

A Need Analysis of Learning Listening based on the Online Quizizz Application at English Language Education Department of Universitas Sembilanbelas November Kolaka

Netty Huzniati Andas & Karman*

English Language Education Department, Teacher Training and Education Faculty of Universitas Sembilanbelas November Kolaka, Kolaka, Sulawesi Tenggara, Indonesia

Abstract

The aim of this study was to find out students' needs on learning listening based on Online Quizizz at English Language Education Department of USN Kolaka. There were two kinds of instruments used in this study namely a close-ended questionnaire and an interview guide line. The questionnaire was distributed to 51 students of English Language Education Department USN Kolaka and two students were interviewed for further information. Six components of need analysis were assessed in this study namely students' lack, students' goal, input, procedure, learners' roles, and teacher's roles. It was found out that most students need to improve their listening skills which aim to crack the TOEFL score. They prefer to do the Quizizz on listening exercises individually with students' total control on the listening exercises. They need to have 2-4 chances of giving their best shot on the exercises within one week. They do not like being timed when answering the questions, and also background sound is off.

Keywords: listening exercises, quizizz application, learning needs.

1. Introduction

The main section of an article should start with an introductory section which provides more details about the paper's purposes, motivation, research methods, and findings. The introduction should be relatively nontechnical, yet clear enough for an informed reader to understand the manuscript's contribution.

This study focuses on finding out the suitable Quizizz-based exercises for the intermediate listening class, where during the online learning process educators had not used technology as an evaluation tool to control students' activity beyond the class. So far, the evaluation tool used for the class was paper based test which tended to be conventional. Purba (2019) identified several weaknesses of conventional test tools, namely the ineffective and efficient use of time in the process of preparation, implementation, and calculation of the test because they were done manually. In addition, conventional tests were also impractical because the lack of supervision from educators during the test will open up opportunities for students to cheat, as a result educators were unable to know the evaluation results from students for sure.

The results of initial observations in the intermediate listening class showed that the evaluation process still used conventional methods where educators designed questions manually and sent them via Whatsapp. It was very clear that the evaluation tools used by the lecturers were not practical, effective, and efficient. Therefore, there is a need for a shift in giving questions or exercises by using the Quizizz application. Quizizz is a gamification e-learning platform that combines game design elements with independent questions accompanied by direct feedback (Suwanto, 2021). In line with that, Swartini (2021) emphasizes that quizizz is a very practical test tool because it is equipped with a score calculation feature for each item, making it easier for teachers/lecturers in the assessment process. Besides that, the presence of audio and video features on Quizizz makes this application more attractive, so that it could eliminate students' boredom during the learning process. Thus, it is necessary for educators to use this online Quizizz in their listening class as an interesting and creative evaluation tool (Citra, 2020). To produce a suitable online Quizizz for

* Corresponding author.

E-mail address: karmansultani@gmail.com

listening class requires a rigid step, in which a need analysis for the online Quizizz application should be performed first.

The formulation of the problem in this study is (1) What are the students' needs on learning listening based on Quizizz application? This study aims to find out students' need on learning listening based on Quizizz application tool. The urgency of this research is the need for the development of technology-based test/exercise questions by using the quizizz application as an evaluation medium in the listening class at English Language Education Department of USN Kolaka so that it can assist the teacher's task in designing practical, effective, and efficient test questions.

The researchers consider this research was very worthy of research because the gamification technique in Quizizz is very easy and fun. In addition, the time duration feature in this application is able to increase students' motivation and sense of competition. Quizizz presents fun multiplayer activities in the classroom, the implementation is very flexible because it can be accessed via a smartphone or computer. Just like playing a game, students can use it casually, without pressure, and it has proven to be effective for students to accept and absorb because of its flexibility.

