

## Pre-service English Teachers' Voices Toward The Use of Quizizz in Learning Tourism

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### ABSTRACT

Tourism courses assist pre-service English teachers in developing their English abilities in the appropriate contexts. The pre-service English teachers learn particular terminology and the application of English in the tourism business, such as identifying tourist sights and culture and communicating with international guests. Quizizz is one of the exciting learning evaluation media which is commonly used in a learning process. This study explores the pre-service English teachers' voices toward using Quizizz in learning Tourism. The researchers utilized a questionnaire to collect data, adapted from a prior study by Basuki (2019). The participants were 30 pre-service English teachers of an Islamic state university in Central Java, Indonesia. Based on the analyzed data, it was found that the pre-service English teachers favored incorporating Quizizz as a website and app into their tourism studies. Furthermore, most of them agreed to use Quizizz in their future lectures. The result of this study can be an excellent contribution to teaching Tourism, especially for pre-service English teachers.

**Keywords:** *pre-service English teachers; Quizizz; tourism; voices*

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## INTRODUCTION

The development of technology in learning media has changed a lot. Gunawan and Ritonga (2019) stated that the media serves as a conduit for knowledge to be transmitted from the source (lecturer or teacher) to the audience (student) during the learning process. For the Z and alpha generations in the industrial era 4.0, learning must be merged with innovative, creative, and enjoyable learning bases and incorporated into the characteristics of the 21<sup>st</sup>-century learning (Ningtyas & Syaodih, 2021). One of the media that has developed is the evaluation media in learning. Learning evaluation activities have had many rapid changes, including using the Quizizz application. This application can be used as a learning media to solve educators' everyday problems.

As a consequence of the digital revolution, the lack of student motivation to learn (Deshpande & Chukhlomin, 2017) and the absence of student involvement in the instructional environment (Pino-James et al., 2019) has become a fundamental problem in contemporary education.

Quizizz allows educators to design and manage quizzes, surveys, and games for students. Its function is precious in learning efforts, allowing teachers to create lively and engaging content, playing a role in helping students learn, and practicing language fluency. Quizizz provides instant feedback to students and brilliant highlights that help them identify areas where improvements are needed and encourage their passion to dive deeper into

the material (Rahayu & Purnawarman, 2018). In addition, educators also can track students' progress and utilize this information to adjust their teaching strategies optimally.

In the context of Tourism learning, lecturers had the opportunity to adopt Quizizz as an intriguing tool, not only as a means of compiling quizzes but also as an interactive vehicle that builds bridges of understanding for students. Through this quiz-based device, lecturers play a creative role by designing challenges that allow students to repeat the material attractively. Besides, Quizizz also functions as a comprehensive assessment approach, knitting students' understanding of the concepts peeled off in the classroom (Syafriafdi, 2023). The immediate response provided by this tool is like a rain of feedback that fosters learning. Each answer that appears becomes a window of opportunity to lead students to sharper enlightenment.

The power of Quizizz extends much beyond the concept of simple quizzes behind the scenes. The lecturer can control the navigation of students' progress. He is an observer and a navigator who detects vulnerable points on the voyage of understanding. Starting from this point, additional assistance can be designed, and messages of support can be translated into more informed lesson planning. Quiz challenges can include various questions, from multiple-choice tests to thought-provoking true or false statements to even sections that need to be filled with unique

answers. On a more engaging level, Quizizz can also be designed to give students instant responses to their answers (Syafriafdi, 2023). This advantage helps students recognize areas that require more profound understanding and gives them a golden opportunity to hone their skills in mastering the course material more optimally.

In addition, the stage presents a fantastic variety of questions and multimedia options. Through this stage, lecturers have the power to concoct quizzes that not only invite curiosity but also vary to meet diverse learning styles. Quizizz has significant advantages in the learning process (Akhtar et al., 2019). It allows students to explore learning materials on their agenda, whether inside or outside the classroom. Teachers can design quizzes as individual assignments or extra exercises, allowing students to follow their learning rhythm. More interestingly, the quizzes are evaluated automatically, saving teachers time while providing instant feedback to students.

