
| RESEARCH ARTICLE

The Barriers Enactment Quizizz Apps in EFL Classroom

Muhammad Idrus Jamalullail¹, Agni Oktaviani Saputri², Mochammad Zackhi Trifadli³, Misdi⁴ ✉ and Nunung Nurjannah⁵

¹²³English Education Department, Swadaya Gunung Jati University, Cirebon, Indonesia

⁴⁵English Education Lecturer, English Education Department, Swadaya Gunung Jati University, Cirebon, Indonesia

Corresponding Author: Dr. Misdi, S.Pd., M.Pd, **E-mail:** misdirina@gmail.com

| ABSTRACT

The aim of this research is to determine teachers' challenges when learning English using technology in the classroom. The data for this study is drawn from the reflections of English teachers who have taught in secondary schools, as well as being private teachers for 2-3 years. The research was conducted using a qualitative phenomenological design. Participants in this research were three professional teachers in Cirebon. The findings show the complexities faced by English teachers in integrating educational apps, e.g., quizizz, into their teaching strategies, emphasizing the need for relevant learning methods tailored to student comfort.

| KEYWORDS

Teaching English, Learning Language, CALL, MALL, TELL Technology, Quizizz, Challenges.

| ARTICLE INFORMATION

ACCEPTED: 01 May 2024

PUBLISHED: 25 May 2024

DOI: 10.32996/ijels.2024.6.2.10

1. Introduction

With the rapid advancement of web technology and its effectiveness in various fields, a lot of teachers are delving deeper into using technology in their teaching to develop their students' language abilities. The use of digital technology for learning language among young learners has become an important issue among EFL teachers, learners, and stakeholders. For EFL teachers, digital technology is beneficial in that they can enhance their teaching quality by helping their young learners learn the language [Educational Development Centre, 2018]. The teacher chose the mobile technology or applications used. Shortly, the mode of learning was teacher guided and was not from the learners' own initiative. In addition, Indonesian students tend to use smartphones for communication and entertainment purposes rather than for academic purposes. Nevertheless, the advancement of today's mobile technology has been continuously reported to assist English language learners in Indonesia to improve their English language skills [Iberahim, 2023; Bray, 2012; Yudhiantara, 2017; Yudhiantara, 2022].

Various researchers worldwide have studied CALL and MALL in classroom settings. CALL, and MALL are believed to be useful teaching approaches that provide a positive atmosphere and better student performance under certain conditions. Various researchers worldwide have studied CALL and MALL in classroom settings. CALL, and MALL are believed to be useful teaching approaches that provide a positive atmosphere and better student performance under certain conditions. MALL is also employed in the instruction of English for young learners. Teaching English to young learners using technology is one of the toughest challenges. These are contributed by complexities in dealing with learning techniques, media utilization, linking learning time to application time, and critical mental and social factors affecting instructors' inspiration. MALL is something to be aware of when teaching English to young learners. Furthermore, young learners cannot be compared to middle school-aged students who are more independent in managing their learning. Some issues may arise during the enactment of MALL, such as young learners'

psychological preparation, smartphone accessibility, internet stability, and teachers' readiness [Puncreobutr, 2016; Rasmitadila, 2020; Miski, 2023].

There are always two sides to everything, and technology integration in classrooms is no exception, as both instructors and students have discovered throughout time that multimedia utilization is not always as beneficial as we may believe [Thuc, 2021]. The field of technology-enhanced language learning (TELL) has contributed to the development of the educational system since there are numerous approaches to using technology in the classroom. It is supported by the state that technology has impacted language learning. Hence, language learning has been improved and helped by the use of technology [Gilakjani, 2017]. Education and technology are necessary nowadays. The outbreak of the pandemic also accelerated everything. This also applies to the English language teaching and learning process, which must be carried out through a hybrid learning system that combines direct interaction and online platforms. Therefore, appropriate online learning media is needed to support this process. The Quizizz application is a learning medium that can be used because it has attractive features and design [Wulandari, 2022].