2. Literature Review

2.1. Review of Related Studies

Research on the use of Quizizz as an exercise medium in learning has been studied by several researchers. Some of them was Nanda (2018). She found out that the use of Quizizz can improve the reading ability of SMKN 3 Takalar students. This improvement was caused by the assessment on quizizz was very fun and interesting so that students were motivated in learning material. Furthermore, Pavita, Maria, & Nirmala (2021) stated that the vocabulary mastery of students at SMA Bruden Purwokerto class X MIPA 1 increased because according to the students, Quizizz was a learning medium that could make them feel relaxed and not pressured when learning English, especially vocabulary. In addition, the students were also easier to remember the new vocabulary acquired. From the description above, it can be concluded that the use of Quizizz application as a learning media and assessment medium is able to give a positive impact on students' learning outcomes. To add, through Quizizz the learning and evaluation process can take place in a fun way. Thus, the researchers believe that it is important to change the conventional paper-based test question model into a technology-based test questions by utilizing the Quizizz application in the listening classroom. This research was related to the efforts to develop Quizizz-based test questions as an evaluation tool in the listening course at English Education Department of USN Kolaka which can later be used by teaching staffs to update the evaluation model they have used so far. The novelty of this research lied in the creation of Quizizz-based evaluation media in the intermediate listening class which will also become a question bank so that the students can access the listening course questions independently anytime and anywhere. To have this goal, a need analysis on students' need on listening exercises based on Quizizz application should be performed in order to have an online Quizizz application which is suitable with the needs of English Education Department of USN Kolaka.

2.2. The Nature of Evaluation

According to Ali (2021), evaluation is an act or process of determining the value of something. Meanwhile, Dewy Widiyawati, Cici Dwi Putri (2020) describe evaluation as a planned activity to find out the state of objects using instruments and the results are compared with benchmarks to obtain conclusions. In general, it can be concluded that evaluation is a systematic process to determine the value of an activity, process, object and others based on certain criteria.

2.3. Learning Evaluation

In an effort to realize good and advanced education, it is necessary to improve the learning process and evaluate quality learning, because evaluation is an inseparable part of teaching and learning activities (Mardupi, 2012). Learning evaluation is an activity that is carried out periodically in a series of teaching and learning processes (Basuki & Hariyanto, 2014). Learning evaluation activities must be carried out in a planned and interconnected manner between educational supporting factors so that they can function as a measuring tool to determine the level of achievement of success that has been achieved by students on teaching materials or materials that have been

delivered. Arikunto (2013) states that with the evaluation of learning, the achievement of learning objectives will be seen accurately and convincingly. To support an accurate assessment process, the Government through the Minister of Education and Culture Regulation number 23 of 2016 concerning assessment standards in evaluation sets several assessment standards, namely knowledge assessment, attitude assessment, and skills assessment. The evaluation can be in the form of observing the attitudes of each student, daily tests, assignments, mid-semester assessments, mid-semester assessments, and so on (A Muri Yusuf, 2015).

2.4. Learning Evaluation Tool

Learning evaluation tools are known as evaluation instruments; evaluation tools are everything that can help and facilitate the work of teaching staff in achieving learning goals (Basuki & Hariyanto, 2014). Arikunto (2013) revealed that in learning evaluation activities, the function of the tool is used to obtain better results, in accordance with the plans set by the teaching staff when conducting evaluations, so that the results will be in accordance with the learning objectives. Therefore, educators must be able to design practical, effective, and efficient evaluation tools that can measure the success of students in a valid and reliable manner.

2.5. Quizizz

Test questions are a collection of questions that must be answered, answered, or tasks that must be carried out by someone whose ability will be measured. In general, the education sector uses an objective test and a subjective learning outcome test in evaluating students (A Muri Yusuf, 2015). Objective learning outcomes test is a test that includes multiple choice, short entry, matchmaking, true or false, etc. Meanwhile, the subjective learning outcome test consists of question items that require students to answer in the form of outlining, explaining, or discussing in accordance with the demands for answers in the form of students' ideas and thoughts (Dewy Widiyawati, Cici Dwi Putri, 2020).

