

The Student's Perception Using Quizizz in Learning English at Mts Negeri Gowa

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ABSTRACT

This study aims to determine students' perceptions of the use of Quizizz in English language learning, particularly in learning English grammar, among eighth-grade students at MTs Negeri Gowa. Using a quantitative research method, data were collected through a questionnaire adapted from Davis's Technology Acceptance Model (TAM), which focuses on two main indicators: Perceived Ease of Use (PEOU) and Perceived Usefulness (PU). The participants consisted of 63 students from classes VIII.2, VIII.3, and VIII.4. The findings revealed that students' perceptions of using Quizizz in grammar learning were highly positive, with a mean percentage score of 84.89%. This indicates that students strongly agree that Quizizz is useful, easy to use, and effective in helping them learn grammar while providing an enjoyable and interactive learning experience. The results, supported by TAM theory, demonstrate that both the perceived usefulness and ease of use significantly influence user acceptance of technology. In this context, students showed high acceptance of Quizizz as an educational platform for English learning. The findings have important implications for English language teaching at the junior high school level, particularly in grammar instruction. The use of gamification through Quizizz transforms grammar learning traditionally seen as rigid and monotonous into a more engaging, student-centered, and motivating experience. Therefore, the implementation of Quizizz not only enriches teaching strategies but also fosters students' learning autonomy, motivation, and readiness for 21st-century learning.

Keywords: *Quizizz, Technology Acceptance Model (TAM), Perceived of Usefulness (PU), Perceived Ease of Use (PEOU), Student-Centered, and Gamification.*

1) INTRODUCTION

In today's digital era, the integration of technology into education has become an essential component of modern learning. The advancement of information technology has introduced various innovations, especially in methods and media that enhance student engagement and learning effectiveness. Interactive technology has been shown to increase student motivation and active participation across different educational levels (Panagiotidis, 2018). Furthermore, technological development promotes more structured learning and encourages student creativity (Effendi & Wahidy, 2019). English is one of the core subjects taught at the junior high school level in Indonesia.

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Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

However, many students still struggle to learn the language, particularly in vocabulary, grammar, pronunciation, speaking, and writing (Khasawneh, 2021).

These difficulties arise due to several factors: limited motivation, monotonous teaching methods, and insufficient practice time. Internal factors such as low interest and motivation, along with non-innovative teaching approaches, also contribute significantly (Sintadewi et al., 2020). To address these challenges, digital platforms particularly interactive quiz-based applications such as Quizizz—have emerged as effective tools. Quizizz supports teachers in delivering interactive learning activities that students can complete simultaneously in the classroom (Putri, 2021). Its use in teaching English offers several advantages: increasing student motivation, enhancing interest in the lesson, and creating enjoyable learning experiences (Amalia, 2020). Additionally, Quizizz helps teachers monitor learning progress and assists students in evaluating their understanding (Bottentuit, 2020). This principle aligns with efforts to enhance English learning through effective tools such as Quizizz. By integrating digital media, students are expected to become more motivated, better understand the material, and improve their overall competency. Research supports the benefits of Quizizz in learning.

Quizizz has been shown to enhance student enjoyment and motivation (España-Delgado, 2023). It also facilitates web-based assessment through engaging activities that students can access easily using computers or smartphones (Reski et al., 2018). In language learning, Quizizz helps create a more interactive and less monotonous environment, making lessons more memorable (Wulandari, 2022). Understanding students' perceptions of digital learning tools is crucial because they directly experience the strengths and weaknesses of the application. Their perceptions provide essential insights into the perceived usefulness, ease of use, enjoyment, and influence of Quizizz on their learning. Positive perceptions indicate effective support for the learning process, while negative ones may highlight the need for improvements in instructional methods or application usage. One of the schools that has adopted digital-based learning is MTs Negeri Gowa, located in Gowa Regency. Known as a “digital madrasah,” the school frequently uses various digital applications to support both administration and instruction. Several classrooms are equipped with smart TVs that facilitate technology-enhanced learning, and English teachers actively use Quizizz as part of their instruction.

A preliminary study conducted on April 22nd, 2025, at MTs Negeri Gowa involved interviews with teachers who confirmed that Quizizz is widely used in classroom activities. As a digital madrasah, the school encourages the integration of technology, making Quizizz a highly relevant tool for

instruction. The frequent use of digital platforms in teaching English further highlights the importance of understanding how students perceive these tools. Based on these observations, the researcher considers it important to examine the perceptions of eighth-grade students regarding the use of Quizizz in English learning. The study employs a quantitative approach to provide a clear description of how students assess the usefulness, effectiveness, and attractiveness of Quizizz as a learning medium. This research is expected to offer insights into the effectiveness of Quizizz from the students' perspective and contribute to the improvement of English learning quality in the madrasah context. Through this study, the researcher aims to determine whether Quizizz is perceived positively by students and how its implementation influences their understanding, motivation, and engagement. The findings are expected to serve as valuable input for educators, particularly in designing and improving digital-based learning strategies that align with students' needs and learning characteristics. Ultimately, the results may help strengthen English language instruction at MTs Negeri Gowa and support broader efforts toward effective digital learning implementation.

