

**STUDENTS' PERCEPTIONS OF THE USE OF QUIZZZ
APPLICATION AS AN ASSESSMENT TOOL IN EFL
CLASS OF UIN FATMAWATI SUKARNO BENGKULU**

THESIS

Submitted as a partia requirements for the degree of Sarjana
Pendidikan (S.Pd) in English Education Study Program Tarbiyah
and Tadris Faculty UINFAS Bengkulu



By:

ELIZA DWI UTAMI

SRN: 1811230023

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SUKARNO OF BENGKULU
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**KEMETERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
(UINFAS) BENGKULU**

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

RATIFICATION

This is to certify the thesis entitled: **“Students’ Perceptions of the Use of Quizzz Application as an Assessment Tool in EFL Class of UIN Fatmawati Sukarno Bengkulu”** by **Eliza Dwi Utami (1811230023)** has been approved by the board of Thesis Examiners as the requirement for the degree of **Sarjana Pendidikan** in English Education Program.

Chairman
Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Secretary
Yashori Revola, M.Pd
NIDN. 2003089001

Examiner I
Risnawati, M.Pd
NIP. 197405231999032002

Examiner II
M. Arif Rahman Hakim, Ph.D
NIP. 199012152015031007

Bengkulu, August 2022

Approved by the Dean of Islamit and Tadris Faculty



Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

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MOTTO

As ant do a million step to get sugar

DEDICATION

In the name of Allah, the Most Gracious, the Most Merciful, this Final Project is dedicated to:

1. Gratitude to Allah SWT for all the blessings and gifts so that researcher is given strength, patience and sincerity in living life.
2. To my beloved parents, Mr. Tusdy Y and Mrs. Arli Juita, always love and respect for them. Thank you very much for the support and patience to make my education a success.
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PRONOUNCEMENT

Name : Eliza Dwi Utami
NIM : 1811230023
Study Program : English Study Program
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled "Students' Perceptions of the Use of Quizizz Application as an Assessment Tool in EFL Class of UIN Fatmawati Sukarno Bengkulu" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 2022

Eliza Dwi Utami
NIM: 1811230023

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6. Feny Martina, M.Pd, as supervisor II.

7. The researcher realizes that in writing this thesis proposal there are still many shortcomings and limitations. Therefore, constructive criticism and suggestions are very much needed.

Bengkulu, August 2022

Researcher

Eliza Dwi Utami
NIM. 1811230023

ABSTRACT

Eliza Dwi Utami, SRN: 1811230023. *Student's Perceptions of The Use of Quizizz Application as an Assessment Tool in EFL Class of UIN Fatmawati Sukarno Bengkulu.* Thesis: Study Program of English Education Department of Tadris, Faculty of Tarbiyah and Tadris, State Islamic University Fatmawati Sukarno Bengkulu.

Advisor I: Dr. Syamsul Rizal, M.Pd Advisor II: Feny Martina, M.Pd

This research was motivated by the interest of researchers to determine student perceptions of the use of the Quizizz application as an assessment tool in the EFL class at UIN Fatmawati Sukarno Bengkulu. This study uses descriptive statistics as a research design. The researcher prepared 25 statements in a closed e-questionnaire as a data collection tool. The sampling technique in this study was random sampling with a total sample of 36 students. The results of data analysis show that most of the EFL students at UIN Fatmawati Sukarno Bengkulu have a Positive Perception/agree to the use of the Quizizz application as an assessment tool in the EFL class.

Keywords: Students' perceptions, Quizizz, Assessment tool

ABSTRAK

Eliza Dwi Utami, SRN: 1811230023. *Persepsi Mahasiswa Terhadap Penggunaan Aplikasi Quizizz Sebagai Alat Penilaian di Kelas EFL UIN Fatmawati Sukarno Bengkulu. Skripsi: Program Studi Pendidikan Bahasa Inggris Jurusan Tadris, Fakultas Tarbiyah dan Tadris, Universitas Islam Negeri Fatmawati Sukarno Bengkulu.*

Pembimbing I : Dr. Syamsul Rizal, M.Pd Pembimbing II : Feny Martina, M.Pd

Penelitian ini dilatarbelakangi oleh ketertarikan peneliti untuk mengetahui persepsi mahasiswa terhadap penggunaan aplikasi Quizizz sebagai alat penilaian pada kelas EFL di UIN Fatmawati Sukarno Bengkulu. Penelitian ini menggunakan statistik deskriptif sebagai desain penelitian. Peneliti menyiapkan 25 pernyataan dalam e-kuesioner tertutup sebagai alat pengumpulan data. Teknik pengambilan sampel dalam penelitian ini adalah random sampling dengan jumlah sampel sebanyak 36 siswa. Hasil analisis data menunjukkan bahwa sebagian besar mahasiswa EFL di UIN Fatmawati Sukarno Bengkulu memiliki Persepsi Positif/setuju terhadap penggunaan aplikasi Quizizz sebagai alat penilaian di kelas EFL.

Kata kunci: Persepsi siswa, Quizizz, Alat penilaian

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CHAPTER I

INTRODUCTION

A. Background of Study

Assessment is the process of collecting, analyzing and using various procedures and tools to obtain a set of information about learning outcomes or the achievement of student competencies in achieving predetermined learning objectives (Brookhart, 2012). The assessment process must be carried out in a planned, gradual, and continuous manner to obtain accurate information about student development. So it can be concluded that, assessment is an activity to collect information on student learning outcomes obtained from various types of methods and process information to assess learning outcomes and student learning development.

Assessment has a vital impact in the education process to inform and improve ongoing learning, and plays a significant role (Tosuncuoglu, 2018). As well as diagnosing student

participation in learning activities to determine their achievements in the learning process. By conducting assessments, educators can not only get feedback from students about teaching methods such as whether teaching has been effective or still needs to be evaluated, but also can find out whether they have succeeded in achieving the goals and objectives they set for the lesson or not (Jensen, 2012). Then, apart from informing the instructional decisions that are made every day and helping to diagnose students' strengths and weaknesses in the learning process in the classroom, assessment also plays an important role in increasing student motivation because students will devote their efforts to any material. Even so, in the process of learning English, assessment is one of the most important keys of the learning experience that influences the way students approach learning (Barbosa, 2005). So it can be concluded that in teaching and learning activities, assessment has a very important role that is used to provide feedback to students in the form so that

students can reflect on their learning, define misconceptions, and assess brand progress and become benchmarks. for educators to be used as the basis for improving and justifying the learning process as well as providing remedial for students. In other words, the purpose of the assessment is to find out what students need to know, understand, and can do where the assessment must provide clear information about students' progress regarding class content, processes, and products.

There are two main types of assessment in learning activities, namely formative assessment and summative assessment. Both are carried out at different times in the learning process, where formative assessment can be carried out both before and during the learning process, and summative, which occurs at the end of a segment in the learning cycle or at the end of the learning process. Formative assessment is carried out on each learning material by giving quizzes, homework and exercises to determine their readiness

to move on to the next material. While summative assessment is used to measure or summarize what students have learned or obtained in one semester (Brown, 2003). This summative assessment occurs at the end of the learning process and is usually graded. There are several examples of summative assessment forms, such as final assignments, midterm exams, and papers. So in other words, summative assessment is related to summarizing student achievement and becoming the final report of a study program (Qu, 2013).

The global COVID-19 pandemic has brought major changes in several aspects of life. One of the aspects affected by this pandemic is the education aspect. Where, the central and regional governments take the initiative to make policies to carry out all learning processes at the elementary school to university level online to minimize the spread of the corona virus. In this era of online learning, technology plays an important role as a medium of learning both in teaching and learning activities and in the assessment process. There are

many types of applications or platforms that are used as online learning media during a pandemic.

One of the most popular gamification-based educational applications and very easy to download via the play store or app store is the Quizizz application. Quizizz is a game-based educational application, which provides classes with multiplayer activities so that classes become more interactive and fun (Zhao, 2013). This free web-based assessment tool uses a browser designed by Quizizz to assist teachers in grading students. This application is very easy to use both inside and outside the classroom, Quizizz does not have to be opened on a PC or laptop but can also be opened via an Android or iOS phone as long as the phone is connected to the internet of course, making it easier for students to use it anywhere.

Another advantage of Quizizz that if the teacher makes questions that require pictures, tables, graphs and so on, this application allows for that and also manages students' time to

answer questions as they wish. The faster students answer questions correctly, the more points students get. In addition, Quizizz also has interesting features such as avatars, themes, memes and music that entertain the learning process and also make the learning process not boring. Quizizz also allows students to compete with each other and motivates them to learn because students taking quizzz simultaneously in class can see their rankings directly on the leaderboard. This certainly makes students motivated to answer correctly and get the highest score. Instructors can monitor the processing and downloading of reports when quizzes are completed to evaluate student performance, while Quizizz generates reports in excel documenting student performance in class and individual ability to answer questions posed by teachers via Quizizz (McKoy & Chung, 2016).

Based on the results of initial observations by researchers at UIN Fatmawati Sukarno Bengkulu, during the pandemic all lecture activities such as the delivery of learning materials,

assignments, quizzes, discussions, and evaluations have been carried out online. In online learning, most of the lecturers in the EFL class use the Zoom meeting and Google meet applications as learning media, and there are also some lecturers who carry out the learning process at UIN Fatmawati Sukarno Bengkulu by utilizing the WA group as a learning medium. As for the assessment process, most of the lecturers use google forms, word files, handwriting which is then converted into pdf and there are several lecturers in the EFL class who use the Quizizz gamification platform as an assessment tool. One of them is in the academic writing class, the Reading class, the TEFL methodology class, and the language teaching assessment (LTA) class.

The use of the Quizizz application as an online assessment tool in several EFL classes at UIN Fatmawati Soekarno Bengkulu gave rise to different student perceptions of the use of the application. Knowing students' perceptions of the use of the Quizizz application is important to note to

determine which assessment tool is suitable for use by lecturers on an ongoing basis. If students are not interested or feel bored with the assessment tools used, students will not be motivated to do well on the test questions. So by knowing students' perceptions that come from the results of their observations and experiences of an object, it will lead to a perception where the perception can be positive or negative depending on the observations of each individual.

So based on the background described above, the researcher is interested in studying how students perceive the use of the Quizizz application as an assessment tool in the EFL class. The researcher here raises a study entitled "STUDENTS' PERCEPTIONS OF THE USE OF QUIZIZZ APPLICATION AS AN ASSESSMENT TOOLS IN EFL CLASS OF UIN FATMAWATI SUKARNO BENGKULU".

B. Identification of problems

Based on the description of the background above, the researchers identified the problems in this study, namely:

1. Students are not interest and feel bored with assessment toos used
2. Students not motivated to do well on the test

c. Limitation of the Study

Based on the description that has been explained against the background above, so that This research is more focused, so the researcher limits the problem as follows:

1. Only on writing, reading, TEFL Methodology and LTA material.
2. Students' perceptions seen in this study were only for EFL students in grades 8A, 8B, 8C, and 8E.

C. Research Questions

Based on the above background, this study aims to answer the following questions:

1. What are student's perceptions based on students' cognitive aspect of the use of Quizizz application as

an assessment tool in EFL class of UIN Fatmawati Sukarno Bengkulu?

2. What are student's perceptions based on students' affection aspect of the use of Quizizz application as an assessment tool in EFL class of UIN Fatmawati Sukarno Bengkulu?
3. What are student's perceptions based on students' conation aspect of the use of Quizizz application as an assessment tool in EFL class of UIN Fatmawati Sukarno Bengkulu?

D. Research Objective

In accordance with the background and research questions, the objectives of this research are:

1. To find out student perceptions of the use of the Quizizz application as an assessment tool in the EFL class at UIN Fatmawati Sukarno Bengkulu.

E. The Importance of Research

After doing the research, the benefits of this research are:

1. Students

By investigating students' perceptions of the use of the quizizz application as a formative assessment tool in learning English, the teacher can decide whether the quizizz application can be applied currently/offline or is only suitable for use during a pandemic/online.

2. Researcher

Provide experience and knowledge for researchers in conducting educational research, especially regarding student perceptions of the use of the Quizizz application as an assessment tool in EFL classes.

3. Institution

The results of this study are expected to increase knowledge and broaden horizons, in addition to contributing to the general education foundation at UIN Fatmawati Sukarno Bengkulu.

F. Definition of key Terms

The definition of key terms is to avoid misunderstanding for the reader.

1. **Assessment:** Assessment means a process or activity of collecting, analyzing, and interpreting information about student learning processes and outcomes in achieving learning objectives.
2. **Quizizz:** Quizizz is an online assessment tool that is freely accessible and can be used at any time. Quizizz can also be accessed from a smartphone or computer.
3. **Perception:** Perception is a process that is preceded by the sensing process, namely the process of receiving a stimulus by the individual through the senses or also called the sensory process. However, the process does not just stop, but the stimulus continues and the next process is the perception process (Walgito, 2010:99).

