THE UTILIZATION OF THE QUIZIZZ APPLICATION TO ENGLISH SUBJECT AT SMKN 14, JAKARTA PUSAT

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Abstract: The era of disruption is hitting various fields, including education. This was accelerated by the emergence of a global pandemic that forced all societies to adapt to new habits, including the distance learning process. Innovations and creations are conducted to find the best alternative in the new standard era. Assessment is one thing that is essential to the educational process. Various ways and methods have been developed for conducting learning assessments. One of the web-based applications that can be used is Quizizz. This study aims to see and analyze the application of Quizizz to English subjects as an alternative to distance learning assessment. The data were collected by using a questionnaire, interview, observation, and document review. The participants of this study were the teachers of English, the vice-principal of facility and infrastructure, and the students. The findings of this study showed that the teachers of English at vocational high schools at SMKN 14 used hardware such as a projector, laptop, speaker, headset, and smartphone, while software such as the internet, dictionary application, e-book, Microsoft office, and browsing application. The teachers used discovery learning to utilize ICT in the syntax of the learning model. The background of the research was at SMKN 14 Jakarta. This study uses a qualitative approach with descriptive methods. Data analysis was performed using the triangulation technique. The results showed increased students' enthusiasm for using Quizizz as an alternative assessment of English subjects at school.

Keywords: *effectivity; online learning platforms; quizizz application; utilization;.*

INTRODUCTION

Since the COVID-19 pandemic hit in March 2020, distance learning has begun. School-based learning has been phased out and replaced with a distance learning model (PJJ). Several challenges were encountered by schools, teachers, students, and parents while adapting the PJJ. This pandemic has had a significant impact on change, particularly in education. The initial face-to-face or direct teaching and learning process must be converted to online or online-based learning. This shift requires teachers to learn and innovate in order to support the process of teaching and learning activities, particularly in terms of delivering teaching materials to students (Syafril & Novrianti, 2021).

Global transformation is one of the consequences of today's Covid-19 outbreak. This rapid change occurs globally in all aspects of life, from healthcare systems to socioeconomics and agriculture to energy. Not only in education (Oyedotun, 2020), but school life has also changed its outlook from traditional face-to-face teaching-learning activities to various online learning settings, resulting in both the use of distance learning and tutors/lecturers' comprehension of the use of technology.

Online learning has commonly been associated and interchangeably used with other alike-terms such as 'e-learning, 'blended,' or 'distance learning' (Hockly, 2015) and is often considered a growing educational alternative that evolves the role of technology in providing instructional materials and educational tools as well as in facilitating teachers students' interactions in distance learning (Horn & Staker, 2011; Blake, 2011; Hockly,

2015). Online learning aims to maximize the accuracy/correctness of the sequence of predictions/decisions made by the online learner given previous prediction/learning task correct answers and possibly additional information (Hoi *et al.,* 2021). However, some distinctions are given out to evade the overlapping use of the terms from conclusions.

Online learning refers to teaching activities that are partially or entirely conducted through the internet (Means *et al.,* 2009). Blake (2011) associates online language learning with several learning arrangements, namely web-facilitated classes, blended or hybrid courses, and entirely virtual or online systems. Hockly (2015) clarifies the notion by distinguishing between 'blended' and fully online learning. He defines the latter as fully online via the internet without any face-to-face component in both formal and informal learning schemes. White (2003) emphasizes more on the independency of the learners to distinguish between the face-to-face classroom and distance language learning. On the other hand, Kuama (2016) pointed out some significant benefits that online learning provides as clear distinctions to traditional or face-to-face classroom settings. They mention that online learning gives students flexibility in preferring better learning styles and creating opportunities for active learning due to its self-centered platform. In addition, Harasim *et al.* (1997) point out that the use of suitable online learning applications or software can support the students to have opportunities to participate in discussions, express opinions, and share knowledge without having to rely on classroom size and time (Online Learning in Nursing Education during the COVID-19 Pandemic: Stress, Satisfaction, and Academic Performance, n.d.).

