



# UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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### **SURAT KEPUTUSAN** **DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN** **UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA** **Nomor: 0772/FKIP/KEP/2025**

#### **Tentang**

#### **PENGANGKATAN PANITIA SIDANG SKRIPSI** **PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS** **FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN** **UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA** **SEMESTER GENAP TAHUN AKADEMIK 2024/2025**

*Bismillahirrahmanirrahim,*

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2. Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Republik Indonesia Nomor 4 Tahun 2014, tanggal 30 Januari 2014, tentang Penyelenggaraan Perguruan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 Tanggal 24 Januari 2020 tentang Standar Nasional Pendidikan Tinggi;
5. Peraturan Menteri Pendidikan, Kebudayaan Riset, dan Teknologi Republik Indonesia Nomor 53 Tahun 2023 Tanggal 16 Agustus 2023 Tentang Penjaminan Mutu Pendidikan Tinggi;
6. Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.01.13/2012 tanggal 24 Jumadil Awal 1433 H/16 April 2012 M, tentang Perguruan Tinggi Muhammadiyah;
7. Keputusan Rektor UHAMKA Nomor 718/ A.01.01/ 2023 tanggal 17 Muharram 1445 H/4 Agustus 2023 M tentang pengangkatan Dekan FKIP Universitas Muhammadiyah Prof. DR. HAMKA masa jabatan 2023-2027;
8. Statuta Universitas Muhammadiyah Prof. DR. HAMKA Tahun 2013;
9. Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA Nomor 016/G.18.03/1997 tanggal 26 Rabiul Awal 1418 H/31 Juli 1997 M, tentang Pemberlakuan Ketentuan dan Peraturan – Peraturan IKIP Muhammadiyah Jakarta pada Universitas Muhammadiyah Prof. DR. HAMKA;



Memperhatikan : Kurikulum Operasional Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. DR. HAMKA.

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Ditetapkan di : Jakarta

Pada tanggal : 25 Syaban 1446 H  
24 Februari 2025 M

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Purnama Syae Purrohman, M.Pd., Ph.D.

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## DAFTAR JADWAL SIDANG SKRIPSI

Prog. Studi : Pendidikan Bahasa Inggris

Periode Sidang : 20 Jun 2025 s/d 23 Jul 2025


NO	Tgl Sidang Jam Sidang Ruang Sidang	NIM - Nama Mahasiswa Judul skripsi	Dosen Pembimbing	Dosen Penguji
1	Jumat, 20 Jun 20 __:__:__ R.	2101055016 - MUHAMMAD ISRAFIL GAME-BASED LEARNING TO PROMOTE STUDENTS ENGAGEMENT IN ENGLISH LANGUAGE LEARNING : A QUALITATIVE STUDY	ROSLAINI, Dr., M.Hum. -	SISWANA, Dr., M.Pd. ZUHAD AHMAD, Drs., M.P
2	Jumat, 20 Jun 20 __:__:__ R.	1901055051 - MILA ADINDA THE IMPORTANCE OF TEACHING ENGLISH PRONUNCIATION BY USING ENGLISH IN MIND TEXTBOOK	ZUHAD AHMAD, Drs., M.P -	TRI WINTOLO APOKO, Dr., SILIH WARNI, Ph.D.
3	Jumat, 20 Jun 20 __:__:__ R.	2001055023 - GALUH APRILINA STUDENTS PERCEPTION OF THE USE OF SPOTIFY APPLICATION TO IMPROVE LISTENING SKILLS IN GRADE 10 OF SMAN 106 JAKARTA	AKHMAD HAQIQI MAMUN, D -	TRI WINTOLO APOKO, Dr., SUCIANA WIJIRAHAYU, D
4	Jumat, 20 Jun 20 __:__:__ R.	2101055006 - ANNISA DEVITRIANA ENGAGING INTERACTIVE KAHOOT APPLICATION FOR VOCABULARY MASTERY AND STUDENTS MOTIVATION	SUCIANA WIJIRAHAYU, D -	ROSLAINI, Dr., M.Hum. AKHMAD HAQIQI MAMUN, D
5	Jumat, 20 Jun 20 __:__:__ R.	2101055008 - NISA RAHMAWATI STUDENTS PERCEPTION IN LEARNING NARRATIVE TEXT USING ANIMATED VIDEOS	SISWANA, Dr., M.Pd. -	ROSLAINI, Dr., M.Hum. AKHMAD HAQIQI MAMUN, D
6	Jumat, 20 Jun 20 __:__:__ R.	2101055012 - WINDY INVESTIGATING EFL STUDENTS ANXIETY DURING CLASSROOM ENGLISH PRESENTATION: A MIXED-METHOD STUDY.	TRI WINTOLO APOKO, Dr., -	SISWANA, Dr., M.Pd. SUCIANA WIJIRAHAYU, D
7	Jumat, 20 Jun 20 __:__:__ R.	2101055072 - ALYA NUR ALIFAH EXPLORING ENGLISH VOCABULARY LEARNING STRATEGIES OF STUDENTS IN A PRIVATE SENIOR HIGH SCHOOL IN EAST JAKARTA	SUCIANA WIJIRAHAYU, D -	SISWANA, Dr., M.Pd. ZUHAD AHMAD, Drs., M.P
8	Rabu, 23 Jul 2025 __:__:__ R.	2101055075 - TRI PUTRA PEBRIYAN THE INFLUENCE OF SOCIAL MEDIA ON THE DEVELOPMENT OF SLANG AMONG EFL STUDENTS	AKHMAD HAQIQI MAMUN, D -	HERRI MULYONO, Prof., P ROSLAINI, Dr., M.Hum.
9	Rabu, 23 Jul 2025 __:__:__ R.	2101055076 - SHINTIA AZZAHRA BUILDING VOCABULARY IN PRIMARY SCHOOL STUDENTS USING CONTEXTUAL TEACHING LEARNING MODEL	NITA KANIADEWI, M.Pd -	HERRI MULYONO, Prof., P ROSLAINI, Dr., M.Hum.
10	Rabu, 23 Jul 2025	2101055080 - DINDA RAHMALIA	HAMZAH PUADI ILYAS, Ph	HERRI MULYONO, Prof., P

