

The Implementation of Quizizz Application as a Learning Media in Teaching English in Senior High School

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Abstract

In the era of revolution 4.0, technology plays an important role in every human life. It seems that in the world of education, technology has had quite a big impact on technological development, both negative and positive. One of the positive impacts of technological developments in the education sector is that students and teachers can access information whenever and wherever they are. Apart from that, technology can also be utilized in the teaching and learning process. Therefore, teachers are expected to be able to provide active and interactive learning using interesting and fun media such as PowerPoint, YouTube, and other media. One application that can be used is the Quizizz application. Quizizz is a web tool containing interactive quizzes suitable for distance learning and face-to-face learning. The purpose of this research is to see an overview or explanation regarding the application of the Quizizz application in the classroom. This research uses descriptive qualitative research methods with several data collection techniques such as observation, interviews, and documentation. The results of this research show that Quizizz has a quite good impact on classroom learning. This can be seen from the evaluation results of students who obtained an average score above the maximum limit. So it can be concluded that the Quizizz media is very suitable and effective for use as an evaluation medium for face-to-face and distance learning because it is not limited by space and time, making it easier for students and teachers.

Keywords: Learning Media, Quizizz, English Teaching, Daily Assessment.

Introduction

Students' interest in learning English in Indonesia is still very low, this is quite a big challenge for English teachers to attract students' interest and attention in learning. Generally, teachers use conventional learning methods which are dominated by practical lecture methods which are often considered boring and seem boring to students so students' interest in learning decreases. In this digital era, students are already using a lot of digital technology media in their daily lives, so in learning students are also more interested in more interactive digital-based learning media which can build students' learning motivation.

In this era of globalization, technology has a very important role in human life, one of which is education. In this 4.0 revolution, education is not only centered on teachers but there are many media that teachers can use to improve the teaching and learning process more effectively. It cannot be denied that information and communication technology (ICT) has played an important role in all aspects of people's lives, including in the field of education and the teaching and learning process, including in English

language learning. However, there are still many educational institutions that still apply the curriculum in the traditional teaching and learning process. In traditional learning methods, the learning process is carried out orally and in writing in the classroom, and student evaluations are also taken with student worksheets or orally and corrected manually by the teacher (Giorgdze & Dgebuadze, 2017). Meanwhile, the use of technology in the learning process, the teaching and learning process is dominated by applications that use learning devices such as computers, tablets and smartphones (Jasmansyah, 2021).

The development of information technology that can generally support education is a technology that is based on active, creative, and fun learning (Aini 2019). Therefore, the use of technology in education must be supported by increasing teacher competence in utilizing technology in classroom management. Therefore, teachers must adapt to technological developments so that they can be applied in the teaching and learning process that will be carried out in the classroom. Currently, many face-to-face learning processes have shifted to modern or hybrid learning processes, where learning is not only carried out face-to-face but also involves technology that allows the learning process to be carried out remotely. So far, developments in communication technology have been able to be utilized in language learning, we can see this in the use of social media (Li, 2017). As is the demand for education today, learning must be centered on students and teachers as facilitators. One way to achieve student-centered learning is to choose learning media that is interesting and can provide a stimulus for student activity in the classroom. This is a challenge for teachers to be able to create an active, innovative, and enjoyable learning atmosphere while maintaining learning objectives.

Technology cannot be avoided in the modern education system and is needed by teachers, students, and schools (Elhadi, 2018). Teachers can utilize technology to improve student learning (Ahmadi, 2018). Students are also used to accessing the internet wherever they are in the modern era. Apart from that, the application of technology or media-based learning tools will change the learning experience to be more interesting (Rusdiana, 2021). Therefore, the teacher's ability to create a learning model that is centered on active student involvement is an important factor in the success of the learning process in the classroom. To make it easier to create learning methods that suit students' needs, educators must understand their students' learning styles (Gani et al., 2023; Gani & Wijaya, 2023; Wijaya et al., 2021). such as current educational demands, where learning is student-centered and teachers are responsible for facilitating it (Sulistriani et al., 2021). Choosing the right media to encourage student activity is one way to improve learning in the student center. Teachers must be careful in choosing media because it will have an impact on students' learning processes and learning outcomes in class.

