter, for example in giving sympathy, analytical

exposition, and so on. According to Verderber et al., (2010) teachers must know the perceptions of students because then the teacher is able to evaluate the way in which learning is delivered to students, and that way the teacher can also rearrange the learning methods in the classroom properly according to the characteristics of his students. Therefore, the perception of students has a very important role which serves to evaluate the effectiveness of learning in students in the classroom.

There have been three related studies on Quizizz. The first study was from Akhtar et al. (2019) on the intentions and attitudes of teachers when using an online game-based learning platform through Quizizz in the learning process. The second study is about students' perspectives on online English assessment using Quizizz in the learning process, especially in formative (Amalia, 2020). While the third study is on students' opinions and barriers to the use of Quizizz as Game-Based Learning when learning grammar in written discourse (Fakhruddin & Nurhidayat, 2020). However, those three studies are from this research: The subject researchers targeting was the 10th grade students from SMA N 2 Semarang. None of the research conducted in the three journals was carried out in high schools, and this research was conducted at SMA N 2 Semarang.

METHOD
Research design
The method used in this research is qualitative research design by presenting the results of descriptive data in the form of oral and written texts that were obtained after conducting a survey. According to Handayati and Alhaleh (2021), qualitative research is a form of scientific research that is organized, general, regular in accordance with the rules that have been applied by members of qualitative research or can be called systematic. This method chosen because it is related to this research, which was the aim of knowing student's perceptions of Quizizz as English assessment media on the tenth grade at SMA 2 Semarang. Another reason why the researchers chose to use qualitative methods is because the researchers wanted to explain in detail the research results in accordance with data and facts in the field, besides that the researchers also wanted to know in depth related to the problems being studied, namely student's perceptions of Quizizz as English assessment media. In determining the sample in this study, the researchers used simple random sampling technique by choosing tenth MIPA 5 as a non-sample class, with a total of 36 students. For class samples in this study were Grade X MIPA 6, X IPS 1, and X IPS 2 class, each of which consists of 36 students. So, the total is 108 students.

Instrument
This study used closed-ended questionnaire as the instrument because it is efficient and easy to use in collecting data about students. In the questionnaire, the researchers gave fifteen statements related to the Quizizz. The researchers made these statements based on suggestions from the examiner lecturer where researchers advised to make several statements about Quizizz from the perspective of students' views on the impact of Quizizz and in terms of students' perceptions of the features provided by Quizizz. The first to tenth statements

the researchers focused on students' perceptions of the Quizizz application in general, namely regarding the views and impacts they get after using Quizizz, and the eleventh to fifteenth statements focused on students' views on the features available on Quizizz.

Validity of the instrument

According to Simon (2011), to overcome the validity there are several approaches used in qualitative research. One of them is member checking and expert review. The validity that has been used by researchers in this study is with expert review (judgment). The reason why researcher chose this theory was because the expert review was adapted by Simon (2011) with an expert validation assessment rubric that made it easier for validators to validate questionnaires, the criteria and directions in the rubric were clear and definite to measure the validity of the questionnaire. The content of the rubric contains ten statements and there are 4 score criteria that can be filled by the validator. The 4 scores are 1 which means not acceptable, 2 which means below acceptable, 3 which means meets expectations, and 4 which means exceeds expectations. At the end of the validator rubric, comments and suggestions were also provided that can be filled in by the validator for researchers.

Reliability of the instrument

To test whether the questionnaire distributed is reliable or not, the researchers tested it by distributing the same statement to the non-sample class first, where the reliability of the questionnaire to be used was using a formula from Alpha Cronbach. After distributing the questionnaire to the non-sample class, the results that have been filled in by the respondents are analyzed using SPSS.

After the data were inputted with the Alpha Cronbach formula in SPSS, the researchers then analyzed the results of the data, when the results of the analysis showed that the questionnaire statement that had been distributed to the non-sample class was reliable, then the questionnaire could be distributed to the other three sample classes. The researchers tested the reliability of the questionnaire with reliability standards shown in Table 1.

