

The use of WhatsApp and Quizizz in higher education during Covid-19 pandemic: EFL students' perspectives

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Abstract

WhatsApp and Quizizz were used for English online learning during Covid-19 pandemic in three English classes of Islamic education department at IAIN Palangka Raya in Academic Year 2019/2020. The use of WhatsApp and Quizizz as the learning media for English online learning was important to be evaluated in order to reveal the advantages and disadvantages of those media by allowing the students to give their perspectives on the use of those media since they have concrete experience of using those media. Moreover, there were still no research reports that had been published regarding the perspectives of the EFL students in higher education on the use of WhatsApp and Quizizz as the learning media for English online learning during Covid-19 pandemic. Therefore, this research aimed to investigate the perspectives of the EFL students in higher education on the use of WhatsApp and Quizizz as the learning media for English online learning during Covid-19 pandemic. This research was designed as a qualitative survey research. The participants of this research were 102 second semester students from three English classes of Islamic education department at IAIN Palangka Raya in Academic Year 2019/2020. The result of this research showed that the students gave positive response on the use of WhatsApp and Quizizz as the learning media for English online learning during Covid-19 pandemic. It could be inferred that WhatsApp and Quizizz were the appropriate learning media to support English online learning process in higher education during Covid-19 pandemic.

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INTRODUCTION

Since the end of the year 2019, the existence of Covid-19 all over the world has affected educational institutions, including higher education. One of the government policies in Indonesia regarding the educational system of higher

education during Covid-19 pandemic is that higher education implements online learning system during Covid-19 pandemic for the sake of the students' safety. Hz & Daulay (2021) stated that from the point of views of the students, the system of online learning seems easy to be implemented. For educational institutions in urban areas where the use of technology has become daily needs of the students, online learning system is certainly not difficult to be implemented, especially for the students in higher education. In implementing online learning system in higher education, there are a lot of aspects which are necessary to be considered by lecturers in order to make the online learning runs well and can achieve the learning objectives. One of those aspects is learning media used for online learning. Daryanto (2013) stated that learning media is anything which can be used to deliver messages to students and can stimulate students' attention, feeling, thought, and interest in learning activities in order to achieve learning objectives. Moreover, Hz & Daulay (2021) stated that learning media can help to concrete ideas or concepts and motivate students to be active in learning. In addition, learning media can be a bridge for students to think critically and act. It is obvious that the appropriate learning media used for online learning is truly important, especially for English online learning during Covid-19 pandemic.

There are a lot of learning media which can be used for English online learning. Two of frequently used learning media for English online learning are WhatsApp and Quizizz. Dealing with the use of WhatsApp in English online learning, Dewi (2019) stated that WhatsApp is one of the popular mobile applications which provides a lot of features. It can help students and teacher to do online interaction. The teacher can set a WhatsApp Group for online learning which facilitate students and teacher in doing discussions, sharing materials, quiz, voice recordings, and so forth. Moreover, dealing with the use of Quizizz in English online learning, Rahayu & Purnawarman (2019) stated that Quizizz is a web-based media which can be used in formative assessment. It not only can help students to check their English knowledge, but also their progress in English learning.

In this research the researcher, who was also the English lecturer at IAIN Palangka Raya, taught English to 102 second semester students from three English classes of Islamic education department at IAIN Palangka Raya in Academic Year 2019/2020 by using WhatsApp and Quizizz during Covid-19 pandemic. In English online learning WhatsApp was used as the learning media for sharing English materials, voice recordings, links of Youtube videos, and links of quizzes. It was also

used for discussion activities, meanwhile Quizizz was used as the learning media for doing the evaluation of the students' understanding toward the English learning materials. WhatsApp and Quizizz were used as the learning media in fourteen online meetings of each class in one semester. The use of those media as the learning media used for English online learning was important to be evaluated in order to reveal the advantages and disadvantages of those media used for English online learning. Suadi (2021) emphasized that the best way of evaluating the use of the learning media for English online learning is by allowing the students to give their perspectives on the use of the learning media for English online learning since they have concrete experience of using the media.