From the results of observations made by researchers, there are still many students who are reluctant to do the assignments given by the teacher, in fact almost half of the students in the class do not do the evaluations given by the teacher. teachers, both in-class assignments and homework. This results in many students getting grades below the Cut Score. Therefore, from the observations made by researchers, alternatives are needed that must be implemented by teachers to deal with the learning process to create interesting learning and have the potential to increase student interest in learning and also student learning outcomes.

Teachers can carry out assessments as necessary to find out the results of the learning process. In the current era of computers and the internet, teachers can immediately report student learning results after the lesson is finished. According to Brown (2004), learning evaluation is carried out formatively and cumulatively. Summative assessment is a type of assessment carried out after students have finished studying. This may include different material or all of the material taught during a semester or phase. The purpose of this assessment is to determine students' weaknesses and strengths by measuring or summarizing their level of understanding. A formative assessment is an assessment that receives feedback during learning.

In the education system, this evaluation is increasingly important. This is also called learning evaluation. Many students are anxious and nervous during assessments, and the classroom atmosphere usually tends to be more tense

One of the media that teachers can use in the learning process is the Quizziz application, which is a learning and assessment application that makes it easier for users to carry out evaluations online. Quizziz is a learning platform designed with an attractive theme featuring Avatars, themes, memes, and music combined in one application to provide an experience. Interesting and fun in class. The use of the Quizziz application in learning is designed with a more creative, innovative, and fun model. By using the Quizziz application as an assessment medium, teachers and students can see the score results directly, thereby saving time in checking student scores. Game-based learning can be an effective and efficient way of learning that can stimulate students' visual and verbal components, especially in this era of globalization (Setiawan et Al., 2019). By implementing the Quizziz application in the classroom, it is hoped that it will be able to increase students' understanding and motivation to learn so that it can improve student learning outcomes. As stated by Arsad (2015:16), apart from building student innovation and interest in learning, learning media can also increase understanding and present data interestingly and reliably. Learning media can also condense data, making it easier to assess and analyze learning outcomes. Quizziz is an application that is widely used as a learning medium for all school subjects such as mathematics, languages, religion, and other subjects. Figure 1 is the Quizziz application logo.



Figure 1. Quizizz application

Using the Quizizz application can help students become more involved in English learning material (Junior, 2020). It is proven that many students want to use the Quizizz application as an assessment tool in their future English classes (Bury, 2017). However, the obstacle to implementing the Quizizz application in learning is that there are still many teachers who do not understand the use of the Quizizz application, so they are reluctant or even unwilling to use the Quizizz application as an assessment medium in their classes. Apart from that, because the Quizizz application requires the use of a smartphone or computer, it will hinder student learning. The majority of schools

in Indonesia prohibit students from bringing smartphones to school, while computer equipment in schools is sometimes inadequate.

The formulation of the problem to be discussed in this research is as follows:

1. How can Quizizz influence the teaching and learning process??
2. How effective is the use of Quizizz on student learning outcomes?

The use of information technology in learning was first carried out by Burrhus Frederic

Skinner (1954) with the concept of programmed learning (*programmed instruction*). Then in 1958, Burrhus Frederic Skinner created a learning machine. The machines created do not teach but are programmed to present learning material so that it appears as if they are interacting with students. This learning machine was developed based on behavioral learning theory

(behaviorism theory). According to this theory, the goal of learning is to change student behavior so that it becomes a habit which is expected to increase student interest in learning and student learning outcomes.

Apart from that, the development of information technology-based media and learning methods needs to be considered further to suit the needs of learning activities (Learning Activity Book, Boediono). The following are several theories that are relevant to the application of Quizizz in learning:

1. Behaviorism Learning Theory

Behavioral theory was put forward by Gage and Berliner, where this theory discusses changes in behavior as a result of student experiences. This theory developed into a school of learning psychology which influenced the development of educational theory and practice known as behaviorist theory. This theory emphasizes behavior that emerges as a result of learning. BF Skinner explained that Behavioristic theory focuses on positive and negative reinforcement to motivate learning.