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents a literature review that is significantly related to the research findings. It consists of a discussion of perception, Quizizz, and judgment.

A. Perception

a. Perception Type

Perception is divided into two types, the first is positive perception and the second is negative perception (Asmoro, 2019).

1) Positive Perception

Positive perceptions come from individual satisfaction with certain objects that are the source of the response, individual knowledge and individual experiences of the perceived object. A positive perception is a congruent (not contradictory) response to something we evaluate.

2) Negative Perception

Negative perceptions come from individual dissatisfaction with certain objects that are the source of the response, individual knowledge and individual experiences of the perceived object. According to Van Pategern et al, negative perceptions tend to focus on their own desires, trying to gain and prove their self-worth. In line with Van Patergen Irwanto (2002) suggests that negative perceptions are negative judgments that involve humans to judge something around them. In this case, if a person has a negative perception, they will reject and deny every effort that is observed.

b. Perception Aspect

According to Rokeach & Hamka Walam (Walgito, 2010) there are three types of perceptual aspects, as follows:

1) Cognitive Aspect

Cognitive aspects are aspects related to the components of knowledge, expectations, ways of thinking or obtaining past knowledge and experience, as well as everything that is obtained from the thoughts of individual perceptual actors.

2) Affective Aspect

This aspect of perception is an aspect that concerns the components of feelings and emotional states of individuals towards certain objects and everything that concerns the assessment of good or bad based on one's emotional factors. Which individual feelings are influenced by the needs of each individual itself. So in other words, objects that can meet a person's needs will be assessed positively while objects that actually hinder will be assessed negatively.

3) Conation Aspect

This aspect relates to the motive and purpose of the emergence of a behavior that occurs around which is manifested in the behavior of individuals in everyday life according to their perception of a particular object or situation.

c. Perception Principle

Slamet O (2010: 105) divides the principle of perception into four, namely as follows:

1) Perception is relative not absolute

In terms of relative perception, the first stimulus has a greater impact than the next.

2) Perception is selective

A person's ability to perceive a stimulus is limited, because the human brain only perceives stimuli based on the most interesting things.

3) Perception has a setting

Perception has regulation because people receive stimuli in the form of relationships.

4) People's perception may be different

These differences can be explored in individual differences, behaviors, attitudes, and motivations.

d. Perception Process

The process of perception begins with the existence of an object that causes stimulation, and stimulation of the five senses. The stimuli received by the sense organs are then transmitted by the sensory nerves to the brain. After that, a process occurs in the brain as the center of consciousness so that individuals realize what they see, or what they hear, or what they feel.

Then, Bimo Walgito in Hamka quoted in Wibowo stated that the occurrence of perception is something that happens as follows:

- 1) The first stage, which is the stage called the experience process or the body process, is the process of capturing a stimulus through the human senses.
- 2) The second stage, namely the stage called the physiological process, is the process of survival with stimuli obtained through receptors (sensory organs) through sensory nerves.
- 3) The third stage, which is the stage referred to as the mental process, is the process of shifting the character's focus on the stimulus obtained through the receptor.
- 4) The fourth stage is the result obtained from the technique
- 5) Perception in it in the form of responses and behavior.

So, from the above understanding it can be concluded that the perception process occurs through

several successive degrees, specifically first there are stimuli obtained by the human senses, then these stimuli are obtained through the five senses system, then the process of character formation. the introduction of the received stimulus, after that is the effect of the perceptual process in the form of response and behavior.

e. Importance of Perception

Perception is a subjective, active and creative process by which we translate meaning into sensory information to understand ourselves and others. Perception not only shapes one's point of view, but also enables one to act and react in the surrounding environment.

Perception is very important in understanding the attitudes of others because each individual perceives the world and copes with life's problems in unexpected ways. Anything that looks or feels doesn't

really match what it really is. If individuals behave based on what they say, then others can easily predict their behavior under changing conditions by understanding their current impression of the environment. With the perception, the needs of various individuals can be determined, where the perception of each individual is influenced by his needs. This is very important because individuals' attitudes are based on their point of view of what reality is, not on reality itself. The world as it is perceived means a world that is important for understanding human behavior.

Knowing student perceptions is very important because it also means that lecturers and students evaluate after knowing the results of student perceptions. As stated by Chen in "Student Evaluation of Teaching Effectiveness" (2003), student perception is very important to evaluate the effectiveness of

pedagogy. This statement is supported by Petegem's research on "Student Perceptions as Moderators of Student Welfare" (2000), student perceptions are an important account for measuring learning outcomes. After knowing student perceptions, lecturers can change what students don't like and can increase what students like. Freiberg and Stain explain that students' perceptions are a solution of components and indicators to describe classroom conditions. Therefore, students' perceptions are very important not only for estimation but also for the purpose of developing teaching and learning strategies.

f. Perception Measurement

The researcher uses a Likert scale as a measure of students' perceptions of the Quizizz application.

Likert is used to measure perceptions, attitudes, opinions, or perspectives of individuals or groups about an event or something based on the definition of

performance set by the researcher (Sugiyono, 2013). This scale is a psychometric scale commonly used in questionnaires and is often used in research studies, including descriptive studies.

As for determining the score of items on the Likert scale, you must pay attention to the type of statement. For positive statements, the answer "strongly agree" should be given the highest score (5). On the other hand, the answer "strongly agree" to negative statements must be given the lowest score (1) (Mawardi, 2019).

B. Quizizz

a. Definition of Quizizz

According to May et al. (2018) states that Quizizz is one of the digital applications that can be accessed through computers, smartphones, tablets, and iPads, and is also available on many mobile operating systems such as iOS, Android, and chrome so that Quizizz is easy to

access and use. allows students to practice together online. synchronous or asynchronous. Quizizz is a user friendly application that is equipped with various features that are easy to use by teachers and students.

Zhao (2019) said that Quizizz is an online platform based on educational games that can create an interesting and interactive learning process through fun exercises that can be done in multiplayer.

While Juniarta et al. (2020) states that through the “create quiz” feature provided by Quizizz, teachers can create multiple-choice quizzes along with answer keys that match the learning material, and students can work on quizzes simultaneously using a feature called “take a quiz”. A live report feature is also provided by Quizizz for students and teachers. Reports provided to teachers include student grades, ranking of student grades from highest to lowest, and analysis of the questions most frequently answered incorrectly by students. Meanwhile,

student report cards will contain student grades, rankings, and question answer keys.

b. Quizizz Advantages

Many advantages or conveniences are obtained when using the Quizizz application as an assessment tool, including the following:

- 1) Quizizz comes with a Teacher Resources feature which contains a 1 page getting started guide, training presentations, help center for novice users.
- 2) Questions and answer choices are provided individually on each screen so students don't have to create questions on the board or screen.
- 3) Each student can immediately answer the next question if he has completed the previous question without having to wait for other participants to finish it.

- 4) Right or wrong answer information will be displayed immediately after they respond to each answer.
- 5) Besides being able to be used via a laptop or computer, Quizizz can also be easily opened via a tablet or mobile phone that is connected to the internet.
- 6) The number of words for question and answer options is not limited.
- 7) The number of questions and answer choices is not limited.
- 8) Questions and answer choices can be in the form of visual previews that are available when making quiz questions.
- 9) Lecturers can access student quiz reports and monitor the progress of student performance as a whole or individually.

10) There are interesting animations that can be added to already answered questions. What type of animation can be adapted to the Class community, school environment, or class content so that it is expected to provide positive feedback for students.

11) Quizizz can also be used for fun trivia tests to refresh learning material.

c. Quizizz Disadvantages

Each assessment tool of course also has its drawbacks, as for the shortcomings of the Quizizz application as an online assessment tool, as follows:

1) The types of questions that can be loaded in the Quizizz app are limited. So for the types of questions that are in the form of facts and memories, Quizizz is very suitable, but not conducive to more complex types of questions.

- 2) Students should not stop after answering questions before all questions have been answered.
- 3) To be able to access this platform you must have a stable internet connection.

C. Assessment

a. Definition of Assessment

Assessment in education is to establish and understand the points that students have achieved (either as individuals or groups) in their learning at the time of the assessment.

Lambert & Lines (2000) says that assessment is an activity or procedure to collect data, make interpretations, prepare notes and use information (data) for student learning activities.

According to Black and William (1998) assessment is a constructive instrument that provides

assistance in changing, revising or adjusting the use of methods and techniques in teaching.

Clark (2012), defines assessment as a formal procedure of group strategies, formal structures, instruments and practices to generate and utilize student performance data.

According to Koh (2011), assessment in education is one of the most powerful instruments used to improve the education system. Its effectiveness depends on the skills, knowledge, attitudes and competencies of educators and practice due to frequent contact and communication between these elements or dimensions (Calderhead, 1996).

Assessment has a big role in testing students' understanding of the concepts and skills taught to them (Noraini, 2005).

Based on some of the expert opinions above, the authors conclude that assessment is one of the

procedures in education that is used to measure the feedback obtained by students in learning.

b. Assessment Characteristics

There are characteristics of assessment according to Kellough and Kellough (1999) as follows:

- 1) Provide learning assistance to students.
- 2) Identify students' weaknesses and strengths.
- 3) Evaluation of the effectiveness of teaching and learning strategies.
- 4) Assessment and improvement of curriculum programs.
- 5) Assessment and improvement of teaching programs.

D. Review of Previous Research Results

In this section, the researcher states that it is closely related to research relevant to this research in several cases, as described below:

The first relevant study is a paper written by Dinda Firly Amalia (2020) “Quizizz Website as an online assessment for English Teaching and Learning: Students Perspective”. The results of this research showed that the students have positive perceptions toward Quizizz which they strongly agreed that Quizizz has an attractive display which is interesting and fun, students can't cheat during the test, Quizizz creates a competitive atmosphere in the classroom, and Quizizz is better than the offline traditional test

The second relevant study is a journal written by Dian Fadhilawati (2021): “Using Quizizz Application for Learning and Evaluating Grammar Material”. The research findings show that the students' achievement in learning relative pronouns increase after they learned the materials and evaluated by applying Quizizz Application. Moreover, they also present positive views to the use of Quizizz for Learning and evaluating Relative Pronouns (Dian, 2021).

The third relevant study is journal written by Farah Ika Dhamayanti (2021) "Perceptions and Motivation of EFL Students towards Quizizz as an E-Learning Media in an English E-Classroom". The results showed that most of the EFL students had positive perceptions and motivations towards Quizizz. Therefore, Quizizz as an e-learning media can support the learning process in EFL online classes. This shows that Quizizz is an e-learning medium that can be used in English e-classrooms and can increase students' EFL motivation during online learning.

The fourth relevant study is a journal written by Sari Rahmawati (2021): Students' Perceptions Toward Quizizz as an Online Learning Media. The majority of students in the third semester of the 2020/2021 academic year at STMIK Jayanusa strongly agrees (SA) with the use of Quizizz as an e-learning medium. Through Quizizz as media make students more motivated and well involved in the learning process. So

it can be concluded that the sample has a positive perceptions of the use of the Quizizz as an online learning media.

The last previous study is a journal by Yuni Anriani Siregar and Witri Oktavia (2022) “The EFL Students’ Perceptions in Doing Online English Exercises by Using Quizizz at Universitas Negeri Padang”. The conclusion of this study shows that students have a positive perception of the use Quizizz because the results of the study indicate that students agree that Quizizz is easy to apply, easily accessible anywhere, interesting and fun, and can be used in daily online English practice.

The fifth previous studies above can be used as a comprehensive reference material. Because the fifth studies concluded that students have a positive perception of the use of the Quizizz application. So with relevant reference materials, researchers want to conduct research at UIN Fatmawati Sukarno Bengkulu, regarding how students perceptions the use of the Quizizz application in the EFL class.

