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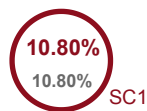
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EFL students' perceptions towards Quizizz usage in English subject formative assessment

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ABSTRACT
Currently, developing technology encourages English teachers to be able to use several educational platforms. Quizizz is one of the educational innovations carried out to achieve learning goals. This study uses a qualitative descriptive research method. In this research, the focus is on exploring how students perceive Quizizz, a formative assessment tool rooted in the Unified Theory of Acceptance and Use of Technology (UTAUT). The study adapts and customizes an interview guide from prior research and investigates four aspects: performance expectations, effort expectations, social influence, and facilitating conditions. Researchers conducted research at SMK Sumber Ilmu Tulangan, using Quizizz as a formative assessment tool in English lessons. Data collection included semi-structured interviews and documentation showing positive responses to performance expectations, effort expectations, social influence, and facilitating conditions. However, concerns were raised regarding the limitations of question types, signal problems, and the lack of school-provided facilities.
Keywords: Assessment tool; Quizizz; formative assessment; UTAUT

INTRODUCTION
The fast growth of information technology in the contemporary age of globalization and its implications for education cannot be ignored. The growth of more complex technology has become a way of attaining educational objectives, requiring educators at all levels of education to utilize and create more current tools accessible in today's society (Dewi & Astuti, 2021). Furthermore, the rapid spread of the COVID-19 Outbreak in March 2020 tremendously influenced education systems worldwide, including Indonesia. To prevent face-to-face interactions between teachers and students, it is essential to carry out all educational activities online. However, the abrupt shift from traditional face-to-face to online learning presents several challenges for instructors, as it occurs without prior preparation. Effective online or remote learning requires learning materials (Ayuni et al., 2020). Teachers may utilize a variety of online educational platforms in English teaching and learning. Numerous mediums can encourage or assist student learning, including WhatsApp, Google Classroom, Quizizz, and YouTube (Daheri et al., 2020). Quizizz is one of the educational innovations made to reach learning objectives. The application possesses various learning capabilities, making it a versatile educational tool. This application is free for both teachers and students to use, and it is very simple to use (Ardiansyah & Muchyidin, 2021). Quizizz is a popular gamification-based educational program that can be effortlessly downloaded from the Play Store or App Store. It adds an element of fun and engagement to courses through multiplayer activities, making the learning experience more dynamic and enjoyable (Zhao, 2019). Students can conveniently utilize Quizizz on their Android or iOS smartphones, provided they have an internet connection, enabling them to access and utilize the platform from any location.

According to Anggraeni & Taufiq (2021), Quizizz was used to examine the learners' abilities. Assessment is critical for increasing and reinforcing learner motivation. It enables students to reflect on their learning, clarify misconceptions, and analyze their pace of advancement. Students focus on

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 whatever subject or abilities they think will be evaluated (Bury, 2017). Formative and summative evaluations are the two kinds of assessments that are often used. According to Brown (2004) Summative assessments were often given after a course or the teaching and learning process. It aims to summarize or measure what students have learned during their studies. A summary of what learners have learned includes reviewing how effectively students have met goals. While Formative assessment focuses on providing precise feedback and suggestions to students as they go through the learning process toward the educational objectives. The feedback is designed to assist students in contemplating their learning, adjusting effective strategies to surpass requirements, and developing a deeper and better understanding of the key concepts (Burke, 2010). Even though all teaching and learning activities are offline in the classroom, teachers must still consider measures to ensure that the teaching and learning process is carried out effectively to achieve the intended learning results. The role of educational media in shaping how students behave during learning activities is crucial (Ika Dhamayanti, 2021). Aside from the assessment tool, students' perceptions are critical to offline teaching and learning success. The teacher can better understand students' learning needs by learning about their perceptions (Zulfa & Ratri, 2022). Perception is a method of creating or imparting meaning based on information obtained from the brain and sensory stimuli, followed by interpretation and analysis. Aside from organ sensory perception, experience in someone's life impacts their understanding of things(W. Wulandari, 2021). Quizizz has been utilized as an assessment tool in numerous educational settings during the learning process. Numerous research has demonstrated the utilization of Quizizz in English language learning. The first research, relevant to this research, was carried out by Bury (2017) "Testing becomes mobile - web 2.0 formative assessment tools," according to the report. The researchers aim to evaluate and analyze the educational influence of Web 2.0 assessment tools such as Kahoot! and Quizizz. The researchers compared students' reactions to non-gamified formative assessments to web-based programs like Kahoot! and Quizizz. The second research Amalia (2020) investigated how students enrolled in the Dynamic English Course perceived using Quizizz as an online tool for evaluating English teaching and learning. The study results indicated that students in the course held positive views regarding using Quizizz as an online assessment tool for English instruction and learning. According to Pertiwi (2022), the third research uses Quizizz to assess Students' English Learning. The results of the study state that the Quizizz application is an English language learning and evaluation medium that has an attractive appearance. Similar to this study, the researchers explored students' responses on how Quizizz acted as a Digital Game-based learning tool, and it had a positive response; and also found that Quizizz serves as a formative assessment tool, offering a means to gather evidence of learning (Purwati, 2022). From some of the previous research, the researchers can conclude that there are similarities with the research the writer conducted, where the researchers analyze students' perceptions of Quizizz as a formative assessment