## DAFTAR JADWAL SIDANG SKRIPSI

Prog. Studi : Pendidikan Bahasa Inggris

Periode Sidang : 20 Jun 2025 s/d 23 Jul 2025

NO	Tgl Sidang Jam Sidang Ruang Sidang __:__:__ R.	NIM - Nama Mahasiswa Judul skripsi  EXPLORING FACTORS INFLUENCING READING SKILLS AND THEIR PERCEIVED IMPACT AT SMAN 3 RANGKASBITUNG IN THE 2024/2025 ACADEMIC YEAR	Dosen Pembimbing  -	Dosen Penguji  ROSLAINI, Dr., M.Hum.
11	Rabu, 23 Jul 2025 __:__:__ R.	2101055085 - WILDA WIDIANA INVESTIGATING COLLEGE STUDENTS PERCEPTIONS OF QUIZZ AS AN EFFECTIVE LEARNING TOOL FOR THE ENGLISH FOR YOUNG LEARNERS SUBJECT IN THE ENGLISH DEPARTMENT	SILIH WARNI, Ph.D. -	ROSLAINI, Dr., M.Hum. SRI KUSUMA NINGSIH, M.
12	Rabu, 23 Jul 2025 __:__:__ R.	2301059003 - DIAH AYU AMBARWATI EXPLORING THE RELATIONSHIP BETWEEN EFL STUDENTS HABIT OF LISTENING SPOTIFY SONGS AND THEIR VOCABULARY COMPETENCE	CAHYA KOMARA, S.Pd., M -	ROSLAINI, Dr., M.Hum. SRI KUSUMA NINGSIH, M.
13	Rabu, 23 Jul 2025 __:__:__ R.	2101055013 - MAESARO EXPLORING THE EXPERIENCES DURING TEACHING INTERNSHIPS IN INDONESIA AND THAILAND: PERSPECTIVES ON INTERCULTURAL SKILLS	SUCIANA WIJIRAHAYU, D -	SISWANA, Dr., M.Pd. NURHANDAYANI SUPRAP
14	Rabu, 23 Jul 2025 __:__:__ R.	2101055007 - PRISCA APRIANA HARAHA FROM INFORMATION SEEKING TO LESSON DESIGN : AN EFL PRE-SERVICE TEACHERS REFLECTION	NURHANDAYANI SUPRAP -	SUCIANA WIJIRAHAYU, D NITA KANIADEWI, M.Pd
15	Rabu, 23 Jul 2025 __:__:__ R.	2001055037 - MUSTIKA DYAH WIDYASAR EXPLORATION OF LEARNING MOTIVATION AND READING COMPREHENSION OF ACCOUNTING STUDENTS USING QUIZZZ	SUCIANA WIJIRAHAYU, D -	SISWANA, Dr., M.Pd. NURHANDAYANI SUPRAP
16	Rabu, 23 Jul 2025 __:__:__ R.	2101055001 - PUTRI KUSUMA NINGRUM THE IMPACT OF SOCIAL MEDIA ON ENGLISH LANGUAGE LEARNING: A MIXED-METHODS STUDY	TRI WINTOLO APOKO, Dr., -	SISWANA, Dr., M.Pd. NURHANDAYANI SUPRAP
17	Rabu, 23 Jul 2025 __:__:__ R.	2101055003 - HANNIFIAH RAHMAH INVESTIGATING THE RELATIONSHIP BETWEEN STUDENTS HABIT OF SINGING ENGLISH SONGS WITH THEIR PRONUNCIATION ABILITY IN SENIOR HIGH SCHOOL IN EAST JAKARTA	SISWANA, Dr., M.Pd. -	ROSLAINI, Dr., M.Hum. NITA KANIADEWI, M.Pd
18	Rabu, 23 Jul 2025 __:__:__ R.	2101055005 - GALIH RAZZAQ PURDIANAT EXPLORING COGNITIVE ASPECTS IN LESSON PLANS MADE BY PRE - SERVICE TEACHERS	SISWANA, Dr., M.Pd. -	SUCIANA WIJIRAHAYU, D NITA KANIADEWI, M.Pd

	<p>UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)</p> <p><b>BERITA ACARA SIDANG SKRIPSI</b> Jenjang Pendidikan Strata Satu (S1) Program Studi : Pendidikan Bahasa Inggris Semester Genap Tahun Akademik 2024/2025</p>	<p>Tgl Efektif : 1 Februari 2011 No. Dokumen : FM-AKM-03-040 No Revisi : 00</p>
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Berdasarkan Surat Keputusan Dekan Fakultas KEGURUAN DAN ILMU PENDIDIKAN (FKIP) Universitas Muhammadiyah Prof. DR. HAMKA Nomor : 2927/A.32.03/2013, dinyatakan bahwa pada hari ini Rabu, 23 Jul 2025, telah dilaksanakan sidang skripsi jenjang pendidikan Strata Satu (S1) atas :

Nama Mahasiswa : WILDA WIDIANA  
NIM (Nomor Induk Mahasiswa) : 2101055085  
Judul Skripsi : INVESTIGATING COLLEGE STUDENTS PERCEPTIONS OF QUIZZ AS AN EFFECTIVE LEARNING TOOL FOR THE ENGLISH FOR YOUNG LEARNERS SUBJECT IN THE ENGLISH DEPARTMENT

Dihadapan tim penguji sidang skripsi, yang terdiri dari :

No	Nama Dosen	Penguji / Pembimbing	Tanda Tangan	Nilai
1	SILIH WARNI, Ph.D.	Pembimbing 1	1. ....	80
2	-	Pembimbing 2	2. ....	
3	ROSLAINI, Dr., M.Hum.	Penguji 1	3. ....	81
4	SRI KUSUMA NINGSIH, M.Pd.	Penguji 2	4. ....	80
Jumlah ....				241
Nilai Akhir ....				80

Dinyatakan : Lulus/Tidak Lulus \*)

Demikian Berita Acara ini dibuat dengan sebenar-benarnya.

Jakarta, Sabtu 2 Agustus 2025  
Ketua Program Studi  
  
  
 Silih Warni, Ph.D.

**INVESTIGATING COLLEGE STUDENTS' PERCEPTIONS OF QUIZIZZ AS AN  
EFFECTIVE LEARNING TOOL FOR THE ENGLISH FOR YOUNG LEARNERS  
(EYL) SUBJECT IN THE ENGLISH DEPARTMENT**

**LAPORAN PUBLIKASI ILMIAH**

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Sarjana Pendidikan

Tahun Ajaran 2024/2025



**By :**

**Wilda Widiani  
2101055085**

**ENGLISH EDUCATION STUDY PROGRAMME**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA JAKARTA**

**2025**

## HALAMAN PENGESAHAN



Judul Skripsi : Investigating College Students' Perceptions of Quizizz as an Effective Learning Tool for the English for Young Learners (EYL) Subject in the English Department

Nama : Wilda Widiani

NIM : 2101055085


Setelah diperiksa dan dikoreksi melalui proses, maka dosen pembimbing dengan ini menyatakan bahwa laporan tugas akhir publikasi ilmiah dinyatakan valid

### Tim Validator

	Nama Jelas	Tanda Tangan	Tanggal
Ketua Program Studi	Silih Warni, Ph.D		17 Juni 2025
Pembimbing	Silih Warni, Ph.D		17 Juni 2025

Disahkan oleh,  
Dekan,



  
Purnama Syae Parrohman, M.Pd., Ph.D.