2. Literature Review

In recent years, there has been a growing interest in incorporating mobile devices and apps into educational environments due to their potential to enhance the learning experience and improve educational outcomes. This literature review will analyze previous research on the efficacy of mobile devices and applications in promoting education, with particular emphasis on the context of classroom English language learning using the quizizz application. The purpose of this literature review is to enhance our understanding of English classroom mobile learning through the identification of benefits and drawbacks regarding the implementation of quizizz apps. Quizizz is one of the applications that can be considered to be incorporated into English teaching and learning to support the online learning process. Some evidence already shows that Quizizz can be used as an effective tool for learning media to enhance the class environment in an English e-learning situation. It has some features that teachers can utilize to the maximum to design fun, interactive, and meaningful lessons. Although it also has some weak points due to the internet connection quality and quick phase of games applied by the application, teachers can adjust the arrangement to minimize the problems. In summary, it can be concluded that Quizizz can be employed as one of the alternatives to support English learning in this emergency to aid all parties involved in obtaining the learning outcomes as expected. [Wulandari, 2022] Another challenge was students ran into technical errors. During the review process, some students complained that suddenly Quizizz was unable to access it – it logged out by itself. It made them lose their last review. (Purnawarman, P 2019) The success of Quizizz increased significant improvement in understanding of the material provided through the use of it as self-assessment. Quizizz is also considered an innovation that takes the process of understanding into consideration with gamified quizzes rather than relying on classical tests and assignments [Sinta, 2019].

3. Methodology

The method used in this research is qualitative phenomenological design to identify the barriers and challenges teachers face when conducting English language learning using technology in the classroom. The phenomenological approach is one that suspends all judgments about natural attitudes until some basis is found. This delay is commonly called epoche. The concept of epoche is to distinguish the data area (subject) from the researcher's interpretation. The concept of epoche becomes the center where researchers compile and group initial conjectures about phenomena to postpone interpretations of what participants say [Creswell, 2014].

3.1 Participants Experience

The reason for adding this section to this journal is to tell the reader about the experience of the participants who took part in this research. The participants in this study were three professional teachers in Cirebon. The participants who were doing their teaching practice volunteered to participate in this study. To maintain the confidentiality of the participants, their names will be disguised for publication.

1. Participant 1 (female, 22 years old) became a teaching assistant in junior high school for 2 years and often used educational apps to help her teach and make teaching material. But because she teaches in rural areas, students there sometimes have poor internet problems.
2. Participant 2 (male 23 years old) He had experience in tutoring junior high school students for 3 years in his neighbourhood, and he used quizizz to test his student.
3. Participant 3 (male 22 years old) became a teacher in private English tutoring for 2 years. For him, using educational apps is a must because it can help his students to learn faster.

3.2 Data Collection Procedure

The data for this study were taken from the reflections of prospective English teachers who practiced teaching and became assistant teachers in junior high schools and private tutors. The reflection was done after the English teacher candidates finished teaching. This reflection contains a report on teaching activities and is made in the form of an article.

3.2 Data Analysis

The collected reflection data were then processed through sorting and coding. The data sorting stage was done selectively, where the reflection data on participants' teaching that was relevant to the research focus was carefully sorted out. After that, it continued with the coding stage, where the data was converted into several paragraphs containing the title, description, and the core of each paragraph. After the sorting and coding process was completed, the results were then submitted to the participants for verification. After obtaining feedback and confirmation from the participants regarding the accuracy of the data processing results in accordance with their experience in teaching English at Junior High School, the results could be further discussed by the researchers.

4. Results and Discussion

4.1 Results

a. Learning English Using an Educational App (Quizizz)

The findings show that prospective English teachers still have difficulties using learning apps to teach English to students; it is important to consider the most relevant learning strategies. It is also important to provide learning methods that students are most comfortable with. For example, I conducted learning using educational media, as shown in the following transcript.

Learning through digital media using educational applications such as Quizizz has become the main choice for some students. The success of this application in attracting student interest is inseparable from the variety of animations and additional musical elements presented. In addition, the use of Quizizz, which is easy to understand, is an added value in itself, fostering a high enthusiasm for learning among students.

Thus, students not only acquire knowledge but also experience a satisfying learning journey. The simple and intuitive use of the app allows children to quickly understand how to use the app. As a result, the learning process becomes more focused on the learning content itself. Learning through this app is a fun and interactive experience for students.

Meanwhile, when using Quizizz, learners would not have much problem navigating around the website. Its interface, which is user-friendly, helps learners to access different functions without much hassle. With this, learners who have limited Internet access would not waste much time or Internet quota on navigating around aimlessly [Müller, 2021], [Pektas, 2019], [Quintas-Hijós, 2020].

b. Students' Ability to use Educational App (Quizizz)

In teaching English to students using educational media, it is important to know the ability of students to use the application first. If there are some students who are not able to use the application, then it will hinder the learning process. Therefore, the teacher must find a solution to overcome this, as shown in the transcript.