Teacher innovation in selecting suitable learning media can impact student learning inspiration, especially when using a distance learning system during the COVID-19 pandemic. According to Anggraini (2019), the factors influencing student learning inspiration are internal and external. Internal factors originate within students, such as interest in the topic of discussion and student motivation to further their education. External factors, on the other hand, come from outside the classroom, such as how the teacher delivers the conversation material and the learning media used. Another study led by (Rizqi & Mayasari, 2018) discovered that family and school factors influence learning inspiration.

Many online instructional platforms, such as Zoom, Google Classroom, and Quizizz, are designed to facilitate online teaching-learning activities. Each platform and its features represent unique characteristics and functions. Zoom personifies the essence of synchronous online learning. The COVID-19 pandemic has forced second language (L2) educators to abandon face-to-face (F2F) instruction in favor of online instruction. Educators have used various online synchronous meeting tools (SMTs) to help students learn. Zoom, one of the synchronous meeting tools (SMTs), provides immersive and convenient features to support authentic communicative language learning in interactive synchronous classes (Kohnke & Moorhouse, 2020). The interactions established through Zoom by utilizing features such as its webcam and microphone facilities facilitate interactions similar to those conducted in traditional classroom activities (Rahayu, 2020). Google Classroom and Quizizz, on the other hand, are typically used asynchronously. As an integral part of Google Apps for Education (GAFE), Google Classroom plays an essential role in engaging students in learning. Students and teachers must navigate a complex local network of institutional policy, learning outcomes, situational needs, and composing practices while also being aware of the global implications of using the interface to compose, review, edit, and share with others using global technologies such as Google Apps for Education (GAFE). (Hocutt & Brown, 2018). Educators cannot avoid the use of technology in its application, both in the context of face-to-face learning and distance learning. For example, they use PowerPoint to display learning materials on a projector or Excel to process student grades and learning outcomes.

Maritime English (ME) is used, particularly in a multicultural and multilingual context, to ensure seafarers' work and safety in the shipping industry (Progulaki & Roe, 2011; Ismail *et al.,* 2019). Maritime English (ME), a subset of English for Specific Purposes (ESP), differs in that its instruction and research are based on specific international legal procedures (Zhang & Cole, 2018). The necessity of the use of ME in maritime practice is derived from the fact that English communication deficiency has been one of the major causes of maritime accidents (Rashed, 2010; Shi & Fan, 2021) and thus, the need for acceptable standard English ability is essential (Ismail *et al.,* 2019). In addition, Tchkonia *et al.* (2019) underline the importance of effective English communication at sea as a means of safe

ship operations. They mention that the practice of English communication is essential for the effective and safe running of the ship as it takes place in many ways and involves multi-parties. Therefore, the English communication practiced should be as precise, simple, and unambiguous as possible. This importance of good English comprehension and skills is parallel to the selection of the right unless best teaching techniques (Jurkovič, 2021).

This paper aims to describe how three online learning platforms, namely Zoom, Google Classroom, and Quizizz, are collaboratively used in ME learning, how effective they are, and what challenges students face while learning through collaboration. It is expected that the paper will make a significant contribution to providing both ME teachers and learners with an alternative model of ME online learning that is needed in this current situation. The presence of the COVID-19 pandemic, on the other hand, has forced teachers to adapt in much less time. The presence of Quizizz as a user-friendly application is an alternative that teachers can use, particularly when conducting learning assessment activities. Quizizz is a platform for teachers and students to conduct learning assessments that include game-like features. Students are entertained by the game, which makes the assessment process less stressful and burdensome for them (Henry, 2016). Quizizz is an educational app that enables students to participate in fun multiplayer class activities (Zhao, 2019). Quizizz's excitement is inextricably linked to its features. Rankings, power ups, redeem questions, achievements, avatars, and other features are available on the Quizizz platform. This feature creates a thrilling and enjoyable game sensation, motivating students to answer the questions.

English is one of the required subjects in formal education. Grammar, speaking, writing, listening, and reading skills are all covered in this lesson. In general, the goal of learning English is to provide students with the knowledge, attitudes, and skills necessary to master English language skills (Purushotham & Swathi, 2020). Most students find English subjects to be a stumbling block, so teachers must be able to change this perception, and they must be able to work on these subjects. What English teachers can do is strive to be the teachers their students want by remaining creative and innovative. For example, the teaching materials chosen must be appropriate and not boring for students.