Quizizz is a web tool that combines game design aspects and independent questions and direct feedback to help students in assignments (Zhao, 2019). Furthermore Nugraha, Salsabila, & Ramadhiani (2021) stated that Quizizz is a game-based educational application that brings multiplayer activities in the classroom and makes classroom practice more fun because it can be accessed using a computer, smartphone, and Ipad. In line with that, Priyanti, Putra, & Santoso (2020) added that the presence of interesting features in the quizizz application can motivate students in the teaching and learning process. In addition, this application is quite flexible for students because it can be accessed anywhere and anytime, so when questions appear on the screen or monitor their students can answer the questions in their own way and at the end they can also review the answers. Quizizz has two different application modes. This is intended so that users can access real-time in class or given as homework. It means that by using quizizz, teachers can design quizizz that can be used for pre-test, formative assessment, post-test, and homework (Suwanto, 2021).

Like most gamification apps, quizizz is also free to download via <http://quizizz.com>. To register for a quizizz account, users can also register through the user's google account by filling in all the requested data. After the account is successfully created, users can directly log into their respective accounts. General guidelines for the preparation of the test can be downloaded there. When users understand on the use of this application, they can design their own Quizizz based on their needs. In addition, they also can use the existing quizizz which has been made by other users.

3. Research Method

To answer the research question, this study used need analysis with survey design. This design was commonly used in investigating learning needs and include any measurement that involve asking questions to the respondents through questionnaire or in-depth interview (Sava, 2019). To collect the data needed in this study, two instruments were employed, namely a set of questionnaire and interview guidelines. The questionnaire was designed in the form of a closed-ended questionnaire and was written in Indonesia. It assessed the students' target needs and learning needs toward English. As the purpose of the questionnaire was to discover the learners' profiles and their needs of English learning materials, the researchers analyzed the questionnaire by frequency and percentage. Here, the frequency was divided by the total of the respondents, and then the result was multiplied by 100% (Sudjana, 2001). The questionnaire was distributed to 51 students coming from semester 2 and 4 of English Language Education Study Program at Universitas Sembilanbelas November Kolaka. The respondents were chosen using convenience sampling method (Louis Cohen et al., 2018). The participants' profiles were summarized in Table 1.

Table 1. Respondents' Profile

Students' Characteristics	Gender		Level				Age					
	M	F	E	I	A	17	18	19	20	21	22	23
Number of Students	4	47	13	37	1	1	5	21	1	5	1	1

Based on Table 1, it could be seen that the age of respondents were varied from 17 to 22 with females as the majority gender. The level of listening skill they possessed was intermediate as the majority and elementary was in the second rank. Only 1 respondent was categorized into advanced one.

To add, an in-depth interview was also conducted to 2 students of English Language Education Study Program to confirm what they have chosen in the questionnaire distributed before. In this study, data collection techniques were carried out using interview methods and questionnaires to determine students' needs on English listening materials based on Quizizz at the English Language Education Study Program USN Kolaka. Meanwhile, the interview was designed in the form of open-form questions.

4. Finding and Discussion

This study aims to find out 1) Students' perceptions regarding the use of the Quizizz Application in learning English 2) What are the needs for learning Listening in the Quizizz-based Intermediate Listening course in the Study Program at English Education FKIP USN Kolaka. The researchers present the research finding and discussion related to these two research questions as follows.

4.1. Students' Perception of the Use of Quizizz in Learning English

To answer this first research question, the researchers distributed a questionnaire to 51 respondents, with the following results.

50 respondents or 98% stated that they had experience using the Quizizz application before. Therefore, it can be concluded that the use of Quizizz for students is not a new thing for them. However, so far, in the teaching and learning process in listening courses, the lecturers have never used the Quizizz application as an evaluation or exercise medium after students were given listening materials at each meeting. So, the use of the Quizizz application in listening courses is a new thing for them. Based on the questionnaire, the majority of respondents had a very good experience using the Quizizz application. This can be seen in the figure 1.

