

Promoting Engaging Interaction by Using Quizizz: An Option to Teach English During Pandemic Covid-19

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ABSTRACT

One of the vital pedagogical elements that will help students master a language is interaction in the classroom. Unfortunately, the conversation quickly changed in a virtual classroom because of the COVID-19 pandemic. Quizizz is well-known for effectively facilitating remote learning as a learning platform that provides various features. This project will use Quizizz as a substitute for traditional lectures for students in non-English departments. The Quizizz platform in this study's descriptive qualitative research approach provides a deep discussion on the use of the Quizizz platform in creating interactive remote lecturing. Quizizz was found highly beneficial and engaging for many students, and they strongly supported utilizing it in other disciplines. It is also important to highlight that the students' improved motivation to learn English was aided by their increased Quizizz engagement. Furthermore, this platform specifically increased student involvement in online English education, notably for students not enrolled in the English Department. Finally, despite the outbreak, providing Quizizz to students positively affected them. Students still find motivation and enthusiasm in virtual interactive learning experiences through Quizizz.

I. Introduction

Classroom interaction has been considered one of the crucial pedagogical components to guide the achievement of mastering a language. In a traditional face-to-face classroom setting, interaction is found through the way a teacher delivers material, the students' gestures, the atmosphere in question and answer sessions, conversation in group work activities, and the nerve of students in doing their evaluation. People are used to that kind of interaction. Thapa and Lin (2013) explain that interaction is an important social activity for students in a language classroom that helps them develop their social skills, as well as their self-confidence and sense of confidence as proficient language users.[1]

Unfortunately, during the COVID-19 pandemic outbreak, the interaction was suddenly forced to be adjusted in a virtual classroom. The interaction is shifted from the adjustable teacher's whole body language and gesturing in front of the class to a close-up display of the teacher explaining material in square box pop-up windows. In the limited internet service areas, such as Indonesia, teaching-learning activity is conducted through voice notes and text only.[2][3] This condition negatively influences the performance and motivation of English as Second Language learners in Indonesia at all levels of education. [4][5][6]

The dining table and personal computer may have replaced the classroom and whiteboard, but student engagement in learning English needs to persist. Some options of online learning media can help in a virtual classroom. One of them that support two-way interaction in remote learning is Quizizz.

A variety of tools are available on the learning platform Quizizz to create an interactive and exciting classroom activity. Teachers and lecturers can bring face-to-face classroom activity to this

platform, including creating lessons, conducting formative assessments, assigning homework, and interacting with students for all grades in a captivating way.[7] During the Covid-19 pandemic outbreak, this platform was used widely and reported to be effective in teaching languages such as Japanese [8], Arabic [9], and French[10]. Quizziz is also reportedly used as an interactive device used in teaching English as a Second Language in the level of English for Young Learners [11], Junior and Senior High School students [12], and the English department at the Higher Education level [13].

Usually, English at the university level is focused in the English department of linguistics, literature, or teacher training programs. Meanwhile, this study will focus on using the Quizziz platform as an alternative lecturing device for non-English department students.

II. Method

To provide an idea and investigate the use of the Quizziz platform in creating an interactive remote lecturing option, the researcher used a descriptive qualitative research method concerning a phenomenological study. This study explains and interprets participants' experiences by figuring out what participants perceived. [14]

The 86 first-year students in the undergraduate economy program at the Institut Agama Hindu Gde Pudja Mataram in Mataram, West Nusa Tenggara, Indonesia, are the focus of this study, which was conducted in the academic year 2021–2022. The students consisted of 28 males and 58 females taking lectures implemented Quizziz for Communicative English Course. The class was a multi-level class consisting of students in the basic (A1) to the pre-intermediate (B1) level.

In this research, the researchers act as the course's lecturers, introducing and using Quizziz as a learning tool in all semester meetings. Afterward, students' attitudes and perceptions were obtained through observation involving notes and video recording and a Quizziz feedback survey by the end of the semester.

III. Result and Discussion

A. Quizziz Design

This study uses Quizziz Super, the paid plan slightly different from the basic Quizziz plan. With a Super plan, a teacher can facilitate flexibility in giving assignments and enhance learning by supplementing questions with answer explanations or solutions and a test timer. Slide types are blank, title, text, text and media, full-screen media, and web page links.

In delivering material, the researchers use the Lesson option on Quizziz, which uses presentation-style teaching combined with fun tools and questions for real-time understanding checks. In addition, the lesson section provides the teacher with a teacher-paced lesson, interactive experience, live feedback, and lesson reports.

