EFL Students' Perception and Motivation Toward Quizizz as E-Learning Media in English E-Classroom

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Article Info	ABSTRACT
	This study investigates the English as Foreign Language (EFL) students' perception and motivation toward Quizizz as e-learning media in English e-classroom. The total number of participants in this study is 106 students of 11th graders of Senior High School consisting of five classes who had experience toward Quizizz. A descriptive statistics approach is applied in this study. The data collected by using closed-ended questionnaire. The obtained data were analyzed by using SPSS version 25.00. The result shows most of EFL students had positive perception and motivation toward Quizizz. Therefore, Quizizz as e-learning media can support the learning process in English e-classroom. It indicates that Quizizz is an appropriate e-learning media that can be used in English e-classroom and it can increase EFL students' motivation during e-learning.

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1. RESEARCH BACKGROUND

Learning media plays a prominent part in the teaching-learning activity. The use of appropriate learning media can benefit learning activities and increase students' enthusiasm to receive the learning material. Learning media has the potential to increase students' knowledge in receiving the material provided by the teacher. In the era of Information and Communication Technology (ICT), learning media is associated with the use of technology. The development of technology is scurrying, especially for ICT development in the Industrial 4.0 era. It refers to the transformation of industry through a network of intelligent machines and processes with information and communication technology (ICT). It has a significant influence on life and also on education. Therefore, the use of technology in education has a substantial impact on the teaching-learning process.

Technology and learning media for teaching-learning processes cannot be separated; using technology as a learning media gives a practical aspect for students to receive messages and materials from the teacher. In addition, to make the students easily grasp the teacher's substance, technology can also make the teacher increase their creativity to use ICT. It is strengthened by [1] Afrizah, 2018 supported that ICT-based learning provides good opportunities for teachers and students to use modern learning media beyond their conventional media in the teaching-learning process. According to [2]Keengwe, J., & Georgina (2012) technological developments provide changes for the teaching-learning process. Integration of technology in learning gives some benefits to the educators and students to make a classroom more efficient and beneficial. In the current era, technology is almost used by all people including the Z generation or commonly referred to as the millennial generation. Gen Z's students cannot separate from the use of technology, including in education. The technology used automatically

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changes the daily routine of gen Z as students born as technology users in the economy, social interaction, lifestyle, and education.

According to Indonesia Curriculum 2013 (K13), Information Communication and Technology (ICT) needs to integrate into the learning process to provide students with basic demands to realize their full potential in the digital environment. The learning material needs to add and integrate ICT content on essential competencies in the basic framework and structure of the 2013 curriculum on Senior High School (Permendikbud Indonesia No. 35, 2018). Teachers should know the development of technology in the educational process. In line with [3]Mulyani (2020) several learning aids can increase the students' learning participation and motivation to enhance the class environment in teaching and gaining knowledge activity. The learning aids in this digital era can be electronic learning (e-learning) media for teaching and learning activities. According to Naidu (2016) in [1]Afrizah (2018) e-learning refers to the use of network information and communication technology (ICT) in teaching and learning. E-learning can assist throughout the learning environment of educational activity. The use of e-learning in English teaching takes a fast-paced structure and program of electronic activities for online learning to be successful [1]Afrizah (2018). Thus, in online learning classes, the teacher's motivation is needed to develop the students' motivation and participation. Therefore, E-learning can support the teaching-learning activity

Electronic learning can be used in certain subjects, for example, English. The use of technology in the teaching of English in school will give a lot of benefits to increase the students' participation and motivation, especially during the e-learning classes. The main problem is lack of interest of the students during English learning process [3]Mulyani (2020). Therefore, the teacher needs to use several methods to deliver the materials to make the learning situation not monotonous and tedious. Eventually, the students will not feel bored and unmotivated to learn English in the e-Classroom.

The current situation in Indonesia, especially for the educational aspect, cannot do direct learning due to the spread of CoronaVirus Disease 19 or COVID-19. All activities should be carried out from home. According to the Ministry of Education and Culture Indonesia, Nadiem Makariem, in circular number 4 of 2020 is concerning Implementation of Education in Emergency Coronavirus Disease (Covid-19), one of the essential points in this circular is the decision to do online learning for students was executed to offer a valuable learning impression during COVID-19 diseases. The learning action and task can differ among learners in consort with their respective ambition and circumstances, including clefts in access or learning amenities at home. Thus, based on this situation, e-learning is the best choice, and it can help the teacher enforce the teaching-learning activity from home or online. The students can access the material through an online learning class. Unfortunately, in Indonesia, during the e-learning classroom, the students are unfamiliar with the utilization of e-learn in academic activity. It will not be easy, especially in English learning. In offline learning, English is considered a complex subject for the students to understand because they are not encouraged to learn English. Therefore, the English e-learning classroom will be more complex than offline learning. Artino (2008) supported that lack of motivation has been identified as an inescapable constituent assisting in actual dropout rates [4]. Therefore, students' motivation is considered as a substantial element for the fruitfulness in online learning. The teachers are required to be creative in order to augment the EFL students' motivation and enthusiasm in the e-learning classroom.