tool in English lessons. However, researchers have characteristics that are different from previous researchers. This research incorporates the Unified Theory of Acceptance and Use of Technology (UTAUT) developed by Venkatesh et al., (2003) which has not been utilized in previous studies. The UTAUT theory focuses on understanding the factors that influence individuals' adoption and acceptance of technology. It provides a comprehensive framework to assess the behavioral intention of users to adopt and utilize technology effectively. (Venkatesh et al., 2003). Researchers will enable to gain insights into students' attitudes and intentions regarding the use of Quizizz as an evaluation tool. By understanding the key factors that influence their acceptance of this technology, researchers can identify potential barriers and facilitators that could impact its successful implementation. These insights can inform educational strategies and interventions to enhance the effectiveness of technology integration in language learning, contributing to a more tailored and successful implementation of Quizizz in educational settings. To grasp the research context, it is crucial to delve into the concept of perception. Perception, according to Noë (2004), is a casual notion that is dependent on both how things are and what people do because it is both a casual concept and a form of action. Aside from how things are, what is observed when a person perceives is how their interaction with people changes. Perception is a

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complex process that involves a person receiving or summarizing information from his surroundings.
This is a selective, organized, and relative perception. The easier it is for students to remember
something, the better their perception of it will be (Tarmiji et al., 2016). Perception is important
because everyone sees and perceives the world differently, especially when it comes to understanding
human behavior. People see information in light of their reality or previous experiences. As stated by
Qiong (2017), the process of perception consists of three distinct stages: selection, organization, and
interpretation. The first stage is selection. We are translating ambient stimuli into meaningful
experiences in the first step of the perceptual process. The second stage is planning. At this point, we
must arrange them in a variety of ways based on specific patterns of meaning. We will know the shape,
color, texture, size, and so on of the event or social and physical item, we encounter at this stage of
perception. Finally, interpretation is the third level of perception. At this stage, it involves the process
of ascertaining the meaning of the chosen stimuli. Once the stimuli are categorized into organized
patterns, there is an attempt to interpret these patterns by giving them significance.
Quizizz proves to be a valuable evaluation instrument that aids students in enhancing their
progress and gauging their aptitude for English language acquisition (Rahayu & Purnawarman, 2019).
Quizizz also offers a leaderboard that displays student scores and ranks, allowing them to compete
with their friends healthily while taking tests on their smartphones, laptops, or other devices. Given
sufficient internet access, Quizizz, an online evaluation tool, offers a straightforward and enjoyable
user experience, allowing assessment activities for students to be conducted conveniently and flexibly,
irrespective of location or time (Salsabila et al., 2020).

Figure 1. Feature of Quizizz (Source: https://quizizz.com)

According to Dian Fadhilawati (2021), the quiz outcomes are displayed to the teacher as a
report, which can be downloaded as a file to aid in offering feedback to students. As a result, it is
possible to infer that using Quizizz assessment data assists teachers and can be used as viewpoints in
the next session that must be provided by teachers. Since the 1990s, formative assessment (FA) has
been a major area of study in education (Black & Wiliam, 1998). As defined by assessment is described
as "a systematic process of gathering information about any subject of interest, following methodical
and meaningful procedures." In general, assessment is the process of acquiring data on a student's
learning progress (Tosuncuoglu, 2018). Formative or summative assessment can be used (Cummins
& Davison, 2007). Based on their educational aims, there are two forms of assessment in education.

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The first is formative assessment, which evaluates learning progress, while the second type is summative assessment, which is used to assess learning. Formative assessment focuses on providing detailed feedback and suggestions to students as they progress through the learning process toward educational goals. The purpose of the feedback is to aid students in self-reflecting on their learning and adjusting effective strategies to meet the criteria, ultimately fostering a deeper understanding of the key concepts (Burke, 2010). The majority of classroom assessment is formative, where students enhance their understanding by studying and internalizing teachers' feedback (Brown, 2004). Gattullo (2000) explains that formative assessment is characterized by three key aspects: (a) it is a continuous and multi-phase process that occurs daily through teacher-student interaction, (b) it offers feedback for immediate action, and (c) its objective is to adapt teaching activities to enhance learning processes and outcomes. Based on the research conducted on a private school in Sidoarjo, it was discovered that there are several issues pertaining to English subjects and the use of Quizizz as both a learning medium and a formative assessment tool. This study also revealed various challenges associated with the educational activities ongoing in private schools in Sidoarjo. These problems include; some students looked less enthusiastic when the teacher gave directions to work on the practice questions on Quizizz. However, several other students seemed enthusiastic about working on it. Therefore, this study aims to develop a complete explanation of how students perceive the use of Quizizz as a means of measuring their understanding of the material taught by the teacher. As a result, the researchers developed the following research questions: What are the EFL students' Perceptions towards the use of the Quizizz application as a formative assessment tool for students in English subject? METHODS This study applied a qualitative descriptive method. Silverman (2013) clarified that qualitative research aims to explore and comprehend the significance attributed by individuals or groups to social or human matters. This type of research generates descriptive data in the form of written and spoken words from participants who are the topic or object of