The lesson includes an interactive quiz of various questions: multiple choice, reorder, match, fill in blanks, draw type, open-ended, video response, audio response, and polling. The display of the Quizziz Lesson is provided below.

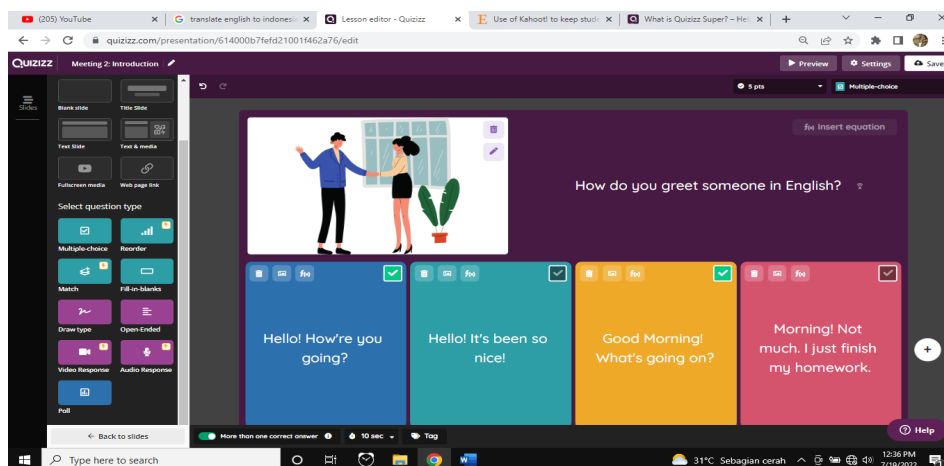


Figure 1. Screen Display of Quizziz Question

The teaching was held online via WhatsApp to greet students and brief them before altering to the main activity. The Quizizz Lesson presentation was carried out for 45 minutes as the main activity. An extra 0.1 point is grand in the final subject score to the students who obtained the top three positions in each Quizizz Lesson to give extra motivation and encourage participation. Finally, the class ended back in the WhatsApp group to summarize the meeting, share offline pdf handouts and provide assignment links to students in limited internet service areas. The assignment covers the re-play of the lesson for the best understanding for students and audio recording to promote students' engagement with the material. The audio is also provided in the Quizizz Lesson option as follows.

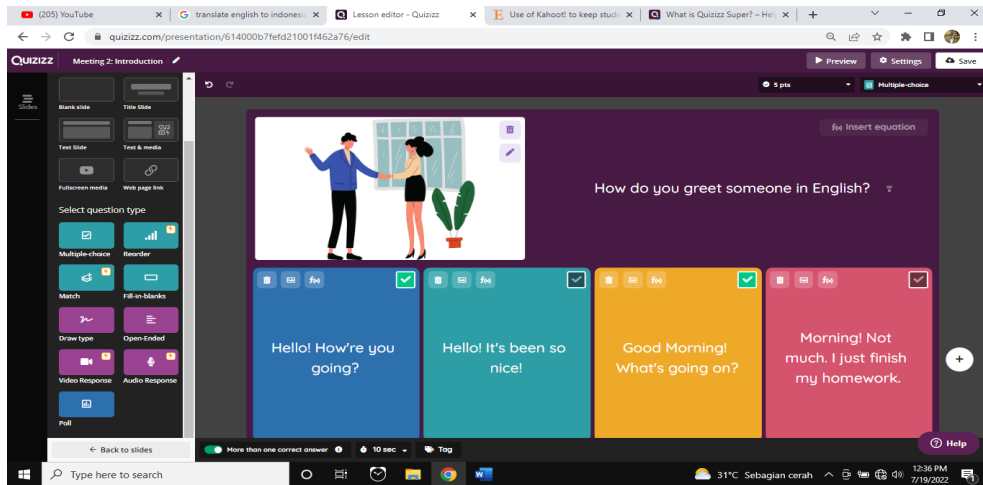


Figure 2. Screen Display of Quizizz Audio Response

B. Observation

Observation is carried out to see students' attitudes and perceptions about their interaction during online lectures and whether Quizizz can promote strong interactions for students when learning English online. As for assessing student interaction quality, the interactions' indicators are based on the PIES principle of the Kagan structure [16] as a benchmark for this study's observation points. The observation is conducted during the teaching and learning process.