One added value of applying Quizizz in the learning process is its ability to measure students' understanding of the material Degirmenci (2021). With built-in analytics tools, educators can explore each student's performance in addressing each challenge, allowing them to unearth valuable information to identify areas where extra guidance is needed.

Quizizz brings the concept of games to life in learning with exciting features such as competitive leaderboards,

captivating music rhythms, immediate feedback that pumps energy, and other elements that make the review process entertaining and interactive (Kristriani et al., 2022). Rather than just a tool, Quizizz is a valuable companion in the learning journey. It brings a method full of fun and substance for students to evaluate and hone their language skills in a fun and interactive way. This platform lays out pathways to independent learning, self-introspection, and enlightenment through analytical data. These provide a precursor for educators to assess student understanding and identify areas where additional guidance may be needed.

Venturing into the world of tourism in the scope of learning for English department students is exploring theory and rich practices with a touch of language (Islami, 2020). All of this builds on acquiring knowledge about the historical and travel footprint of the tourism industry while exploring its impact on culture, economies, and ecosystems in various global destinations. This material also explores exciting areas such as marketing strategies in tourism, managing diverse tourist destinations, and designing and implementing tourist trips.

Besides, the focus is on utilizing English in the tourism industry, allowing students to learn cross-cultural communication skills. Language skills and the art of communication are also incarnated as an inseparable part that must be learned in tourism (Nabilla, 2019). This is why students will have an unforgettable

experience through a series of English classes, where they will gain enlightenment in speaking fluently, melodiously listening, honing writing skills, and developing reading with passion. To improve their proficiency, students must take some classes, such as Business English and English for Tourism, focusing on the language and terminology specific to the tourism industry. Learning tourism for students in an English education department provides them with a strong foundation in the theory and practice of tourism and the language and communication skills necessary for success in the industry.

Using the Quizizz application as a learning evaluation medium is considered to make it easier for students to understand lecture materials. Therefore, a quiz is regarded as a fun activity and makes students not feel fear in every evaluation. The Quizizz application also makes it easier for students to control themselves in understanding each learning material. Using the Quizizz application can help lecturers find out the level of student understanding of lecture material differently and interestingly (Nurani et al., 2021). One attempt to address Indonesia's issues with learning media that cannot be applied traditionally with other learning based on Information and Computer Technology is the usage of Quizizz learning resources (Salsabila et al., 2020).

Studies related to Quizizz have been conducted by some previous researchers such as Lestari (2019), Zhao (2019), Halim,

Hashim, and Yunus (2020), Mohamad (2020), Salsabila (2020), Mansur & Asmawati (2021), Degirmenci (2021), Dhamayanti (2021), Munawir & Hasbi (2021), Rahmawati (2021), Suharwipa, et al. (2022), and Wulandari (2022).

Based on the previous studies, no studies on Quizizz were applied in Tourism courses or lectures. In this study, Quizizz media was used as an evaluation medium in the Tourism course, which provided understanding to students in the Introduction of Tourism material. By understanding deeply, students are expected to be able to realize the potential of these tourism destinations for sustainable tourism development (Isdarmanto, 2017).

Using Quizizz media in the Tourism course also allowed for interactive learning and student engagement, leading to a more dynamic classroom experience. This approach could enhance students' interest and motivation in learning about sustainable tourism development.

Therefore, in this study, the researcher explored the use of Quizizz in learning tourism based on the pre-service English teachers' voices as prospective and future tourism entrepreneurs.

## **METHOD**

This research involved 30 prospective English teachers from an Islamic state institution in Central Java, Indonesia. They became part of the initiated qualitative research design. As a research instrument, a questionnaire consisting of

fifteen points was used, adapted from the work of Basuki (2019). The researchers determined to utilize this questionnaire because the previous researcher validated it, and each point serves as a tool to explore information in this research.

Participants were expected to tick the box adjacent to each point on the five-point Likert scale, reflecting their responses to each question. Pre-service English teachers were given this survey as the final part of the learning process about tourism.