METHOD

This research takes a qualitative approach, employing descriptive methods and case studies. In qualitative research, the term qualitative descriptive refers to descriptive studies. This type of research is frequently used to study social phenomena (Polit & Beck, 2009). Qualitative description (QD) answers research questions about who, what, where, and how of an event or experience until it is thoroughly investigated. QD has been identified as essential and appropriate for research questions centered on determining the who, what, and where of an event or experience, as well as gaining insight from an unknown phenomenon. The study employs a qualitative approach in which the three online learning applications are examined (Suardi, 2017).

Figure 1. *Flowchart of the research*
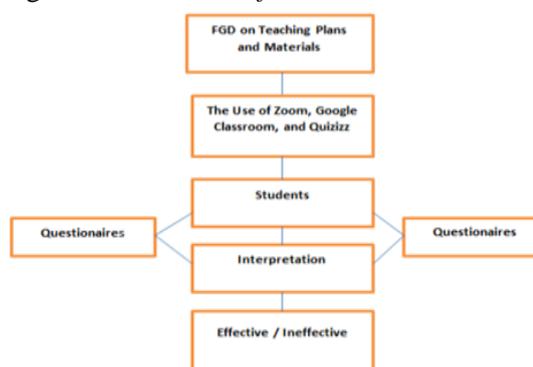
It can be seen from the chart above that the research comprises a series of stages. It begins with the stage of preparation, the stage where everything required for the learning is elaborated. The second stage is the stage of application, which is the stage at which the materials are applied through the use of those three online learning applications in the learning process. In the final learning phase, the students are given questionnaires to discover their perceptions towards the application of those three online learning platforms and the challenges they may find along the way. Lastly, by applying platforms (Zoom, Google Classroom, and Quizizz) in ME, online classes are observed and described. By using a purposive-sampling technique, in order to obtain information about learners' perceptions on the effectiveness and challenges of this collaboration, questionnaires are given (Creswell, 2014).

In summary, it can be explained that descriptive qualitative (QD) is a research method that switches to a simple qualitative approach with an inductive current. This inductive flow

means that descriptive qualitative research (QD) begins with an explanatory process or event, which in the end, can be drawn in general as a conclusion from the process or event. This research was conducted at SMKN Central Jakarta, with 36 students and class XII-A students as the object.

RESULTS AND DISCUSSION

In this online ME learning, Zoom, Google Classroom, and Quizizz are collaboratively applied. The applications of these three online learning platforms are synchronous, asynchronous, and hybrid (mixed-type). The following table describes the applications of the platforms in learning:

Table 1. *The applications of the platforms in learning*

No	Learning Activity	Mode of Learning	Mode of OLL	Aplication
1.	Class Session	Lecturing, explaining, drilling	Synchronous-Asynchronous (Hybrid)	Zoom + Google Classroom
2.	Assignment Session	Doing homework, assignment, final project	Asynchronous	Google Classroom
3.	Reinforcement Session	Giving quiz, test	Asynchronous	Quizizz

The materials given are derived from selected topics of SMCP with a 75 minute learning duration per-meeting. In the class session activity that particularly consists of main and drilling activities, the first 45 minutes is allocated for giving explanation on the topics or issues to be delivered. The class is orginized synchronously via Zoom and the materials are mostly presented through power-point presentations in combination with other audio-visual media like video presentations from You-Tube. The Zoom activity is in the form of monologues with only a minimum student interaction as most of synchronous meeting tools (SMTs) might feature in a lecture-style (Kohnke and Moorhouse, 2020). The materials are presented thoroughly, with detailed explanations and examples. The remaining 30 minutes are allotted for drills and practice. In this later stage of learning, students engage in spoken practice either individually or collectively in a group using the 'Breakout Room' panel, making the class more lively and controllable. Another scenario for this session is to combine the synchronous and asynchronous modes. The first 45 minutes are similar to the first; however, when it comes to drill and practice sessions, the mode is switched and centered on activities in Google Classroom. Students practice the SMCP phrases and expressions by following either video or audio practice modulations uploaded in the 'Classwork Activity' panel. By dividing. At the same panel, the instructor does the scoring and evaluation. The reinforcement quiz employs yet another asynchronous mode of learning (Razali *et al.,* 2020). Quizizz's gamification features are used to assess students' vocabulary comprehension through the use of vocabulary quizzes (Amroji, 2021). Quizizz provides students with a new perspective on having a quiz because they do not feel like doing a quiz or exam as they do in a more traditional mode with pen and paper. The use of Zoom, Google Classroom, and Quizizz, as mentioned above, does not completely eliminate but rather restores the roles and functions of traditional or traditional face-to-face settings. By utilizing zoom and its features, the instructor can still have a real interaction with the students in order to ask questions and receive immediate responses The materials given are derived from selected topics of SMCP with a 75 minute learning duration per meeting. The first 45 minutes are allocated for explaining the topics or issues to be delivered in the class activity that consists of main and drilling activities. The class is organized synchronously via Zoom, and the materials are mostly presented through power-point presentations in combination with other audio-visual media like video presentations from YouTube. The Zoom activity is in the form of monologues with only a minimum of student interaction, as most synchronous meeting tools (SMTs) might feature in a lecture style (Kohnke & Moorhouse, 2020).