2. Constructivist Learning Theory

In the context of educational philosophy, constructivism is defined as an effort to build a culture of modern life. So it can be said that constructivism is a constructive theory, both in terms of ability, understanding, and the learning process. So by building motivation and active learning, it is hoped that it will be able to increase student intelligence and learning outcomes. The application of Quizizz is in line with this theory because in this application students are actively involved in taking quizzes and students get direct feedback so that students can correct their mistakes and better understand the material they have not yet mastered.

Method

This research is a qualitative descriptive study. Qualitative descriptive research is a research method frequently used in the social sciences, humanities, and other fields in which researchers seek to understand the qualitative aspects of the phenomena they study. This research aims to provide an in-depth description or explanation of a particular phenomenon or situation without involving quantitative measurements or statistical analysis. Qualitative descriptive research is research that attempts to describe something, such as situations and conditions with related matters, expert opinions that develop over time, and the impacts that will occur in the future.

Qualitative descriptive research is a type of research that is included in qualitative research. Descriptive research is a research strategy that investigates events and

phenomena in an individual's life, where these phenomena will be told by the researcher in a more descriptive chronological form. The data obtained from this research is in the form of words, images, and not numbers or statistical data. In other words, qualitative descriptive research is a form of research carried out to describe an existing phenomenon, both natural and artificial. The phenomena in question can be in the form of forms, changes in activity, similarities, differences, and relationships between one phenomenon and another.

The data obtained in this research is the result of observations, interviews between researchers and respondents, as well as documentation of the use of the Quizizz application as a learning medium in the classroom. The data sources obtained are data in the form of primary data and secondary data. Primary data sources are data collected directly by researchers from the first source, where the primary data sources are students in class X IPS (24 students) at Sinar Husni High School. Meanwhile, secondary data is data collected that functions as a support for the data provided by the first data. Secondary data generally takes the form of documentation.

Data collection techniques in this research include observation, interview, and documentation. (1) Observation is a type of collection in research where the researcher observes the research subject indirectly or it could also be said that the research subject is not aware that he is being observed. (Budiyono, 2003). This research observation was carried out to directly observe how English was taught in class but was not directly involved in the class. (2) the second is interviews, the interviews used in this research are unstructured interviews, where in conducting interviews researchers do not use certain guidelines or criteria and are systematically structured. (Salim and Haidir (2019) revealed that an unstructured interview is an interview guide that contains an outline of the questions to be asked. This type of interview is flexible, where the researcher conducts interviews with students to obtain further information regarding the application of unstructured interviews. Interview Application of Quizizz in English Language Learning (3) The third technique is documentation, namely a data collection method that can obtain additional data in the form of images as support for describing the implementation of daily student evaluations using the Quizizz application.

Results

The application of Quizizz application in the classroom aims to create an active and fun learning atmosphere. Apart from that, using the Quizizz application is expected to increase students' learning motivation, especially in English subjects. Quizizz is a game-based online learning media that can be used for free by teachers and students. In its application, Quizizz media shows its advantages by displaying various interesting features. Vitianingsing (2016) states that significant advantages exist in components that can improve memory and provide interesting experiences for students so that students can remember and apply them in the long term compared to using conventional learning modes.

Effectiveness of using Quizizz on student learning outcomes

Achieving success in achieving learning objectives is something that is expected in the learning process. One of the learning objectives is to improve student learning outcomes. Citra, Cahyani Amildah, and Brilliant Rosy (2020) said that learning outcomes can be seen from evaluations carried out by teachers to obtain data as

evidence that will show the level of students' abilities in achieving learning goals. Learning is not only measured by students' understanding of the material presented by the teacher. However, learning outcomes can be seen from changes in behavior, attitudes, or morals (Rusman, 2017: 130).