The similarities and differences between previous research and research that will be carried out by researchers are as follows:

Table 2.1 Differences and Similarities with Previous Research

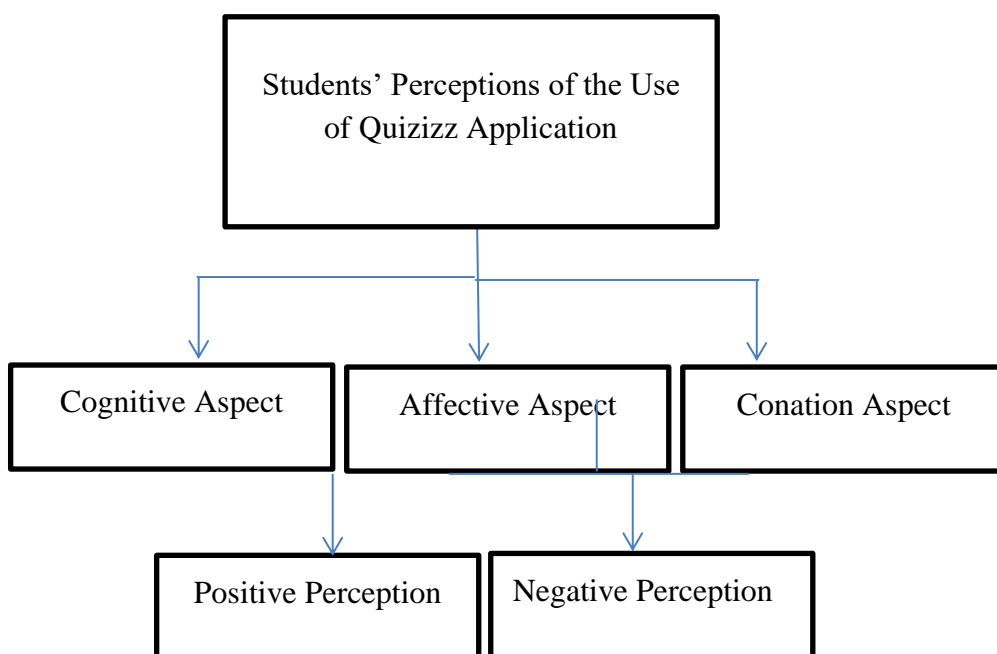
No	Researcher and Title	Research result	Similarity	Difference
1	Dinda Firly Amalia (2020) : Quizizz Websites an online assessment for English Teaching and Learning: Students Perspective	The result of the research showed that students have positive perspectives toward the use of Quizizz	Both of them want to know students' perceptions of the use of quizizz application as an assessment tool in the EFL class	1. Different research approach 2. Different research subjects
2	Dian Fadhilawati (2021) : Using Quizizz Application for Learning and Evaluating Grammar Material	Students' achievement in learning relative pronouns increase after learned the materials and evaluated by applying quizizz Application	Both of them use questionnaire as an instrument of the research	1. Different research subjects
3	Farah Ika Dhamayanti (2021): Perception and Motivation of EFL Students towards Quizizz as an E Learning	The results showed that most of the EFL students had positive perceptions and motivations towards Quizizz.	Both of them want to know students' perceptions of the use of quizizz application as an	1. Different research designs 2. Different research subjects

	g Media in an English E-Class		assessment tool in the EFL class	
4	Sari Rahmawati (2021) : Students' Perceptions Toward Quizizz as an Online Learning Media	the results showed that students of STMIK Jayanusa has a positive perception of Quizizz, where they strongly agree about the use of Quizizz in distance learning	Both of them want to know students' perceptions of the use quiziz -z application	1. Different research designs 2. Different research subjects
5	Yuni Anriani Siregar and Witri Oktavia (2022) : The EFL Students' Perceptions in Doing Online English Exercises by Using Quizizz at Universitas Negeri Padang''	Students at Padang State University positive perception towards the use of Quizizz in doing online English practice	Both of them want to know students' perceptions of the use quiziz -z application as an assessment tool in the EFL class	1. Different research subjects

E. Conceptual Framework

The conceptual framework of research is basically a framework the relationship between the concepts to be observed or measured through research to be carried out (Notoatmodjo, 2010). In other words, the research concept

framework is a description of the flow of research, then the research flow can be made a relationship between the concepts observed through the research to be carried out. The description of the conceptual framework in this research as follows:



Based on the conceptual framework above, it can be explained the framework of thinking in this study, namely that students' perceptions of Quizizz are influenced by three aspects or

components of perception, namely the cognitive aspect, the affection aspect and the conation aspect. After students are stimulated to give their perceptions based on the three aspects above, it can be concluded whether students have a negative or positive perception of Quizizz.

CHAPTER III

RESEARCH METHODS

In this chapter, the researcher explained the research design, research subjects, data collection techniques, research instrument, data analysis techniques, and the validity and reability of research data.

A. Research design

This research is a research that uses a quantitative approach. The quantitative approach is an approach based on the philosophy of positivism that is used to examine a particular population or sample, where the sampling technique is usually done randomly, and the data analysis is quantitative with the aim of testing the established hypothesis (Sugiyono, 2018). Then, after the researchers collected numerical data, the numerical data was then processed using statistical work formulas and derived from operationalized variables, with certain measuring scales such as nominal, ordinal, interval, and ratio scales (Yaniawati, 2010).

Researcher use this approach because to answer the problem formulation that has been listed in chapter I, where the problem formulation can be answered through a quantitative approach with a survey method in the form of a questionnaire. Survey, is research that seeks to express opinions, opinions, and views of research subjects (society or other populations) on the problem being studied (research variables). Through statistical techniques, survey results can provide an overview and high predictive power of something surveyed on a wide scale (Sanjaya, 2015).

B. Research Population and Sample

1. Population

Population is a generalization area in which there are objects or subjects that have certain qualities and characteristics that have been determined by researchers to be studied and then drawn conclusions. (Helaluddin, 2019).

The populations in this study were students of class 8A, class 8B, 8C and 8E of the English study program at UIN Fatmawati Sukarno Bengkulu, where the four classes had used the Quizizz application as an assessment tool in the EFL class. The following table shows the total population in this study

Table 3.1 Population

Number	Class	Population
1	8A	30
2	8B	28
3	8C	28
4	8E	27
Total number		113

2. Sample

The sample is part of the population (as a representative of the population studied). The research sample is part of the population taken as

a data source and can represent the entire population (Arikunto, 2006).

The sampling technique used in this study is a simple random sampling technique of probability type, meaning that every part of the population has the same opportunity to be sampled (Sugiyono, 2013).

In taking the sample, the researcher uses the theory proposed by Suharsimi Arikunto (2006, p. 134), which if the number of samples is less than 100 then it is better to take all the population for the study because the number of samples affects the validity of the questions in the questionnaire. Conversely, if the number of samples is large, it can be taken between 10-15% or 20-25% or more (Arikunto, 2006).

Based on the theoretical explanation above, the researcher claims that 32% of respondents

from 113 students. The sample consists of 36 students with a random sample technique with closed-ended questions as primary data in the survey to 8th semester population, 2018 class, students English Education Study Program at UIN Fatmawati Sukarno Bengkulu.

c. Data Collection Technique

Data collection is the first step in research, because the main purpose of research is to obtain data (Sugiyono, 2013). There are several techniques or methods that researchers can use for data collection, so researchers must choose data collection techniques that are appropriate to the type of research.

The technique or method used in this study to determine students' perceptions of the use of the Quizizz application is a survey method. According to Singarimbun and Effendi (1989) in (Rizal & Maryam, 2020) stated survey research as a study of sampling from a population using a questionnaire as the

main data tool. Likewise, Kerlinger (2006) and Kriyantono (2008) in (Rizal & Maryam, 2020) also state that the survey method is used to obtain information about several respondents who are considered representative of the population.

D. Research Instrument

In this study, the researcher used a questionnaire as an instrument in data collection. Questionnaire is a data collection technique that is done by giving written consent to the respondent to answer it. By using it, researchers can know with certainty the variables to be measured and know what is expected of the respondents (Sugiyono, 2013 p.124).

This study uses the type of questionnaire used was a closed questionnaire. Where, the research questionnaire consists of thirty closed questions that focus on students' perceptions of the use of the Quizizz application. The form of the questionnaire given by the researcher was in the form of an e-questionnaire in the form of a Google Form, which was

then distributed to the TBI Whatsapp group for grades 8A, 8b, 8C, and 8E.

The measurement scale used in this instrument is the Likert Scale. Likert scale is a form of measurement scale used to measure attitudes, opinions, and perceptions of a person or human institution about social phenomena. The answer to each instrument object that uses a Likert scale has a gradation from very positive to very negative.

The following is the grid of the instruments in this research.

Table 3.2 Grid of Questionnaire Student's Perceptions

Variable	Aspects of Student Perception	Indicators	Item	Item number	
				Positive Statement	Negative Statement
Student's Perception	Cognition	Have knowledge of using the Quizizz app as an assessment tool in EFL classes	Knowledge	2, 14	1, 16
	Affective	Students' feelings of pleasure and displeasure	Emotion	3, 6, 8, 18, 20, 21	4,5, 7, 12, 13, 15, 22, 23

		with the use of the Quizizz application as an assessment tool in EFL classes			
	Conation	Student motivation towards the use of the Quizizz application as an assessment tool in EFL classes	Motivation	9,10, 11, 24, 25	17, 19

E. Validity and Reliability Test

1. Validity test

Before collecting data, the researcher first tested the validity of the research instrument or data collection tool. An instrument is said to be valid if it is able to measure what is desired. An instrument is said to be valid if it can reveal data from the variables studied appropriately. The high and low validity of the

instrument shows the extent to which the data collected does not deviate from the description of the intended validity (Arikunto, 2002).

To obtain a valid instrument, researchers must be really careful from the beginning of the preparation of the instrument grid. That is, by following the steps of compiling the instrument in sequence, namely by first breaking the variable into sub-variables, then determining the indicators.

Validity test was carried out with how to compare the calculated r value with the table r value for the degree of freedom (df) = $n-2$, in this case n is the number of samples.

As for the test hypothesis test validity are as follows:

- 1) If $r_{hitung} > r_{tabel}$ then the instrument or question items are correlated significant to the total score (valid)

2) If $r_{hitung} > r_{tabel}$ (invalid).

In the research, the validity of the questionnaire was analyzed on SPSS version 26 using the Pearson Product-Moment Correlation formula.

The results of the test questionnaire consisting of 30 statement items, after being tested and tested for validity at 20 respondents obtained 5 invalid statement items, namely questions number 9, 14, 21, 22 and 24. The results of the validity test are presented in the following table.

Table 3.3 Results of Research Questionnaire Validity Test

No	$r_{hitung} >$	r_{tabel}	Criteria
1	.536	0,361	Valid
2	.461	0,361	Valid
3	843	0,361	Valid
4	457	0,361	Valid
5	604	0,361	Valid
6	265	0,361	Valid
7	307	0,361	Valid

8	709	0,361	Valid
9	-.185	0,361	Invalid
10	549	0,361	Valid
11	126	0,361	Valid
12	455	0,361	Valid
13	246	0,361	Valid
14	-.070	0,361	Invalid
15	280	0,361	Valid
16	306	0,361	Valid
17	264	0,361	Valid
18	.526	0,361	Valid
19	214	0,361	Valid
20	297	0,361	Valid
21	-.289	0,361	Invalid
22	-.264	0,361	Invalid
23	113	0,361	Valid
24	-.145	0,361	Invalid
25	.062	0,361	Valid
26	455	0,361	Valid
27	142	0,361	Valid
28	534	0,361	Valid
29	352	0,361	Valid
30	203	0,361	Valid

2. Reability Test

Reliability is a series of measurements or a series of measuring instruments that have consistency if the measurements made with the measuring instrument instrument are repeated (Sugiyono, 2013).

Researchers tested the reliability of the data internally (Internal Consistency). Internal consistency is a type of reliability test that is carried out by testing the research instrument only once, then the data obtained is analyzed in SPSS version 26 using the Cronbach - Alpha technique.

According to Wiratna Sujarweni (2014) the questionnaire is said to be reliable if the Cronbach alpha (ca) $> 0,06$.

The results of the reliability test in SPSS version 26 obtained $ca = 756 > 0,06$, thus shows that the tested questionnaire is reliable and can be used to research data collection.

F. Data analysis technique

This research uses a quantitative approach, the data analysis process uses statistics. There are two kinds of statistics used in the process of data analysis in research, namely descriptive statistics and inferential statistics.

Descriptive statistics is a type of data analysis technique that analyzes data by describing the data that has been collected as it is without the aim of drawing general conclusions or generalizations. If the researcher wants to draw conclusions in the population, the analytical technique used is inferential statistics.

In descriptive statistical techniques, the data can be presented through tables, graphs, pie charts, pictograms, calculation of mode, median, mean (measurement of central tendency), calculation of deciles, percentiles, calculation of the distribution of data through calculation of the average. and standard deviation, percentage calculation (Sugiyono, 2013).

Researchers use descriptive statistical analysis techniques because researchers will only draw conclusions on the sample not to generalize the results of the study / draw conclusions to the population.

So the data that has been found based on the results of distributing questionnaires using a Likert scale measurement scale, then looking for the percentage using a simple statistical formula, namely:

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage of respondents' answers

f = Number of respondents' answers

N = Number of all respondent

100% = Fixed number

After finishing calculating the percentage of respondents' answers, to the statements submitted. The score results are then interpreted by calculating the scale range by calculating

the highest percentage. The steps and formulas to determine the category of intervals according to Nazir M (2005):

- a. Calculate the highest score (y) and lowest score (x)

Formula:

$y = \text{highest score in Likert} \times \text{Number of respondents}$

$x = \text{lowest score in Likert} \times \text{Number of respondents}$

- b. Then, calculate the interval and interpret it in percent.