Dimension	Description
Positive Interdependence	Students work together to complete the task by interacting with one another and are on the same page in their comprehension.
Individual Accountability	Students perform their individual skills and knowledge in public.
Equal Participation	Students are given an equal opportunity to participate in the activity.
Simultaneous Interaction	Students are stimulated to be involved in giving answers at the same time.

Table1. Dimension of P.I.S.E. Indicator observed in the study.

Some interesting aspects can be seen during the observation. First, on the positive interdependence dimension, student interactions only partially meet the expected criteria. Quizizz, even though it uses the Lesson section, still gives a score at the end of its activity. The situation still triggers competition among students to answer quickly and as well as possible. However, this is

different from the competition in general, which takes place without pause. In online learning using Quizizz Lesson, open discussions can temporarily pause the competition for answering questions. The discussion can be facilitated by lecturers using features such as the Poll, open-ended, video, and audio responses. In these discussions, the lecturer has a vital role in activating the discussion by choosing the right features and explaining how to give positive and constructive opinions.

Individually accountable, students display their abilities to answer each question well. Extroverted students can voice their reasons for choosing that answer. At the same time, introverted students can "speak" indirectly through the options in the Quizizz Lesson. For example, in the open-ended question feature, students can type their answers instead of answering orally by showing their faces on the monitor screen.

By implementing learning using the Quizizz application, students can also get equal opportunities to participate and be "heard" simultaneously and equally. Students are allowed to answer or even not answer the questions online. This condition impacts student participation in class which looks more active from one meeting to the next. The observation results show that the number of students involved in Quizizz increased from 87% to 98.3% of all students enrolled in the class.

So even though the competition is not eliminated in Quizizz, at least it gives students the space and opportunity to share their ideas through their answers. There is also a process in which students encourage each other during discussion time. Participation is also open to everyone, regardless of proficiency, age, and learning type. Moreover, Quizizz is observed to provide simultaneous interaction since all sessions are held simultaneously. The only problem is the connection to the internet in each student's location.

C. *Surveys*

Two surveys are carried out to know the opinion of the students related to individual opinion and interaction relies on the use of Quizizz Lesson.

- *Quizizz and student personal learning experience*

This bar chart in Figure 3 illustrates the percentage of students' personal experiences learning English with Quizizz during the pandemic. Not all of the students had used Quizizz before. Less than half of the class was familiar with this platform, but most students found the platform enjoyable as a tool for learning English.

In an online classroom setting, it turns out that Quizizz eliminates the anxiety of almost eighty percent of students in responding to teachers' questions. Instead, the interaction provided by quizizz brings more feeling like a conventional face-to-face classroom, to which more than 80% of students agreed in this case.

One of the most crucial elements in learning a language is motivation. When learning becomes difficult, students with a positive attitude toward English are more likely to persevere and work hard.[15] Using Quizizz is not only fun, but it is also found that almost 90 percent of students agree that Quizizz motivates them to learn English.

Although Quizizz is a new platform for students, this application brings fun and motivates students to learn English. Furthermore, more than 80% of students reveal that they found Quizizz eliminates their fear of answering questions and facilitates a more familiar teaching-learning process like conventional classes before the pandemic.

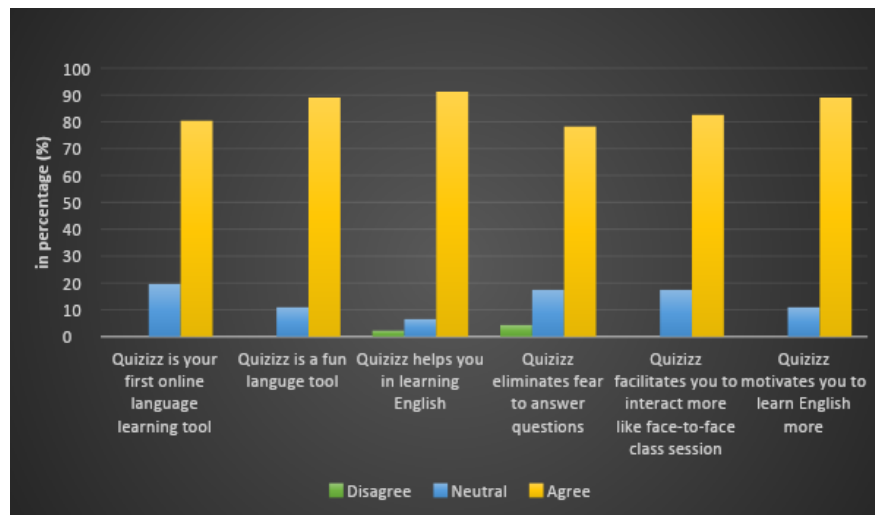


Figure 3. Result of Personal Quizizz Experience

- *Quizizz and Classroom Interaction*

The analysis used PIES principles of the Kagan structure to seek the interaction between students, which includes positive interdependence, individual accountability, equal participation, and simultaneous interactions [16]. The chart shows the result of a survey on how PIES principles are found as interaction indicators when students learn English through Quizizz.