Some previous researches investigated the students' perspectives on the use of WhatsApp and another learning media for English online learning of higher education. Suadi (2021) investigated the use of Zoom and WhatsApp in ELT during Covid-19 pandemic. The result of his research revealed that the online class for EFL students in higher education using Zoom and WhatsApp was responded positively by the students. In terms of time, place, and expense, those media were effective and efficient. Moreover, those media could help the students to improve their English skills. Furthermore, Barus & Simanjuntak (2020) investigated the use of WhatsApp Group and Google Classroom-based learning materials in English classes. The result of their research revealed that WhatsApp Group and Google Classroom-based learning materials were responded positively by the students in terms of the appropriateness of comfort, content, language, clarity, and usage. Moreover, Bansa et al. (2021) investigated the use of track changes and WhatsApp Group as the learning media used for English structure learning in higher education. The result of their research revealed that Track Changes and WhatsApp Group as the learning media used for English structure learning was responded positively by the students. Those learning media were helpful to the students' English structure learning. In addition, those learning media gave more advantages than disadvantages to the students' English structure learning.

All previous researches found and mentioned above only investigated the perspectives of the EFL students in higher education on the use of WhatsApp and another learning media for English online learning during Covid-19 pandemic, namely Zoom, Google Classroom, and Track Changes. However, there were still no research reports had been published regarding the perspectives of the EFL students in higher education on the use of WhatsApp and Quizizz as the learning media for English

online learning during Covid-19 pandemic. Therefore, the result of this research was expected to fill in the gap of the research literature and meaningfully contribute to the existing body of language and EFL online learning in higher education. Based on the research background stated previously, this research aimed to investigate the perspectives of the EFL students in higher education on the use of WhatsApp and Quizizz as the learning media for English online learning during Covid-19 pandemic.

METHOD

This research was designed as a qualitative survey research. The participants of this research were 102 second semester students from three English classes of Islamic education department at IAIN Palangka Raya in Academic Year 2019/2020. The participants of this research were selected by using convenience sampling. Convenience sampling is used by researchers involves in selecting individuals or groups that happen to available and are willing to participate in the research at the time. It is also referred to as "volunteer sampling" or "accidental sampling" (Mugenda & Mugenda, 2003). The purpose of this research was to investigate the perspectives of the EFL students in higher education on the use of WhatsApp and Quizizz as the learning media during Covid-19 pandemic. The data of this research were collected from questionnaire in the form of Google Form which was administered to the students at the end of the semester. The questionnaire was a closed-ended questionnaire adapted from Suadi (2021) and Amalia (2020) which consisted of 15 items using four Likert scales, namely Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The following procedure was carried out in analyzing the data from the questionnaire before interpreting the result into a description. At first, each item of the questionnaire in the scale was scored as follows: SA (4), A (3), D (2), and SD (1). Then, the mean score for each item was determined by using the formula $X = \text{total score} / \text{number of participants}$. After getting the mean score of each item, the researcher described the mean score based on the table below.

Table 1. Category of Mean Score

No.	Mean Score	Degree of Perception
1.	1.00 – 1.75	Very Negative
2.	1.76 – 2.50	Negative
3.	2.51 – 3.25	Positive
4.	3.26 – 4.00	Very Positive

Adapted from Rahmi et al. (2018)

RESULT

The data gathered from questionnaire regarding the perspectives of the EFL students in higher education on the use of WhatsApp and Quizizz as the learning media for English online learning during Covid-19 pandemic were presented in the table below.