NIDN. 0307017404



### ORIGINALITY DECLARATION

I am the undersign:

Name : Wilda Widiana

NIM 2101055085


Study Program : Pendidikan Bahasa Inggris

Hereby declare that the article I made with the title

***"INVESTIGATING COLLEGE STUDENTS' PERCEPTIONS OF QUIZZ AS AN  
EFFECTIVE LEARNING TOOL FOR THE ENGLISH FOR YOUNG LEARNERS (EYL)  
SUBJECT IN THE ENGLISH DEPARTMENT"***

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Jakarta, 10 June 2025  
Who made the statement,

  
Wilda Widiana  
NIM 2101055085





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Klasikal: Journal of Education, Language Teaching and Science  
Editorial Address: Urip Sumuharjo Street, FKIP 5<sup>th</sup> Floors



Dear Prof./Dr./Mr./Mrs.:  
Wilda Widiana

It is my great pleasure to inform you that your paper entitled **"INVESTIGATING COLLEGE STUDENTS' PERCEPTIONS OF QUIZZ AS AN EFFECTIVE LEARNING TOOL FOR THE ENGLISH FOR YOUNG LEARNERS (EYL) SUBJECT IN THE ENGLISH DEPARTMENT"** has been ACCEPTED and will be published on Klasikal: Journal of Education, Language Teaching and Science. Your paper will be published for Volume 7 Issue 2 August 2025.

Authors are encouraged to carefully consider the reviewers comments and suggestions for improvement of their manuscript and for preparing their paper strictly follow the guide of authors.

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Best Regards,  
  
Dr. A. Hamza Fansury, M.Pd  
Editor in Chief



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## **Investigating College Students' Perceptions of Quizizz as an Effective Learning Tool for the English for Young Learners (EYL) Subject in the English Department**

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**English Education Department, Faculty of Education, University of Muhammadiyah, Prof. Dr. Hamka**

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### **ABSTRACT**

*Technology integration has become increasingly essential in modern education, particularly in language learning. This study examines college students' perceptions of Quizizz as a practical learning tool in the English for Young Learners (EYL) course. A descriptive quantitative survey method was employed to collect data from 34 students in the English Department at a university in Jakarta, using a five-point Likert scale questionnaire. The questionnaire's validity and reliability were rigorously tested, with all ten statements found to be valid and an excellent Cronbach's Alpha of 0.930. The collected data were analyzed descriptively using percentages. The findings reveal an overwhelmingly positive perception among students, who appreciated Quizizz's user-friendly interface, interactive features, and real-time feedback. Students reported that Quizizz significantly supports their comprehension of EYL material and fosters greater motivation and confidence to participate in class activities. These results suggest that Quizizz is a valuable digital tool for educators aiming to enhance the quality of language learning.*

**Keywords:** *Quizizz; English for Young Learners; students' perceptions; language learning; educational technology*

### **INTRODUCTION**

Integrating technology into teaching and learning methodologies has become essential in today's rapidly evolving educational landscape. Digital tools provide innovative ways to engage students and enhance learning outcomes, particularly in language education, where interactive and engaging platforms can significantly support comprehension and retention. Among these tools, Quizizz, an interactive online platform, has gained considerable popularity due to its gamified approach to learning, which encourages active participation and immediate feedback. The relevance of Quizizz in language learning contexts is critical because interactive comprehension is foundational not only for literacy development but also for fostering critical thinking and analytical skills.

Despite the increasing use of Quizizz in classrooms worldwide, a significant gap remains in empirical evidence directly assessing its effectiveness in helping college students understand materials in the EYL subject, which often includes elements like storytelling and child-centered language learning. While motivation and engagement are important, they don't necessarily ensure improved comprehension, which depends on deeper cognitive processes.

Several earlier studies have examined the use of Quizizz in language learning settings, providing valuable insights into its benefits. For example, Amalia (2020) found that Quizizz boosts students' motivation to learn English, making the process more enjoyable and interactive. Similarly, Degirmenci (2021) demonstrated that using Quizizz as an assessment tool can enhance student engagement, resulting in more active participation during lessons. Solikhah and Galuhwardani (2023) further support this, indicating that features of Quizizz influence students' intrinsic and extrinsic motivations. *[Tambahan sitasi jika Anda memiliki penelitian Solikhah & Galuhwardani 2023 di daftar pustaka Anda. Jika tidak, hapus atau ganti dengan referensi yang ada.]* However, these studies mainly focus on motivation and engagement, with limited attention to how Quizizz specifically impacts students' comprehension, especially in the context of EYL. Moreover, many of these investigations rely on general perceptions or attitudes toward the platform rather than directly measuring comprehension outcomes.

In addition to the narrow focus of previous research, methodological limitations are evident. Many studies do not account for variables such as students' prior educational backgrounds, familiarity with technology, or learning styles, which may influence the effectiveness of Quizizz. Furthermore, existing research often employs quantitative methods that provide broad trends but lack the depth needed to understand students' nuanced experiences and perceptions of Quizizz as a learning tool.

Addressing these gaps, the present study explores college students' perceptions of Quizizz as a practical learning tool, specifically within the context of the English for Young Learners (EYL) subject. The novelty of this study lies in its targeted examination of college students' perceptions regarding Quizizz's effectiveness in the EYL subject. This area has not been extensively studied, especially within Indonesian higher education.

This research adopts a constructivist theoretical framework, drawing on the foundational theories of Piaget (1976) and Vygotsky (1978). Piaget's constructivism posits that learning is an active process in which learners build new knowledge based on their existing cognitive structures. This perspective supports the notion that tools like Quizizz, which promote active engagement and provide immediate feedback, can facilitate meaningful learning. Complementing this, Vygotsky's social constructivism emphasizes the importance of social interaction and collaboration in cognitive development. The interactive features of Quizizz, including peer competition and collaborative quizzes, align with Vygotsky's view that social engagement enhances learning, especially in language acquisition and comprehension. By integrating these theoretical perspectives, the study provides a comprehensive framework for analyzing how Quizizz functions not only as a technological tool but also as a medium that supports active, socially mediated learning processes.

### **Research Objective**

The primary objective of this study is to investigate how college students perceive the effectiveness of Quizizz in enhancing their understanding of the English for Young Learners subject. Specifically, it aims to address the research question: How do college students perceive Quizizz as an effective tool for enhancing their comprehension of narrative texts within the EYL course?

Through a descriptive-quantitative method, the study aims to capture students' detailed experiences, attitudes, and reflections on using Quizizz, providing insights into both the strengths and potential challenges of the platform in this educational context. The contributions of this research are multifaceted. First, it offers practical implications for educators and curriculum developers by highlighting students' perceptions of a widely accessible digital tool, informing decisions about integrating technology into language teaching practices. Second, the findings may inform policymakers on how to support the effective use of educational technologies. Third, by focusing on narrative text comprehension—a critical yet underexplored area in Quizizz use—this study enriches the existing literature and provides a foundation for future research.

## **METHODS**

This research employed a descriptive quantitative survey design to examine college students' perceptions of Quizizz as an effective learning tool for the English for Young Learners (EYL) module within the English Department. Survey research is typically conducted to gain insight into a population's perspectives, preferences, attitudes, and opinions on a specific subject. The data collected from the survey were then summarized, organized, and analyzed descriptively.