Table 1. Level of standard reliability

Cronbach's Alpha Score	Level of Reliability
0.0 – 0.20	Very Low
> 0.20 – 0.40	Low
> 0.40 – 0.60	Fair
> 0.60 – 0.80	High
> 0.80 – 1.00	Very High

Liliana et al. (2020)

Data collection procedures

The research data obtained through questionnaires distributed via Google-form to be conducted on several students. Therefore, in data collection the steps that were carried out by the researchers are as follows: The first step that has been taken by the researchers is to check the validity of the questionnaire that has been made. The validation is assessed by an expert and experienced by providing a validation rubric that contains a list of assessments for each statement that was be made by the researchers. In validating the questionnaire, the researchers chose a supervisor to give a score and his opinion on whether

the statements in the questionnaire had a clear, concise, and understandable meaning for all readers. The validation assessment had been filled by the supervising lecturer and one of the English teachers in SMA N 2 Semarang. The results of the validation that have been filled in by the validator show that all statements made by the researchers are filled with no modifications needed score, and some are filled with no modifications needed but could be improved with minor changes score, thus the questionnaire is stated valid, and can be used for research.

The questionnaire was then distributed via a Google-form link that was created by the researchers. The questionnaire in this study was in the form of a closed-ended questionnaire which containing 15 statements related to information about students' perceptions of Quizizz as an English assessment media. The researchers then distributed the Google-form questionnaire link to students according to the schedule determined by the English subject teacher who taught in the class that had been selected as the research sample. The total number of students to be studied is 144 students in tenth grade from four different classes. Questionnaires began to be distributed via google form to all WA groups of tenth MIPA 6, tenth IPS 1, and tenth IPS 2 classes on Monday, May 23, 2022 at 10:00, researcher took one week to get the data. lastly on Monday, May 30, 2022, 108 students have filled out the questionnaire in total.

Data analysis
In the questionnaire, the researchers used the procedure from Sugiyono (2012), namely the Likert Scale theory. The researchers observed the results of the responses from the students where the questionnaire has been given a choice of answers for each statement including: strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), or Strongly Disagree (SD). Before adding up the overall score, the researchers grouped each student's answers first. For giving the score, the researchers used the criteria as written in Table 2 as a reference:

Table 2. Measuring using Likert scale

Alternative Answer	Score	
	Positive	Negative
Strongly Agree (SA)	5	5
Agree (A)	4	4
Neutral (N)	3	3
Disagree (D)	2	2
Strongly Disagree (SD)	1	1

Criterion Score: Scale score X total of respondents (adapted from Sugiyono, 2012)

In the questionnaire distributed to students, they were given instructions regarding the points for each answer choice they chose. In the 15 statements given there are 14 positive statements that discuss Quizizz, and there is 1 negative statement, namely in the tenth statement where the statement is given to see the student's response if Quizizz is said to be negative in the English assessment process in their class. In each statement they can answer and choose the option according to their own perception. For positive statements, if

they have a positive perception, students can answer Strongly Agree (SA) with a score of 5 and Agree (A) with a score of 4, and if students have a negative perception of Quizizz in the positive statement, students can choose the Disagree option. (D) with a score obtained is 2 or Strongly Disagree (SD) with a score to be obtained is 1. If according to students the statement has no impact or they feel normal then students can choose the Neutral (N) option with a score of 3. These points are the opposite of the Negative statement given, so if the statement is positive then the score value obtained is from the highest number to the lowest number, but for the negative statement the score that will be obtained is from the lowest point to the highest point. So, if the negative statement is given and the student agrees on the negative statement, the student can answer Strongly Agree (SA) with a score obtained is 1 and Agree (A) with a score of 2, and if students have a negative perception of Quizizz in the positive statement then students can choose the option Disagree (D) with a score obtained is 4 or Strongly Disagree (SD) with a score to be obtained is 5.

After all the answers were grouped according to the criteria, the next step is the researchers calculated the total answers with the score criteria. After that the final score obtained was analyzed by researchers using the percentage technique which later the results of the percentage will be conveyed in the form of a description.