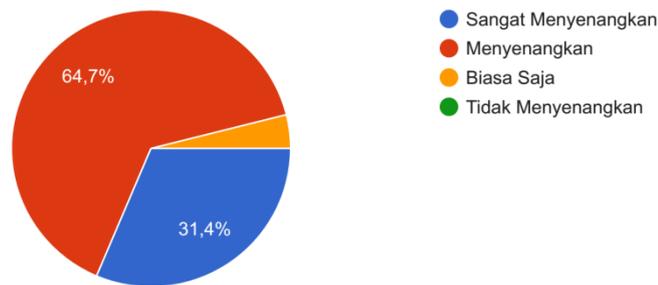


Figure 1. Students' Experience on Quizizz Application

Based on the data obtained, so far the students have had a pleasant experience with the number of respondents 67% or 33 respondents, and 16 respondents or 31.4% saying that it was very pleasant, while the remaining 2 respondents or 3.9% said that it was neutral. To support this information, the following statements from respondents regarding their opinion on the Quizizz application are presented in the following excerpt:

Respondent 2 :Menurut saya ee bagus karena gampang diakses. Kalau mau pulang jadi.. jadi bisa akses di rumah, bahkan bisa akses lagi di sekolah, jadi bagus bisa dapat akses kapan saja.

4.2. Description of the need for learning Listening through the Quizizz-based Listening course in the English Education Study Program

To answer the second research question related to Quizizz-based students' listening learning needs, the researchers divided them into several aspects, namely Lacks, Goals, Inputs, Procedures, Learners' Roles, Teacher's Roles, and Procedures. The following is a description of the aspects mentioned above.

a. Students' Lack

Students' lack refers to the weakness of students in learning listening. Based on the results of the questionnaire distributed to 51 respondents, the following are the results of the respondents' choices regarding their problems or difficulties during listening activities.

Table 2. Students' Difficulties in Learning Listening

Students' Weaknessess	Percentage
understanding the speaker when speaking too fast	36(70,6%)
understanding the pronunciation	30(58,8%)
understanding the speaker when speaking with an accent that is not familiar to me	25(49%)
understanding when there is too much noise around (vehicles, engines, noise, etc.).	19(37,3%)
remembering the information conveyed by the speaker	18(35,3%)
understanding the vocabulary said by speakers	15(29,4%)
identifying the signal of the speaker when moving from one topic to another.	11(21,6%)
filling out the answers in the form because the time limit was too fast	1(2%)

Based on the table 2, the majority of respondents experienced difficulties when the speaker spoke too fast and the pronunciation spoken by the speaker. It is supported from the excerpt below:

Respondent 1 : *Ya, untuk saya sendiri untuk memahami kosakata sama pronounciation yang cepat, ee dan juga mengingat informasi yang disampaikan.*

Respondent 2 : *Kalau dalam ee aksen bicaranya listenig saya tidak paham.*

Therefore, it can be concluded that students still have problems in listening, especially those related to the speaker's speed level as well as the pronunciation and accent of the speaker that students are not familiar with. So, in the selection of materials later, the material designers must consider the aspect of the speaker's speed in speaking. Preferably those that are not too fast, and provide audio that uses accents that are often heard in various media.

b. 2. Students' Goal

Goals are things that students want to achieve in learning listening skills. The following are the results of the most 8 goals chosen by the respondents through the questionnaire.