The target population for this study included students from the English Department at a university in Jakarta. A sample of 34 college students was chosen through purposive sampling. This method was selected because the researcher specifically focused on students who had taken the EYL course and had firsthand experience using Quizizz as a learning tool, ensuring that the data collected was relevant and aligned with the study's objectives. The sampling process involved identifying all students who had completed the EYL course and purposefully selecting participants until the desired sample size was reached.

The assessment instrument used in this study was a validated questionnaire designed to measure students' perceptions regarding the effectiveness, ease of use, and impact of Quizizz on their understanding of EYL material. The questionnaire utilized a five-point Likert scale, with each question scored between 1 (Strongly Disagree) and 5 (Strongly Agree). The minimum possible score for the 10 statements was 10 (1 x 10), and the maximum was 50 (5 x 10), resulting in a score range of 40 and a class interval of 8 for categorization.

To ensure the quality of the questionnaire, comprehensive validity and reliability tests were performed. For the validity test, Pearson's product-moment correlation was used to assess the correlation of each statement with the total score. All ten statements in the Quizizz Usage Questionnaire were found to be Valid, based on their respective total correlation scores. For instance, the statement "I find Quizizz easy to use in EYL learning" yielded a total correlation of 0.812, and "Overall, I believe that Quizizz is an effective tool for EYL learning" demonstrated a total correlation of 0.873.

Following the validity assessment, the reliability of the questionnaire was tested using Cronbach's Alpha. The results showed an excellent Cronbach's Alpha value of 0.930 for the 34 items included in the questionnaire, indicating a very high level of internal consistency and reliability. This rigorous preliminary testing ensures that the subsequent analysis of student perceptions is based on sound and dependable data. After data collection, the raw data were analyzed using percentages and descriptive explanations to show the proportion of student responses for each statement and to draw conclusions based on these proportions.

## **RESULTS AND DISCUSSIONS**

The findings of this study reveal that students generally perceive Quizizz as a supportive and effective learning tool in the English for Young Learners (EYL) course. The majority of respondents expressed agreement with statements related to ease of use, increased engagement, and improved comprehension. These outcomes reinforce prior studies by Amalia (2020) and Zuhriyah & Pratolo (2020), who highlighted Quizizz's ability to foster learner motivation and interest through gamified features.

What distinguishes this study from earlier research is its emphasis on students' perceived understanding of EYL content. While previous studies such as those by Degirmenci (2021) and Wulandari (2022) primarily focused on engagement and satisfaction, this study sheds light on the cognitive impact of Quizizz, particularly its role in helping students retain key concepts. The results also affirm the relevance of constructivist learning theories; as Piaget (1976) proposed, meaningful learning occurs through active engagement, which is supported by Quizizz's instant feedback mechanisms. Furthermore, features like the leaderboard align with Vygotsky's (1978) view of social constructivism, where collaborative and interactive learning environments contribute to deeper learning experiences.

Taken together, the results suggest that Quizizz is not only motivational but also pedagogically beneficial in promoting students' comprehension, retention, and confidence in EYL learning. As such, it offers strong practical value for language educators aiming to integrate digital tools into student-centered learning environments.

### **Validity and Reliability of the Research Instrument**

In the ongoing pursuit of thorough research, it is crucial to thoroughly validate the robustness and appropriateness of any instrument used in a study. For this specific assessment, the questionnaire on College Students' Perceptions of Quizizz as an Effective Learning Tool for the English for Young Learners (EYL) Subject in the English Department, the following compelling validity and reliability outcomes:

***Table 1. Validity of Quizizz Usage Questionnaire***

No	Statement	Total correlation	Conclusion
1	Students find Quizizz easy to use in EYL learning.	0,812	Valid
2	Quizizz helps me understand EYL material better.	0,753	Valid
3	Using Quizizz makes EYL learning more engaging and enjoyable.	0,788	Valid
4	Quizizz increases my motivation to learn EYL.	0,716	Valid
5	I feel more confident in answering EYL questions after using Quizizz.	0,745	Valid
6	The interactive features in Quizizz help me become more involved in EYL learning.	0,878	Valid
7	The feedback provided by Quizizz helps me improve my understanding.	0,770	Valid
8	The leaderboard system in Quizizz encourages me to work harder in learning EYL.	0,700	Valid
9	Quizizz makes it easier for me to remember important concepts in EYL.	0,824	Valid
10	Overall, I believe Quizizz is an effective tool for learning EYL.	0,873	Valid

***Table 2. Reliability of Cronbach***

CRONBACH's ALPHA	N of Item
0,930	34



### Validity of Quizizz Usage Questionnaire

The validity test was conducted to ensure that the questionnaire accurately measures what it intends to measure. For this study, all ten statements included in the Quizizz Usage Questionnaire were found to be “Valid”. This conclusion was drawn based on their respective total correlation scores. For instance, the statement “I find Quizizz easy to use in EYL learning” yielded a total correlation of 0.812, indicating a strong correlation with the overall construct of Quizizz usability. Similarly, the statement “Overall, I believe that Quizizz is an effective tool for EYL learning” demonstrated an even higher total correlation of 0.873, affirming its significant contribution to measuring the overall effectiveness perception. Other statements, such as “Quizizz helps me understand EYL material better” (0.753), “Using Quizizz makes EYL learning more engaging and enjoyable” (0.788), and “The leaderboard system in Quizizz encourages me to work harder in learning EYL” (0.700), also exhibited strong total correlations, consistently confirming their validity. These results collectively affirm that each question effectively contributes to assessing students’ perceptions regarding Quizizz’s various aspects in EYL learning.

### Reliability of the Questionnaire

Following the validity assessment, the reliability of the questionnaire was tested using Cronbach’s Alpha, a measure of internal consistency. The results from this test showed a Cronbach’s Alpha value of 0.930 for the 34 items included in the questionnaire. A Cronbach’s Alpha value of 0.930 is generally considered excellent, indicating a very high level of internal consistency and reliability. This means that the questionnaire is highly consistent in its measurements and would produce similar results if administered repeatedly under the same conditions. The strong reliability ensures that the data collected from the students’ perceptions of Quizizz are trustworthy and consistent, thus strengthening the credibility of the study’s findings regarding its effectiveness as a learning tool for the EYL subject.

In conclusion, the validity and reliability tests show that the questionnaire is accurate and suitable for measuring students’ perceptions in this research. Because the questionnaire passed these tests, the data used in this study are considered reliable and appropriate for analysing students’ perceptions of Quizizz in EYL.

### College Students’ Perception Data Overview.

To facilitate the interpretation of data from the Likert scale questionnaire, interval score values are utilized as a tool for qualitatively categorizing student perceptions. This approach enables the conversion of raw numerical scores into easily understandable levels, such as “Agree” or “Strongly Disagree,” thereby facilitating consistent and clear descriptive analysis (Latief, 2011).

This study investigated college students’ perceptions of Quizizz as a practical learning tool for the English for Young Learners (EYL) subject. To uncover student perceptions regarding the use of Quizizz as a learning tool in English for Young Learners (EYL), 10 statements were used, with each question scored on a scale of 1 to 5. Thus, the minimum score was  $1 \times 10 = 10$ , and the maximum score was  $5 \times 10 = 50$ . The score range was  $50 - 10 = 40$ . The class interval was  $40:5 = 8$ .