Questionnaires were drawn up in Indonesian to ensure that participants experience clarity. After the data collection phase, the frequency and percentage of the results collected through this instrument are analyzed. The results of this analysis are the basis for responding to the research focus raised.

The decision to adopt Indonesian as the primary vehicle of speech was triggered because it is a legal language in the country where the research occurred. It is, moreover, considering that most participants are expected to master it smoothly. Approaches that rely on numbers, both in the form of frequency and percentage, are becoming standard instruments in analyzing survey data. There is a valuable portrait

unfolds that explain the attitudes and behaviors of the participants clearly and deeply.

Through a two-round analytical journey, the data collected reveals all its secrets. We start with the first step, where the researchers carefully conducted

detectives in analyzing each questionnaire item and feeling the message implied in each response presented by the brave respondents. In this stage, the Likert Scale became the compass that directs their steps. From "Strongly Agree (SA)" to "Strongly Disagree (SD)," the views and opinions of the respondents were translated into word variations that formed a panorama of truth.

However, the Likert Scale is not just an ordinary option; it is a miraculous tool that often reveals the mysteries of the human mind in social research. Like a magician who measures the intensity of a look, this tool gives dimension to what previously only dwelled in the mind. Researchers deciphered the secret code and assembled a puzzle of attitudes and beliefs that formed the participants' mind maps. Through this magical process, data originally just a set of numbers will turn into a poetic story about the human perspective.

In analyzing data from the Likert Scale, the researchers went through the following steps. First, assign a score to each item on the scale: 5 (SA), 4 (A), 3 (N), 2 (D), and 1 (SD). Then, the score range for each questionnaire will be established as follows: maximum score =  $30 \times 5 = 150 \times 15 = 2250$ , minimum score =  $30 \times 1 = 30 \times 15 = 450$ , and score range (R) =  $2250 - 450 = 1800$ . Then, as shown below, identify the score interpretation parameters for each questionnaire. The score interpretation parameters for each questionnaire will help understand the scores obtained and their significance. These parameters may include

cut-off scores, percentile ranks, and interpretation guidelines.

**Table 1**  
**Total Score Interpretation**

Score	Interpretation
2250-1801	Strongly Agree
1800-1351	Agree
1350-901	Neutral
900-451	Disagree
450	Strongly Disagree

## RESULT AND DISCUSSION

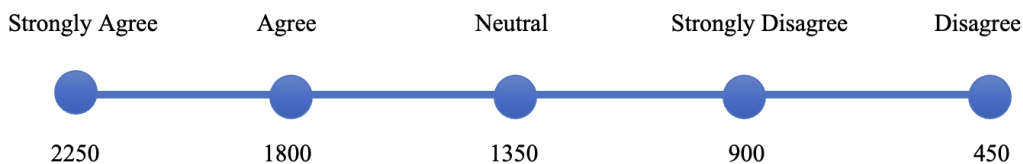
### Results

The fifteen items of the questionnaire were designed to investigate pre-service English teachers' views toward using Quizizz in learning Tourism. The information gathered was summarized in Table 2 and descriptively examined.

**Table 2**  
**Pre-service English teachers' perception toward the use of Quizizz in Learning Tourism**

Item	Statements	SA (5)	A (4)	N (3)	D (2)	SD (1)	Item Score
Q1	I find Quizizz exciting, interesting, motivating & fun.	5	17	8	0	0	117
Q2	I look forward to playing Quizizz.	5	15	10	0	0	115
Q3	I feel positive when playing Quizizz.	5	18	7	0	0	118
Q4	I like the collaboration & competitiveness in Quizizz sessions.	8	16	6	0	0	122
Q5	I am eager to learn via Quizizz.	4	11	13	2	0	107
Q6	Quizizz creates an energetic classroom atmosphere.	6	15	8	1	0	116
Q7	Quizizz tends to be under students' control (Students directed/paced	3	10	13	4	0	102
Q8	Quizizz is quiet (concentration/focus disturbance).	3	16	9	2	0	110
Q9	Quizizz doesn't give you any chance to cheat.	1	10	13	5	1	95
Q10	Quizizz's final leaderboard satisfies you.	4	16	10	0	0	114
Q11	Quizizz has some special, challenging features.	2	20	8	0	0	114
Q12	I find Quizizz reveal the real students' competence.	3	13	12	2	0	94
Q13	I feel Quizizz is familiar and simple to do.	4	16	9	1	0	97
Q14	Quizizz feedback for questions is engaging.	3	18	8	1	0	113
Q15	I will use Quizizz as my pedagogical tool.	4	13	13	0	0	111
Total Score		60	224	147	18	1	