In order to enhance a good perception and motivation of the EFL students during the e-learning classroom, appropriate learning media is needed under the use of technology. The learning media has a significant role in directing the students' behavior in a learning activity. [5]Puspitarini, Y. D., & Hanif, (2019) also gives confirmation that learning media can increase students' learning behavior and motivation. Motivation to memorize exists when the students engage deliberately in action by adopting its objectives and attempting to learn the concepts or mastering the skill it develops. The use of e-learning based on ICT can enhance the students' learning behavior. The E-learning class will be different from the regular class because it is using technology during its implementation. Although the students are the millennium generation who are the technology users for their daily needs, it has still become the challenge for the teachers and educators to make the students participate actively during online learning in the term of learning English.

To deal with the students' enthusiasm in English e-learning activity, building a good class atmosphere during learning activity is necessary. On the other hands, the teachers need to use good learning media or teaching aids to facilitate and engage the students' behavior in the English e-classroom. A suitable learning media can enhance the classroom situation and motivate the students in the learning process [6]. The other factor that influences the success of the teaching and learning process is the students' perception and motivation during its implementation of e-learning media in English e-classroom. Perception is a process that precedes the sensing process, which is the system that receives a stimulus from human beings across sensory devices or also considered perceptual processes, but so does the process stop, the stimulus continues. The following procedure is the phase of interpretation. According to [7]Keller, 2008, motivation is a psychological phenomenon in the form of encouragement to act with a specific purpose. By knowing students' perception, the teacher can understand students better. Recognizing students' perceptions is necessary because it plays a vital role for teachers or lecturers to evaluate students' perception. As stated by [8]Chen, Y., & Hoshower, (2003)students' perception is crucial for evaluating teaching effectiveness. Since the teacher already knows the perception of the students, the teacher can evaluate their teaching method.

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Due to this reason, using engaging learning media based on ICT for English e-class needs to be used. The benefits of e-learning are the materials provided to the students that can be accessed anytime and anywhere. Furthermore, e-learning can offer an effective teaching method, practicing with related feedback, personalized learning paths by the students' need, combining collaborative activities with independent study, and using simulations and games [9]. The use of sophisticated ICT in teaching English is commonly recognized as the advanced version of methodologies, techniques, equipment, strategies, and programs that are highly applicable to English teaching and contribute to attaining the expected outcomes. The innovation provided is velocity and limitless place and time to obtain information. Thus, technology is generally accepted as a necessary educational and adjunct tool in a wide variety of teaching-learning contexts, especially for English language teaching. It provides many potential opportunities for improving content and material associated with the pedagogies.

In [10]Jannah, N. A., Supiani, S., & Perdana, (2020), I's research (2020), students' perception is crucial for evaluate the teaching process. EFL students' perception plays a vital role in the success of teaching-learning. One of the e-learning media that can be utilized in the English e-learning classroom is Quizizz. Quizizz is a fun e-learning medium to enhance the students' participation and motivation through game-based learning in the application. Gamification designates the utilization of game-based regulation and thought of a game to improve learners' motivation and action [11]. Quizizz is a pedagogical media application that adjusts the construct of gamification. [12]Zhao (2019) explained that Quizizz is a game-based edification app that lugs many player actions to the studies and establishes in-class interactive practice and exhilaration. Quizizz presents student answers rapidly to emerge on every student's screen; it makes them answer the quiz at their own pace and revise their answer at the end of the game. Furthermore, Quizizz provides game-based learning that students can compete with during the lesson. Hence, Quizizz can help students achieve quiz recognition, learning efforts, learning motivation, activity implication, and academic attainment. Therefore, this research wants to explore the view of the EFL students in an English e-learning classroom toward Quizizz. In other words, the researcher wants to know that amid the Covid-19 pandemic, students are still well learning in the English e-learning through Quizizz.

Since the students' perception and motivation are very important for the teacher in teaching-learning activity, this study attempts to investigate EFL students' perception and motivation toward Quizizz as e-learning media in English e-classroom that is summarized in the following research questions: (1) What are students' perceptions towards English e-learning using Quizizz? (2) How are students' motivations towards English e-learning using Quizizz?

2. METHODS

To investigate EFL students' perception and motivation toward Quizizz as e-learning media in an English e-classroom, the researcher employed a descriptive statistics approach to obtain detailed descriptions or information about students' perceptions and motivations.

The study was conducted in March -- April 2021. One instrument was employed to collect the data, namely a questionnaire adapted from [3]Mulyani (2020). The study used the closed-ended questionnaire consisting of 10 statements regarding the students' perception and motivation toward Quizizz. The questionnaires of Likert Scale consist of 4 (four) alternative points, specifically: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The four-choice scales were used to force respondents to choose one of the points because the points "Neutral" is not available [13], so that the respondent could not choose a neutral option.

The population of this study was 11th graders of international standard Islamic Senior High School in Surabaya. In this study, the researcher was using convenience sampling techniques. The participants of this questionnaire is EFL students who only had experience in using Quizizz. The total students are 143 students consisting of XI Science 1, XI Science 2, XI Science 3, XI Social 3, and XI language class. These classes were selected by looking at the same characteristics related to this study. The students were asked to fill out a closed-ended questionnaire using Google Form to find out and gain the information of their perception and motivation on the use of Quizizz in the English E-classroom. Details can be seen in Table 1.