Table 2. The Result of Questionnaire

No.	Item	SA (4)	A (3)	D (2)	SD (1)	MS	DP
1.	WhatsApp and Quizizz are easy to use.	51 50%	50 49%	1 1%	0 0%	3.49	Very Positive
2.	WhatsApp and Quizizz make online learning fun.	53 52%	46 45.1%	3 2.9%	0 0%	3.49	Very Positive
3.	WhatsApp and Quizizz are useful for online learning.	40 39.2%	61 59.8%	1 1%	0 0%	3.38	Very Positive
4.	WhatsApp and Quizizz help me to understand the learning materials.	25 24.5%	57 55.9%	20 19.6%	0 0%	3.05	Positive
5.	WhatsApp and Quizizz make me motivated for learning.	35 34.3%	51 50%	16 15.7%	0 0%	3.19	Positive
6.	WhatsApp and Quizizz help me to be concentrated on learning.	15 14.7%	57 55.9%	30 29.4%	0 0%	2.85	Positive
7.	WhatsApp and Quizizz increase my self-confidence.	26 25.5%	55 53.9%	20 19.6%	1 1%	3.04	Positive
8.	WhatsApp and Quizizz make me active in online learning.	35 34.3%	53 52%	14 13.7%	0 0%	3.21	Positive
9.	WhatsApp and Quizizz help me to improve my English skills.	24 23.5%	63 61.8%	14 13.7%	1 1%	3.08	Positive
10.	WhatsApp and Quizizz give me the chance to compete with my classmates.	54 52.9%	42 41.2%	6 5.9%	0 0%	3.47	Very Positive
11.	WhatsApp and Quizizz create more energetic atmosphere of online learning.	46 45.1%	46 45.1%	9 8.8%	1 1%	3.34	Very Positive

12.	I feel comfortable to do online learning by using WhatsApp and Quizizz.	29 28.4%	55 53.9%	17 16.7%	1 1%	3.10	Positive
13.	WhatsApp and Quizizz do not use up a lot of internet quota.	20 19.6%	60 58.8%	16 15.7%	6 5.9%	2.92	Positive
14.	I enjoy learning via WhatsApp and Quizizz.	30 29.4%	55 53.9%	16 15.7%	1 1%	3.12	Positive
15.	For online learning, I prefer to do online learning by using WhatsApp and Quizizz.	36 35.3%	56 54.9%	9 8.8%	1 1%	3.25	Positive
Average						3.20	Positive

Note:

SA : Strongly Agree

A : Agree

D : Disagree

SD : Strongly Disagree

MS : Mean Score

DP : Degree of Perception

DISCUSSION

Based on the research findings as presented in Table 2 above, the average mean score of all items of the questionnaire was 3.20 which meant the students gave positive response on the use of WhatsApp and Quizizz as the learning media for English online learning during Covid-19 pandemic. Furthermore, the students' response of each item of the questionnaire was discussed as follows.

Dealing with item 1, *WhatsApp and Quizizz are easy to use*; 51 students (50%) strongly agreed, 50 students (49%) agreed, 1 student (1%) disagreed, and none of the students strongly disagreed (0%). The obtained mean score of item 1 was 3.49 which meant the students gave very positive response that WhatsApp and Quizizz were easy to use. In line with this finding, Munir et al. (2021) in their research revealed that WhatsApp was easy to use as the learning media for English online learning. It was also in line with the previous research finding by Rahmawati (2021) that Quizizz was easy to use as the learning media for English online learning.

Dealing with item 2, *WhatsApp and Quizizz make online learning fun*; 53 students (52%) strongly agreed, 46 students (45.1%) agreed, 3 students (2.9%) disagreed, and none of the students (0%) strongly disagreed. The obtained mean score of item 2 was 3.49 which meant the students gave very positive response that WhatsApp and Quizizz made online learning fun. In line with this finding, Sari (2021) in

her research revealed that WhatsApp was a fun English learning media to use. It was also in line with the previous research finding by Amalia (2020) that Quizizz was fun for the students in doing English online learning.

Dealing with item 3, *WhatsApp and Quizizz are useful for online learning*; 61 students (59.8%) agreed, 40 students (39.2%) strongly agreed, 1 student (1%) disagree, and none of the students (0%) strongly disagreed. The obtained mean score of item 3 was 3.38 which meant the students gave very positive response that WhatsApp and Quizizz were useful for online learning. In line with this finding, Awada (2016) in his research revealed that WhatsApp was beneficial in terms of learning. It was also in line with the previous research finding by Dewi (2021) that Quizizz was a helpful learning media used for English online learning.