observation. The subject of the research is "SMK Sumber Ilmu Tulangan," which received English lessons using the Quizizz application provided the data for this study. Before commencing the study, participants from SMK Sumber Ilmu Tulangan were provided with a detailed explanation of the research purpose, procedures, potential risks, and benefits. This information was shared through written consent forms that were distributed to potential participants. These consent forms ensured that participants were fully informed about their involvement and that their participation was voluntary. Participants were encouraged to ask any questions they had before signing the consent forms. Only after they had a clear understanding and voluntarily agreed to participate did they sign the consent forms, indicating their willingness to be part of the study. The specific participant selection criteria were chosen to align with the research objectives. Participants were selected based on their familiarity with the Quizizz platform (using it 5 to 10 times) and their active involvement in English lessons during the academic year 2022/2023. These criteria were relevant to the research's aim of exploring students' perceptions of using Quizizz for English assessment, as those familiar with the technology and actively engaged in learning were likely to provide valuable insights. Purposive sampling is utilized by the researchers to choose the features of the participants that the researchers need in order to fulfill research objectives. Purposive sampling or judgment sampling refers to the purposeful choice of a participant based on characteristics (Etikan, 2016). The participants of this study choose 15 students. The researchers collaborated with the teacher to identify potential participants who met the selection criteria. The students were chosen in accordance with established policies and decisions of the teacher after being briefed to meet with researchers about the research to be carried out. These students are suggested to be the participant of this research because it is assumed that these students are active over the course of teaching and learning that has been carried out so far. Thus, it is expected that students can answer interview questions actively in order to get answers that are in accordance with this research.

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Data Collection Technique In this research, data was collected using a semi-structured interview method. A structured interview strategy is used since the researchers has established exactly what information will be gathered during the interview (Tarmiji et al., 2016). According to Ruslin et al., (2022) semi-structured interviews are more powerful than structured interviews because they allow the researcher(s) to obtain detailed information from informants is very important in qualitative research. If there is a probable modification, the semi-structured interview may allow researchers to modify it with their study questions while still maintaining its directional sense because the primary subjects to address have been prescribed previously. Semi-structured interviews were chosen as the data collection method due to their ability to provide rich and detailed qualitative data. This approach allowed participants to express their opinions, experiences, and perspectives openly, enabling the research to capture nuanced insights into their perceptions of using Quizizz for English assessment. The flexibility of semi-structured interviews allowed participants to elaborate on their responses, providing a deeper understanding of their viewpoints. In this study, the researchers adapted and modified the interview guideline from the research of Sugiartha & Harry (2021). The researchers used the theory of the UTAUT, or Unified Theory of Acceptance and Use of Technology, developed by Venkatesh et al., (2003). There are seven constructs that are always significant in influencing the intention (intention) or use (usage) of one or more of the adoption models that comprise UTAUT. There are only four components that significantly influence user acceptability and usage behavior. Performance expectancy, effort expectancy, social influence, and facilitating conditions are the four constructs. In order to facilitate the participants, the interview was conducted using the Indonesian language (Sugiartha & Harry, 2021). UTAUT were used as the foundation for developing the interview questions. This ensured that the interview questions addressed key factors that influence participants' perceptions and intentions to use Quizizz for English assessment. By addressing these elements in the research process, reseachers aimed to ensure ethical integrity, participant transparency, and the alignment of the methodology with the research objectives and theoretical framework. Table 1. Interview Guide No Dimension Definition Items of Question 1

Performance Expectancy The degree of advantage or benefit experienced by consumers when using technology for their daily activities. 1. What do you think about using Quizizz as an assessment tool, especially for English subjects? 2. Are there any benefits that you get from using Quizizz as an assessment tool, especially for English subjects? 3. Does using Quizizz as an assessment tool, especially in English subjects, increase your creativity in learning?

2

Effort Expectancy The degree of effort associated with a user's utilization of a system or technology. 4. Were there any challenges that you encountered while using Quizizz as an assessment tool, especially in English subjects? 5. What is your solution to the challenges you faced while using Quizizz as an assessment tool, especially for English subjects?