2) METHODS

This research employed a quantitative survey method, which is considered suitable for describing existing conditions, examining relationships, and analyzing cause-and-effect patterns within educational phenomena. As stated by Gay, Mills, and Airasian (2012), quantitative research aims to provide a systematic and objective description of ongoing circumstances, while also allowing researchers to explore correlations and measure variables numerically. This method was chosen because the focus of the study is on students' perceptions, which require data gathered from a relatively large number of respondents. Compared to qualitative approaches, which generally involve in-depth interviews with fewer participants, the survey method is far more efficient in collecting broad and structured information within a limited time frame. Creswell (2008) explains that survey research involves administering questionnaires to a sample or entire population to describe their attitudes, perceptions, behaviors, or characteristics. In this study, the survey technique allowed the researcher to obtain objective, comparable, and quantifiable data regarding how students perceive the use of Quizizz in English learning, making it highly appropriate for the research objectives.

The study was conducted at Madrasah Tsanawiyah Negeri Gowa, located on Jalan Poros Malino No. 07 Balang-Balang, Kelurahan Bontomanai, Kecamatan Bontomarannu, Kabupaten Gowa. This school was selected as the research site for several reasons. First, its location is easily accessible, which

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Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

simplified the researcher's data collection process in terms of time and cost. Second, obtaining research permission from the school administration was relatively easy, allowing the study to proceed smoothly. Most importantly, MTs Negeri Gowa is known as a digital-based madrasah that actively integrates technology into classroom instruction, particularly in English learning. The school frequently uses digital tools, including Quizizz, making it an ideal setting for examining students' perceptions of this application. The population of the study consisted of all eighth-grade students at MTs Negeri Gowa, totaling 175 students, consisting of 78 males and 97 females. These students were selected as the population because they had all experienced English learning supported by Quizizz, making them relevant to the research topic. The sample was determined using simple random sampling, a technique considered effective when the population is relatively homogeneous. According to Bhardwaj (2019), simple random sampling ensures that each member of the population has an equal chance of being selected, resulting in a representative and unbiased sample. The Slovin formula was used to calculate the appropriate sample size, resulting in 63 students drawn from three classes: VIII-2, VIII-3, and VIII-4. This number was deemed sufficient to represent the population and provide reliable statistical results.

Data collection relied on a closed-ended questionnaire, adapted from a study by Ariyanti et al. (2025), which examined student perceptions based on the Technology Acceptance Model (TAM). According to Creswell (2018), research instruments are essential tools used to measure and gather information related to study variables. The questionnaire contained 14 statements categorized into two TAM indicators: Perceived Usefulness (PU) consisting of 10 items, and Perceived Ease of Use (PEOU) consisting of 4 items. Each statement used a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). This scale was chosen because it allows respondents to express differing levels of agreement in a structured and measurable format, as recommended by Ghazali (2016).

The data collection procedure was conducted in several stages to ensure accuracy and reliability. The researcher first requested formal permission from the school to conduct the study. After receiving approval, the researcher visited each selected class, introduced themselves, and explained the purpose of the study to the students. Before distributing the questionnaires, the researcher clarified the instructions and assured students that they could ask questions if any items were unclear. Respondents were then given 15 minutes to complete the questionnaire. Afterward, the researcher collected the

completed forms, thanked the students for their participation, and took a group photo as documentation for the research.

The data analysis technique used in this study followed quantitative statistical procedures. The first step was tabulating and scoring the questionnaire responses according to the Likert scale categories. The $T \times P_n$ formula by Nazir (2005) was applied to determine the total score for each item, where T represents the number of respondents selecting a particular option and P_n represents the corresponding Likert score. Next, the percentage index for each item was calculated using the formula $\text{Index (\%)} = (\text{Total Score} / Y) \times 100\%$, where Y is the maximum possible score. Percentage results were then classified into perception categories based on established interval criteria: very negative ($\leq 20\%$), negative (21–40%), moderate (41–60%), positive (61–80%), and very positive ($\geq 81\%$). The researcher also calculated the mean score of each indicator using the formula $\text{Mean} = \sum X / N$, where $\sum X$ is the total percentage score and N is the number of items. These steps enabled the researcher to determine the overall perception of students regarding the use of Quizizz in English learning at MTs Negeri Gowa.