Dealing with item 4, *WhatsApp and Quizizz help me to understand the learning materials*; 57 students (55.9%) agreed, 25 students (24.5%) strongly agreed, 20 students (19.6%) disagreed, and none of the students (0%) strongly disagreed. The obtained mean score of item 4 was 3.05 which meant the students gave positive response that WhatsApp and Quizizz helped the students understand the learning materials. In line with this finding, Nihayati & Indriani (2021) in their research revealed that the discussion activities via WhatsApp helped the students to understand the learning materials effectively. It was also in line with the previous research finding by Rahayu & Purnawarman (2019) that the students showed significant improvement on their understanding toward the learning materials by using Quizizz

Dealing with item 5, *WhatsApp and Quizizz make me motivated for learning*. 51 students (50%) agreed, 35 students (34.3%) strongly agreed, 16 students (15.7%) disagreed, and none of the students (0%) strongly disagreed. The obtained mean score of item 5 was 3.19 which meant the students gave positive response that WhatsApp and Quizizz made them motivated for learning. In line with this finding, Awada (2016) in his research revealed that WhatsApp increased the students' level of motivation for learning. It was also in line with the previous research finding by Dhamayanti (2021) that Quizizz could enhance the students' motivation during the online learning.

Dealing with item 6, *WhatsApp and Quizizz help me to be concentrated on learning*; 57 students (55.9%) agreed, 15 students (14.7%) strongly agreed, 30 students (29.4%) disagreed, and none of the students (0%) strongly disagreed. The obtained mean score of item 6 was 2.85 which meant the students gave positive response that WhatsApp and Quizizz helped them to be concentrated on learning. In line with

this finding, Dewi (2021) in her research revealed that Quizizz affected students' concentration. The students became more concentrated during online learning.

Dealing with item 7, *WhatsApp and Quizizz increase my self-confidence*. 55 students (53.9%) agreed, 26 students (25.5%) strongly agreed, 20 students (19.6%) disagreed, and 1 student (1%) strongly disagreed. The obtained mean score of item 7 was 3.04 which meant the students gave positive response that WhatsApp and Quizizz increase their self-confidence. In line with this finding, Hashemifardnia et al. (2018) in their research revealed that WhatsApp could enhance the students' self-confidence. It was also in line with the previous research finding by Dhamayanti (2021) that Quizizz was helpful to increase the students' confidence in an e-learning classroom.

Dealing with item 8, *WhatsApp and Quizizz make me active in online learning*; 53 students (52%) agreed, 35 students (34.3%) strongly agreed, 14 students (13.7%) disagreed, and none of the students (0%) strongly disagreed. The obtained mean score of item 8 was 3.21 which meant the students gave positive response that WhatsApp and Quizizz made them active in online learning. In line with this finding, Nihayati & Indriani (2021) in their research revealed that during online, the students joined the discussion activities on WhatsApp actively.

Dealing with item 9, *WhatsApp and Quizizz help me to improve my English skills*; 63 students (61.8%) agreed, 24 students (23.5%) strongly agreed, 14 student (13.7%) disagreed, and 1 student (1%) strongly disagreed. The mean score of item 9 was 3.08 which meant the students gave positive response that WhatsApp and Quizizz helped them to improve their English skills. In line with this finding, Hamad (2017) in his research revealed that using WhatsApp helped the students develop their English skills, namely listening, speaking, writing, and reading. It was also in line with the previous research finding by Dhamayanti (2021) that the students' English skills improved while learning through Quizizz.

Dealing with item 10, *WhatsApp and Quizizz give me the chance to compete with my classmates*; 54 students (52.9%) strongly agreed, 42 students (41.2%) agreed, 6 student (5.9%) disagreed, and 1 student (1%) strongly disagreed. The mean score of item 10 was 3.47 which meant the students gave very positive response that WhatsApp and Quizizz gave them the chance to compete with their class. In line with this finding, Amalia in her research (2020) revealed that Quizizz created a competitive atmosphere.