Interval formula;

$$I = \frac{100}{\text{Total of Score (Likert)}} = \frac{100}{5} = 20\%$$

I = interval value from the lowest score range 0% to 100% for highest score. So the score interpretation criteria obtained based on the interval sought can be seen in the following table:

Table 3.3 Score of Interpretation

Interval Score	Interpretation
80% - 100%	SA
60% - 79,99%	A
40% - 59,99%	N
20% - 39,99%	D
0% - 19,99%	SD

c. To calculate the interpretation results for each item, the

formula is $\text{Index Formula \%} = \frac{\text{Total score}}{Y_c} \times 100$

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

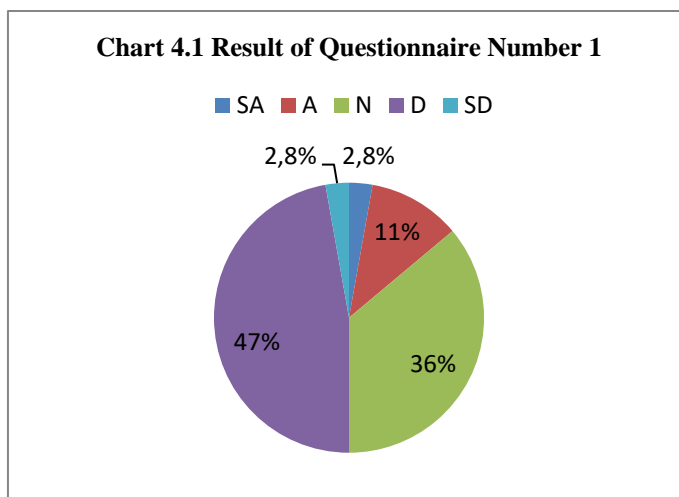
This chapter describes the results of the research and discussion of the research. The data were obtained by distributing questionnaires to find out what EFL students' perceptions of the use of the Quizizz application as an assessment tool in the EFL class were.

A. Results

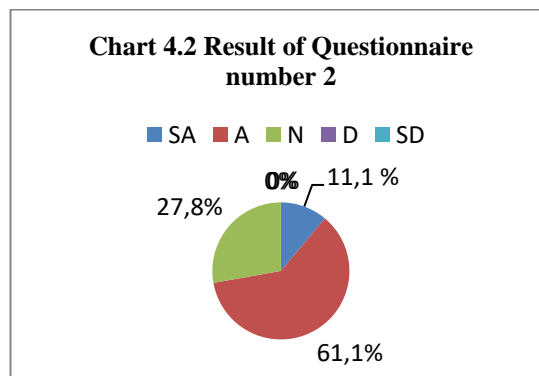
The following are the results of research on student perceptions of the use of the Quizizz application as an assessment tool in the EFL class at UIN Fatmawati Sukarno Bengkulu.

A.1 Student's Cognitive

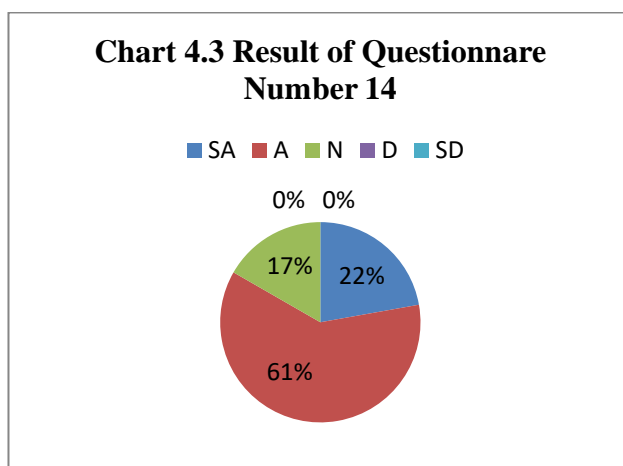
The following charts showed the results of the student perception questionnaire based on cognitive aspects.



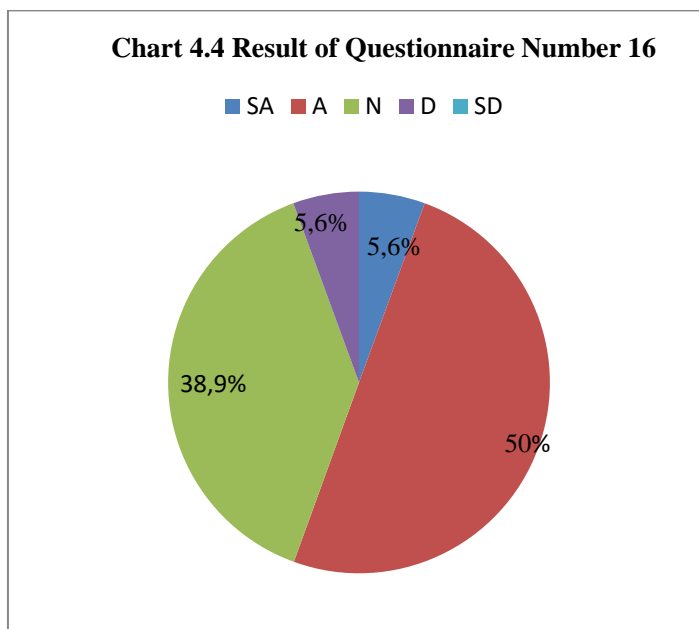
Graph 4.1 shows that students have a positive attitude towards Quizizz because 50% of students do not agree with the negative statement that I still feel very unfamiliar with the use of the Quizizz as an assessment tool in EFL class.



The results of the second questionnaire show that 76.6% of students have a positive perception of the statement that Quizizz is a type of assessment tool that has complete and flexible features.



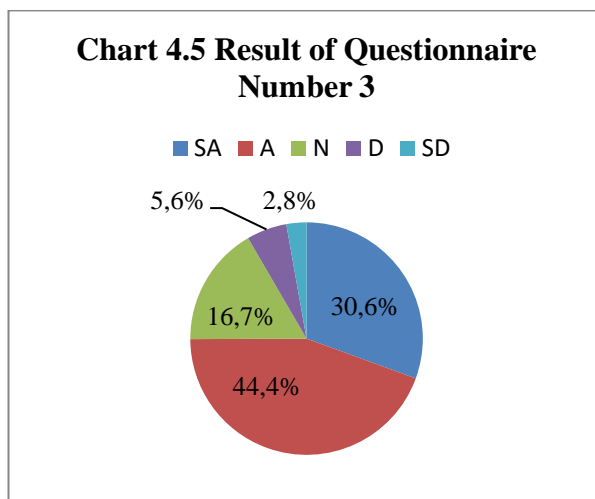
Furthermore, the majority of respondents 81.1% (SA) have a positive perception of the statement The use of the Quizizz application as an assessment tool allows me to gain new experiences in the learning process in EFL class.



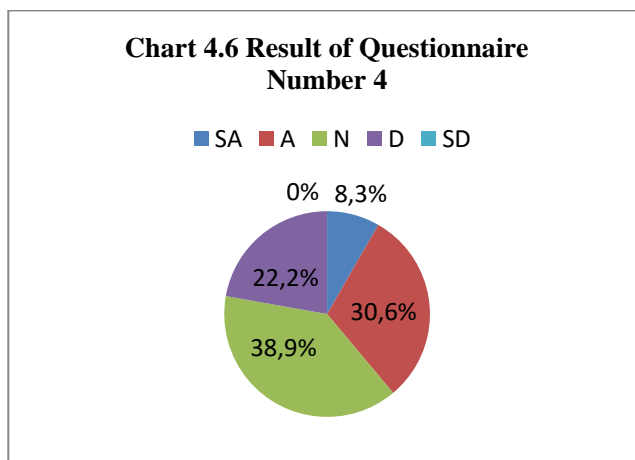
Based on chart 4.4 indicated that 71,1% students agreed with statement Not all EFL courses are suitable for using the Quizizz application as an assessment tool.

A.2 Student's Affective

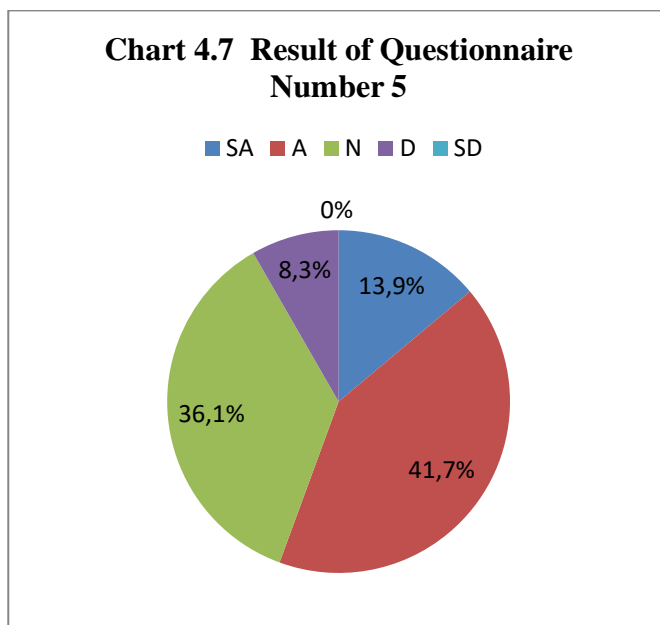
The following chart shows the results of the student perception questionnaire based on affective aspect.



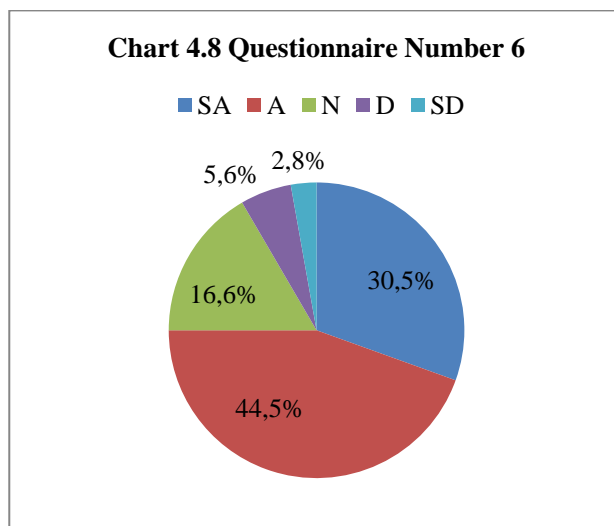
Based on chart 4.5 above can indicated that students have positive perception 78, 8 % (A) toward the statement Doing assessments in the Quizizz app can improve my speed reading skills in EFL class.



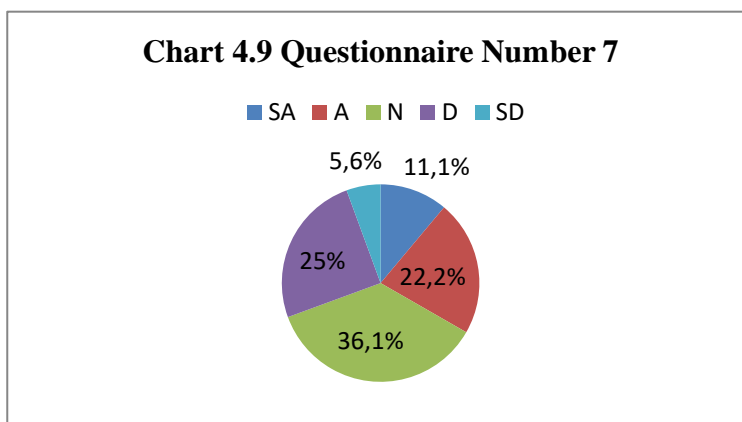
In the fourth questionnaire result of questionnaire showed that students agreed 65, % (A) with the negative statement that I feel that doing assessments in Quizizz app makes me unfocused due to notification interruptions from other apps.



In fifth item the results showed that students have negative toward Quizizz because 72,2% (A) of the respondents agree with the statement I have problems when working on the Quizizz application due to a bad internet network.

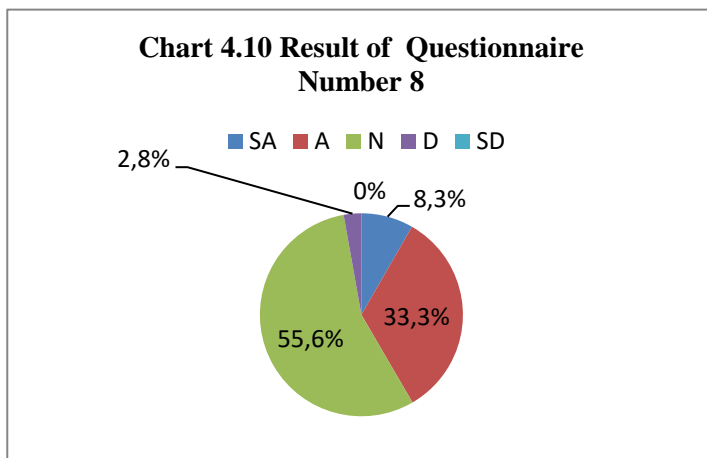


On the sixth item showed that students have positive perception 78,8% (A) toward the statement Quizizz is easy to use.