The results of the analysis and calculations were then converted into evaluation categories, with provisions for interpreting interval scores as a measurement tool. To further support the interpretation of students’ perceptions toward the use of Quizizz in the English for Young Learners (EYL) course, the total score ranged from 10 to 50. These total scores were then categorized into five perception levels based on interval score ranges, as presented in Table 3.

*Table 3. Interval Score Values*

No	Perception Category	Number of Respondents	Percentage (%)
10 – 17	Strongly Disagree	1	2,94%
18 – 25	Disagree	2	5,88%
26 – 33	Neutral	3	8,82%
34 – 41	Agree	17	50,00%
42 – 50	Strongly Agree	11	32,35%
<b>Total</b>		34	100%

As presented in the table, the majority of respondents fell into the “Agree” (50.00%) and “Strongly Agree” (32.35%) categories, indicating that students had an overall positive perception of Quizizz as a learning tool in the EYL context. Only 8.82% of students were categorized as “Neutral,” while very few expressed negative views-5.88% “Disagree” and 2.94% “Strongly Disagree.”

These findings are consistent with the item-by-item analysis presented in the Data Analysis Results (Table 4), where high percentages of students agreed or strongly agreed with each individual statement. For instance, 84.12% of students agreed that using Quizizz made EYL learning more enjoyable, and 80.59% felt it helped them better understand the course material. Furthermore, 83.53% believed that Quizizz was an effective tool for learning EYL overall.

**Table 4. Data Analysis Results**

No	Student's Perceptions	Scale				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Quizizz is easy to use in EYL learning.	8,8%	0%	8,8%	52,9%	29,4%
2	Using Quizizz makes EYL learning more interesting and enjoyable.	2.9%	2.9%	2.9%	52.9%	38.2%
3	Quizizz helps me better understand EYL material.	0%	2.9%	20.6%	47.1%	29.4%
4	Quizizz increases my motivation to learn EYL.	2.9%	0%	26.5%	55.9%	14.7%
5	I feel more confident in answering EYL questions after using Quizizz.	0%	0%	26.5%	58.8%	14.7%
6	The interactive features in Quizizz keep me more actively engaged in EYL.	5.9%	0%	8.8%	61.8%	23.5%
7	The feedback provided by Quizizz helps me improve my understanding.	2.9%	2.9%	23.5%	50%	20.6%
8	The leaderboard system in Quizizz encourages me to study harder.	2.9%	0%	14.7%	58.8%	23.5%
9	Quizizz helps me remember key EYL concepts more easily.	2.9%	5.9%	14.7%	58.8%	17.6%
10	Overall, I believe that Quizizz is an effective tool for learning EYL.	2.9%	0%	11.8%	47.1%	38.2%

Source: Adapted and Modified from (Wulandari, E., 2022)

Table 4 provides a detailed breakdown of students' responses to ten questionnaire items assessing their perceptions of using Quizizz in the English for Young Learners (EYL) course. The data reveal a consistently positive response trend, with most students selecting "Agree" and "Strongly Agree" options across all items.

For example, a significant proportion of students (52.9% agreed and 29.4% strongly agreed) indicated that *Quizizz is easy to use in EYL learning*. This supports previous findings by Amalia (2020), who noted that students appreciate Quizizz's user-friendly interface and ease of navigation. Similarly, the item stating that *Quizizz makes EYL learning more interesting and*

*enjoyable* received strong support, with 52.9% agreeing and 38.2% strongly agreeing, aligning with research by Zuhriyah and Pratolo (2020), who emphasized that gamified learning tools enhance student enjoyment and engagement.

Moreover, 47.1% of respondents agreed and 29.4% strongly agreed that *Quizizz helps them better understand EYL material*. This suggests that Quizizz not only entertains but also contributes to cognitive development and comprehension, as supported by Piaget's theory of constructivism, where learners build understanding through active engagement (Piaget, 1976). Similarly, 76.5% of students felt that Quizizz increases their motivation to learn EYL, which echoes findings by Degirmenci (2021), who concluded that Quizizz improves student participation and classroom dynamics.

Students also expressed improved confidence, with 58.8% agreeing and 14.7% strongly agreeing that they feel more confident answering EYL questions after using Quizizz. This aligns with Vygotsky's (1978) social constructivist view that interactive and collaborative environments contribute to learner empowerment and confidence.

When asked about the interactive features of Quizizz, 61.8% of students agreed and 23.5% strongly agreed that these features kept them actively engaged. Additionally, the leaderboard system, which promotes peer-driven motivation, was deemed helpful by 58.8% (agree) and 23.5% (strongly agree), consistent with the motivational aspects noted by Solikhah and Galuhwardani (2023).

In terms of memory retention, 58.8% agreed and 17.6% strongly agreed that *Quizizz helps them remember key concepts*, supporting Permiana et al. (2023), who reported that gamification improves both motivation and long-term recall. Lastly, for the general statement on Quizizz's effectiveness in EYL learning, 47.1% agreed and 38.2% strongly agreed, indicating a broad consensus on its value as a digital learning tool.

These findings confirm that Quizizz is not only effective in engaging students and boosting motivation but also in enhancing their understanding and retention of EYL materials. This reinforces the practicality of integrating platforms like Quizizz in language education, as previously suggested by Melisa (2021) and Wulandari (2022), and highlights its alignment with both individual and collaborative learning theories.

## CONCLUSION

This study extensively investigated college students' perceptions of Quizizz as an effective learning tool for the English for Young Learners (EYL) subject, confirming its high utility and acceptance among students. The comprehensive validity and reliability tests underscored the robustness of the research instrument, ensuring the trustworthiness of the collected data. The findings consistently revealed an overwhelmingly positive perception, with students appreciating Quizizz's intuitive interface and its profound impact on comprehension, engagement, motivation, and confidence in EYL learning. High percentages across all surveyed aspects indicated that Quizizz is not merely a tool for enjoyment but actively facilitates more profound understanding and retention of EYL material. The interactive features, coupled with immediate feedback and gamified elements like the leaderboard, proved particularly effective in fostering a dynamic and supportive learning environment.

In conclusion, Quizizz emerges as a valuable digital pedagogical tool for educators in language learning, particularly within the EYL context. Its capacity to enhance ease of use, understanding, engagement, and motivation makes it highly beneficial for both instructors and students. The research provides practical implications for integrating technology into language teaching practices, aligning with contemporary educational goals. While the study offers significant insights, its limitations, particularly regarding sample size and focus on perceptions, suggest avenues for future research. Longitudinal studies with larger, more diverse samples could further explore the direct impact of Quizizz on academic performance and learning outcomes, solidifying its long-term benefits in language education.

## UCAPAN TERIMA KASIH

Jika memang ada, tuliskan Ucapan Terima Kasih di sini.