Table 3. Students' Goals in Learning Listening

The Goals of Learning Listening	Percentage
Mastering the listening skills in TOEFL	31(60,8%)
understanding instructions while listening	26(51,9%)
identifying the background of place, situation, time, and actors	25(49%)
Finding detailed information	23(45,1%)
drawing conclusions based on context	20(39,2%)
finding main topic of information	20(39,2%)
Guessing the meaning of words through context	20(39,2%)
Knowing the types of listening sections in IELTS	18(35,3%)

From the information provided in the table 3, it can be seen that the goals of most students learning listening are to know the types of listening skills or sections in the TOEFL test, to understand instructions while listening, and to be able to understand the background of the place, situation, time, and actors in the conversation listened to. This is reinforced from the results of interviews with respondents as follows:

-
- Respondent 1 :*Yang pertama menemukan intisari dari ee pembicaraan tersebut atau conversation nya, yang kedua ee mengidentifikasi makna ee atau pembicaraannya dalam suatu konteks nya, ee dan juga latar belakangnya. Untuk bisa mencapai ee skor TOEFL yang tinggi.*
- Respondent 2 :*Kalau saya, ee saya me.. kalau saya sudah sering mendengar listening audio di rumah, jadi saya kan sering dengar stories atau yang semacamnya! kalau saya sering mau dengar kadang latar belakangnya di mana, tempatnya dan waktu dan pelakunya. Dan jua terkadang ada kata-kata yang makna idiom yang saya tidak tahu dan saya mau tahu apa artinya.*
-

c. Input

Input refers to the listening materials given to students. This listening input is divided into 2 parts, namely the input that includes the types or forms of listening learning material and the duration of the listening input itself. Based on the results of the questionnaire distributed to the respondents, the following information was found regarding the types of listening input they wanted:

Table 4. Jenis Input Listening

Listening Input	Number of Respondents	Percentage
Dialogue	38	74,51
Otenthic materials such as news programs, radio broadcasts, film, and songs	37	72,55
Monolog/ dialog with pictures	27	52,94
Monologue (Speech, Story)	17	33,33
Monologue /dialogue accompanied with new vocabularies.	16	31,37

Based on the table 4, it can be seen that the majority of respondents have an interest in listening input in the form of dialogue and authentic materials such as news programs, radio broadcasts, films, and songs. This is reinforced from the data from interviews with respondents as follows:

-
- Respondent 2 :*Oke, saya paling suka dengar lagu dan sering nonton film di rumah, karena juga saya banyak kosakata bahasa Inggris karena saya sering nonton film dan dengar lagu, gitu pak.*
- Respondent 1 :*Karena menurut saya dengan adanya gambar tersebut ee bisa menjadikan ee imajinasi kita, sehingga kalau misalnya kita tidak terlalu paham ee apa yang dibicarakan, tapi kita bisa melihat gambarnya, akhirnya ada gambaran bahwa “oh ternyata membahas ini” gitu.*
-

From the excerpt above, it can be seen that respondents have their own interest in authentic listening input materials because they often come into direct contact with these authentic materials. In addition, they prefer that the audio is accompanied by illustrations such as pictures, in order to help them understand the context if they do not understand the topic being discussed.

Regarding the duration of the listening input they want, it can be seen in the figure2.

From the figure 2, it can be seen that the majority of respondents want audio listening that is between 1 to 2 minutes in the short category, while 33.3% of respondents want listening audio which is in the medium category, namely 3 to 4 minutes. This is supported by the statements of respondents collected in the interview session as follows:

-
- Respondent 1 :*Kalau saya karena masih ee menurut saya masih dasar jadi satu sampai dua menit.....Sulit untuk mengingat kembali.*
-

From the interview excerpt above, it can be seen that respondents tend to choose short audio listening because their listening competence is still basic and the memory factor. They can't remember long and much information.

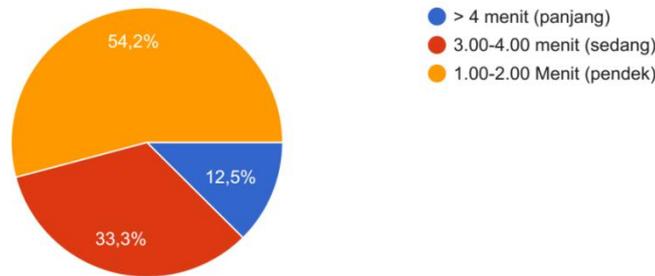


Figure 2. Listening Audio Length

d. Procedures

The procedure refers to the interest of students regarding the listening learning activity they want, in this case the use of Quizizz as a medium for implementing online exercises. For the procedure component, it is divided into several sub-sections, namely learning activities, how to finish the work, background sound, sequence of questions, activity control, duration of answering the questions, number of opportunities, and the deadline for finishing the exercises.