During the recount text learning session in the classroom, I utilized digital media in the form of an educational application, namely Quizizz, as the majority of students displayed a positive interest in learning through this platform. Game-based learning is a tool that helps students solve problems, improve critical thinking skills, and make judgments in the learning process [Quintas-Hijós, 2020].

After discussing with them, I realized that the main obstacle was their lack of proficiency in using the educational application. This posed a challenge in implementing digital media-based learning. Students who were less skilled in using the application faced difficulties in fully engaging in the learning process.

4.2 Discussion

a. Through the implementation of learning using the Quizizz application in the classroom, I have observed a significantly positive impact on enhancing students' enthusiasm for learning. The primary reason students favor Quizizz is the presence of animated images and music within it, providing a creative atmosphere that prevents the learning process from becoming monotonous and tedious. Some findings have shown that Quizizz can assist students in learning English better. The application received a good perception from the students. They considered Quizizz as one of the applications that can make them study English in a fun way without too much burden in doing the assessment [Fakhrudin, 2020], [Amalia, 2020], [Chaiyo, n.d]. Besides, students also thought that Quizizz was interesting and fun because they could not cheat during the quiz, which created a competitive atmosphere and made it more challenging for the students [Amalia, 2020].

The importance of this positive effect is evident in creating a more conducive classroom environment. Students tend to be more focused when working on Quizizz exercises using their personal devices. However, some students face challenges due to limited internet access and poor signal strength. To address this issue, as a solution, I have provided hotspots for students experiencing

internet quota constraints. This step is taken to ensure that every student can access and participate in the learning process without hindrance.

Overall, the use of the Quizizz application not only boosts learning enthusiasm but also imparts valuable lessons to students in overcoming technological challenges. The inclusive and responsive learning process, catering to various student needs in the digital era, becomes increasingly evident through this implementation. I believe that involving technology in education is not merely a tool but a step towards a more dynamic and relevant learning experience.

b. During the recount text learning sessions, I encountered several complaints from students regarding the use of digital media, especially an English-language application that they found less familiar. These complaints encompassed their lack of understanding of the application, which, in turn, affected their comprehension of the material.

Facing this situation, I decided to shift to the use of traditional media, namely scrapbooks. In a series of tasks, students were tasked with arranging and pasting images and texts provided into the scrapbook according to the structure of a recount text. As a result, students became more actively engaged and were able to comprehend the material more effectively. This decision proved to be an effective solution to the challenges students faced with the less familiar digital media.

Nevertheless, I maintained the use of educational applications as tools for evaluation and reflection. This approach provides an opportunity for students to stay involved with technology while allowing them to delve deeper into and understand the material comprehensively. Through this change, I gained new insights into aligning teaching approaches with the needs and comfort of students, making learning more inclusive and adaptive. The benefits of learning with technology are that it can create an effective learning climate for students who are slow in learning, stimulate students to do exercise questions, and set the pace of learning according to student abilities [Made, 2011].

5. Conclusion

This study highlights the complexities faced by English teachers in integrating educational apps into their teaching strategies, emphasizing the need for relevant learning methods tailored to student comfort. The educational app Quizizz emerges as a favored tool due to its engaging animations, music, and user-friendly interface, which significantly boosts student enthusiasm and creates a more enjoyable learning experience. However, challenges such as students' proficiency in using the app and limited internet access were identified as barriers to effective learning. Addressing these issues through solutions like providing hotspots ensured inclusive participation. Additionally, a balanced approach combining traditional media and digital tools proved effective in enhancing comprehension and engagement. Overall, incorporating technology in education is shown to foster a dynamic and adaptable learning environment, catering to diverse student needs and enhancing the overall learning experience.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