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## A. Lampiran 1: Instrumen Sebelum Validasi

NO	STATEMENT	Strongl y Disagre e (1)	Disagr ee (2)	Neutral (3)	Agree (4)	Strongl y Agree (5)
1	I find Quizizz easy to use in EYL learning.					
2	Quizizz helps me understand EYL material better.					
3	Using Quizizz makes EYL learning more engaging and enjoyable.					
4	Quizizz increases my motivation to learn EYL.					
5	I feel more confident in answering EYL questions after using Quizizz.					
6	The interactive features in Quizizz help me become more involved in EYL learning.					
7	Quizizz provides useful feedback to improve my understanding of EYL.					
8	The leaderboard system in Quizizz encourages me to work harder in learning EYL.					
9	Quizizz makes it easier for me to remember important concepts in EYL.					

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10	Overall, I believe that Quizizz is an effective tool for EYL learning.					
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## B. Lampiran 2: Hasil Validasi Ahli

Pearson's product-moment correlation



**Table 1. Validity of Quizizz Usage Questionnaire**

NO	STATEMENT	Total correlation	Conclusion
1	Students find Quizizz easy to use in EYL learning.	0,812	Valid
2	Quizizz helps me understand EYL material better.	0,753	Valid
3	Using Quizizz makes EYL learning more engaging and enjoyable.	0,788	Valid
4	Quizizz increases my motivation to learn EYL.	0,716	Valid
5	I feel more confident in answering EYL questions after using Quizizz.	0,745	Valid
6	The interactive features in Quizizz help me become more involved in EYL learning.	0,878	Valid
7	The feedback provided by Quizizz helps me improve my understanding.	0,770	Valid
8	The leaderboard system in Quizizz encourages me to work harder in learning EYL.	0,700	Valid
9	Quizizz makes it easier for me to remember important concepts in EYL.	0,824	Valid
10	Overall, I believe Quizizz is an effective tool for learning EYL.	0,873	Valid

**Table 2. Reliability of Cronbach**

CRONBACH's ALPHA	N of Item
0,930	34

### C. Lampiran 3: Instrumen Finalisasi Setelah Validasi

Questionnaire Instrument for Research: Investigating College Students' Perceptions of Quizizz as an Effective Learning Tool for the English for Young Learners (EYL) Subject

Instructions:

Please answer the following questions based on your experiences using Quizizz in your English classes. Your responses will be kept confidential and will only be used for research purposes.

NO	STATEMENT	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	Students find Quizizz easy to use in EYL learning.					
2	Quizizz helps me understand EYL material better.					
3	Using Quizizz makes EYL learning more engaging and enjoyable.					
4	Quizizz increases my motivation to learn EYL.					
5	I feel more confident in answering EYL questions after using Quizizz.					
6	The interactive features in Quizizz help me become more involved in EYL learning.					
7	The feedback provided by Quizizz helps me improve my understanding.					
8	The leaderboard system in Quizizz encourages me to work harder in learning EYL.					
9	Quizizz makes it easier for me to remember important concepts in EYL.					
10	Overall, I believe Quizizz is an effective tool for learning EYL.					

Setelah melalui tahap peninjauan maka instrumen ini dinyatakan

☒

☐

☐

: Layak digunakan.

: Layak digunakan dengan revisi

: Tidak layak digunakan karena dianggap

Jakarta, 11 Juli 2025

Validator Ahli,

Silih Warni, Ph.D

NIDN. 0302128002



**D. Lampiran 4: Data Penelitian**

N	O	P	Q	R	S	T	U	V	W	X	Y
RESPONDEN	PERNYATAAN										TOTAL
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
1	4	4	4	4	4	4	4	4	4	4	40
2	1	3	1	3	3	1	1	1	1	1	16
3	1	3	4	3	3	4	3	4	3	3	31
4	5	5	5	5	4	5	5	5	4	5	48
5	4	3	4	3	3	5	3	4	4	4	37
6	3	3	4	3	3	3	3	4	3	3	32
7	5	5	5	4	4	5	4	5	3	5	45
8	4	3	4	4	3	3	3	3	2	4	33
9	3	4	5	4	4	4	4	4	4	4	40
10	5	5	5	5	5	5	5	5	5	5	50
11	1	3	2	1	3	1	4	4	2	3	24
12	4	4	4	4	4	4	4	4	4	5	41
13	5	4	4	4	4	5	5	5	5	5	46
14	5	5	4	4	4	4	5	4	4	5	44
15	4	4	4	3	4	4	4	4	4	4	39
16	4	5	5	5	5	5	5	5	5	5	49
17	4	4	5	3	3	4	3	4	3	5	38
18	4	4	4	4	4	4	4	4	4	4	40
19	5	5	4	4	4	4	5	4	5	5	45
20	5	5	5	5	5	4	4	4	4	5	46
21	5	5	4	4	3	4	3	5	4	4	41
22	4	4	3	4	4	4	3	3	3	4	36
23	5	3	5	4	3	3	2	3	4	3	35
24	3	2	4	3	4	4	4	4	5	4	37
25	4	5	5	4	4	4	4	3	4	5	42
26	5	4	5	5	5	5	3	3	4	5	44
27	4	4	4	4	4	4	4	4	4	4	40
28	4	4	4	4	4	4	4	4	4	4	40
29	4	4	4	4	4	4	4	4	4	4	40
30	4	4	4	4	4	4	4	4	4	4	40
31	4	4	4	4	4	4	4	4	4	4	40
32	4	4	5	3	4	4	4	5	4	4	41
33	4	5	5	4	5	5	5	5	5	4	47
34	4	4	5	3	4	4	4	4	4	5	41

## E. Lampiran 5: Deskripsi Data

*Table 3. Interval Score Values*

No	Skor Interval	Percentage	Category
1	10 – 17	20% – 34%	Strongly Disagree
2	18 – 25	36% – 50%	Disagree
3	26 – 33	52% – 66%	Neutral
4	34 – 41	68% – 82%	Agree
5	42 – 50	84% – 100%	Strongly Agree

↓

*Table 4. Data Analysis Results*

No	Student's Perceptions	Scale				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Quizizz is easy to use in EYL learning.	8,8%	0%	8,8%	52,9%	29,4%
2	Using Quizizz makes EYL learning more interesting and enjoyable.	2,9%	2,9%	2,9%	52,9%	38,2%
3	Quizizz helps me better understand EYL material.	0%	2,9%	20,6%	47,1%	29,4%
4	Quizizz increases my motivation to learn EYL.	2,9%	0%	26,5%	55,9%	14,7%
5	I feel more confident in answering EYL questions after using Quizizz.	0%	0%	26,5%	58,8%	14,7%
6	The interactive features in Quizizz keep me more actively engaged in EYL.	5,9%	0%	8,8%	61,8%	23,5%
7	The feedback provided by Quizizz helps me improve my understanding.	2,9%	2,9%	23,5%	50%	20,6%
8	The leaderboard system in Quizizz encourages me to study harder.	2,9%	0%	14,7%	58,8%	23,5%
9	Quizizz helps me remember key EYL concepts more easily.	2,9%	5,9%	14,7%	58,8%	17,6%
10	Overall, I believe that Quizizz is an effective tool for learning EYL.	2,9%	0%	11,8%	47,1%	38,2%