In the following, information is presented regarding the 5 most respondents' choices regarding the types of student learning activities in doing Quizizz.

Table 5. Learning Activities in Doing Quizizz

Learning Activities	Number of Students	Percentage
Filling out the gap with texts based on the audio	27	52,94
Noting down important points	27	52,94
Determining whether the statement is true or false	24	47,06
Matching information/images based on the audio	22	43,14
Retelling the information with their own language based on the audio	21	41,18

From the data 5, it can be seen that 52.94% of respondents want activities in Quizizz to complete the gap text based on the audio they hear and record important points when listening to audio listening. In addition, some respondents wanted activities in the form of determining whether the statements they heard were true or false and matching the information/images based on the audio they heard. This is in line with their statement in the following interview transcript:

 Respondent 1 : *Menjawab soal-soal sesuai konteks pembicaraan.*
 Respondent 2 : *Kalau saya malah kegiatan seperti menentukan apakah pernyataan yang didengar benar atau salah, atau mencocokkan informasi atau gambar berdasarkan audio yang didengar... Karena kalau saya melihat seperti kayak alur-alur detektif, seperti apakah membedakan ini true or false atautkah fakta atau opini.*

For technical implementation, it can be seen in the table 6.

From the table 6, it can be seen that the majority of respondents wanted Quizizz to be done individually, and not using background sound. In addition, respondents choose a sequence of questions that are not randomized when they will repeat the work on the question. In addition, they prefer that the Quizizz work is controlled by the students themselves, not the teacher with the opportunity to give 1 week of time to work on the questions. Each time they work on a question, they prefer to be given the opportunity to be satisfied, according to the score they expect, but some of them want a limit of 2-4 times. And lastly, the majority of respondents prefer to work on each item without being given a timer.

Table 6. Quizizz Working Techniques

No	When working on Quizizz App, I prefer to do it in:	Number of Students	Percentage
1	In group	14	27,45
	In pairs	17	33,33
	Individual/ Alone	20	39,22
2	Using background sound	25	49,02
	Do not use background sound/backing sound	26	50,98
3	Randomized questions	9	17,65
	Non randomized questions	42	82,35
4	The teacher controls which number of questions are done by students	19	37,25
	Students control themselves about which number of questions they want to work on	32	62,75
5	3 days	9	17,65
	1 week	39	76,47
	2 weeks	2	3,92
	Depends on how many questions are given	1	1,96
6	1 time	1	1,96
	2-4 Times	23	45,10
	5-7 Times	3	5,88
	Infinite	24	47,06
7	The processing time is given a time limit (timer)	9	17,65
	The processing time is not given a time limit (non-timer)	42	82,35

e. Learners' Roles

Learners' roles refer to the role of students in the listening learning process. Based on data from questionnaires distributed to respondents, it was found that the majority of respondents wanted an active role as learners who studied the material as well as actively listened to and asked the lecturer's explanation regarding the material being studied. Besides that, they also want to play an active role in doing listening exercises through the Quizizz application as much as possible. The details can be seen in the table 7.

Table 7. The Roles of Students in Listening Learning

Learners' Roles	Number of Students	Percentage
Studying the listening material carefully	39	76,47
Listening to the lecturer's explanation	39	76,47
Actively asking the lecturer about material that is not understood in the exercise	37	72,55
Doing exercise Quizizz as many as possible	35	68,63
Clarifying the lecturer's explanation	15	29,41
Doing the Quizizz only once	4	7,84

For more details can be seen in the statements of respondents obtained through interviews as follows.