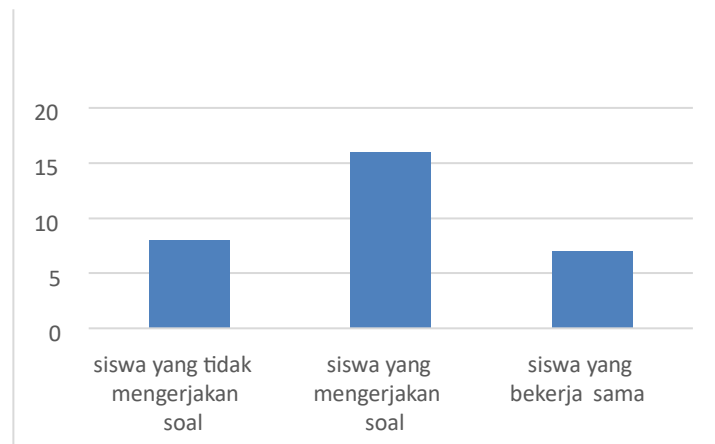
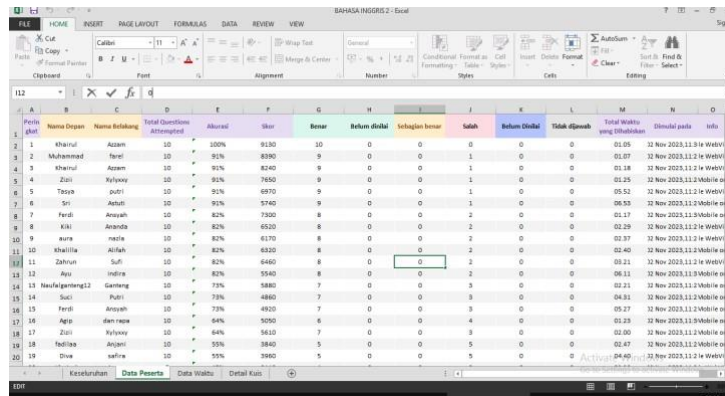


Figure 2. Student pre-test data

Before using the Quizizz application, researchers had given it to students using conventional methods, but student participation in learning was still very lacking. Students also tend to be inactive and confused about their world. Through the pre-test conducted by the researcher, only 16 of the 24 class X IPS students took the test given by the researcher. However, on average, students who work on questions also work together with other students and their scores also tend to be the same as other students. Meanwhile, with the use of Quizizz, student participation has increased quite a bit, although not all students can participate because they left their internet packages and smartphones at home. Students working on it also cannot collaborate with other students because the questions listed on each student's account appear randomly, so students do not have time to work together due to time constraints. Student learning outcomes using the Quizizz application can be seen in Figure 5 where the average student score is quite high.

In the implementation carried out by researchers, students were more enthusiastic about working on questions via Quizizz compared to using manual methods or notebooks. Students also feel more challenged by these questions because working on the questions has a time limit, besides that the order of the questions listed on one student's account is different from another, so there is no opportunity for students to ask their friends for the answers. And if used, students will be more orderly when working on practice questions. Compared to manual work, students are often less conducive, this can be seen when students go around asking their friends for answers or using Google to answer practice questions.