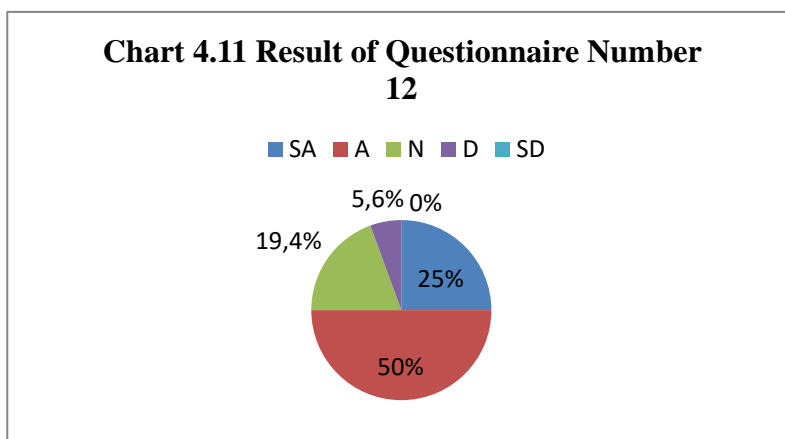


The results of the questionnaire for the seventh statement

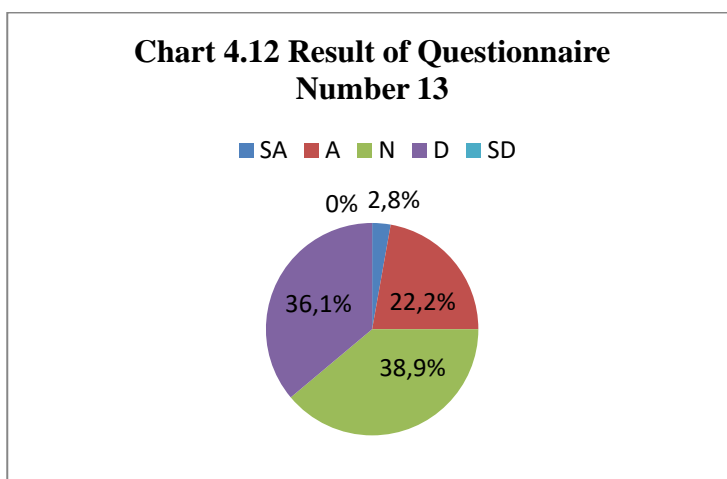
showed that 58,3% (N) students have neutral attitude toward "Quizzz is only suitable for use during a pandemic".



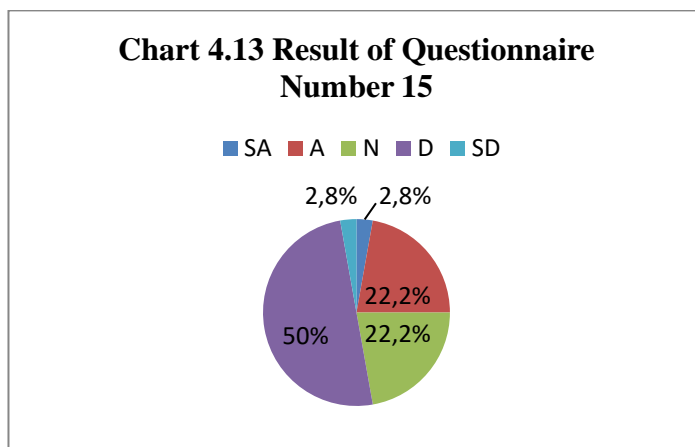
For the eighth item students have positive perception 69,4% (A) toward the statement I can understand EFL material better through the Quizzz app.



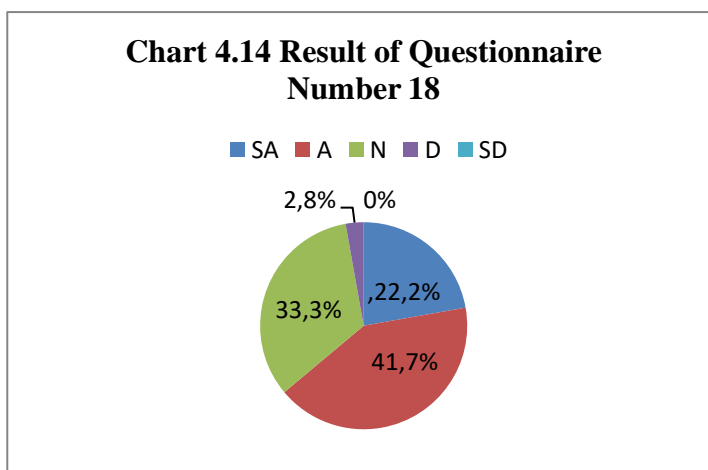
On the twelfth item, chart indicated that 78,8% (A) students agreed with the negative statement I feel anxious studying in EFL class using the Quizizz application because of the time limit feature that is displayed.



The he results showed that students have neutral 58,3% (N) with the negative statements number thirteen that stated Using Quizizz media is a waste of quota.

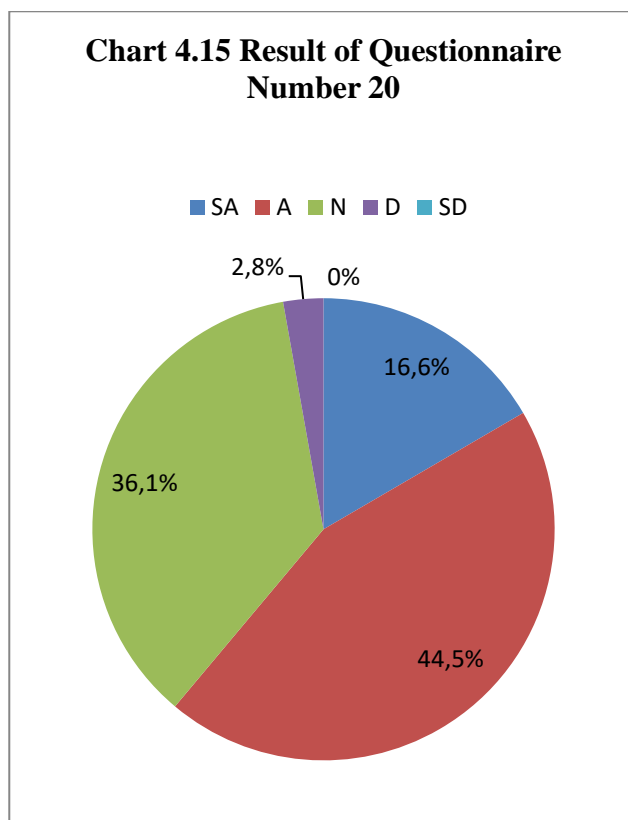


On the chart 4.13 indicated that 54,4% (N) students have Neutral attitude with statement number 15.

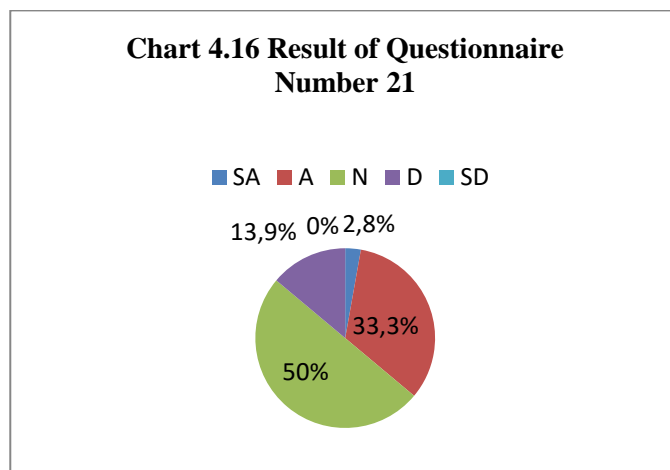


In the eighteenth questionnaire item, the results showed that students have positive perception 76,6% (A) with

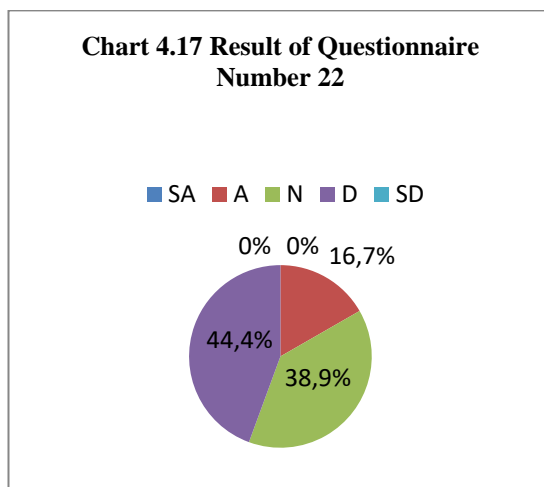
a statement "Using Quizizz saves me time because I no longer need to write questions"



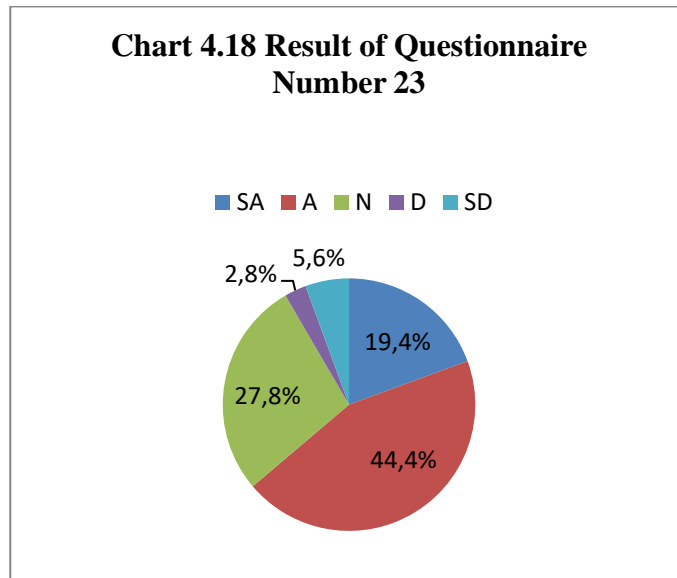
The twentieth statement "Using quizizz helps me review the course materials" shows the results that students have positive perceptions 75% (A) with that statements.



The results of the questionnaire for the statement number 21 “My score increase while studying through Quizizz” showed that 65% (A) have positive perceptions with this statements.



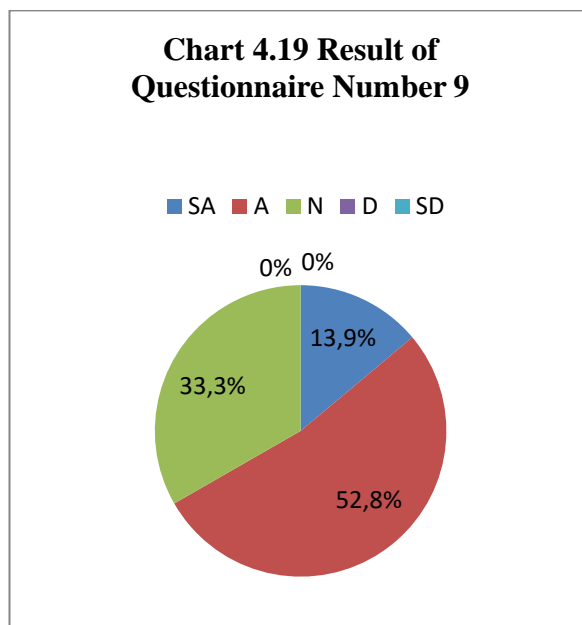
In the twenty-second questionnaire item, the results showed that students have neutral 54,4% (N) with statement Backsound on Quizizz makes me feel disturbed while working on questions.



The twenty-third statement "I am not happy with the existence of the same time limit on each question in the Quizizz application because the level of difficulty of the questions is different" results showed that students 73,8% (A) agreed with this statement.