RESULT AND DISCUSSION
Analysis of the validity and reliability of the questionnaire
In this study, researchers conducted validity using rubric validation obtained from Simon's (2011) theory. The validity was carried out by 2 professionals, namely from the supervisor and from the English teacher who taught in the class that the author studied. The content of the rubric contains 15 statements and there are 4 score criteria that can be filled by the validator. The 4 scores are 1 which means not acceptable, 2 which means below acceptable, 3 which means meets expectations, and 4 which means exceeds expectations. At the end of the validator rubric, comments and suggestions are also provided that can be filled in by the validator for researchers.

The results of the validation that have been filled in by the validator show that all statements made by the researchers are filled with no modifications needed score, and some are filled with no modifications needed but could be improved with minor changes score, thus the questionnaire is declared valid, and can be used for research.

To test whether the questionnaire distributed is reliable or not, the researchers used the class of tenth MIPA 5 with 36 students. 15 statements were given to students, and after all respondents answered, the next step was for the researchers to collect data and input the data into the Alpha Cronbach formula in SPSS 25 to find out whether the questionnaire was reliable or not. The results of the data analysis can be seen in the following table:

Table 3. Reliability of the questionnaire

Reliability statistic	
Cronbach's Alpha	N of Items
.911	15

Analysis of the closed-ended questionnaire result

In this study, the researchers distributed the questionnaire to the students at the same time, namely on Monday, May 23, 2022. The distribution was via a Google form link which was distributed to each class group. The questionnaire was a closed-ended questionnaire which was distributed to the tenth MIPA 6, tenth IPS, and tenth IPS 2 classes at SMA N 2 Semarang, where each class had 36 students, and a total of 108 students. The questionnaire distributed contains fifteen statements, and each statement has four answer options that students can choose from. The results of the students' answers can be seen from their respective figures in each statement.

The first statement in the questionnaire was "I am more interested when the teacher conducts an English assessment using the Quizizz media rather than using questions written on paper". This statement was made so that researchers know whether students are interested when teachers use Quizizz as an English assessment medium in their class. According to the students, using manual methods such as writing using a pen on paper is an old method, and besides using more modern media such as Quizizz it will be more time efficient, and not waste paper, so it is one of the best ways to do this. ways to save on wood use in papermaking. By using Quizizz students will also have more time to answer questions, because they do not need to write manually, but they only need to press on their respective cellphone screens, of course this also saves more energy and writing will also be easily understood by all who read.

The second statement in the questionnaire is "Doing quizzes using Quizizz media makes it easier for me to answer the questions". This statement is given to students, so that researchers can find out how students perceive whether they feel helped in the process of answering questions when the assessment is done using Quizizz, or vice versa. Students have felt that answering questions using Quizizz is easier to do because of course the question display through Quizizz is displayed with interesting writing, on the questions the teacher can also add pictures, videos, and audio which makes it easier for students to understand the questions given, so students digest the questions faster and they will more quickly determine the appropriate answer to the question.

The third statement in the questionnaire was "The use of Quizizz media in the English assessment process makes me more interested in understanding the material". This statement is included in the questionnaire so that researcher know whether Quizizz has advantages and provides a good effect for students when used as an assessment process in the classroom such as making it easier or interesting for students to understand the material that the teacher has conveyed. Students agreed with this statement because when the teachers

began to change their teaching method using Quizizz, it made students more interested compared to the previous methods which seemed monotonous and boring. So that it makes the students lazy and lack of interest in understanding the material, but after the teacher uses Quizizz students' motivation and interest in learning and understanding the material becomes higher and they are interested in carrying out learning in their class. The fourth statement in the questionnaire was "By using Quizizz media to answer questions, it makes it easy for me to remember the material that has been given by the teacher". The statement is included with the aim that researcher get information related to the third statement, when students' interest and interest become higher when the teacher delivers material using Quizizz, then whether through this media also students can easily remember the material that has been delivered. The material delivered using Quizizz is easier for students to remember because when delivering material the teacher can add interesting audio or video, colorful images will also support students more easily to remember the material presented by the teacher, so that when students are asked again Regarding the material that has been delivered, students can remember and answer it by remembering the video or image that has been given and then automatically students will also remember the contents of the video or image.