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Quizizz provides students with a new perspective on having a quiz because they do not feel like doing a quiz or exam as they do in a more traditional mode with pen and paper. The use of Zoom, Google Classroom, and Quizizz, as mentioned above, does not completely eliminate but rather restores the roles and functions of traditional or traditional face-to-face settings. By utilizing zoom and its features, the instructor can still have real interaction with the students in order to ask questions and receive immediate responses (Skylar, 2009), and the students can repeat all of the materials given by accessing and replaying the recording of the materials in order to master them (Perveen, 2016). Using Google Classroom, the instructor and students collaborate on material and assignments in an interactive manner. The instructor can provide students with a variety of materials such as text, audio, video, and so on. Students, on the other hand, can work independently by maximizing the time they have available to complete their assignments. This allows Google Classroom to function as a learning center for communicating, providing feedback, and assigning homework (Sudarsana *et al.,* 2019), just as in traditional face-to-face classroom activities. Quizizz, on the other hand, restores the role of the traditional test paper in the classroom. The use of this platform eliminates the need for quizzes or exam papers. Its test formats can be designed in various ways, and its gamification features create a distinct atmosphere for both learning and learners. They were given a set of deductive perceptional propositions to which they had to respond in the ME learning using Zoom, Google Classroom, and Quizizz. Among the inquiries, some were purposefully proposed to investigate the efficacy of using the three platforms.

Table 2. *Set of perceptional propositions on the use of Zoom, Google Classroom, and Quizizz*

No	Propositional Inquiry
1.	In this current pandemy situation, online learning is well suited for learning.
2.	Throughout this Pandemy situation, you are able to participate in online learning activities satisfactorily.
3.	You have excellent online learning support devices (smartphone/laptop/PC, etc.).
4.	You have a strong internet connection that allows you to participate in online learning activities.
5.	You have successfully installed and used the Zoom, Google Classroom, and Quizizz platforms.
6.	The online ME learning has been effectively applied throughout this pandemy situation.
7.	As far as you are concerned, the online ME learning has been appropriately applied throughout this pandemy situation through the use of Zoom, Google Classroom, and Quizizz.
8.	The Zoom platform used in the ME learning has so far been effective.
9.	The Gooogle Classroom platform used in the ME learning has so far been effective.
10.	The Quizizz used in the ME learning has so far been effective.
11.	ME learning materials delivered via Zoom, Google Classroom, and Quizizz are simple to understand and comprehend. .
12.	You are pleased with your ME learning experience with Zoom, Google Classroom, and Quizizz.
13.	You will be more likely to prefer online learning over offline learning for your future learning.