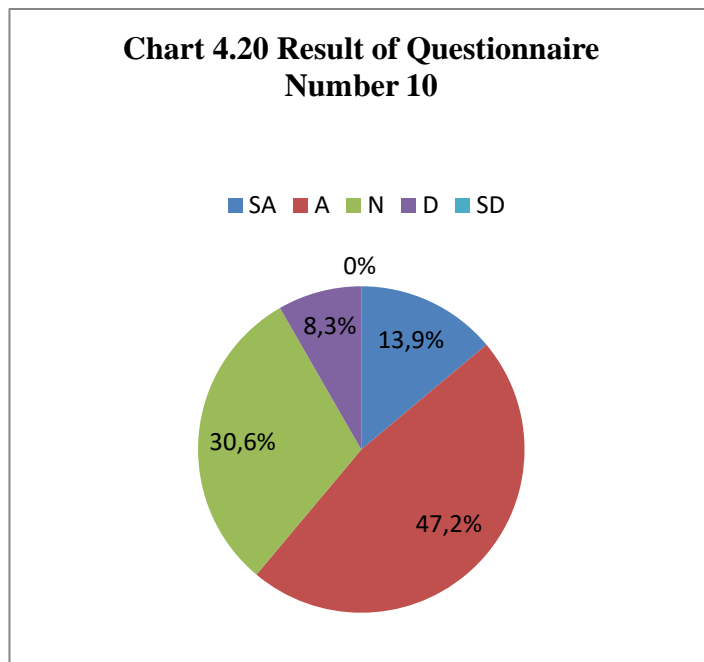
A.3 Student's Conation

The following charts show the results of the student perception questionnaire based on conation aspect.



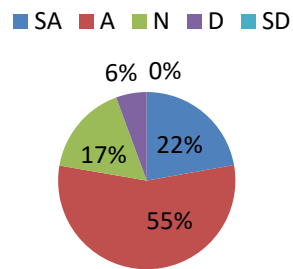
In the ninth statement item, namely "Doing questions through Quizizz application increases my curiosity to pay close attention to learning". The results showed that students have positive perceptions 76,1% (A) with a statement

ent.



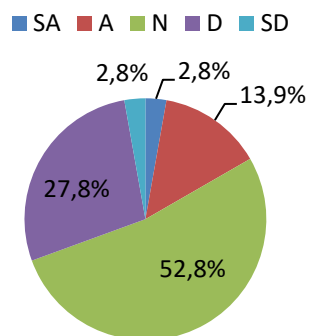
The tenth item is "Quizizz can improve my critical thinking skills." The results showed that the majority of respondents have positive perceptions 73, 3% (A) with that statement.

**Chart 4.21 Result of
Questionnaire Number 11**

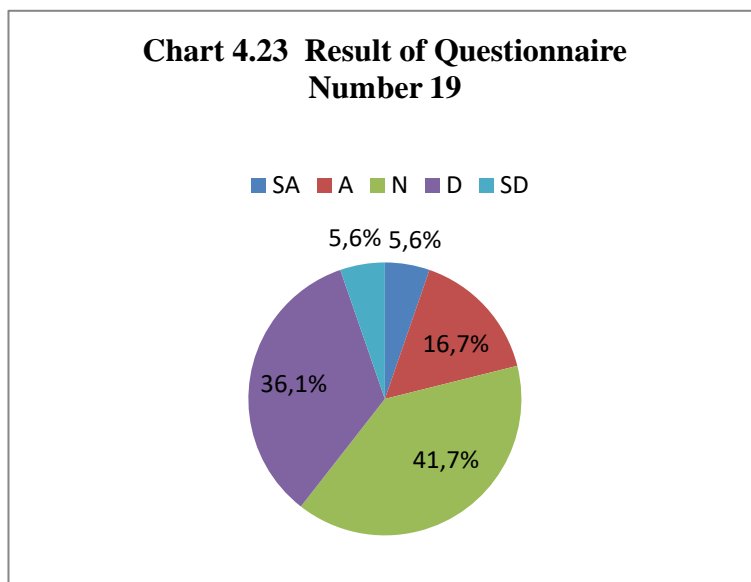


The chart 4.21 show that 78,8% (A) have positive perceptions toward a questionnaire number 11.

**Chart 4.22 Result of Questionnaire
Number 17**

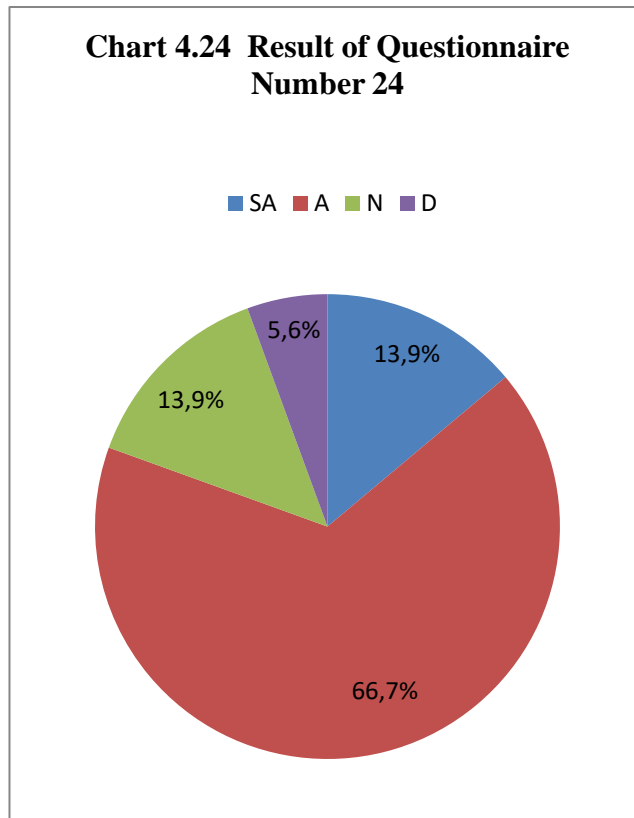


The results of the questionnaire for the seventeenth statement " I don't like the rank (leaderboard) in Quizizz application" indicate that students 57,2%(N have neutral with it statement.



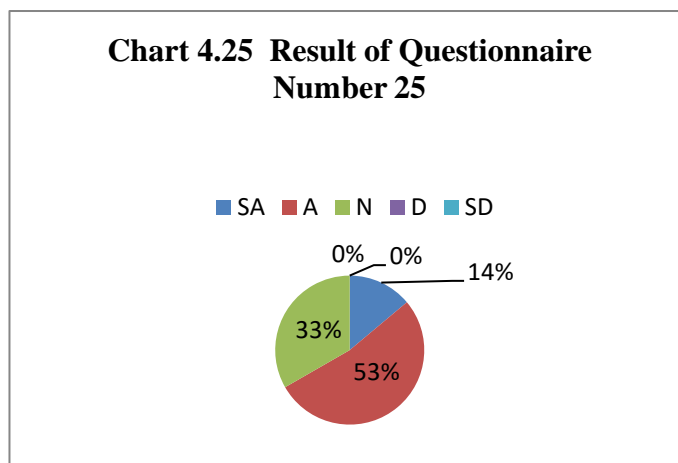
In the nineteenth questionnaire item, the results showed that 2 students 57,2% (N) neutral with statement " The Quizizz feature that displays correct and incorrect answers on multiple choice questions makes me less

enthusiastic about working on the next question



The results of the questionnaire for statement " Quizzz creates a competitive atmosphere" show that students have positive perceptions 77,7% (A) with this

statements.



In the last statement item, the results of the study indicate that have positive perceptions 77,7% (A) with the statement number 25.

B. Discussion

B.1 Student's Cognitive

First, the researcher found that EFL students at UIN Fatmawati Sukarno Bengkulu were neutral (55%) towards the statement on the 1st questionnaire item "I still feel very unfamiliar with the use of Quizizz as an assessment tool in EFL class". This is different from the

research by Anriani Siregar & Witri Oktavia (2022) which showed that Padang State University students strongly agreed that they were familiar with Quizizz. The results of this different study are caused cognitive aspects, namely students' knowledge of an object whose cognitive one is influenced by one's experience of an object in knowledge research on Quizizz. The EFL student of UIN Fatmawati Sukarno Bengkulu was new to the Quizizz application during online learning during the pandemic, while in the research of Anriani Siregar & Witri Oktavia (2022), Padang state University students had previously often used Quizizz as a learning medium.

Second, the researcher found that EFL students at UIN Fatmawati Sukarno Bengkulu agreed (76,6%) that students agree that Quizizz is a type of assessment tool that has complete and flexible features. This is in line with the research of Yuni Anriani Siregar & Witri Oktavia (2022) where in this study students strongly agreed with

the completeness of features in the Quizizz application so that they felt comfortable using Quizizz.

Next, in statement number fourteen students gave a very positive response by strongly agree (81,1%) that the use of the Quizizz application as an assessment tool allows me to gain new experiences in the learning process in EFL class. This is in line with the research of Yuni Anriani Siregar & Witri Oktavia (2022) where in this study students strongly agreed with the completeness of features in the Quizizz application so that they felt comfortable using Quizizz. . The results of this goal are similar to the results of Sari Rahmawati (2021) research that students gave a strongly agree (SA) response to the statement.

Then, for statements Not all EFL courses are suitable for using the Quizizz application as an assessment tool students also had an agree with statement. In contrast to the previous researcher Yuni Anriani Siregar & Witri

Oktavia (2022) that Quizizz can be used in daily online English exercises. In addition, they also agree with the twenty-third statement that I don't like with the existence of the same time limit on each question in the Quizizz application because the level of difficulty of the questions is different. The different results of this study are caused by the cognitive aspect, namely students' knowledge of an object whose cognitive one is influenced by one's experience of an object in knowledge research on Quizizz. The EFL students of UIN Fatmawati Sukarno Bengkulu have only used the Quizizz application in the EFL class, while in other subjects they have never, while in Anriani Siregar & Witri Oktavia's research (2022), Padang state University students had previously often used Quizizz as a learning medium in several courses are not only limited to EFL material

B.2 Student's Affective

EFL students' perception toward Quizizz shows agree attitude about statements Doing assessments in the Quizizz app can improve my speed reading skills in EFL class and The students can understand EFL material better through the Quizizz. This finding is in line with previous findings by Farah Ika Damayanti (2021) EFL students agree that their understanding and English skills increase when doing exercises through quizizz.

Students agreed that Quizizz make they unfocused due to notification interruptions from other apps. Besides that, students also agreed that they had problems because the internet network was not stable. In contrast to the previous study researcher Yuni Anriani Siregar & Witri Oktavia (2022) that students have a strongly agree all the features in Quizizz help me to focus on online English exercises.

Next, in the sixth statement was the most agreed statement where the majority of students strongly agreed that Quizizz was easy to use. The results of this study are relevant to Sari Rahmawati's previous research (2021) that students had no difficulty accessing and operating Quizizz even though it was the first time using it.

Then, in the seventh statement the researcher found that EFL students at UIN Fatmawati Sukarno Bengkulu were neutral towards the statement Quizizz is only suitable for use during a pandemic. This is different from the research by Anriani Siregar & Witri Oktavia (2022) which showed that students strongly agree that Quizizz can be used in daily online English exercises not only in pandemic era.

Students agreed that I feel anxious studying in EFL class using the Quizizz application because of the time limit feature that is displayed. In addition, they also

agree with the twenty-third statement that I don't like with the existence of the same time limit on each question in the Quizizz application because the level of difficulty of the questions is different. This findings research in contrast previous research by Dian Fadhilawati (2021) showed that student's strongly agree that Quizizz can reduce their anxiety in learning.

The next statement, item number fifteen, shows that EFL student's perceptions shows a neutral attitude about Animation on quizzz media make me not focus on studying in EFL class. In contrast to the previous study researcher Dian Fadhilawati (2021) that students have a strongly agree so they do not feel disturbed by the avatars and memes in Quizizz.

Next, students agree that Quizizz can help them review material that has not been understood. This finding is different from Sari Rahmawati (2021) which states that students being neutral towards quizzz statements can help

them review material that has not been understood. In addition they also agree that their scores increase while studying through Quizizz.

Statement item number twenty two shows the student's neutral attitude regarding Back sound on Quizizz makes me feel disturbed while working on questions. Meanwhile, previous research by Dian Fadhilawati (2021) showed that students had a positive perception of the existence of music features on Quizizz.

B.3 Student's Conation

The ninth statement showed that EFL students' positive perceptions toward Quizizz increases my curiosity to pay close attention to learning. This finding is in line with previous findings by Farah Ika Damayanti (2021) EFL students agree that their understanding and

English skills increase when doing exercises through Quizizz.

Students agree with tenth statement I feel using the Quizizz application because it can improve my critical thinking skills. This finding is in line with previous findings by Sari Rahmawati (2021) that Quizizz stimulates me to think critically in learn English during online learning.

Statement eleventh, students showed a positive perception by choosing to agree with the statement Quizizz application can reduce cheating in class. This is similar to previous research. Yuni Anriani Siregar & Witri Oktavia (2022) students strongly agree that students cannot cheat in doing English exercises using Quizizz.

Statement seventeenth shows neutral attitude towards I don't like the rank (leaderboard) in Quizizz application. In line with previous research, Yuni Anriani Siregar & Witri Oktavia (2022) stated that EFL students

had a positive perception of the leaderboard feature in the very positive category and Sari Rahmawati's research (2021) which showed that students had a positive perception by having an agree attitude to The ranking function (leader board) in Quizizz motivates me to study.