From the bar chart, it is clear that none of the students felt uncomfortable with other students while they answered questions provided in Quizizz. When students can share their knowledge and skill and make it public to someone else, they will hold themselves accountable. This accountability aspect could allow students to feel capable without fear of being judged for wrong answers.

Quizizz also facilitates students' feeling valued and involved in an online classroom. The data showed that the platform meets students' interaction needs. There was an excellent level of equality in the Quizizz session since this application demands every student to participate. More than 35 percent of students experienced outstanding engagement with the English material presented.

Eventually, Quizizz fulfilled the PIES principle satisfactorily to excellent from the student's point of view. It consists of positive interdependence, celebrating individual accountability, fostering equal participation, and providing simultaneous interactions. It eliminated the discomfort of being able to answer questions and created a feeling of being valued, fair participation, and engagement with the material presented.

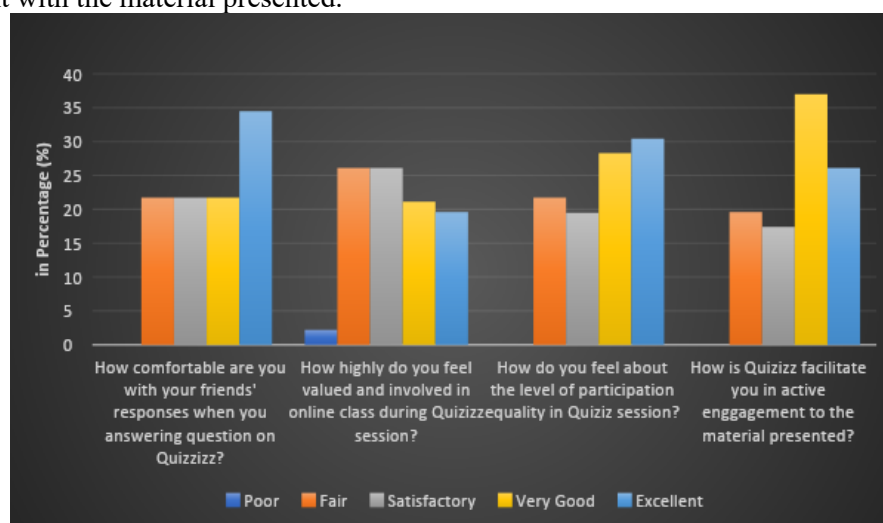


Figure 4. Result of Interaction in Quizizz Experience

IV. Conclusion and Future Work

Students' enthusiasm for their studies and involvement with learning has decreased due to the pandemic-related decision to move university lectures online. Despite the small sample size of students used in this study, it was still possible to confirm how using the Quizizz platform significantly reduced these prejudices. Additionally, many students found using Quizizz very helpful and interactive, and they strongly suggested using it in other subjects.

It is also crucial to note that greater participation in the Quizizz helped the students obtain better motivation to learn English. Particularly in this instance, this platform achieved higher success in students' participation in online English education, especially in this case, for non-English Department students.

Finally, despite the pandemic, administering quizzes had a very beneficial impact on the students who could discover excitement and motivation in virtual interactive learning experiences. The possibility of accessing Quizzes from anywhere is excellent. Quizizz also enables teachers to choose their preferred classroom settings, create exercises, and modify materials to suit each group's unique requirements. Any area of action in this research that allows for improvisation and changes is always encouraged.

This study, however, is constrained by its relatively small sample size and exclusive attention to the first semester of first-year students in higher education, particularly the introductory material. Future research may employ a larger sample size and various EFL, even E.S.P. materials related to theology, philosophy, law, economy, communication, or tourism. In addition, the student perspectives are limitedly given a thorough analysis. Future research may therefore include a more in-depth study using a quantitative or qualitative approach. Additionally, this study is limited to the students' motivation but not discussed and provides significant English proficiency scores reached by students using Quizizz. This issue might be an interesting topic to be carried out in the future.

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