## F. Lampiran 6: Pengolahan Data

*Table 4. Data Analysis Results*

No	Student's Perceptions	Scale				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Quizizz is easy to use in EYL learning.	8,8%	0%	8,8%	52,9%	29.4%
2	Using Quizizz makes EYL learning more interesting and enjoyable.	2.9%	2.9%	2.9%	52.9%	38.2%
3	Quizizz helps me better understand EYL material.	0%	2.9%	20.6%	47.1%	29.4%
4	Quizizz increases my motivation to learn EYL.	2.9%	0%	26.5%	55.9%	14.7%
5	I feel more confident in answering EYL questions after using Quizizz.	0%	0%	26.5%	58.8%	14.7%
6	The interactive features in Quizizz keep me more actively engaged in EYL.	5.9%	0%	8.8%	61.8%	23.5%
7	The feedback provided by Quizizz helps me improve my understanding.	2.9%	2.9%	23.5%	50%	20.6%
8	The leaderboard system in Quizizz encourages me to study harder.	2.9%	0%	14.7%	58.8%	23.5%
9	Quizizz helps me remember key EYL concepts more easily.	2.9%	5.9%	14.7%	58.8%	17.6%
10	Overall, I believe that Quizizz is an effective tool for learning EYL.	2.9%	0%	11.8%	47.1%	38.2%

Source: Adapted and Modified from (Wulandari, E., 2022)

## G. Lampiran 7: Keterangan Bimbingan SIBAK

Data dari sibak diunduh pada 01-07-2025

Nama: WILDA WIDIANA

NIM: [2101055085](#)

Tanggal	Judul	Deskripsi	Catatan	Status
2025-06-29 14:12:05	Bimbingan 1	Mendiskusikan dan merevisi judul penelitian pasca seminar proposal	-	Diterima
2025-06-29 14:17:44	Bimbingan 2	Mulai menyusun item-item butir untuk questionare	-	Diterima
2025-06-29 14:48:53	Bimbingan 3	Membuat instrument penelitian dan mengulik sumber instrument yang akan dilakukan	-	Diterima
2025-06-29 14:25:34	Bimbingan 4	Dosen menginstruksikan untuk mulai membuat abstrak penelitian dan kirim draft penelitian melalui e-mail dosen pembimbing	-	Diterima
2025-06-29 14:50:01	Blimbingan 5	Dosen memeriksa setiap item instrument yang saya gunakan and approve, kemudian merevisi draft artikel yang telah dikoreksi oleh dosen pembimbing	-	Diterima
2025-06-29 14:37:43	Blimbingan 6	Bertemu dengan dosen pembimbing on-site di kampus membahas secara detail tentang instrument yang telah dilakukan	-	Diterima
2025-06-29 14:39:48	Blimbingan 7	Mengirim draft artikel berdasarkan template jurnal yang dituju kemudian mengirim draft tersebut ke dosen pembimbing secara keseluruhan	-	Diterima
2025-06-29 14:47:03	Bimbingan 8	Final revisi dari dosen dan acc untuk submit artikel ke jurnal yang dituju	-	Diterima



## H. Lampiran 8: Surat Keterangan Izin Penelitian



UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Kampus B : Jl. Tanah Merdeka No.20, RT.11/RW.2, Rambutan, Kecamatan Ciracas, Kota Jakarta Timur,  
Daerah Khusus Ibukota Jakarta 13830 Telp. (021) 8400341, 8403683, Fax. (021) 8411531  
Website : [www.fkip.uhamka.ac.id](http://www.fkip.uhamka.ac.id) Home page : [www.uhamka.ac.id](http://www.uhamka.ac.id)

Nomor : 01/FKIP/KM/2025  
Lampiran : -  
Perihal : Izin Penelitian

Jakarta, 11 Juni 2025

Yang terhormat,

**Kaprodi Pendidikan Bahasa Inggris FKIP UHAMKA**

Jl. Tanah Merdeka No. 20, RT. 11/RW. 2,  
Rambutan, Kec. Ciracas, Kota Jakarta Timur,  
Daerah Khusus Ibukota Jakarta 13830

**Assalamu'alaikum warahmatullahi wabarakatuh,**

Pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. DR. HAMKA mengharapkan kesediaan Bapak/Ibu kiranya berkenan untuk menerima dan memberikan izin kepada mahasiswa kami tersebut di bawah ini :

Nama Lengkap	: <b>Wilda Widiana</b>
Nomor Induk Mahasiswa	: 2101055085
Tempat, Tanggal Lahir	: Bogor, 16 Maret 2002
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII Tahun Akademik 2024/2025
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Untuk mengadakan penelitian dalam rangka penyusunan skripsi dengan judul **"Investigating College Students' Perceptions of Quizizz as an Effective Learning Tool for the English For Young Learners (EYL) Subject in the English Department"** guna memenuhi sebagian persyaratan untuk mendapat gelar Sarjana Pendidikan. Hasil penelitian ini tidak akan dipublikasikan, melainkan semata-mata hanya untuk kepentingan ilmiah.

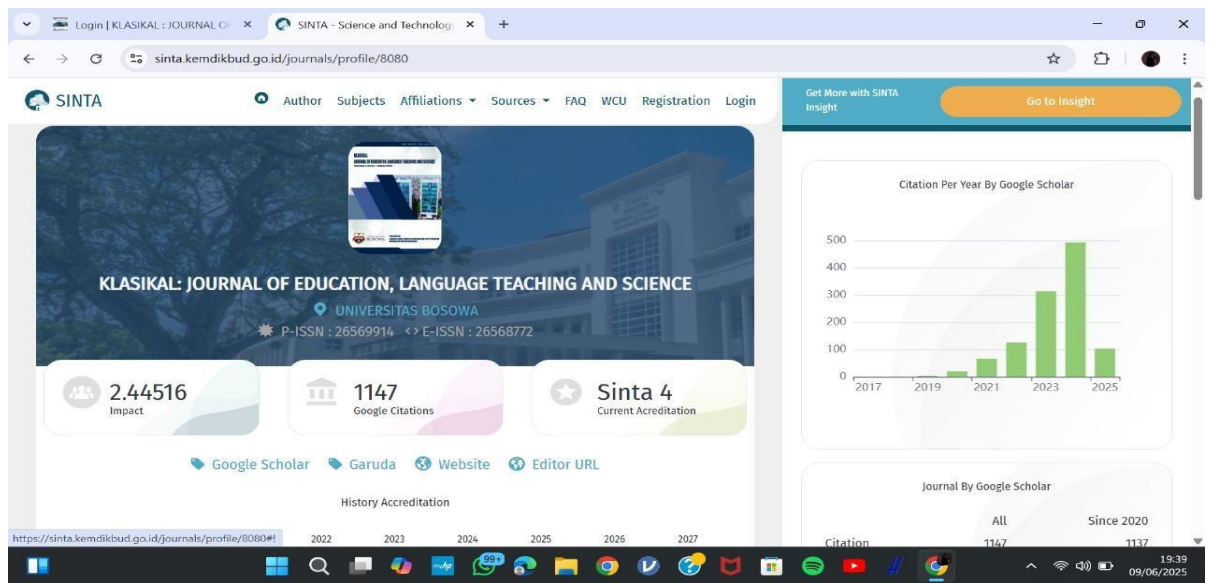
Demikian permohonan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu diucapkan terima kasih.