References

- [1] Amalia D. F., (2020). Quizizz Website as an Online Assessment for English Teaching and Learning: Students' Perspectives, *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, Jun. 2020, doi: 10.33394/jo-elt.v7i1.2638.
- [2] Bray E. and Iswanti S. N., (2012). Japan–Indonesia intercultural exchange in a Facebook Group, *The Language Teacher*, 36, 2, 29, Mar. 2012, doi: 10.37546/jaltlt36.2-5.
- [3] Creswell J. W., (2014). *Penelitian Kualitatif & Desain Riset*. Yogyakarta: Pustaka Pelajar, 2014.
- [4] Chaiyo Y. and Nokham R. (n.d). The Effect of Kahoot, Quizizz and Google Forms on the Student's Perception in the Classroom Response System. [Online]. Available: <https://getkahoot.com/how-it-works>
- [5] Educational Development Centre (2018), *Young Learners with Technology*. New York: EDC, 2018.
- [6] Fakhruddin A. and Nurhidayat E., (2020) STUDENTS' PERCEPTION ON QUIZZIZ AS GAME BASED LEARNING IN LEARNING GRAMMAR IN WRITEN DISCOURSE, *Wiralodra English Journal*, 4, 2,28–38, Oct. 2020, doi: 10.31943/wej.v4i2.101.
- [7] Gilakjani A. P., (2017) A Review of the Literature on the Integration of Technology into the Learning and Teaching of English Language Skills, *Int J Engl Linguist*, 7, 5, 95, Jul. 2017, doi: 10.5539/ijel.v7n5p95.
- [8] Iberahim A., Yunus M., and Sulaiman N. A., (2023). A Review on Technology Enhanced Language Learning (TELL), *International Journal of Academic Research in Business and Social Sciences*, 13, 2, doi: 10.6007/ijarbss/v13-i2/16496.
- [9] Misdi, A. Andiani R, Syamimi I C H N., and Nurhadi K., (2023). Mobile-assisted English language learning for young learners during COVID-19 distance learning: Teachers' experiences and voices, *REGISTER JOURNAL*, 16, 01, 168–185, 2023, doi: 10.18326/rgt.v16i1.164-185.
- [10] Müller A. M., Goh C., Lim L. Z., and Gao X., (2021). Covid-19 emergency elearning and beyond: Experiences and perspectives of university educators, *Educ Sci (Basel)*, 11, 1, 1–15, Jan. 2021, doi: 10.3390/educsci11010019.

- [11] Made W. (2011). *Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional*. Jakarta: PT. Bumi Aksara.
- [12] Perrin D. G., Perrin E., and Muhammad B B., (2015) *INTERNATIONAL JOURNAL OF INSTRUCTIONAL TECHNOLOGY DISTANCE LEARNING* 12 4 Editorial Board Editor-in-Chief, 2015.
- [13] Puncreobutr V., (2016). Education 4.0 New Challenge of Learning," *St. Theresa Journal of Humanities and Social Sciences*, 2016.
- [14] Pektas M. and Kepceoglu I. (2019) What Do Prospective Teachers Think about Educational Gamification? 2019.
- [15] Quintas-Hijós A., Peñarrubia-Lozano C., and Bustamante J. C., (2020) Analysis of the applicability and utility of a gamified didactics with exergames at primary schools: Qualitative findings from a natural experiment, *PLoS One*, 15, 4, Apr. 2020, doi: 10.1371/journal.pone.0231269.
- [16] Rasmitadila *et al.*, (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia, *Journal of Ethnic and Cultural Studies*, 7, 2, 90–109, 2020, doi: 10.29333/ejecs/388.
- [17] Sinta, I., Rahayu, D., & Purnawarman, P. (2019). The Use of Quizizz in Improving Students' Grammar Understanding through Self-Assessment.
- [18] Thuc Q C. and Thi T H N., (2021) A Theoretical Study on the Genuinely Effective Technology Application in English Language Teaching for Teachers and Students, 2021. [Online]. Available: <https://asiacall.info/acoj>
- [19] Wulandari E., (2022). QUIZZ APPLICATION FOR ENGLISH ONLINE LEARNING: THE STUDENTS' PERCEPTIONS," *JURNAL PAJAR (Pendidikan dan Pengajaran)*, 6, 3, 640, May 2022, doi: 10.33578/pjr.v6i3.8774.
- [20] Yudhiantara R. A. and Saehu A., (2017). Mobile-Assisted Language Learning (MALL) in Indonesian Islamic Higher Education," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2, 1, 21, Oct. 2017, doi: 10.21093/ijeltal.v2i1.52.
- [21] Yudhiantara R. A. and Nuryantini A. Y., (2022). Instagram-Assisted Language Learning in Islamic Higher Education: Toward Online Collaboration, *JEELS (Journal of English Education and Linguistics Studies)*, 5, 2, 189–210, May 2022, doi: 10.30762/jeels.v5i2.738.