3

Social Influence The degree of significance an individual places on others (such as family and friends) perceiving that they should utilize a specific 6. Do you use Quizizz in the learning process based on your own motivation or the influence of others? Explain why that is! 7. How do important and influential people around you influence your motivation in learning to use Quizizz?

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system or
technology.
4
Facilitating
Condition
The degree to which an individual believes that there are sufficient resources, organizational support, and technical infrastructure available to facilitate system use. 8. Does your school support the use of Quizizz as an assessment tool, especially for English subjects? 9. Do you have the ability to use Quizizz as an assessment tool, especially English subjects well when used in the learning process?

The process of collecting data from interviews is outlined as follows: 1. Interviews were conducted, with each session lasting approximately 10-15 minutes. 2. Selected students participated in the interviews and provided their responses. 3. Recorded interviews were transcribed to create written transcripts. 4. Responses from the interviews were identified and extracted. 5. The outcomes of the interviews were comprehensively explained and described. Documentation is also used to collect the data. According to Rahmadi (2011), Documentation is a method of gathering research data through the use of a number of documents (documented information) in the form of written or recorded materials. Researchers utilized a voice recorder on a smartphone to record information from the interview. Documentation in the form of records is needed for data collection, which will then be transcribed. Data Analysis Technique The systematic approach of gathering data in order to support researchers in drawing conclusions is referred to as a data analysis technique. According to Sugiyono (2019) Data analysis involves the meticulous examination and compilation of data obtained from interviews, field notes, and other relevant sources, with the purpose of effectively communicating the findings to others. Inductive qualitative data analysis is an analysis based on data acquired. According to Miles & Huberman (1994) the analysis consists of three concurrent streams of activities: data reduction, data withdrawal, and conclusion/verification. More specifically, the three flows are as follows: 1. Data Reduction Data reduction is the practice of systematically choosing, summarizing and transforming raw data extracted from written field records. This process of data reduction was carried out continuously throughout the qualitative study project. The researchers is already anticipating data reduction when he or she decides (sometimes without fully realizing it) on the contextual framework of the research area, the research challenge, and which strategy of data collecting to use. Further reducing procedures take place during data collecting (making summaries, coding, tracing themes, making clusters, making partitions, making memos). After field study, data reduction/transformation continues until a complete final report is completed. The analysis phase incorporates data reduction, which involves refining, categorizing, directing, eliminating unnecessary elements, and organizing data to enable the synthesis of cohesive and conclusive findings. The researchers does not need to assume quantification by decreasing the data. Data quality can be simplified and modified in a number of ways, including stringent

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 selection, summaries or short descriptions, classification in a larger pattern, and so on. It is sometimes possible to translate data into numbers or ratings, but this is not always advisable.
2. Data Presentation
According to Miles & Huberman (1994) a presentation is defined as a collection of structured information that allows for the potential of forming conclusions and taking action. They feel that better representations, such as various forms of matrices, graphs, networks, and charts, are essential for meaningful qualitative analysis. Everything is intended to bring together organized information in a cohesive and simply accessible style. As a result, the analyzer can understand what is going on and decide whether to make the correct conclusion or continue with the analysis in the manner suggested by the presentation.
3. Draw Conclusions
According to Miles & Huberman (1994) findings, withdrawal is merely one activity in the overall arrangement. During the research, the conclusions also matched. Verification can take various forms, ranging from the researcher's reflective reconsideration while writing, a review of a page in field notes, to thorough and meticulous processes such as analyzing returns and engaging in brainstorming sessions with colleagues to establish intersubjective agreements. In some cases, verification efforts may involve cross-referencing findings with another dataset. The criterion is that the meanings derived from other data be evaluated for truth, robustness, applicability, or validity. The final conclusion is reached not just during the data collection procedure but also through selection. The following diagram depicts the data analysis process using Miles and Huberman's interactive data analysis model:

Figure 2. Miles and Huberman's Interactive Data Analysis Model

After each material was provided by the teacher, students were given a quiz through Quizizz. The quiz was given via a link sent by the teacher using the class WhatsApp group. Then, all students in the class accessed Quizizz through that link. Each quiz consisted of 25 multiple-choice questions with four options and served as formative assessment at the conclusion of each chapter. The quiz topics were aligned with the content of each respective chapter. The main ai   m of the quiz was to evaluate the extent of students' comprehension of the material taught by the teacher.

RESULTS AND DISCUSSION
After each material was provided by the teacher, students were given a quiz through Quizizz. The quiz was given via a link sent by the teacher using the class WhatsApp group. Then, all students in the class accessed Quizizz through that link. Each quiz consisted of 25 multiple-choice questions with four options and served as formative assessment at the conclusion of each chapter. The quiz topics were aligned with the content of each respective chapter. The main ai   m of the quiz was to evaluate the extent of students' comprehension of the material taught by the teacher.