Respondent 1 : *Oke baik, ee mendengarkan penjelasan dosen dan mengklarifikasi penjelasan Dosen. Karena dengan kita tidak mendengarkan penjelasan dosen, bagaimana caranya kita mengetahui skill-skill dalam listening tersebut, dan apabila ada yang masih kurang jelas dari penjelasan dosen kita bisa klarifikasi dengan dosen. Dan ee seterusnya mengerjakan exercise Quizizz sebanyak-banyaknya, dengan latihan terus-menerus akhirnya nanti ee skill kita dalam mendengarkan akan terbangun sendiri.*

From the interview transcript above, it is clear that the respondents are aware of the importance of their activity in receiving material from the lecturer, and actively carry out follow-up activities after receiving material from the lecturer, namely actively asking questions and clarifying their understanding. And in the end, they are also actively working on Quizizz exercises as much as possible until they master the listening skills they are studying.

f. Teacher's Roles

Teacher's Roles are the roles that teachers do in the learning process. This role sometimes has implications for how the relationship between teachers and students, especially in the independence of students in their learning. The teacher's role that is highly expected by students when teaching listening can be seen in the table 8.

Table 8. Teacher's Role in Quizizz .-Based Listening Learning

Teacher's Roles	Number of Students	Percentage
Providing Feedback on Student Assignments	35	68,63
Providing an opportunity to improve grades at the end of the lecture for students who are lazy to do exercise	33	64,71
Being consistent with the rules set out in the learning contract	27	52,94
Giving Exercise Results to Students	25	49,02
Full Control of Learning Activities	22	43,14
Actively reminding students who have not done Exercise on Quizizz	18	35,29
Being transparent in giving value/grades	1	1,96

From the table 8, it can be seen that the majority of respondents (68.63%) want teachers to always actively provide feedback on students' assignments. Furthermore, they also expect teachers to always provide opportunities for students to improve their grades at the end of the lecture for students who are lazy to do listening exercises. These results are also in line with student statements as follows:

-
- Respondent 1 :*Karena dengan adanya feedback tersebut mahasiswa bisa melihat ee kesalahannya di mana, dan ee lebih kepada apresiasi juga kalau misalnya ee nilainya tinggi. Selain itu, dosen jg memberi kesempatan perbaiki nilai. Agar mahasiswa dapat ee apa dapat diberi kesempatan nilai.. nilainya lebih bagus lagi.*
- Respondent 2 :*Kan tadi memberikan feedback jadi kalau nilainya rendah, dosen bisa kasih feedback atau tidak untuk mahasiswanya untuk lebih giat lagi atau tidak ee ada masalah dalam exercise nya atau kalau dapat nilai tinggi dapat di anu lagi.. dapat didorong lagi supaya dapat nilai yang lebih tinggi lagi.*
-

5. Conclusion and Suggestion

From the explanation and the description on the finding and discussion section, it can be concluded that the use of Quizizz application in listening class is necessary in order to help teachers control the students' activity after the class. Students will have opportunity to learn and do the exercises related to the previous materials they get in the classroom. The teacher also can monitor students' progress on doing the exercises given. To have listening exercises based on Quizizz which is really suitable with learners' need, it was necessary to do a need analysis first. Based on the need analysis, the students of English Department of USN Kolaka need listening exercises which give them chances to master listening skills on TOEFL. They prefer to do the Quizizz on listening exercises individually with students' total control on the listening exercises. They need to have 2-4 chances of giving their best shot on the exercises within one week. They do not like being timed when answering the questions, and also background sound is off. It is suggested for other researchers to do further research on developing the listening exercises based on the online Quizizz application using the information gathered in this study. Considering the information obtained from this study will give an online Quizizz application which is suitable with learners' need and want.

Acknowledgements

Thanks to all parties who have helped and given contributions to this research, especially the students of English Language Education Department of Universitas Sembilanbelas November Kolaka who were willing to be the respondents of this research and also the Rector of USN Kolaka who have given permission to conduct this study. The researchers also would like to thank Direktorat Sumber Daya Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi as the funding institution for this research.