The fifth statement in the questionnaire was "I feel more challenged to work on questions when the teacher uses Quizizz as an assessment medium". This statement was made by the researchers with the aim of knowing what feelings each student has when assessing English in class using Quizizz as the medium, whether they do not feel the difference with other media, or they will feel challenged if the teacher uses games. education as a medium. Almost all students feel that using Quizizz media as an English assessment medium in their class makes students challenged to fill in the questions given, it can be concluded that Quizizz has a positive impact on students because when they If they feel challenged, they will automatically work on the questions with a high sense of enthusiasm, and they will feel competitive so they will try to give the best answers in order to get good results.

The sixth statement in the questionnaire was "I feel happy and enjoy when the teacher uses Quizizz as an English assessment media". The statement was made by the researchers with the aim of knowing how students feel when using Quizizz media as an English assessment medium in their class, whether it is true that they will feel happy when using the media, or vice versa, therefore the statement was made. Before using Quizizz as an assessment medium in their class, the things that students felt when an assessment was going to be held were fear and tension. They felt that the assessment was something they were not very much looking forward to. Unlike the case after the teacher used Quizizz as an assessment medium, the students became more relaxed, and the fear and hatred of assessment in class disappeared. In fact, they were not lazy anymore if there would be an English assessment in their class because the Quizizz media made them enjoy more when working on the questions given by the teacher.

The seventh statement in the questionnaire was: "I agree that Quizizz is an effective medium for the teachers to assess English". This statement was made by the researchers with the aim of knowing whether the students would agree

if someone said that Quizizz is an effective medium for teachers to use when assessing English in their class. The facts found show that Quizizz is an effective medium for teachers to use as an English assessment medium, this is evidenced by the responses of students who agree that Quizizz is said to be an effective medium when students can choose this option, it is certain because they have felt the positive impact of using Quizizz by their teachers in the classroom. Therefore, almost all students chose the option to agree on the statement. The positive impact felt by the students can be seen from their enthusiasm which becomes higher after the teacher conducts assessments and learning in their classrooms using Quizizz. They no longer feel lazy with English lessons, classroom learning also becomes more conditional and makes students more active in carrying out question and answer questions, and even children who previously were silent are also interested in participating in questions and answer activities in class. That way learning and assessment in the classroom becomes more effective than before.

The eighth statement in the questionnaire was "Assessment using the Quizizz media is very suitable for the material in my class". This statement is made with the aim that researcher know whether Quizizz is really suitable and suitable to be used as an assessment medium for special materials for students in the 10th grade, because if the media is not suitable to be applied, the teacher must look for other media that are suitable for the material. It shows that Quizizz is an appropriate medium to be used as an assessment or learning process on the subject matter being delivered by the teacher in their class, This is evident from the answers of the students who dominantly chose the option to agree with the statement which said that Quizizz was an appropriate medium for learning material in their class. The materials that the tenth graders were studying were descriptive text, recount text, and narrative text. By using Quizizz media where teachers could use audio features and display text with interesting and colorful writing, it will definitely be more interesting for students.

The ninth statement in the questionnaire was "I feel satisfied in working on questions using the Quizizz media". The statement is intended to find out whether students will feel different when working on assessment questions using Quizizz than using other media. Do the students have a satisfied or normal feeling. Most students had a feeling of satisfaction when they worked on the questions given by the teacher through the Quizizz media. It means that they will work on the questions and take the exam with high enthusiasm so that when they have done all the questions given by the teacher, students have their own feelings of satisfaction in themselves.

The tenth statement in the questionnaire was "I feel bored and not interested in using Quizizz for assessment media". Unlike the previous statements, this tenth statement is a negative statement, which aims to let the researchers know whether the students feel bored when the teacher changes their assessment media to using Quizizz from the media used previously. Do students become less interested and disinterested when the assessment is carried out. It was found that from all of the students' answers, it can be seen that their dominant majority disagreed if Quizizz was said to be a boring and uninteresting medium. That means contrary to the statement made by the

researchers. In the students' opinion, Quizizz was an interesting and not boring medium for teachers to use as a medium for assessing English in their class.