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 RESULT The outcomes that have been derived from the meticulous process of data collection are now provided below: Performance expectations Performance Expectancy refers to the degree of advantages or benefits that individuals gain when utilizing technology to fulfill

their daily tasks. Within the realm of Performance Expectancy, three distinct sub-variables can be identified. The initial sub-variable is referred to as "usefulness," denoting the extent of practicality and value derived from incorporating technology into one's everyday routine. According to the findings of student interviews, some students feel that utilizing Quizizz as a formative assessment tool in English subjects allows them to learn more about the amount to which students grasp the content taught by the previous teacher. For example, they can quickly determine the results of the scores collected. If they earn a high score, they feel motivated to compete with their peers and to study more often so that they can achieve a high score the next time. "Quizizz makes me know more about how far my ability is in understanding the material previously delivered by the teacher." (Student 2) "In my opinion, the use of Quizizz is one of the interesting ways to do it in class. Made me and my friends compete to get high scores." (Students 5) "The benefit is that I know what my learning outcomes are, and it makes me want to compete with my friends to get a high score. Because if you get a high score, there is a sense of pride in itself." (Student 9) Nevertheless, some students feel that Quizizz is not effective as an assessment tool or medium for evaluating student learning outcomes. Students are often left behind when answering questions due to various constraints, including the relatively short processing time. They also stated that receiving the lowest grades can make students feel inferior and lose motivation to study. "In my opinion, I am not suitable if Quizizz continues to be used as a medium for evaluation. Because when answering questions, students are chased for a very short time, and Quizizz does not provide a feature to cancel answers that have already been clicked. Then, there is a ranking feature that makes students sometimes feel inferior when they get the lowest score. So, I prefer writing quizzes on paper." (Student 12) "Quizizz is not suitable to be used as a student assessment tool. This is because, in my opinion, there is a ranking feature that makes students sometimes feel inferior when they get the lowest score. So, I prefer When writing quizzes on paper." (Student 14) The second sub-variable is known as "quickness," which pertains to the extent to which technology accelerates the completion of tasks or assignments. It reflects the ability of a technological solution to enhance efficiency and streamline the work processes at hand. Some students claimed that Quizizz could help assess student learning outcomes in class more quickly and practically because there is no need to write questions and answers on paper anymore. Because with Quizizz, students only need to click on the answer on the smartphone screen. "Quizizz makes me have to think fast. Because there is a time limit when working on questions." (Student 3) "With the time limit feature available on Quizizz, this helps me to improve my accuracy and speed in understanding English questions; with that limited time, I have to be able to understand these questions quickly." (Student 5)

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" **Quizizz is an educative learning place. Making learning in the class that initially assesses the class is only limited to being given questions on the board and then answering questions on paper. Now the assessment can be done practically, of course, saving time, that is, just clicking on the smartphone screen." (Student 6)**

On the other hand, a few students believed that utilizing Quizizz as an evaluation tool was not sufficiently speedy. The speed at which Quizizz operates, whether fast or not, ultimately relies on the availability of data quota and signal strength.

"I think Quizizz can be slower or even difficult to access when the connection is bad. So, I prefer the assessment tool to switch to paper-based tests." (Student 1)

"I prefer to do assessment questions on paper rather than on my smartphone to access Quizizz because the signal is often constrained, so I am often late in answering questions and often lose answer time because the time to answer questions is very short." (Student 15)

Lastly, there is the sub-variable of "productivity," which refers to the measure of improved efficiency and output achieved by users when utilizing technology. It encompasses the enhanced productivity experienced by individuals as a direct result of employing technology in their work or daily activities. Students feel that Quizizz can be used by teachers to generate questions that utilize high-order thinking skills, with the aim of increasing students' creative skills in problem-solving and thinking innovatively. Additionally, Quizizz facilitates real-time feedback, allowing participants to receive immediate feedback when answering questions. This feature assists students in correcting errors immediately and fosters their creativity in formulating more refined responses.

"Yes, it's effective. Because the teacher often gives questions that are quite difficult. I think it can increase creativity in solving problems." (Student 7)

"Yes, because I often get direct feedback in class; it can help me to correct mistakes, and it helps increase creativity in formulating better answers." (Student 10)

Meanwhile, there is one student who disagrees that Quizizz is used too often. Because Quizizz has limitations on question types, it is generally more suitable for objective questions such as multiple choice, true-false, or matching. This question does not allow students to express their creativity in using English.