| Peringkat | Nama Depan | Nama Belakang | Total Questions Attempted | Alkard | Skor | Benar | Belum dijawab | Salah | Belum Diklat | Tidak dijawab | Total Waktu yang Dihabiskan | Detail hasil |
|-----------|---------------|---------------|---------------------------|--------|------|-------|---------------|-------|--------------|---------------|-----------------------------|------------------------|
| 1 | Khairul | Asam | 10 | 100% | 9130 | 10 | 0 | 0 | 0 | 0 | 01:05 | 32 Nov 2023, 11:30 WIB |
| 2 | Muhammad | Agul | 10 | 91% | 8390 | 9 | 0 | 1 | 0 | 0 | 01:07 | 32 Nov 2023, 11:29 WIB |
| 3 | Khairul | Asam | 10 | 91% | 8240 | 9 | 0 | 1 | 0 | 0 | 01:18 | 32 Nov 2023, 11:29 WIB |
| 4 | Zaki | Kafayy | 10 | 91% | 7650 | 9 | 0 | 1 | 0 | 0 | 01:25 | 32 Nov 2023, 11:29 WIB |
| 5 | Tasya | juDi | 10 | 91% | 6970 | 9 | 0 | 1 | 0 | 0 | 05:52 | 32 Nov 2023, 11:29 WIB |
| 6 | Sri | Jedah | 10 | 91% | 5740 | 9 | 0 | 1 | 0 | 0 | 06:52 | 32 Nov 2023, 11:29 WIB |
| 7 | Ferdi | Asyiah | 10 | 82% | 7300 | 8 | 0 | 2 | 0 | 0 | 01:17 | 32 Nov 2023, 11:29 WIB |
| 8 | Kiki | Aranda | 10 | 82% | 6520 | 8 | 0 | 2 | 0 | 0 | 02:29 | 32 Nov 2023, 11:29 WIB |
| 9 | Karna | hecha | 10 | 82% | 6170 | 8 | 0 | 2 | 0 | 0 | 02:37 | 32 Nov 2023, 11:29 WIB |
| 10 | Maheila | Alqah | 10 | 82% | 6320 | 8 | 0 | 2 | 0 | 0 | 02:40 | 32 Nov 2023, 11:29 WIB |
| 11 | Zahyun | Sufi | 10 | 82% | 6460 | 8 | 0 | 2 | 0 | 0 | 03:21 | 32 Nov 2023, 11:29 WIB |
| 12 | Ayu | Indira | 10 | 82% | 5540 | 8 | 0 | 2 | 0 | 0 | 06:11 | 32 Nov 2023, 11:29 WIB |
| 13 | Maulidipangsi | Gawing | 10 | 73% | 5880 | 7 | 0 | 3 | 0 | 0 | 02:21 | 32 Nov 2023, 11:29 WIB |
| 14 | Sidi | Pubi | 10 | 73% | 4860 | 7 | 0 | 3 | 0 | 0 | 04:51 | 32 Nov 2023, 11:29 WIB |
| 15 | Ferdi | Asyiah | 10 | 73% | 4820 | 7 | 0 | 3 | 0 | 0 | 05:27 | 32 Nov 2023, 11:29 WIB |
| 16 | Agla | dan reza | 10 | 64% | 5090 | 6 | 0 | 4 | 0 | 0 | 01:23 | 32 Nov 2023, 11:29 WIB |
| 17 | Zaki | Kafayy | 10 | 64% | 5620 | 7 | 0 | 3 | 0 | 0 | 02:00 | 32 Nov 2023, 11:29 WIB |
| 18 | Hadika | Aljani | 10 | 55% | 3840 | 5 | 0 | 5 | 0 | 0 | 02:47 | 32 Nov 2023, 11:29 WIB |
| 19 | Diva | safrira | 10 | 55% | 3960 | 5 | 0 | 5 | 0 | 0 | 04:40 | 32 Nov 2023, 11:29 WIB |

Figure 3. Quizizz learning results

Figure 3, is a student learning result downloaded from the application in the form of an Excel file. The results from Quizizz are automatically accumulated in table form, making it easier for teachers to give grades to students. In Figure 3, Quizizz is given as homework for students or at home with a predetermined time limit. One of the advantages of Quizizz is that it can provide automatic reports in the form of statistics on student learning outcomes (Mukharomah, 2021). From the results of interviews conducted by researchers, the majority of students felt happy with the use of Quizizz because the use of Quizizz in class is still relatively rare in the school environment, usually, teachers carry out assessments manually or use Google Forms.

Based on the research that has been conducted, it can be said that the Quizizz application can improve student learning outcomes both in terms of grades and also student participation in class. Apart from students, this application is also effectively used by teachers because it has interesting features and makes it easier for both teachers and students. The effectiveness of Quizizz starts from research conducted by (Naufal et al., 2021). Based on the research that has been conducted, the researchers concluded that using Quizizz helps teachers provide more creative, fast, and interesting learning activities to students. However, the effectiveness of Quizizz also depends on the teacher who manages this platform and also the response of students to the learning methods used. To maximize the benefits of this application, use it to provide variety and interaction and adapt it to student needs.