The eleventh statement in the questionnaire was "Quizizz media has interesting features and animations for me so that I don't feel bored to do the questions." The statement was given so that researchers can get information about what things can cause students to be interested and not bored when using Quizizz, whether feelings arise from the features provided by Quizizz or they are interested in other things. It was found that almost all students are interested and do not feel bored when the teacher uses Quizizz media during the assessment because Quizizz had interesting features for students in the class. Students did not get bored easily when working on questions on the Quizizz media because for each question given, the teacher provided interesting and funny pictures or videos, the videos provided can also be taken from YouTube.

The twelfth statement in the questionnaire was "In the process of working on questions, the Quizizz media has easy instructions to understand". The statement was made to find out whether the instructions in Quizizz can be understood easily by the students or not, because a good media is a media that does not make it difficult for the students, moreover the Quizizz media in this study focuses on being used as an English assessment process in class. The result shows that the instructions on Quizizz media can be conveyed well and well received by students, students find it easy to understand and do not feel difficult when using Quizizz media as an assessment of English in their class. Even though Quizizz has many menus and features provided, the features on Quizizz are very easy to understand, its simple yet attractive appearance makes it easy for students to use Quizizz. So even though first time to students worked on questions using Quizizz media, they did not feel difficult and confused in its operation. Quizizz has provided clear and straightforward instructions on how to use it so that it will be easier for anyone who uses Quizizz media.

The thirteenth statement on the questionnaire was "each question of the Quizizz media provides suitable duration to accomplish". This statement was made to find out whether so far, the teacher has given enough time to students for each given question, because the Quizizz media provides a timing feature where the time can be filled in by the teacher according to the teacher's wishes. It was found that the time given to each question when the assessment takes place to the students is sufficient and appropriate, it is because most students agree with the statement, it means the teacher has given the appropriate time, not less and not too much. The time for each question given can be set by the teacher, and the teacher can adjust the time to the abilities of the students in the class. In each question the time can be set differently, so that on questions with a high level of difficulty, the teacher can give more time to the students, and vice versa if the questions given a low level of difficulty, the teacher can also set the time to be shorter. So, the timing of each question can be adjusted flexibly by the teacher in the class, and this can help students become more efficient in their time in working on questions, they will not be stuck on just one question and spend their time on that question only, but because there is a time setting, students will know when it is time for students to work on the next questions.

In the fourteenth statement on the questionnaire, namely "The form of writing on the Quizizz media is neatly displayed so that I can understand it well". This statement intended to determine whether the appearance of the written form on Quizizz can be understood well or not by the students, because as is well known, many writing fonts are not formal and that of course will make it difficult for students to read, and it can waste students' time. only in reading questions. The result shows that the appearance of the written form on the Quizizz media is displayed in a good, neat form, so that it does not make it difficult for students to read it and students can answer questions well. The form of writing displayed by Quizizz can be adjusted by the teacher, various types of fonts are also provided, such as when someone writes in MS Word, the size and color of the writing can also be adjusted according to the wishes. Can be made for a larger writing size can also be made smaller, so it can adjust to needs. When using it, it turns out that the written form is not appropriate for students, the teacher can also immediately replace it according to the needs of the students. So, it will not make it difficult for students to read and understand the questions given by the teacher.

In the fifteenth statement on the questionnaire, namely: "The colors, images, and sounds that appear on the Quizizz media make me more enthusiastic in answering questions". The statement was the last statement that the researchers gave to the students, the statement aims to find out whether the features in Quizizz such as colors, images, and sounds in the media have a good impact on students such as increasing their enthusiasm in the process. work on the questions that have been given by the teacher as an assessment in their class. It shows that the images, colors, sounds displayed by the Quizizz media have their own advantages, because it can increase their enthusiasm in answering the questions given by the teacher. This can be seen from none of the students who answered the disagree option and strongly disagree option on the statement. Attractive pictures, sounds, and colors have a good impact on students. Usually, the assessment is done in a monotonous way and students find it boring. Students are not interested if the assessment is only done by giving questions on a piece of paper and they have to read and answer them by writing manually. However, it is different from Quizizz where each question the teacher can add interesting audio, pictures, and videos where it relates to the material being tested, so that it can have an impact on the students being more enthusiastic when answering the questions given by the teacher.