"In my opinion, Quizizz is generally better suited for objective questions such as multiple choice, true-false, or matching. This question does not allow me to express their creativity in using English." (Student 15)

In Performance Expectancy aspect, which refers to the level of benefit or advantage obtained by consumers in using technology for their daily activities, is evident in students' perceptions of Quizizz

as an assessment tool in English subjects. The sub-variable of usefulness is highlighted by students who find Quizizz beneficial in understanding the content taught by the previous teacher and motivating them to compete and study more frequently to achieve high scores. This in line with Zuhriyah & Pratolo (2020) Quizizz aids students in their learning process and enhances their engagement, enjoyment, focus, and motivation in the classroom. The sub-variable of quickness is supported by students who appreciate the time-saving aspect of Quizizz, as they no longer need to write questions and answers on paper and can quickly click on the answer on their smartphone screens. Jannah & Perdana (2020) stated the majority of students concur that taking tests on Quizizz saves more time compared to using traditional paper and pencil methods. The sub-variable of productivity is demonstrated by students who believe that Quizizz helps them develop higher-order thinking skills, receive real-time feedback, and enhance their problem-solving and creative abilities. It's agreed with

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 Dewi & Astuti (2021) compared to traditional learning approaches, Quizizz has the potential to be more effective in enhancing students' critical thinking skills. However, there are also students who express reservations about Quizizz as an assessment tool. Some students find it ineffective due to constraints such as the short processing time, the inability to cancel answers, and the ranking feature that may make them feel inferior. Additionally, concerns about the speed of Quizizz arise, particularly when the connection is poor or when students face difficulties accessing the platform. Pertiwi (2022) also stated that the quiz completion time is remarkably fast, but in case of signal disruption, the questions cannot be repeated for further attempts. These factors can affect the overall experience and perception of Quizizz as a quick and efficient tool. Furthermore, one student raises a point about the limitations of Quizizz in terms of question types, indicating that it may not allow students to fully express their creativity in using English. Overall, most students gave a positive response from the Performance Expectancy aspect related to Quizizz as an assessment tool; there were also concerns and limitations expressed by students. It is critical that educators take these perspectives into account and address the challenges that arise to ensure a holistic and effective assessment experience for all students. Effort expectations Effort expectancy refers to the degree of effort or exertion required by users when interacting with a system or technology. It encompasses two key dimensions: complexity and ease of use. Complexity relates to the level of intricacy or difficulty associated with learning and understanding the technology's functionalities and features. In using Quizizz, students don't find it difficult to use it. It's just those signal problems, or an unstable internet connection can be a challenge when using Quizizz. Quizizz is a web-based platform that requires a good internet connection to access and use its features. If the signal or internet connection is unstable or weak, students may have difficulty accessing Quizizz, answering questions, or submitting their answers. Signal problems or poor internet connection can result in lag, slow loading, or even disconnection when using Quizizz. This can lead to frustration and disrupt the student's user experience of using the tool. "Constrained by quota, because several times I forgot to top up my quota, so I didn't take part in doing Quizizz during class." (Student 8) "One of the challenges that I am very uncomfortable with is being stuck with a bad signal. Because if it happens that the signal is bad, students will miss answering questions on Quizizz because these questions are given a short time to answer." (Student 12) Meanwhile, overcoming the above challenges, students have several solutions. One student highlights the inconvenience caused by a bad signal, particularly when questions on Quizizz are given a limited time for response. A weak signal can lead to missed opportunities to answer questions within the designated timeframe, affecting students' ability to actively participate in the assessment. To overcome these challenges, students have devised solutions. For instance, one student suggests finding a location in the classroom with a strong signal to ensure a smooth network connection. By strategically positioning themselves in areas where the signal is robust, students can minimize the potential disruptions caused by signal problems and optimize their experience with Quizizz. "If the connection isn't stable, I usually ask for a friend's hotspot with a good provider connection. But if a friend has a small quota package, I usually just give up on the connection I have." (Student 1) "Usually looking for a position in a class where the signal is full so that the signal network runs smoothly." (Student 5)

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 Based on the findings presented it can be inferred that while students do not perceive Quizizz as a complex platform to use, this in line with F. Wulandari et al., (2022) that teachers already understand how to apply Quizizz for students so that teachers can explain it to students. However, they encounter challenges primarily related to signal problems, unstable internet connections, and limited data quotas. These challenges can disrupt their user experience and affect their ability to actively participate in assessments. Overall, these findings emphasize the importance of addressing technological challenges in order to optimize the user experience and ensure equal access to online assessment tools like Quizizz. Efforts should be made to improve internet infrastructure, provide reliable and stable connections in educational settings, and explore potential solutions for students with limited data quotas. This in line with Albiansyah et al., (2021) that students experience a strain on their internet data allowance. By addressing these challenges, the overall effort expectancy of using Quizizz can be enhanced, enabling students to fully benefit from its features and capabilities in their learning and assessment process. Social Influence Social influence can be described as the extent to which an individual acknowledges the significance of others, such as family and friends, supporting the adoption of a specific system or technology. It encompasses two dimensions, namely social factors and subjective norms. Social factors encompass the external influences and pressures exerted by the social environment, while subjective norms pertain to the individual's personal beliefs and perceptions about the expectations and opinions of others regarding the usage of the system or technology. Social factors are related to the level of influence of people who are near users in using technology. From the interview results, social influence, particularly through the influence of teachers, can significantly impact students' adoption and use of educational technologies like Quizizz. The guidance and recommendations from teachers carry weight in shaping students' perceptions of the importance and value of using such tools. Additionally, the positive experience and personal motivation that students derive from using Quizizz can further reinforce their engagement and continued use. "My teacher told me to use Quizizz to find out how far we are able to understand the material." (Student 1) "Using Quizizz because of my own motivation and the influence of others, because at first, I used Quizizz because of the influence of other people, namely the teacher; when I used it, I felt happy and finally tried Quizizz outside of class hours." (Student 4) In the context of technology usage, subjective norms refer to the impact of significant individuals, particularly teachers, on users' decisions to adopt