This research was conducted at Sinar Husni Private High School in class X IPS Medan. Before conducting the research, the researcher made observations at the school. In this observation, the researcher obtained the following data:

1. Students' English scores are still low
2. Students' interest in learning English is still low
3. Students play with smartphones during the learning process even though smartphones are not needed in the learning process so the teaching and learning process is not conducive
4. Students still often use Google to answer questions given by teachers

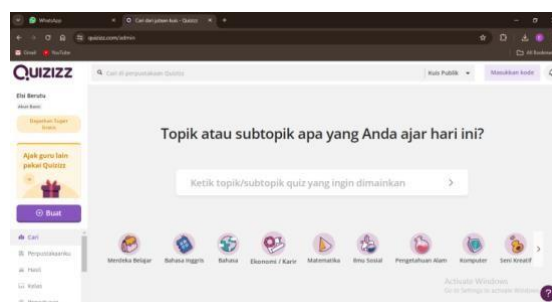


Figure 4. Main screen

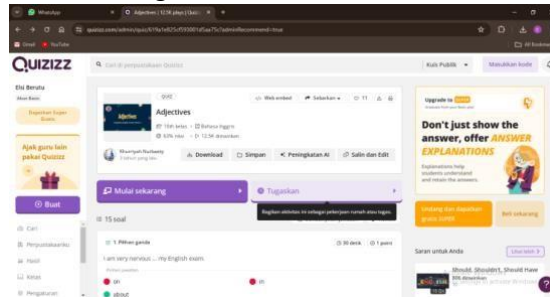


Figure 5. Designing questions

Based on these observation data, researchers want to know more about how the Quizizz application is implemented as an evaluation medium, especially for high school students. Researchers explain how the Quizizz application is used in classroom learning. Students do not need to download the Quizizz application on their smartphone because it can be accessed via <https://quizizz.com/admin>.

Before being implemented in the classroom, researchers have made preparations to support the learning process. The initial stage of implementing Quizizz is setting up an account as a teacher and designing Quizizz media related to the quiz model that will be used. Then, you can design the quiz you want with various models in the Quizizz application such as multiple choice, questionnaire, fill-in-the-blanks, etc. However, even though you design the questions, giving quizzes to students is still by the material discussed in class so that it remains in line with the learning objectives. Figure 1 is a display of the home screen on the Quizizz application, so when using Quizizz it covers all certain subjects in the sense that it can not only be used for English lessons but can be used for all subjects.

In implementing the use of the Quizizz application, the questions are designed according to the material in class and also follow or are close to the questions listed in the student's book. However, we can also use the quiz questions that are already available in the application, but by paying attention to the material listed in the application, we can also edit the questions that are provided in the application according to our needs, such as time settings, question form, adding images. and can also set whether the answer will be displayed on the student's account or not after the student completes the question. So even though Quizizz media has many features that can be used, it is still appropriate to the learning material and also refers to the learning objectives. An example of question design can be seen in Figure 5.

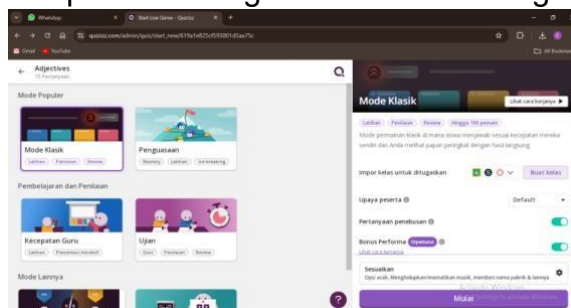


Figure 6. Settings

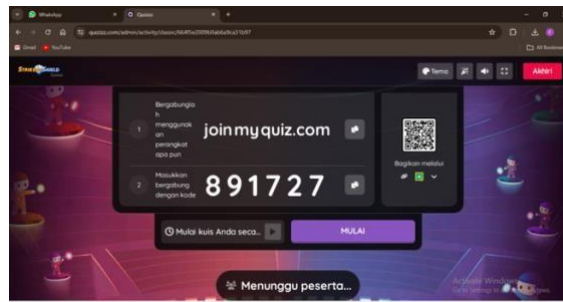


Figure 7. Giving assignments to students

Figure 4 is the setting for working on questions, in this menu the teacher can set the system for working on questions given to students such as time, type of assignment in the form of multiple choice or essay, work effort that students can do, assessment mode, etc. In the settings menu, the teacher can also set opportunities for students to work on questions, usually a maximum of 10 opportunities, but it can also only be 1 opportunity for students. Media Quizizz can adapt to a quiz model that can be designed in such a way as teaching material.