In short, based on the results of the questionnaire answers that have been given to the students, it shows that most of the students gave Agree responses to positive statements about Quizizz, and most students gave the Disagree option when the researchers gave negative statements to them. It can be concluded that overall, the students in the 10th IPS 1, 10th IPS 2, 10th MIPA 5, and 10th MIPA 6 classes at SMA N 2 Semarang have a good perception of the use of Quizizz as an English assessment medium by teachers in their classes.

Discussion
The research discussion was carried out after the researchers observed the results of the questionnaire that had been distributed. In this study, the formulation of the problem is about Students' perceptions of Quizizz as English assessment media, and factors that influence students' perceptions of using

Quizizz in the 10th grade of SMA N 2 Semarang. Based on data from the results of questionnaire that have been conducted, the researchers provide further information and discussion as follows.

In this section, the researchers will convey and explain students' perceptions regarding the results of their questionnaire on the use of Quizizz as a medium for assessing English in their classrooms. This is different from the research from Fakhruddin and Nurhidayat (2020) where the research focuses on the use of Quizizz as a Grammar learning in their classrooms. According to Slameto (2010), perception is an event regarding the entry of information and messages in the human brain, and with perception, humans can establish a relationship with their surroundings. Similar to research from Amalia (2020) where in this study the researchers examined the use of Quizizz from the perspective of students, while this research was seen from the perceptions of students. From someone's perception, we can find out about someone's views and opinions on something or things around him. In this case, the researchers looked at students' perceptions of Quizizz as a medium for assessing English in their class.

The results of the questionnaire shown that almost all students agree with positive statements about Quizizz, and do not agree with negative statements about Quizizz. This positive perception can be seen from the 3 main points in the statements in the questionnaire, where in the first point the questionnaire states that they are more interested when teachers use Quizizz for English assessment media than they have to write on paper, and on the second point according to them Quizizz is easier to do when working on the questions that have been given by the teacher, and the third point shows that students are more interested when the teacher carries out assessments and learning using Quizizz media, because the media has a good impact on students, namely they become easy to remember the material that has been delivered by the teacher.

Factors that influence students' perceptions of Quizizz as English assessment media
In the previous sub-chapter, the researchers explained that students in the tenth MIPA 6, tenth 1PS 1, and tenth IPS 2 classes at SMA N 2 Semarang have a good perception of using Quizizz as a medium for assessing English in their class. Students can have a good perception of Quizizz, of course, this is due to several factors. According to Gibson (2014), perception can be influenced by 2 factors, namely internal factors and external factors. Internal factors can be seen from how students show their interest in an object. The object under study is Quizizz. And the students gave a positive response to the questionnaire. This is because when the teacher uses the Quizizz media students feel more enthusiastic and their motivation becomes higher in the learning and assessment process. This is supported by the features and designs available in Quizizz which are attractive and easy for students to understand. This contrasts with research from Akhtar et al. (2019) where the research only focuses on the opinions of teachers regarding the use of Quizizz as an assessment medium in the classroom.

In class tenth MIPA 6, tenth 1PS 1, and tenth IPS 2 at SMA N 2 Semarang also showed interest when the teacher used Quizizz as a medium of learning and assessment in class. According to students after the teacher used the

Quizizz media, classroom learning became easier and more interesting to implement, this was evident from the answers of the students who chose "agree" and "strongly agree" on the 14 positive statements provided in the questionnaire, the effect they felt after the teacher used the Quizizz media was that students felt more motivated to work on questions when the English assessment was carried out, because they thought working on questions using the game method was more interesting to do.

According to Dimyati & Mudjiono (2010), things that affect the increase in motivation in learning are influenced by several things, namely the first factor is the ambition of a student in his desire to achieve what he wants or wants to achieve, the second factor is the student's learning ability, which can be influenced by the student's mindset, namely his memory, or what he pays attention to, and several things that include the psychological aspects of students, and the third is the state of students' physical and spiritual conditions, such as natural responses that occur in students such as sleepiness, hunger, anger. boredom, it can greatly affect the motivation in students, and the fourth is to look at the environmental conditions around students, if learning is carried out around students in an active and interesting atmosphere, student motivation will be higher in participating in the learning process in class, and the last is how the efforts of a teacher in the process of educating and convey learning, how a teacher conveys material, explains, and how a teacher pays attention to students, because it also greatly influences student learning motivation.