The thirteen propositions listed above range from broad to specific issues. All are aimed at eliciting students' perspectives on the use of the three platforms in ME learning. The first five propositions are about the students' online access to join the ME learning, while the rest are about the applications of the three platforms in the learning itself. In order to understand students' opinions/perceptions, responses to propositions are assessed using the Likert scale and its symetric scoring (Joshi *et al.,* 2015). The responses are categorized into 'Strongly Agree', 'Agree', 'Unsure', 'Disagree', and 'Strongly Disagree' with the scoring scale of 5 to 1 representing the highest to the lowest continuum of proposition score. To eventually come to a final finding of each of the proposition measured, all the scores of all the items are combined (sum) to generate a composite score (Joshi *et al.,* 2015) by applying interval scoring formulation

(Pranatawijaya *et al.,* 2019). After having been summed up through a certain formulation, the interval index for each of the category is decided as follows:

Table 3. *Category interval index*

Index	Scale
0% - 19.99%	Strongly Disagree
20% - 39.99%	Disagree
40% - 59.99%	Unsure
60% - 79.99%	Agree
80% - 100%	Strongly Disagree

As shown in the table below, all five first propositions are within the index of 78 percent to 86 percent. It means that the majority of respondents have a positive attitude toward the inquiries. Respondents,

for example, have no complaints about the online learning used in this current pandemy situation. They both believe that online learning is an appropriate application in these turbulent times.

In term of their accesibility and readiness to follow or participate in online learning activities, the majority of respondents do not have much trouble in joining the program due to the excellent supporting devices they have and the availibility of the internet connection they use. They are also able to install and utilize Zoom, Google Classroom, and Quizizz well.

Meanwhile, how the respondents respond to the rests of the propositions is described in the following table below.

Table 4. *Responses to the first five inquiries*

No	Propositional Inquiry	Response					Index
		Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	
		5	4	3	2	1	
1.	In this current pandemy situation. online learning is well suited for learning.	27.5%	50%	18.2%	5%	0%	77.5%
2.	Throughout this Pandemy situation. you are able to participate in online learning activities satisfactorily.	17%	45.5%	16.2%	9.8%	0%	62.5%
3.	You have excellent supporting devices for online learning (smartphone / laptop /PC. etc).	32%	56.7%	4.5%	2.3%	0%	88.7%
4.	You have a strong internet connection that allows you to participate in online learning activities.	22.4%	53.2%	8.2%	7.8%	0%	75.6%
5.	You have successfully installed and used the Zoom. Google Classroom. and Quizizz platforms.	35.1%	56.7%	6%	0%	0%	91.8%

Table 5. *Responses to the rests of the inquiries*

No	Propositional Inquiry	Response					Index
		Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	
		5	4	3	2	1	
1.	As far as your concerned. the online ME learning has been suitably applied throughout this pandemy situation.	25.6%	50.1%	14%	0%	0%	75.7%
2.	As far as your concerned. the online ME learning has been suitably applied through the use of Zoom. Google Classroom. and Quizizz throughout this pandemy siatuation.	24%	46.7%	10.4%	3%	0%	70.7%
3.	The Zoom platform used in the ME learning has so far been effective.	27%	50.6%	3.5%	0%	0%	77.6%
4.	So far. the Google Classroom platform has been effective in	26.6%	60.1%	8.7%	0%	0%	86.6%

	ME learning.						
5.	So far. the Quizizz tool has proven to be effective in ME learning.	22.4%	61%	5%	2%	0%	83.4%
6.	ME learning materials delivered via Zoom. Google Classroom. and Quizizz are simple to understand and comprehend. .	23.8%	57.3%	3%	0%	0%	80.11%
7.	You are pleased with your ME learning experience with Zoom. Google Classroom. and Quizizz.	29%	47.8%	7.8%	0%	0%	76.8%
8.	You will be more likely to prefer online learning over offline learning for your future learning.	35%	50.4%	5.8%	0%	0%	85.4%

According to the table above, respondents have positive attitudes toward most of the propositions, with the index ranging from 62% to 91% ('agree' to 'strongly agree'). They believe that ME learning is appropriate to be applied online in this current situation. Furthermore, they strongly agree that the collaboration between Zoom, Google Classroom, and Quizizz in online ME learning is effective, citing each platform as having been effectively used in the learning.