References

- A Muri Yusuf. (2015). *Asesmen dan Evaluasi Pendidikan: Pilar Penyediaan Informasi dan Kegiatan Pengendalian Mutu Pendidikan*. PT Fajar Interpratama Mandiri.
- Ali, M., & Sukardi. (2021). Pengembangan Model Evaluasi Pembelajaran Daring di Sekolah Menengah Kejuruan. *JRTI (Jurnal Riset Tindakan Indonesia)*, 6(2).
- Arikunto, S. (2013). *Dasar-Dasar Evaluasi Pendidikan* (Kedua). Bumi Aksara.
- Basuki, I., & Hariyanto. (2014). *Asesmen Pembelajaran*. PT Remaja Rosdakarya.
- Citra, A. (2020). Keefektifan Penggunaan Media Pembelajaran Berbasis Game Eduaksi Quizizz terhadap Hasil Belajar Teknologi Perkantoran Siswa Kelas X SMK Ketintang Surabaya. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 8(2).
- Dewy Widiyawati, Cici Dwi Putri, A. W. (2020). Evaluasi Pembelajaran dan Pengaruhnya Terhadap Minat Belajar Siswa pada Mata Pembelajaran IPA Kelas IX di SMPN 3 Tanjung Sakti Pumi Lahat Sumatra Selatan. *Jurnal PTK & Pendidikan*, 6(2).
- Louis Cohen, Manion, L., & Morrison, K. (2018). *Research Methods in Education*. Routledge.
- Mardupi, D. (2012). *Pengukuran, Penilaian, dan Evaluasi*. Nuha Medika.
- NANDA, S. R. (2018). The Use of Quizizz Application in Improving Students' Reading Comprehension Skillll at SMKN 3 Takalar: An Experimental Research. In *Universitas Muhammadiyah Makassar*. Universitas Muhammadiyah Makassar.
- Nugraha, E.N.L., Salsabila., Ramadhiani, T. . (2021). Implementing Online Quizizz Application in EFL Classroom. *Proceedings International Conference on Education of Suryakencana*.
- Pavita, Maria DA & Nirmala, D. (2021). Merdeka Belajar in Pandemic: Using Quizizz Game Based Learning to Improve Students' Vocabulary Mastery. *Language Literacy: Journal of Linguistics, Literature and Language Teaching*, 5(1).
- Priyanti, D. M.A., Putra, I.N.A.J.,&Santoso, M. . (2020). Developing Online Formative Assessment Using Quizizz for Assessing Reading Competency of the Tenth Grade Students in Buleleng Regency. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 4(1).
- Purba, L. S. . (2019). The effectiveness of the quizizz interactive quiz media as an online learning evaluation of physics chemistry 1 to improve student learning outcomes. *Journal of Physics:6th International Conference on Mathematics, Science, and Education (ICMSE 2019)*.
- Sava, S. (2019). Methods of Needs Analysis in Educational Context. In Verlag Barbara Budrich (Ed.), *Needs Analysis and Programme Planning in Adult Education* (1st ed., pp. 59–88). <https://doi.org/10.2307/j.ctvbkjvs2.8>
- Sudjana. (2001). *Metode & Teknik Pembelajaran Partisipatif*. Falah Production.
- Suwarto. (2021). Menggunakan Quizizz untuk Meningkatkan Prestasi Belajar Bahasa Indonesia. *Jurnal Pendidikan*, 30(3).
- Swartini, N. W. (2021). Efektivitas Penggunaan Aplikasi Quizizz dalam Proses Pembelajaran Bahasa Inggris Bagi Mahasiswa. *Efektivitas Penggunaan Aplikasi Quizizz Dalam Proses Pembelajaran Bahasa Inggris Bagi Mahasiswa*.

Zhao, F. (2019). Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom. *International Journal of Higher Education*, 8(1).