Next, students have neutral attitude that The Quizizz feature that displays correct and incorrect answers on multiple choice questions makes me less enthusiastic about working on the next question. This finding is different from Sari Rahmawati (2021) which states that students being neutral towards quizzz statements can help them review material that has not been understood.

Then the students gave a positive perception by responding agreeing that Quizizz creates a competitive atmosphere. The results of this goal are similar to the results of Dinda Firly Amalia's (2021) study that students gave a strongly agree (SA) response to the statement.

Statement number twenty five of the research results shows that EFL student's perceptions shows a positive attitude about they want to use Quizizz more in the future. This finding is similar to the findings of previous researchers Yuni Anriani Siregar & Witri Oktavia (2022) found that students strongly agreed to use Quizizz in the future.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions regarding the research results. At the conclusion contains the findings of the discussion based on the research problem while suggestions contain recommendations of researchers based on research results.

A. Conclusion

Based on the findings and discussion of the research results that have been described above, it shows that students of UIN Fatmawati Sukarno Bengkulu have a positive perception of the use of Quizizz as an assessment tool in the EFL class.

The findings of the researcher indicated that most students have positive perceptions toward Quizizz as an assessment tool. They agreed that Quizizz made them have new experiences in conducting assessments in the EFL class. In

addition, they also agree that Quizizz has complete and flexible features, is easy to use, makes students understand the EFL material better and can review live answers. right or wrong, improving speed reading and critical thinking skills reduces cheating on exams, creates a competitive classroom atmosphere, and students agree to use Quizizz as a tool more if they are future teachers.

However, students also have some negative perceptions of the Quizizz application, such as students are disturbed by notifications from other applications when doing exercises through Quizizz, afraid of being constrained by an unstable network, time limits for working on questions that are displayed and according to students' perceptions, not all courses EFL matches using Quizizz.

B. Suggestion

After completing the research, the researcher wants to provide some suggestions for consideration based on the results of the research above, namely:

1. Suggestions for Lecturers

Exploring students' perceptions in the learning process is the most basic thing, one of which is by knowing students' perceptions of the assessment tools used by the lecturer. Because just like choosing the right teaching method, technique or strategy, assessment tools also affect the learning process.

2. Suggestions for students

This can motivate students to be more enthusiastic about learning and easily understand the learning material delivered by the lecturer.

3. Suggestions for further researchers

Hopefully the results of this research can be a reference for other researchers who are interested in this phenomenon or for researchers who will conduct further research on the Quizizz application.

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RESEARCH QUESTIONNAIRE

There are only 25 statements of this questionnaire that record your perceptions about the use of Quizizz application as an assessment tool in EFL class

* Required

1. Email *

2. Nama *

3. Kelas *

4. 1. Saya masih merasa sangat asing dengan penggunaan aplikasi Quizizz sebagai assessment tool di kelas EFL *

Mark only one oval.

- A. Sangat setuju
- B. Setuju
- C. Netral
- D. Tidak Setuju
- E. Sangat tidak setuju

5. 2. Quizizz adalah salah satu jenis assessment tool yang memiliki fitur yang lengkap dan fleksibel *

Mark only one oval.

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

6. 3. Mengerjakan soal di aplikasi Quizizz dapat meningkatkan kemampuan membaca cepat saya di kelas EFL *

Mark only one oval.

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

7. 4. Penggunaan aplikasi Quizizz sebagai alat penilaian di kelas EFL membuat saya tidak fokus karena adanya gangguan notifikasi dari aplikasi lain *

Mark only one oval.

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

8. 5. Saya mengalami kendala saat mengerjakan soal aplikasi Quizizz dikarenakan *
jaringan internet yang buruk

Mark only one oval.

- A. Sangat Setuju
 B. Setuju
 C. Netral
 D. Tidak setuju
 E. Sangat tidak setuju

9. 7. Quizizz hanya cocok/efektif digunakan sebagai alat penilaian di masa *
pandemic

Mark only one oval.

- A. Sangat Setuju
 B. Setuju
 C. Netral
 D. Tidak setuju
 E. Sangat tidak setuju

10. 8. Saya dapat memahami materi EFL dengan lebih baik melalui Quizizz. *
Media

Mark only one oval.

- A. Sangat Setuju
 B. Setuju
 C. Netral
 D. Tidak setuju
 E. Sangat tidak setuju

11. 9. Mengerjakan soal melalui aplikasi Quizizz meningkatkan rasa ingin tahu saya untuk memperhatikan pembelajaran dengan seksama. *

Mark only one oval.

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

12. 10. Saya merasa aplikasi Quizizz dapat meningkatkan kemampuan berpikir kritis *

Mark only one oval.

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

13. 11. Saya suka menggunakan aplikasi Quizizz karena dapat mengurangi kecurangan di kelas *

Mark only one oval.

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

14. 12. Saya merasa cemas belajar di kelas EFL menggunakan aplikasi Quizizz *
karena fitur batas waktu yang ditampilkan

Mark only one oval.

- A. Sangat Setuju
 B. Setuju
 C. Netral
 D. Tidak setuju
 E. Sangat tidak setuju

15. 13. Penggunaan media Quizizz adalah pemborosan kuota *

Mark only one oval.

- A. Sangat Setuju
 B. Setuju
 C. Netral
 D. Tidak setuju
 E. Sangat tidak setuju

16. 14. Pemanfaatan aplikasi Quizizz sebagai alat penilaian membuat saya *
memperoleh pengalaman baru dalam proses pembelajaran di kelas EFL

Mark only one oval.

- A. Sangat Setuju
 B. Setuju
 C. Netral
 D. Tidak setuju
 E. Sangat tidak setuju

17. 15. Gambar animasi di aplikasi quizizz membuat saya tidak fokus dalam mengerjakan soal-soal latihan *

Mark only one oval.

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

18. 16. Tidak semua mata kuliah EFL cocok menggunakan aplikasi Quizizz sebagai alat penilaian *

Mark only one oval.

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

19. 17. Saya malas menggunakan aplikasi Quizizz karena ada fitur leaderboard/peringkat *

Mark only one oval.

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

20. 18. penggunaan aplikasi Quizizz sebagai alat penilaian di kelas EFL dapat menghemat waktu saya karena saya tidak perlu lagi menulis pertanyaan *

Mark only one oval.

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

21. 19. Adanya fitur Quizizz yang menampilkan jawaban benar dan salah pada soal pilihan ganda membuat saya kurang bersemangat untuk mengerjakan soal selanjutnya. *

Mark only one oval.

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

22. 20. Quizizz hanya cocok digunakan di sekolah-sekolah atau perguruan tinggi yang fasilitas ICT nya memadai *

Mark only one oval.

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

23. 21. Nilai EFL saya meningkat saat belajar melalui Quizizz *

Mark only one oval.

- A. Sangat Setuju
 B. Setuju
 C. Netral
 D. Tidak setuju
 E. Sangat tidak setuju

24. 22. Backsound pada Quizizz membuat saya merasa terganggu saat mengerjakan soal *

Mark only one oval.

- A. Sangat Setuju
 B. Setuju
 C. Netral
 D. Tidak setuju
 E. Sangat tidak setuju

25. 23. Saya tidak senang dengan adanya batas waktu yang sama pada setiap soal di aplikasi Quizizz karena tingkat kesulitan soal itu berbeda-beda *

Mark only one oval.

- A. Sangat Setuju
 B. Setuju
 C. Netral
 D. Tidak setuju
 E. Sangat tidak setuju

26. 24. Terlepas dari ketegangan karena masalah waktu, Quizizz dapat menciptakan suasana kelas menjadi lebih energik *

Mark only one oval.

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

27. 25. Saya ingin menggunakan Quizizz lebih banyak di masa mendatang *

Mark only one oval.

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

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RESEARCH QUESTIONNAIRE

There are only 25 statements of this questionnaire that record your perceptions about the use of Quizizz application as an assessment tool in EFL class

Email *

tiara.sella99.ts@gmail.com

Nama *

Tiara Sella Sutrisno

Kelas *

TBI 8A

1. Saya masih merasa sangat asing dengan penggunaan aplikasi Quizizz sebagai assessment tool di kelas EFL *

- A. Sangat setuju
- B. Setuju
- C. Netral
- D. Tidak Setuju
- E. Sangat tidak setuju

2. Quizizz adalah salah satu jenis assessment tool yang memiliki fitur yang lengkap dan fleksibel *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

3. Mengerjakan soal di aplikasi Quizizz dapat meningkatkan kemampuan membaca cepat saya di kelas EFL *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

4. Penggunaan aplikasi Quizizz sebagai alat penilaian di kelas EFL membuat saya tidak fokus karena adanya gangguan notifikasi dari aplikasi lain *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

5. Saya mengalami kendala saat mengerjakan soal aplikasi Quizizz dikarenakan jaringan internet yang buruk *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

7. Quizizz hanya cocok/efektif digunakan sebagai alat penilaian di masa pandemic *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

8. Saya dapat memahami materi EFL dengan lebih baik melalui Quizizz. Media *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

9. Mengerjakan soal melalui aplikasi Quizizz meningkatkan rasa ingin tahu saya untuk memperhatikan pembelajaran dengan seksama. *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

10. Saya merasa aplikasi Quizizz dapat meningkatkan kemampuan berpikir kritis *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

11. Saya suka menggunakan aplikasi Quizizz karena dapat mengurangi kecurangan di kelas *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

12. Saya merasa cemas belajar di kelas EFL menggunakan aplikasi Quizizz karena fitur batas waktu yang ditampilkan *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

13. Penggunaan media Quizizz adalah pemborosan kuota *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

14. Pemanfaatan aplikasi Quizizz sebagai alat penilaian membuat saya memperoleh pengalaman baru dalam proses pembelajaran di kelas EFL *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

15. Gambar animasi di aplikasi quizizz membuat saya tidak fokus dalam mengerjakan soal-soal latihan *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

16. Tidak semua mata kuliah EFL cocok menggunakan aplikasi Quizizz sebagai alat penilaian *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

17. Saya malas menggunakan aplikasi Quizizz karena ada fitur leaderboard/peringkat *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

18. penggunaan aplikasi Quizizz sebagai alat penilaian di kelas EFL dapat menghemat waktu saya karena saya tidak perlu lagi menulis pertanyaan *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

19. Adanya fitur Quizizz yang menampilkan jawaban benar dan salah pada soal pilihan ganda membuat saya kurang bersemangat untuk mengerjakan soal selanjutnya. *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

20. Quizizz hanya cocok digunakan di sekolah-sekolah atau perguruan tinggi yang fasilitas ICT nya memadai *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

21. Nilai EFL saya meningkat saat belajar melalui Quizizz *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

22. Backsound pada Quizizz membuat saya merasa terganggu saat mengerjakan soal *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

23. Saya tidak senang dengan adanya batas waktu yang sama pada setiap soal di aplikasi Quizizz karena tingkat kesulitan soal itu berbeda-beda *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

24. Terlepas dari ketegangan karena masalah waktu, Quizizz dapat menciptakan suasana kelas menjadi lebih energik *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

25. Saya ingin menggunakan Quizizz lebih banyak di masa mendatang *

- A. Sangat Setuju
- B. Setuju
- C. Netral
- D. Tidak setuju
- E. Sangat tidak setuju

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SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 5084 /In.11/F.II/PP.009/ 11/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Dr. Syamsul Rizal, M.Pd 196901291999031001	P I	Eliza Dwi Utami 1811230023	TBI	Investigating of Student's Perceptions of The use Quizizz Aplication as Formative assessment Tool in English Learning at SMPN 24 Kaur
2	Feny Martina, M.Pd 198703242015032002	P II			

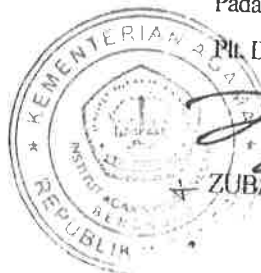
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Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 22 November 2021

Plt. Dekan,



ZUBAEDI

Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
UINFAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Eliza Dwi Utami
NIM : 1811230023
Jurusan/Prodi : Tadris/Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **“Investigating of Student’s Perceptions of The Use Quizizz Application as Formative Assessment Tool in English Learning at SMPN 24 Kaur”**

Menjadi : **“Student’s Perceptions of The Use of Quizizz Application as an Assessment Tool in EFL Class of UIN Fatmawati Sukarno Bengkulu”**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, Maret 2022
Dibuat oleh,

Pembimbing I,

Dr. Syamsul Rizal, M.Pd
NIP.196901291999031001

Disetujui oleh,

ELIZA DWI UTAMI

1811230023

Pembimbing II,

Feby Martina, M.Pd

NIP. 198703242015032002

Diketahui oleh,
Ketua Jurusan Bahasa

Risnawati, M.Pd

NIP.197405231999032002

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Nomor: 1319 /Un.23/F.II/PP.00.9/03/2022

Tempat: -

Perihal: Penyeminar Proposal Skripsi

Kepada Yth.