**Nasrun minallah wa fathun qarib,  
Wassalamu'alaikum warahmatullahi wabarakatuh.**

Dekan  
Wakil Dekan I,  
  
**Dr. Ika Yatri, M.Pd.**

Bersama FKIP Uhamka Semua Bisa

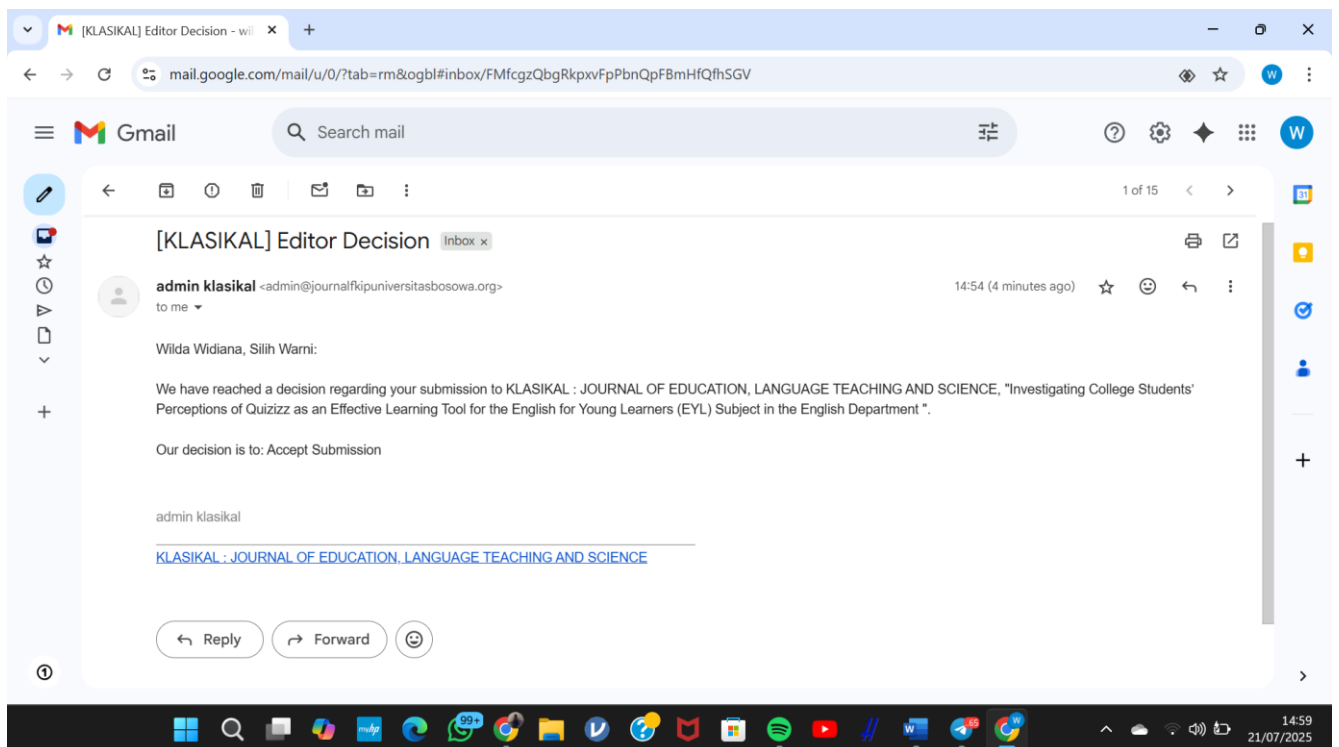
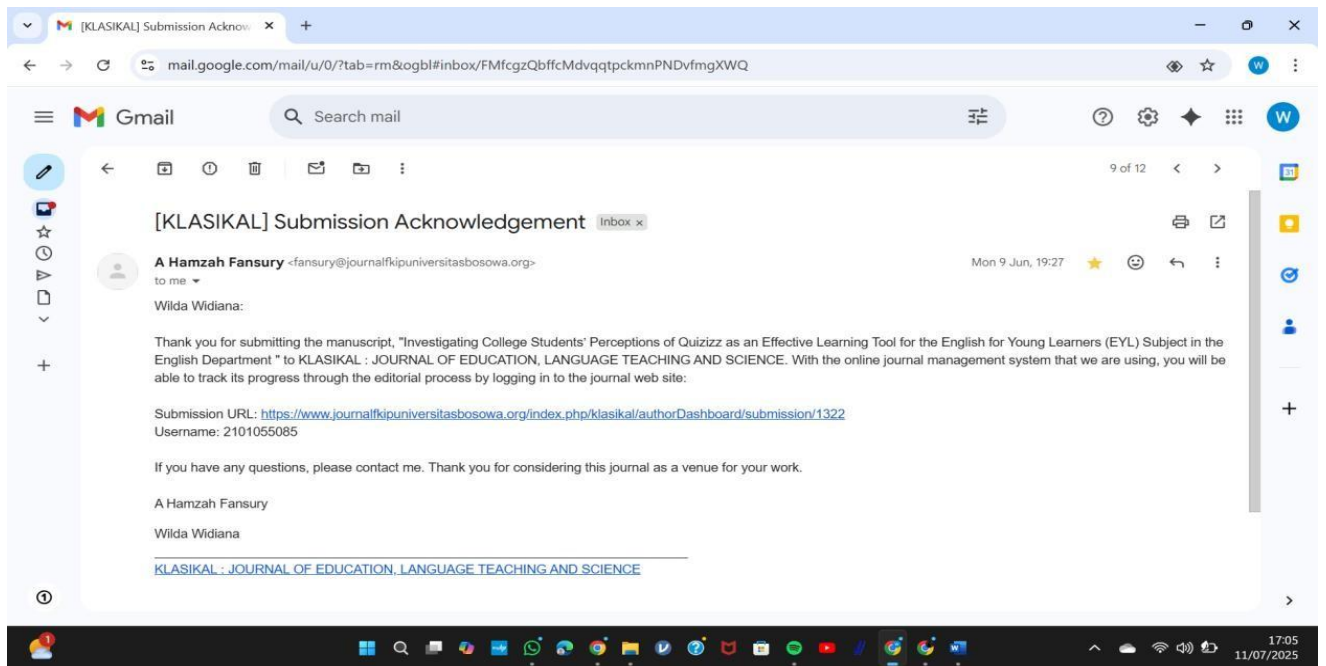
## I. Lampiran 9: Tangkapan Layar Jurnal dalam Laman SINTA



## J. Lampiran 10: Sertifikat Akreditasi Jurnal



## K. Lampiran 11: Bukti Peer Review Journal



## L. Lampiran 12: Dokumentasi Penelitian