and utilize the technology. These subjective norms represent the influence exerted by important people in the users' lives, shaping their beliefs, attitudes, and behaviors toward the use of technology. From the interview, their teacher emphasizes how Quizizz helps them understand their abilities and evaluate their learning outcomes. By highlighting the benefits of Quizizz in self-assessment and evaluation, the teacher is acting as an influential figure in shaping the student's perception of the tool's value. The teacher's endorsement not only encourages the student to use Quizizz but also highlights its importance in facilitating self-awareness and enabling teachers to evaluate student learning outcomes more easily. This subjective norm established by the teacher contributes to the student's motivation to use Quizizz. "My teacher says Quizizz helps me to understand more about my ability to know how far I understand the material that has been taught before. This also helps teachers to be able to easily evaluate student learning outcomes." (Student 5) "My teacher says Quizizz can help increase my English vocabulary, and if I get good grades later. It can be used to add value to the report card." (Student 9)

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 These interview results provide evidence for the impact of subjective norms in shaping students' attitudes and behaviors towards Quizizz. The influence of teachers as important figures in the educational context has a significant role in students' adoption of technology. It's similar with Mulyani (2020) that the motivation of teachers and students is very important to support each other in improving the classroom environment. So, by leveraging the support of teachers, educators can effectively promote the use of Quizizz and similar educational technologies, highlighting their benefits in terms of self-assessment, evaluation, skill development, and academic achievement. Facilitating Condition Facilitating conditions refer to the degree to which an individual perceives the availability of technical and organizational infrastructure to support the utilization of the system or technology. In the context of Quizizz, the Students express concerns about the lack of adequate facilities and support provided by the school, indicating potential barriers to using the platform seamlessly. "The school does not provide Wi-Fi facilities or other facilities that support students to be able to learn using Quizizz without any obstacles." (Student 1) "As for facilities from schools, such as quotas, they don't exist. We use private quota." (Student 4) All students said that the school does not provide Wi-Fi facilities or other resources that allow students to study using Quizizz without hindrance. This demonstrates a lack of the necessary technical infrastructure to access and use Quizizz effectively. Without reliable Wi-Fi connectivity, students may face difficulty accessing the platform, completing quizzes, and submitting their answers. The absence of conditions that facilitate this can hinder students' ability to fully utilize Quizizz for their learning needs. Based on the interview, it can be said that the availability of facilitating conditions, such as reliable Wi-Fi connectivity and sufficient data quota, is very important to ensure the smooth and seamless use of Quizizz. It's agreed with Lestari & Khairuna (2022) the challenge in establishing internet connections poses a hindrance to accessing the Quizizz application using the internet data allowance. Educational institutions should recognize the importance of providing adequate technical and organizational support to students, including Wi-Fi facilities, data quota, or other resources that facilitate unhindered use of educational technology. By addressing these facilitating conditions, educational institutions can improve student access, engagement, and overall experience with Quizizz, promoting learning outcomes and effective assessment. DISCUSSION The research findings offer a comprehensive understanding of students' perceptions of Quizizz as an assessment tool in English subjects, contributing to the existing body of knowledge in educational technology and formative assessment practices. The study delved into various dimensions, shedding light on both positive aspects and challenges associated with Quizizz integration. Performance Expectations: The positive aspects align with prior research that emphasizes the advantages of using digital tools like Quizizz. Students acknowledged the tool's utility in assessing comprehension, fostering competition, and motivating learning. These findings support existing literature that highlights the positive impact of technology on engagement and self-directed learning. However, the concerns raised about the short processing time and ranking feature underscore potential drawbacks, which is consistent with prior studies that discuss the need for balanced assessment methods that do not negatively impact students' motivation and self-esteem. Effort Expectations: The research touches on challenges related to internet connectivity, signal problems, and data quotas. These findings resonate with previous studies that have highlighted the

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 importance of reliable technology infrastructure for effective educational technology adoption. The suggested solutions provided by students' mirror recommendations from previous research about mitigating technical issues to enhance students' participation and experience with digital tools.