Total Score x Option Value (1, 2, 3, 4, 5)	300	896	441	36	1
Total Score Quizizz Questionnaire	1674				



**Figure 1 Continuum diagram of pre-service English teachers’ perception toward the use of Quizizz in learning Tourism**

The survey revealed that pre-service English teachers were enthusiastic about using Quizizz to learn Tourism. The majority of them were selected to agree when answering the questionnaire. When filling out the questionnaire, some students chose neutral, some students strongly agreed, one student strongly disagreed, and the rest chose disagree. This indicates that most of the students had a positive view towards the topic being questioned, but there were a few outliers with different opinions. It would be interesting to investigate the reasons behind these varying responses.

According to Table 2 and Figure 1, incorporating Quizizz as site-apps in the students' learning process of Tourism subject has been beneficial. Luckily, there was one thing that everyone agreed on—the need for Quizizz in the learners' daily online quizzes. The score interpretation gave it a total score of 1674 in the "agree" range.

This shows that Quizizz is a valuable tool for learners to use in their

daily online quizzes and has the support of everyone involved in the learning process. The high score interpretation also indicates that Quizizz is meeting the needs and expectations of its users.

From the given table, questionnaire item number 4, which says, “I like the collaboration & competitiveness in Quizizz sessions”, got the most supportive response from the students. It implied that the pre-service English teachers enjoy collaborating and feeling competitive in applying Quizizz in the Tourism learning process. They also got a positive feeling, as proven by Question number 3, which says, “I feel positive when playing Quizizz,” which was the 2<sup>nd</sup> highest score.

Question number 12 got the lowest score in this survey. It says, “I find Quizizz reveal the real students’ competence”. It implied that the pre-service English teachers were not sure their competence could be measured using Quizizz. However, after using Quizizz, they could see their students' actual competence and were pleasantly surprised by the accuracy

of the results. This has made them more confident using Quizizz as an assessment tool in future teaching practices.

Then, the second lowest ranking was achieved by question number 9 in the questionnaire, with the statement that "Quizizz negates the opportunity to cheat". This shows how burgeoning English educators still feel a small gap in performing 'ingenuity acrobatics' in the Quizizz arena.

The findings reveal that pre-service English maestros may feel rustling about the extent of Quizizz's leverage in preventing rampant action, but don't worry! This obstacle can be overcome by providing an injection of understanding through enlightenment and further training on the various security features available on this platform. More than that, this spotlight highlights how crucial it is to maintain academic integrity, even amid the onslaught of online evaluations that reverberate.

This study reinforces previous findings regarding the benefits of Quizizz in education. But the latest highlights reveal a new dimension: Quizizz isn't just a tool but a loyal ally and encouragement for learners. In the glitter of the class, Quizizz is present as a loyal friend in maintaining focus. More than that, he rewards students with instant feedback, helping them explore their potential and seduce weaknesses while confidently improving their performance. That way, the learning atmosphere is interactive and cheerful. Quizizz also features a variety of game

modes and brilliant customization options that allow teachers to create evocative and unique learning experiences for their students. This boosts students' enthusiasm and their investment in gaining knowledge.

## **Discussion**

The pre-service English teachers responded positively to Quizizz as one of the media in learning Tourism. They found Quizizz to be an engaging and interactive platform that enhanced their understanding of Tourism concepts and increased their motivation to learn.