Teachers give assignments by sharing links or access codes with students (see Figure 7). After students receive a link or access code, students can work on questions via the link or code that has been shared, where the processing time is the time determined by the teacher. The assignment can also be a direct assignment. done or tasks that can be done at home. To take a live quiz, students must wait for the teacher to start the quiz from the teacher's account. After the teacher starts the quiz, students can start the quiz, so for live quizzes, students are expected to stand by on the main screen, the link that has been shared because the quiz will end when the teacher ends the quiz. Meanwhile, for quizzes taken at home, students can take the quiz at any time before the time limit determined by the teacher. After this time limit, students cannot take the quiz, which means the student did not take the quiz and has no grades. When taking a quiz, students can turn on the music available in Quizizz, but students who prefer to study quietly can turn off the music feature in the application.

After students complete the questions listed, the test results or student grades will immediately appear in the student's account. After students complete the Quizizz test, their scores will also immediately appear in the teacher's account, teachers can also see the student's ranking from highest score to highest score. The lowest score is obtained by students without needing to check the answers one by one because the system filters them automatically. Student learning results can also be downloaded in PDF form, making it easier for teachers to read student achievement reports. With this simple learning results report, teachers can also share their students' learning results with other students as a progress report on student learning outcomes. Therefore, apart from students, parents are also expected to be more technologically literate so that parents can monitor students' use of smartphones.

Discussion

One of the digital learning media is the Quizizz application. Quizizz is a digital platform that can be accessed for free by users in the form of an application or web that is used to create interactive quizzes that can be used to assess student learning outcomes (Rusmana & Martha, 2019). When using this application, questions can have up to 4 correct answer choices and can add images to the background of the questions,

thereby providing an interesting experience for students when taking quizzes. We cannot deny that technological developments are also very helpful in the world of education. Easy internet access not only helps teachers and the school but also benefits students. However, many schools still rarely use digital media in the learning process on the grounds that it will be misused by students. From the results above, it can be said that implementing the Quizizz application in English learning can provide an interesting and enjoyable learning experience that can significantly increase interest in learning by making students more active in the learning process.

Many studies have explored the use of digital media in learning. One of them is the Kahoot! application, another quiz platform whose use is similar to the use of Quizizz in the learning process. Research on Quizizz shows similarities with the results of using other gamification-based platforms such as Kahoot! In general, using the Quizizz and Kahoot! Has great potential to increase student motivation and involvement in the English learning process. However, successful implementation depends on specific content, such as internet access, school support, and teacher management skills in managing the class as well as teacher digital capabilities. However, these two applications have a slightly different focus. The Quizizz research shows that Quizizz is effective in increasing student engagement and understanding of the concepts of gamification and instant feedback. Meanwhile in the Kahoot! Indeed, it also explains students' learning engagement and motivation. However, the Kahoot! Focuses on focus speed and live competition

The limitations in this research are in terms of trial time which is quite limited and does not allow it to be carried out simultaneously in all classes, there are no internet and computer facilities from the school so not all students can use the application in class, and There are limitations in terms of permission from the school for students to be able to bring smartphones to school so that they cannot be used for every meeting at school, thus requiring students to take quizzes at home.

For further research regarding the application of Quizizz in learning, it is possible to carry out broader experiments both in terms of populations and different educational contexts, such as schools with diverse student characteristics. This can identify the effectiveness of using Quizizz in varied and different contexts. In addition, future researchers can conduct comparative studies using digital learning or using conventional learning media to assess more relative effectiveness. Long-term evaluation is also needed to see whether the use of the Quizizz application has a long-term impact on students' engagement and interest in learning English.