Dealing with item 11, *WhatsApp and Quizizz create more energetic atmosphere of online learning*; 46 students (45.1%) strongly agreed, 46 students (45.1%) agreed, 9 students (2.8%) disagreed, and 1 student (0%) strongly disagreed. The obtained mean score of item 11 was 3.34 which meant the students gave very positive response that WhatsApp and Quizizz created more energetic atmosphere of online learning. In line with this finding, Basuki & Hidayati (2019) in their research revealed that Quizizz created more energetic classroom atmosphere.

Dealing with item 12, *I feel comfortable to do online learning by using WhatsApp and Quizizz*; 55 students (53.9%) agreed, 29 students (28.4%) strongly agreed, 17 students (16.7%) disagreed, and 1 student (1%) strongly disagreed. The obtained mean score of item 12 was 3.10 which meant the students gave positive response that they felt comfortable to do online learning by using WhatsApp and Quizizz. In line with this finding, Nihayati & Indriani (2021) in their research revealed that the students felt comfortable doing online learning via WhatsApp. It was also in line with the previous research finding by Dewi (2021) that Quizizz enhanced students' learning comfort. It could make them feel comfortable during online learning.

Dealing with item 13, *WhatsApp and Quizizz do not use up a lot of internet quota*; 60 students (58.8%) agreed, 20 students (19.6%) strongly agreed, 16 students (15.7%) disagreed, and 6 students (5.9%) strongly disagreed. The obtained mean score of item 13 was 2.92 which meant the students gave positive response that WhatsApp and Quizizz did not use up a lot of internet quota. In line with this finding, Djamdjuri & Kamilah (2020) in their research revealed that WhatsApp did take up a lot of quota data. It was also in line with the previous research finding by Hadi & Athallah (2021) that a gamification platform, namely Quizizz, did not consume a lot of internet quota when being used.

Dealing with item 14, *I enjoy learning via WhatsApp and Quizizz*; 55 students (53.9%) agreed 30 students (29.4%) strongly agreed, 16 students (15.7%) disagreed, and 1 students (1%) strongly disagreed. The obtained mean score of item 14 was 3.12 which meant the students gave positive response that they enjoyed learning via WhatsApp and Quizizz. In line with this finding, Mbukusa (2018) in his research revealed that the students enjoyed using WhatsApp as an English learning media. It was also in line with the previous research finding by Basuki & Hidayati (2019) that the students were eager to learn via Quizizz.

Dealing with item 15, *For online learning, I prefer to do online learning by using WhatsApp and Quizizz*; 56 students (54.9%) agreed, 36 students (35.3%) strongly agreed, 9 students (8.8%) disagreed, and 1 students (1%) strongly disagreed. The obtained mean score of item 15 was 3.25 which meant the students gave positive response that for online learning, the students preferred to do online learning by using WhatsApp and Quizizz.

The result of this research showed that the students gave positive response on the use of WhatsApp and Quizizz as the leaning media for English online learning during Covid-19 pandemic. The result of this research conformed the results of the previous researches conducted by Dewi (2019), Munir et al. (2021), and Sari (2021) which showed the positive perspective of the students on the use of WhatsApp as the learning media for English online learning during Covid-19 pandemic. The result of this research also conformed the results of the previous researches conducted by Amalia (2020), Dewi (2021), and Dhamayanti (2021) which showed the positive perspective of the students on the use of Quizizz as the learning media for English online learning during Covid-19 pandemic. It could be inferred that WhatsApp and Quizizz were the appropriate learning media to support English online learning process in higher education during Covid-19 pandemic.

CONCLUSION

Based on the result of this research, the students gave positive response on the use of WhatsApp and Quizizz as the leaning media for English online learning during Covid-19 pandemic. It could be inferred that WhatsApp and Quizizz were the appropriate learning media to support English online learning process in higher education during Covid-19 pandemic. Finally, due to the limitation of this research, another research is recommended to continue the investigation. The future research which is worth-taking to continue the investigation is the research concerning the effectiveness of using WhatsApp and Quizizz as the learning media for English online learning in higher education during Covid-19 pandemic which employs quantitative research method and experimental research design in order to gain deeper research findings on the use of WhatsApp and Quizizz.

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