Social Influence: The significant role of teachers' guidance and endorsements aligns with studies emphasizing the importance of teacher support in promoting the adoption of educational technology. The findings reinforce the notion that educators play a crucial role in influencing students' perceptions of tools like Quizizz, thereby encouraging their usage and highlighting their educational value.

Facilitating Conditions: The identified concerns about lacking facilities and support reflect the importance of considering the technological environment in which educational technology is implemented. This aligns with prior research that underscores the necessity of providing a conducive technical infrastructure to ensure seamless access and usage of digital tools.

The study deepens our understanding of the positive outcomes, challenges, and influencing factors associated with the tool's integration. By highlighting both advantages and limitations, the research provides a nuanced view that can guide educators in making informed decisions about incorporating Quizizz into their teaching practices. The findings predominantly support previous studies that emphasize the positive impact of educational technology on engagement, learning motivation, and efficiency. Students' appreciation for Quizizz's utility and time-saving aspects align with existing literature. However, the challenges and concerns expressed by students, such as the

impact on self-esteem, limitations in question types, and technical obstacles, reinforce certain limitations that have been noted in prior research. This indicates that while Quizizz can offer benefits, its implementation requires careful consideration of potential pitfalls and the need for tailored solutions.

In conclusion, the research contributes valuable insights into students' perceptions of Quizizz, acknowledging its benefits while highlighting potential challenges. By considering these findings, educators can enhance their understanding of how to effectively integrate Quizizz and similar tools, fostering a more holistic and effective learning and assessment experience for students.

CONCLUSION

In conclusion, while Quizizz is generally perceived as beneficial and easy to use for assessing learning outcomes, there are challenges and limitations expressed by students. Addressing these challenges and offering essential assistance is imperative for educators to enhance the user experience and guarantee equitable access to online assessment tools such as Quizizz. By considering students' perspectives and addressing their concerns, the overall effectiveness and impact of Quizizz can be enhanced, leading to improved learning outcomes.

Based on the research findings from the interview data analysis, several conclusions can be drawn: Performance Expectations: Overall, students perceive Quizizz as a beneficial tool for assessing their learning outcomes. It allows them to understand the content taught by previous teachers, motivates them to compete with their peers, and provides a sense of pride in achieving high scores. However, some Students express concerns about the effectiveness of Quizizz as an assessment tool, citing constraints such as the short processing time, the inability to cancel answers, and the ranking feature that may make them feel inferior. It is important for educators to consider these perspectives and address the challenges to ensure a holistic and effective assessment experience for all students. Effort Expectations: Students generally find Quizizz easy to use and not complex. However, they encounter challenges related to signal problems, unstable internet connections, and limited data quotas, which can disrupt their user experience and active participation in assessments. Social Influence: The influence of teachers plays a significant role in students' adoption and use of Quizizz. Positive recommendations and endorsements from teachers encourage students to use the tool and highlight its importance in self-assessment and to evaluate learning outcomes. Facilitating Conditions:

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Students express concerns about the lack of adequate facilities and support provided by the school, such as Wi-Fi facilities and data quotas, which hinder their ability to use Quizizz seamlessly. RECOMMENDATION To optimize the usage of Quizizz and enhance the learning experience, educators should prioritize the provision of explicit instructions and comprehensive guidelines. This includes equipping students with effective strategies to navigate time constraints and mitigate any potential negative implications associated with the ranking feature. Furthermore, educators are encouraged to explore alternative assessment methods that encourage students to unleash their creativity when utilizing English language skills. In parallel, it is imperative to invest efforts in bolstering the internet infrastructure within educational settings. This entails ensuring reliable and stable connections that facilitate uninterrupted access to online resources. Additionally, educators should actively seek potential solutions to cater to students who face limitations in terms of data quotas. By offering guidance on locating areas within the classroom that boast strong network signals, educators can optimize the network connection and minimize connectivity issues. Moreover, educators should persistently promote and underscore the various benefits of Quizizz as a powerful tool for self-assessment and evaluation. By harnessing the influence and support of teachers, who serve as influential figures, students' motivation to engage with Quizizz can be further nurtured and sustained. Recognizing the significance of technical and organizational support, educational institutions should prioritize the provision of reliable Wi-Fi connectivity, sufficient data quotas, and other essential resources that facilitate the unhindered use of Quizizz. By addressing these facilitating conditions, student access, engagement, and overall experience with Quizizz can be significantly improved. It is worth noting that this research has a limited geographical scope, and future studies could delve into the utilization of alternative media platforms to broaden the understanding of the subject matter. ACKNOWLEDGEMENTS The author expresses heartfelt appreciation to all individuals and institutions whose significant contributions have contributed to the successful completion of this research article.

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