As an application that is man-made, of course, the Quizizz application has strengths and weaknesses when used in the teaching and learning process. Apart from that, the application of Quizizz also influences students' learning motivation.

Advantages and Disadvantages of the Quizizz Application

1. Benefits of Using Quizizz

a. Interactive and fun

The Quizizz application is a game-based learning application that uses avatar elements and attractive themes to create an active learning atmosphere and provide a fun learning experience for students.

b. Instant feedback

After working on the questions, students can immediately see the evaluation results of the questions they have worked on so that students can immediately find out and understand their mistakes in working on the quiz questions.

- c. Time flexibility
Work on questions via the Quizizz application can be done directly or used as homework for students which can be done at any time before the deadline ends so that practice time is more flexible for both students and teachers.
- d. Detailed report
Reports on students' work on questions will automatically appear in the teacher's account without having to check students' answers one by one, making it easier for teachers to give grades to students.
- e. Accessibility
The Quizizz application can be accessed via various devices such as computers, tablets, and smartphones, and can also be used by Android and iOS users. Apart from that, students also don't need to download an application to answer practice questions because students can enter the website just by clicking on the link shared by the teacher.
- f. Extensive Quiz Collection
In the application, there are many quizzes available in the Quizizz library that teachers can use to evaluate students, but teachers can also design questions according to their learning needs.
- g. Interesting features
The Quizizz application is equipped with interesting features so it doesn't display boring results. Apart from being interesting, the features displayed in the application also make it easier for users, especially teachers

2. Disadvantages of Using Quizizz

- a. Connect to the internet
To use it, the Quizizz application requires the internet to be able to access the web, so it requires users to have a stable internet connection for satisfactory web use and also to avoid problems that will occur due to a bad internet connection.
- b. Cannot revise answer
When the quiz has started and answered the quiz, students cannot revise the answers they have chosen, so it is hoped that students can be more focused when doing their assignments.
- c. Hangs on the device
Of course, this application must use a laptop or tablet mobile device, so some schools require permission from the school for its use, both permission to use the computer laboratory and permission for students to bring smartphones to school because there are still many schools. which prohibits students from freely using cell phones.
- d. Misuse of smartphones by students because it requires a smartphone device to enter the web, students bring smartphones to school and many students even use smartphones not for learning purposes, therefore the use of this media is expected to provide more attention from teachers to be able to condition the use of cellphones. in the classroom, it is as if it is used for playing games, taking selfies, and so on.

This is also in line with statements by (Suharsono & Muhammad Taufik, nd), (Sattar et al., 2021), and (Haddar & Juliano, 2021) which reveal that the shortcomings of this application also depend on the internet, sometimes when the student's network is disrupted. You can go in and out of the application, so sometimes the answers are

sent straight away even though you are not ready to do them, besides that, students also cannot change their answers, so when doing quiz questions, students are expected to be able to focus more on answering practice questions. Based on the results of the research he has described above, it can be said that overall the evaluation tool is very feasible and has quite a good influence on students' interest in English education so it can be used to facilitate the evaluation process of students' daily learning in class. However, for use in the classroom, extra supervision is expected to minimize the misuse of smartphones in the classroom. Because of course using this application also has advantages and disadvantages in its application as explained above

Conclusion

From the discussion explained above, it can be concluded that the application of Quizizz in the classroom is very suitable for use in the classroom, both in face-to-face and online learning because the use of the application is not limited by space and time. This is proven by the enthusiasm of students in working on practice questions and the average score obtained by students is also above the limit. Using Quizizz also provides learning classes that are interesting and not monotonous so that students do not feel bored in the learning process. Apart from having a positive impact on students, the Quizizz application also makes it easier for teachers to give grades to students without having to check students' answer papers one by one. Suggestions from researchers are that it is hoped that schools can consider using Quizizz media in learning. Apart from that, teachers who will use digital media in the classroom are expected to be able to monitor students' use of smartphones so that they can use smartphones as expected. with student needs.

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