The total score of the questionnaire result demonstrates this. The total score was 1674, which was considered agreed. A statement that the pre-service English teachers agreed the most was question number 4, which said, "I like the collaboration & competitiveness in Quizizz sessions." It shows the pre-service English teachers' positive response to the use of Quizizz in learning Tourism.

This indicates that Quizizz effectively engages pre-service English teachers in learning Tourism through its collaborative and competitive features. As such, incorporating Quizizz in the teaching and learning process can enhance students' motivation and participation in the subject matter.

The result of this study was similar to the previous research conducted by Lestari (2019), Mohamad et al. (2020), Rahmawati (2021), and Dhamayanti (2021), which showed that the use of Quizizz is able to boost students' motivation in a



learning process. In this study, the pre-service English teachers show their interest in using Quizizz based on their responses to the questionnaire. A similar result study was also found by Halim et al. (2020), which mentioned that the use of Quizizz made the students more motivated and interested in joining the learning process.

This belief is strengthened by the scintillating highlights they achieved in second and third place in our questionnaire. In question number 3 and the first, there is a burning sense of positivity when engaged in the thrill of Quizizz. At the same time, its fantastic appeal, excitement, and motivational spirit manage to hypnotize hearts and minds.

This response illuminates how Quizizz is a well-working study aid and a source of fun and attraction for students. Educators must incorporate energetic, interactive activities like Quizizz into their teaching strategies to instil a positive attitude toward learning.

It was in line with Degirmenci (2021), who studied a literature review of the students' and teachers' perspectives on using Quizizz in learning and teaching. This study showed that their viewpoint was positive, and Quizizz also positively affected the learning and teaching process.

The findings of this study suggest that Quizizz can be an effective tool to enhance the learning experience and improve student engagement. It also highlights the importance of incorporating technology in education to meet the needs and preferences of modern learners.

The use of Quizizz also boosts the pre-service English teachers' engagement in the Tourism learning process. It was shown in their positive responses toward questionnaire number 2, which says, "I look forward to playing Quizizz." It implied they were interested in joining the following learning process, which applied Quizizz as the learning media. This study aligns with the previous studies conducted by Munawir and Hasbi (2021) and Wulandari (2022). Previous studies have shown that Quizizz can enhance students' engagement and motivation in learning. Therefore, it is expected that the participants in this study will also benefit from using Quizizz as a learning tool.

This platform is designed to be a legitimate tool for testing knowledge and understanding, and it is possible for users to cheat while using the application (Syafriaedi, 2023). It was also agreed by one-third of the participants, as mentioned in questionnaire number 9. Some ways that users might cheat on Quizizz such as sharing answers with other users during the quiz. Users can chat with one another during the quiz and share solutions or collaborate on finding the correct answer. Besides, users can use a separate device, such as a smartphone, to search for the answers to questions while the quiz is in progress. It is different from the research's finding of Amalia (2020), which mentioned that students cannot cheat during the test on Quizizz.

However, to prevent cheating, Quizizz has implemented some features

like disabling the chat and private browsing mode during the quiz and providing immediate feedback to students and lecturers afterwards. Using these features during the quiz and monitoring the students during the quizzes is recommended to ensure that they follow the rules and do not cheat.

Quizizz also allows lecturers to set a time limit for each question, which can help prevent students from looking up answers online or in their notes. By using these features, teachers can create a fair and secure environment for online quizzes and ensure that students are genuinely demonstrating their knowledge.

## CONCLUSION

Based on the data and discussion above, the pre-service English teachers who participated in this study favoured incorporating Quizizz as a website and app into their tourism studies. Furthermore, most of them agreed to use Quizizz in their future lectures. However, due to the brief research period, the researchers stated that more examination is still needed in this study. This study focuses on the use of quizizz in learning Tourism based on pre-service English teachers' voices. This study recommends further researchers to do more research on the similar topic by using narrative inquiry.

## AUTHOR CONTRIBUTION STATEMENT

Both authors contributed to this manuscript. DP managed the data collection in the research field and wrote part of the introduction. Then, AS is responsible for analysing the data until the interpretation and writing of the article.

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