They also believe the delivery of materials via the three platforms is simple to understand and comprehend. However, when asked whether they would prefer to study online or offline for future learning, the response does not follow a similar pattern, reaching only 58,71 percent ('unsure'). To determine whether the use of Zoom, Google Classroom, and Quizizz in ME learning is effective, all of the indexes are added together and then divided by the total number of propositions or items using the following equation:

$$\bar{X} = \frac{\sum Index}{\sum Propositional\ Inquiry}$$

The above equation is used to calculate the final average of the index of all the items, which is 79, 30 percent, which falls within the range of 60 percent - 79, 99 percent. This indicates that the majority of respondents support online ME learning and the use of Zoom, Google Classroom, and Quizizz in it. In other words, the use of those three platforms in online ME learning is thought to be effective. Although the results show that the learning is effective, the students still face some challenges as they progress through the learning process. Most of them believe that learning online at home is not always as convenient as learning in person. When they are, however at home, they may experience a lack of concentration due to environmental distractions. Sometimes the internet connection is a hindrance. When they are online at home, their areas and internet accessibilities differ. Because online learning at home is a self-fulfillment activity that necessitates a large internet quota package, students believe online learning is more expensive because they will have to purchase the I internet package more frequently than offline. Teaching aids are essential during the teaching and learning process. Because teaching aids can represent what the teacher cannot say in words and help to clarify unclear material, learning can be accomplished with the help of instructional materials (Connelly & Miller, 2018). As a result, students find it easier to digest the material than they would otherwise. As a result, in order to make learning interesting and enjoyable, teachers must be creative and innovative. Students will find the learning process more interesting and understandable if the variety of learning strategies, methods, and teaching materials tailored to their specific needs is expanded. Because of the internet, teaching and learning activities are being conducted online.

According to Dimyati and Mudjiono (2015), learning outcomes are the results achieved in the form of numbers or scores after being given a learning outcome test at the end of each lesson. The value that has been obtained by students can be a reference in seeing the mastery of students or students in receiving learning materials. While learning outcomes are a number of experiences obtained by students or students, which include the cognitive, affective, and psychomotor domains. Learning is not only mastery of the theoretical concepts of subjects but also mastery of habits, perceptions, pleasures and interests, talents, social compatibility, various skills, aspirations, desires, and hopes. This is supported by the opinion of Rusman (2017), which states that learning outcomes can be seen from changes in perception and behavior, including improvements in attitudes or morals.

One of the policies in the 1999-2000 National

Education Program to improve the quality of national education is the use of quizzes as learning media. Various efforts will be and are being made in 2010 to improve the quality of education, including the provision of learning facilities and school resources. This is in accordance with SISDIKNAS Law No. 2/1989, which states that each educational unit on the pathway must provide adequate learning facilities to support educational performance. Recognizing Indonesia's limited ability to implement equity in the distribution of teaching materials, teachers must make numerous creative and innovative efforts to implement a fun and easy-to-understand learning process, such as increasing the variety of learning strategies, supporting materials, facilities, and, most importantly, students.

Adequate learning facilities are critical to the success of education. Learning media's role as a forum for delivering learning messages to learning objectives. The teacher fine-tunes this in order to assess and weigh learning progress. The lecture learning strategy with media for delivering material directly as if the teacher was giving a lecture cannot be said to be an effective strategy for vocational students.

Vocational High School students who are maturing in their quest for identity cannot be divorced from their emotions. Conditions during a pandemic, no doubt, cause SMK students to become stressed and even depressed. As a result, it is undeniable that students will not readily accept the material presented by the teacher. The faster globalization spreads, the faster other technological development trends emerge, eventually leading to the birth of applications.

According to Fazriyah *et al.* (2020), the Quizizz application is a mobile learning application that can help teachers improve their teaching skills. If used in education, it will increase students' and teachers' motivation to learn while also making the evaluation process easier. Teachers and students can achieve learning objectives during the pandemic using this application. Quizizz, as a learning media, aids in the continuity of the teaching and learning process in the midst of a pandemic.

The Quizizz application is online, which means it is simple to use if you have adequate internet access. Quizizz learning media development must continue so that Quizizz can become a competitive application as a learning medium as part of the adaptation to the covid19 pandemic. The millennial generation is the generation that is in the classroom today, and they share unique characteristics that define their generation's expectations to be engaged in their learning activity. Technology must be embraced in today's education. Teachers must apply part of the student's learning(Darmawan *et al.,* 2020).

The learning model created and strengthened through the Quizizz application is an interactive multimedia model. The Quizizz application has the advantage that it can be easily used in addition to learning aids, as well as learning assessment materials. For example, by having data and calculating student learning outcomes statistics, the results can describe the level of students' understanding of the material, which then becomes a physical measure to assess learning individually holistically.