3) RESULTS AND DISCUSSION

This section focuses on two main indicators derived from the Technology Acceptance Model (TAM) proposed by Davis (1989), namely Perceived Usefulness (PU) and Perceived Ease of Use (PEOU), which are used to measure students' perceptions in using Quizizz in English learning, especially grammar learning for eighth grade students at Mts Negeri Gowa.

The results of this study indicate that eighth-grade students at MTs Negeri Gowa have a very positive perception of the use of the Quizizz application in English language learning, particularly in grammar learning. The average total score obtained was 84.89%, which falls into the “very positive” category based on Nazir's (2005) classification. This shows that students strongly agree that Quizizz is useful, easy to use, helpful in learning grammar, and enjoyable as a digital learning tool that can be applied to the rest of their studies. Based on these results, as supported by TAM theory, shows that both the usefulness and ease of use of a technology significantly influence user acceptance. In this study, students showed high acceptance of Quizizz as an educational platform for learning English.

The Perceived Usefulness (PU) indicator gives students confidence that using Quizizz helps them learn English grammar better. The results show that most students responded positively, with an average score above 80% on all related statements. Specifically, students agreed that Quizizz helps

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Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

them understand grammar rules more easily. (72.61%), provides helpful feedback to correct mistakes (85.75%), and improves their overall grammar ability (85.29%). This finding is consistent with the definition of Perceived Usefulness in the TAM model, in which Davis (1989) explains that usefulness represents the extent to which a person believes that using a particular system can improve their task performance. The students' perception that Quizizz can make grammar learning more effective shows that the platform has been successful in supporting the students' learning process.

These findings are in line with the research by (Widya Ningrum, 2022) which states that utilization of the Quizizz application, in general, has a positive impact on the process of learning English. This is in line with the findings of (Mesterjon, 2024), The effectiveness of Quizizz as a learning tool that can increase student interest in learning and improve educational outcomes. In addition, these findings are consistent with the results of researchers Sulaiman & Ramadhana, (2022) which concludes that Quizizz helps students in learning English and makes learning more interesting and impressive

The second indicator is Perceived Ease of Use (PEOU), which measures students' perceptions of the ease and accessibility of Quizizz. The results of the study show very positive results, with scores ranging from 81% to 91%. Students indicated that they did not experience any difficulties in opening, accessing, or using the Quizizz application in English learning, especially in grammar learning. They also agreed that the features of the application were easy to understand and operate during grammar learning activities. According to Davis (1989), Perceived Ease of Use refers to the extent to which a person believes that using a system will be effortless. The students' responses indicate that Quizizz meets this criterion, as it is user-friendly and accessible via smartphones or computers. These characteristics make Quizizz an attractive option for today's students, who are familiar with digital devices

These results correspond with (Ariyanti et al., 2025), which states that Students consider Quizizz to be an easy-to-use tool Furthermore, students show greater interest in Quizizz and believe that the boring nature of English teaching can be overcome by the fun aspects of Quizizz. This is also in line with research from (Rakaj, 2025), this study shows that most students prefer Quizizz for learning English, its effectiveness, usefulness, motivation, and willingness when using Quizizz can engage students in learning English and reviewing course material

The results of this study are in line with previous studies that emphasize the positive impact of Quizizz in the context of education, as shown in studies from (Achmad, 2023), Its user-friendly

interface, coupled with engaging features, not only simplifies the learning process but also contributes to a positive and enjoyable educational environment. The collective positive feedback from both teachers and students positions Quizizz as a worthy tool for enhancing student motivation and improving learning outcomes. This positive perception contributes to increased student engagement and active participation in the learning process. Furthermore, Quizizz effectively reinforces students' understanding of learning concepts, indicating its potential as a valuable learning aid (Adriyanto Yoyok, 2023).

4) CONCLUSIONS

Based on the findings and discussion presented in the previous chapter, it can be concluded from this study that eighth-grade students at MTs Negeri Gowa have a very positive perception of the use of the Quizizz application in English language learning, especially in grammar learning. The overall average score of 84.89% which indicates that students strongly agree that Quizizz is useful, easy to use, and enjoyable as a digital learning platform. This study proves that Quizizz fulfills two main components of the Technology Acceptance Model (TAM), namely Perceived Usefulness (PU), where students believe that using Quizizz helps them understand grammar rules, identify mistakes, and improve their overall English performance. and Perceived Efficacy of Use (PEOU), which is that students find the application easy to access, user-friendly, and effective in supporting learning in the classroom and independently. In addition, the use of Quizizz increases student motivation, participation, and engagement in learning English. Future researchers are encouraged to conduct further studies on the use of Quizizz in different English skills such as vocabulary, reading, or writing, or to compare its effectiveness with other gamified learning platforms. A mixed-method approach combining questionnaires and interviews is also recommended to obtain deeper insights into students' perceptions and experiences.

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Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

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