In this regard, when Quizizz is used by teachers for English assessment media in class, students feel challenged because when carrying out their assessments they also feel they are competing between friends in doing questions from the teacher. In addition, Quizizz can be arranged by the teacher with a different order of questions for each student, so students must think critically, and they will rely on themselves, because of course it will not give students the opportunity to cheat with their friends.

In addition, the appearance and features available on Quizizz make students more excited when an assessment will be held. Because for students, game-based assessments are more interesting and fun to do than having to carry out assessments with the old method, namely by using paper media and students having to fill it out manually by writing it on paper. As we know, in the learning process in the classroom, a teacher must be able to create a fun class and make students creative. Febrianti et al. (2014) state that a person can think creatively if he can develop an idea as it should and according to its quality. Therefore, it can be concluded that the teacher using interesting media will make students more enthusiastic in carrying out learning activities and they will think more creatively during the learning process.

What is no less interesting according to students in using Quizizz media is how the Quizizz feature can show the correct answer after students choose the wrong answer, so students feel they can immediately get feedback and can remember it for the next assessment, students feel helped and know the mistake was right away without having to wait long as before, when students were still using the old media, namely writing on paper, the students had to wait for the teacher to finish correcting, and it also took a long time. So according to

students' perceptions by using Quizizz, the time used is more efficient and more disciplined.

In addition to perceptions that come from these internal factors that influence students to express their opinions, perceptions can also come from external factors. Gibson (2014) also explains about external factors that occur in a person's perception, these factors can arise from other sources, namely besides the students themselves. These internal factors such as classrooms, time, facilities, or other resources that are not sufficient in a classroom learning process. However, the results of research at SMA N 2 Semarang show that students in the class can use the Quizizz application properly, without any disturbances that can affect their learning process. They feel comfortable when the teacher uses the media as an assessment of English in their class.

Based on the explanation above, it can be concluded that internal factors influence a student's perception more than external factors because the external factors of students in class tenth MIPA 6, tenth 1PS 1, and tenth IPS 2 at SMA N 2 Semarang did not have an impact or effect at all on the positive perceptions they have conveyed. By using Quizizz, it is evident from the opinions of students who stated that the assessments carried out using Quizizz became more simple, interesting, and easy, so that it had an impact on students getting better in carrying out learning activities and assessments that teachers did in class.

AUTHOR STATEMENT

Andresta: Conceptualization, introduction, methodology, data collection and management, results and discussion, conclusion, and reference. **Anwar**: Conceptualization, proofreading, editing, and refining the overall manuscript.

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CONCLUSION

Based on the data that the researchers have analyzed, namely from the questionnaire, the researchers can conclude that the first research problem is related to the results of the questionnaires that have been distributed to students. can increase their interest and motivation in the assessment process. This is supported by factors that influence their interest through the features in Quizizz making students interested and excited in the classroom. This media proves that Quizizz is needed by teachers to make the classroom atmosphere more active and the results of using this media as an English assessment become more effective. The percentage results also show that almost all students agree that Quizizz is an interesting, practical, and very influential application for the assessment process in the classroom. As a result, they feel happier and interested when the English assessment in class is carried out using English assessment media. Regarding those conclusions, the researchers have some suggestions. The first suggestion for teachers is that in the future they will use Quizizz media as creatively as possible, so that students will always give good responses and be able to carry out English assessments with enthusiasm and with high motivation. The teacher can adjust the time for each given question according to the abilities of the students in the class. The second

suggestion for students is that after using this Quizizz media, they will make more use of it in the learning process, because Quizizz can be used outside the classroom and even outside of school, if there are obstacles or problems that students experience in the assessment process, then to immediately confirm and discuss it with the teachers who teach English in their respective classes. The third suggestion for future researchers is that this research can be used as a reference and benchmark for future studies of the same type.

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