1. Dr.H. Ali Akbarjono, M.Pd (Penyeminar I)
2. Ferry Susanto, M.Pd (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris UIN FAS Bengkulu pada:

Hari/Tanggal : Jum'at, 25 Maret 2022

Tempat : Ruang Munaqasah Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Nanda Handayani (1711230096)	08.00-09.00 WIB	Students' Perceptions and Motivation Toward English E-Learning During the Covid-19 Pandemic
2.	Muhammad Febliyansyah (1811230053)	09.00-10.00 WIB	The Effect of Implementing TikTok Application with Project-Based Learning on Students' Speaking Skill
3.	Deanta Viomeika (1811230088)	10.00-11.00 WIB	The Effect of Using Miming Game Combined with Jumble Words Game on Students' Vocabulary Mastery
4.	Winda Putri Annisa (1811230082)	13.30-14.30 WIB	The Influence of The Mimicry Memorization (MIM-MEM) Method on EFL Young Learners' Vocabulary Mastery
5.	Hesy Dwi Fitriani 1811230066	14.30-15.30 WIB	The correlation Between Students' Motivation In Reading and Their Reading Comprehension Achievements in SMAN 1 Kota Bengkulu
6.	Eliza Dwi Utami (1811230023)	15.30-16.30 WIB	Student's Perceptions of the Use of Quiziz Application As An Assesment Tool in EFL Class of UIN Fatmawati Sukarno Bengkulu

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 21 Maret 2022

Dekan,



Mus Mulyadi



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PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Eliza Dwi Utami, NIM : 1811230023 yang berjudul **"STUDENT'S PERCEPTIONS OF THE USE OF QUIZZZ APPLICATION AS AN ASSESSMENT TOOL IN EFL CLASS OF UIN FATMAWATI SUKARNO BENGKULU.** Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jumat, 25 Maret 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, April 2022

Penyeminar I

Penyeminar II

Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004

Ferry Susanto, M.Pd
NIP. 197512082014111001



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SURAT KETERANGAN

Bengkulu, 20 April 2022

Nomor : -

Lampiran : 1 (satu) Exp Proposal

Perihal : Surat Pengantar Permohonan Izin Penelitian Prodi TBI

Dengan Hormat,

Yang bertanda tangan di bawah ini;

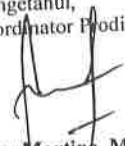
Nama : Feny Martina, M.Pd
NIP : 198703242015032002
Pangkat Golongan : Lektor (III/c)
Jabatan : Koordinator Prodi Tadris Bahasa Inggris

Mencrangkan dengan sesungguhnya bahwa;

Nama : Eliza Dwi Utami
NIM : 1811230023
Asal Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Dengan ini mengajukan permohonan agar dibuatkan Surat Pengantar /Izin Penelitian ke Mahasiswa TBI UIN Fatmawati Sukarno Bengkulu mulai 24 April s/d 05 Juni 2022 untuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan judul "*Students' Perceptions Of The Use Of Quizizz Application As An Assessment Tool In EFL Class Of UIN Fatmawati Sukarno Bengkulu*". Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui,
Koordinator Prodi TBI


Feny Martina, M.Pd
NIP 198703242015032002



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Nomor : 2188 / Un.23/F.II/TL.00/04/2022

25 April 2022

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Koordinator Prodi TBI UIN Fatmawati Sukarno
Di -
Bengkulu


Assalamu'alaikum Warahmatullah Wabarakatuh.


Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*Students' Perceptions Of The Use Of Quizizz Application As An Assessment Tool In Class Of UIN Fatmawati Sukarno Bengkulu*".

Nama : Eliza Dwi Utami
NIM : 1811230023
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : Prodi TBI UIN FAS Bengkulu
Waktu Penelitian : 25 April s/d 05 Juni 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

Mue Mulyadi





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SURAT KETERANGAN

Bengkulu, 20 Juni 2022

Nomor : -
Lampiran : 1 (satu) Bukti Penelitian
Perihal : **Surat Selesai Penelitian di Prodi TBI**

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama : Feny Martina, M.Pd
NIP : 198703242015032002
Pangkat Golongan : Lektor (III/c)
Jabatan : Koordinator Prodi Tadris Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa;

Nama : Eliza Dwi Utami
NIM : 1811230023
Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Dengan ini telah selesai melakukan penelitian di prodi Tadris Bahasa Inggris, pada tanggal 25 April 2022 s/d 05 Juni 2022 dengan judul *"Students' Perceptions of The Use of Quizizz Application As An Assessment Tool In Class of UIN Fatmawati Sukarno Bengkulu"*
Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui
Koordinator Prodi TBI


Feny Martina, M.Pd.
NIP. 198703242015032002

25/07 2022

Hanura Febriani

Cek turnitin Eliza Dwi_TBI

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Bengkulu, 27 Juli 2022

Nomor : 3235 /Un.23/F.II/PP.00.9/07/2022

Lamp. :-

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr.Mus Mulyadi, M.Pd (Ketua)
2. Yashori Revola, M.Pd (Sekretaris)
3. Risnawati, M.Pd (Penguji Utama)
4. M. Arif Rahman Hakim, Ph.D (Penguji II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Jum'at, 29 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No.	Nama/Nim	WAKTU (WIB)	Judul
1	Eliza Dwi Utami 1811230023	08.00-09.00 WIB	Students' Perceptions of The Use of Quizizz Application as An Assessment Tool In EFL Class of UIN Fatmawati Sukarno Bengkulu
2	Ines anjelita 1811230074	09.00-10.00 WIB	Teachers' Strategies In Teaching Reading Comprehension at The Second Grade of SMPN 5 Kota Bengkulu
3	Pebi putri mahesa 1711230112	10.00-11.00 WIB	An Analysis of English Teachers Understanding of Formative Assessment at MAN Manna Bengkulu Selatan

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,



Mus Mulyadi



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Nama Mahasiswa : Elza Dwi Utami

Pembimbing I/II : Feny Martina, M.Pd

NIM : 1811230023

Judul Skripsi : Student's Perceptions of the Use

Jurusan : Bahasa

of Quizizz Application As an Assessment Tool in

Program Studi : Tadris Bahasa Inggris

EFL Class of UIN Fatmawati Sukarno Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	Selasa/14 des/2021	- Judul	Ganti judul dan tempat penelitian	
2	Jumat/07 Jan/2022	- Bab I - Bab II	Ganti Research questions Teori tentang aspect Perceptions	
3	Senin/10 Jan/2022	- Bab III	kisi-kisi instrument	
4	Senin/17 Jan/2022	- Bab II	Jumlah instrument ditambah	
5	Jumat/21 Januari/2022	- Bab III	Perbaiki pernyataan-pernyataan dalam kuisioner/angket	
6	Senin/31 Jan/2022	- Bab II	Definisi perception tidak perlu di- cantumkan lagi	
7	Senin/4 Feb/2022	Acc Sempurna	Acc Sempurna	

Bengkulu, 7 Februari 2022

Pembimbing I/II

Feny Martina, M.Pd

NIP. 198703242015032002

Mengetahui,
Dekan



NIP. 1970514200031004



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Nama Mahasiswa : ELZA DWI UTAMI Pembimbing I/II : Dr. Syamsul Rizal, M. Pd
 NIM : 1811230023 Judul Skripsi : Student's Perceptions of the Use of Quizizz Application as an Assessment Tool in Class of UIN Fatmawati Sukarno Bengkulu...
 Jurusan : Bahasa
 Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	Selasa/9 Feb/2022	Bab I	disertakan Data	u
2	Kamis/10 Feb/2022	Bab II	disertakan Previous study	d
3	Jumat/11 Feb/2022	Bab III	- Perbaiki kisi-kisi instrument - Perbaiki spasi referensi	a
4	14/2/2022	Chapter 1 - in	A r c	n

Mengetahui,
Dekan



Syamsul Rizal, M. Pd
NIDN: 05142000031004

Bengkulu, 14/2/2022

Pembimbing I/II

Syamsul Rizal
NIP. 19690129199031001



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Nama Mahasiswa : Eliza Dwi Utami

Pembimbing II : Feny Martina, M.Pd

NIM : 1811230023

Judul Skripsi : Students' Perceptions of the Use of Quizizz Application as an Assessment Tool in EFL Of UIN Fatmawati Sukarno Bengkulu

Program Studi : Tadris Bahasa

Program Studi : Tadris Bahasa Inggris

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
24/06 2022	Bab IV	Hasil Wi validitas dimasukkan di Bab III - Perbaiki urutan huruf tabel serta jarak tabel dengan paragraf	
29/06 2022	Bab IV	- Jangan masukkan kesimpulan dalam results research - Perbaiki discussion research	
30/06 2022	Bab IV-V	Kaitkan hasil temuan dengan previous study (discussion research)	
1/8 2022	Bab V	- Perbaiki isi dari kesimpulan - sertakan lampiran	
04/07 2022		- Sajikan softfile artikel jurnal	
2/07 2022	Aze Munasqaroh	Aze Munasqaroh	

Mengetahui,
Dekan

Mulyadi, M.Pd
IP. 197005142000031004

Bengkulu,

Pembimbing II

Feny Martina, M.Pd
NIP. 198703292015034002



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Nama Mahasiswa : Eliza Dwi Utami

Pembimbing I : Dr. Syamsul Rizal, M.Pd

NIM : 1811230023

Judul Skripsi : Students' Perceptions of the Use of Quizizz Application as an Assessment Tool in EFL Of UIN Fatmawati Sukarno Bengkulu

Program Studi : Tadris Bahasa


Program Studi : Tadris Bahasa Inggris


No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	12/07 2022	Bab I	Permasalahan dijelaskan secara detail	VI
	15/07 2022	Bab II	Ukuran huruf pada tabel diperkecil	P
		Bab III	Jarak antar sub-bab diperbaiki	
	25/07 2022	Bab III	Perbaiki judul subbab pada bab 3	VI
	27/07 2022	Bab III	Pisahkan antara data collection technique dan research instrument	
			Kisi-kisi instrument dimasukakan di bab III	

Mengetahui,
Dekan

Bengkulu,

Pembimbing I


 Mulyadi, M.Pd
 NIP. 197005142000031004


 Dr. Syamsul Rizal, M.Pd
 NIP. 196901291990021001



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Nama Mahasiswa : Eliza Dwi Utami

Pembimbing I : Dr. Syamsul Rizal, M.Pd

NIM : 1811230023

Judul Skripsi : Students' Perceptions of
the Use of Quizizz
Application as an
Assessment Tool in EFL Of
UIN Fatmawati Sukarno
Bengkulu

Jurusan : Tadris Bahasa

Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
		Bab IV	- Perbaiki results dan discussion	1
		Bab V	pada awal paragraf tidak boleh menggunakan kata penghubung	1
	20/07 July 25, 2022	Amplah 1 - ✓	Lengkapi Daftar Pustaka, Daftar isi → ACC	1

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Dekan

Mulyadi, M.Pd
NIP. 197005142000031604

Bengkulu, ... July 25, 2022

Pembimbing I



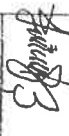

Dr. Syamsul Rizal, M.Pd
NIP. 196901291999031601

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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : ELZA DWI UTAMI
NOMOR INDUK MAHASISWA : 1811230023
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Jumat, 27 agst 2021	08.00	IRDA AMALIA	1711230008	A comparative analysis of english learning motivation between rural & urban students	
2	Jumat, 27 agt 2021	08.00	Titi Elmanita	1711230035	Teachers and students interaction in virtual classroom at SMAN 4 Kota Bengkulu	
3	Jumat, 27 agt 2021	08.00	Juwarka Prima Amrullah	1711230020	Survey study on student need analysis in Islamic Bankary study program of IAIN Bani	
4	Jumat, 27 agt 2021	08.00	Mahira Gildesiten Putra	1711230024	English Teachers Assessment in Classroom process during the covid19 pandemic	
5						
6						

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini :

Nama : Eliza Dwi Utami

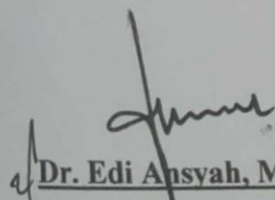
NIM : 1811230023

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : Student's Perceptions of the Use of Quizizz Application as an Assessment Tool in EFL Class of UIN Fatmawati Sukarno Bengkulu''

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Mengetahui,
Ketua Tim Verifikasi


Dr. Edi Ansyah, M.Pd
NIP. 197007011999031002

Bengkulu, Juli 2022
Yang Menyatakan



Eliza Dwi Utami
NIM. 1811230023