Quizizz has a leaderboard function to display in-game rankings in addition to game features such as memes, avatars, themes, and game music. These features keep students engaged and motivated to compete with the rest of the class. This demonstrates the potential of Quizizz for learning and innovation.

Quizizz has been used as an assessment medium for English subjects at SMKN 14 Central Jakarta since the start of the new school year in July 2020. One of the teachers suggested using Quizizz in the daily assessment of each subject during a teacher council meeting. The teacher in charge of Quizizz dissemination creates video tutorials on how to use Quizizz and uploads them to the school's YouTube account, where all teachers can access them. The researcher specializes in research on English teachers for level Nine (IX) with 16 students in this study. The researcher chose grade 9 students because they had firsthand experience with face-to-face interactions.

The utilization of the Quizizz application in the assessment process during distance learning received mixed responses. The use of the Quizizz application to assess students' critical thinking abilities is an adaptation of the 4.0 education development in which students must be familiar with the use of technology in the learning process (Nashar *et al.,* 2021). In general, students find the use of Quizizz more interesting than the use of google forms or other media in the assessment process. Students express several points in the interview related to the response to the use of Quizizz, some of which are:

Color. The colors displayed by Quizizz make a distinct and lasting impression on students. Colors make questions, answers, backgrounds, and other options more attractive, unlike platforms such as

Google Forms or other computer-based test applications, which typically are only black and white.

Interface. Even students using Quizizz for the first time will find it simple. Choice options that are large enough to prevent students from selecting incorrectly.

Scoreboard. The Quizizz scoreboard feature creates a competitive atmosphere, increasing students' motivation to compete with their classmates(Mohamad *et al.,* 2021). Although not all of them will win first place, students compete with their closest friends to achieve higher scores.

Power ups. Power-ups are bonuses given to participants when they answer questions correctly. This bonus allows students to use certain special abilities in answering the next question. An example of this bonus is the chance of getting double the score if you can answer the question correctly. Proper use of bonuses can create different results.

Time management. Each question in Quizizz will display a timely reminder that the teacher has previously installed, so students can see how much time is allotted for each question(Munuyandi *et al.,* 2021). This is useful so that students do not spend too much time focusing on a single question, wasting time on the quiz. Students indirectly learn to manage the use of time allocation in the assessment process. From the perspective of the English teacher, the use of Quizizz has an impact and benefit in the learning process, including: (1) The analysis of the items given during the assessment can be seen immediately after the quiz is completed by the students. The analysis includes; a) the most difficult questions, b) the easiest questions, & c) the questions with the longest duration of work. This can be a consideration for teachers to make questions for further assessment. (2) The graph of the continuous acquisition of student scores can be seen in the teacher's account, which displays fluctuations in the results obtained by students. The graph can be used as an evaluation reference related to the level of student understanding of certain chapters in accordance with the lesson plans that have been designed.

CONCLUSION
The use of Zoom, Google Classroom, and Quizizz in online ME learning does not replace but restores traditional face-to-face settings' primary roles and functions. It is delivered in synchronous, asynchronous, and hybrid modes through three types of activities: class sessions, assignment sessions, and reinforcement sessions. Zoom, with its features such as a whiteboard and markers, represents the function of a classroom. The instructor can present materials and interact with the students by using Zoom. These activities are very similar to what we do in a traditional face-to-face setting. Google Classroom is similar to a classroom cabinet in that it organizes reference books, workbooks, and class agendas. It is used for material and assignment storage and distribution. Quizizz, on the other hand, plays the role of a test paper with a joyful gamification mode and outlook. According to the survey, the use of those three platforms is effective to be applied for ME learning in the meantime situation, with an index of 83.4 percent (strongly agree) and feel that the online learning method is the best method of learning to be applied in this current pandemic situation.

Quizizz, as an alternative assessment method for English subjects at SMKN 14 Central Jakarta, can be seen as an innovation implemented during distance learning during the COVID-19 pandemic. The results of interviews conducted with students and teachers showed a positive response related to using Quizizz. Students feel more motivated to face the assessment process with Quizizz's features. The English subject teacher gets the results of the analysis related to the items being tested along with a graph of the student's score acquisition continuously.

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