Table 1. Number of respondents

Participant	Numer	Percentae	Participant	Numer	Percentae
XI Science 1	17	16%	XI Science 3	28	26,4%
XI Science 2	20	18,9%	XI Social 3	23	21,7%
			XI Language	18	17%
			Total	106	100%

As seen in Table 1, the respondents consisted of 5 classes who participated in fulfilling the questionnaire. Therefore, the total number of respondents should be 143 students, yet it was only 106 students who filled out the questionnaire. From these data, Class XI Science 3 gain the highest score with a percentage of 26,4%, class XI

Social 3 with a percentage of 21,7%, class XI Science 2 with a percentage of 18,9%, class XI Language with a percentage of 17%, and the last was class XI Science 1 with a percentage of 16%.

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The collected data were processed using SPSS for Window release 25.00, and the data obtained were then analyzed using descriptive statistics. First, the data percentage is used to compare the questionnaire's frequency of answers because the answer to each question and each respondent is different or heterogeneous. In the next step to analyze the data, the researcher was counting the interval score. The formula to find out the interval category according to [14]Sumartini (2017) namely:

$$I = \frac{The\ highest\ answer\ -\ The\ lowest\ answer}{Number\ of\ alternative\ answers}$$

The researcher will display the obtained data by making an interval score interpretation can be seen in the following table:

Table 2. Interval Score Interpretation

Interval	Interpretation
1 — 1,75	Poor
1,76 — 2,5	Fair
2,6 — 3,25	Good
3,26 — 4	Very good

3. Results and Discussion Result

The data were obtained under the research method by distributing questionnaires to investigate EFL students' perceptions and motivation toward Quizizz application. Findings of this study cover two main aspects which are students' perception and motivation. The questionnaire number 1 to 5 discussed EFL students' perceptions of Quizizz in an English e-classroom while number 6 to 10 discussed EFL students' motivation to learn English through Quizizz.

a. EFL students' perception towards the use of Quizizz application

From the questionnaire, it was revealed that EFL students' perception toward Quizizz as e-learning media in English e-classroom was primarily good. The detailed results are shown in the following table:

Table 3. Questionnaire data of EFL Students' Perception

No.	Statements	Attitude	Scale	f	%	M	I
1	The teacher explains English material well through Quizizz	SA	4	20	18,9%	3,02	G
		A	3	69	65,1%		
		D	2	16	15,1%		
		SD	1	1	0,9%		
2	The English material delivered by the teacher through Quizizz in accordance with the learning objective	SA	4	30	28,3%	3,21	G
		A	3	68	64,2%		
		D	2	8	7,5%		
		SD	1	0	0%		
3	English learning through Quizizz effective during the e-learning	SA	4	22	20,8%	2,99	G
		A	3	63	59,4%		
		D	2	19	17,9%		
		SD	1	2	1,9%		
4	My English skills improve while learning through Quizizz	SA	4	13	12,3%	2,80	G
		A	3	61	57,5%		

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		D	2	30	28,3%		
		SD	1	2	1,9%		
		SA	4	27	25,5%		
5	The teacher conducts question and answer activities about English material in learning through Quizizz	A	3	64	60,4%	3,10	G
		D	2	14	13,2%		
		SD	1	1	0,9%		

Note: *f* = Frequency, % = Percentage, M = Mean, I = Interpretation

Table 3 shows that EFL students' perceptions mostly agree toward the use of Quizizz as e-learning media in English e-classroom. The first questionnaire item belongs to the EFL students' perception about the teacher's material explanation from 106 respondents. The result shows that 20 students gain 18,9% of SA attitude, 69 students gain 65,1% of A attitude, while 17 students gain scores between 0,9% -- 15,1% of SD + D attitude. It means that 84% of students have a higher level of perception about the teacher's explanation through Quizizz. The total average score is 3,02. According to the interval score in Table 2, it is included in the good category. Based on the data, it can be stated that the students consider that the teacher's explanation was clear and well during the teaching-learning process using Quizizz as e-learning media.

The second questionnaire result of EFL students' perception is about the accordance between the material and the learning objective. The result of this questionnaire shows that 98 students agree that the material which is delivered by the teacher is in accordance with the learning objective (92,5% SA + A). Moreover, the rest of 8 students did not feel conformity between the material delivered through Quizizz in accordance with the learning objectives (7,5% D). The total average score is 3,21. According to the interval score in Table 2, it is included in the good category. From the data above, it shows that the EFL students' perception scores of SA + A attitude were higher than the score attitude of D + SD, which indicates that English material delivered by the teacher through Quizizz follows the learning objective.

The third questionnaire result of EFL students' perception about the Quizizz effectiveness during the lesson shows the highest score was 59,4% (A) from 63 students, 22 students gain 20,8% (SA), and 21 students gain 1,9%—17,9% (SD + D). The total average score is 2,99. It belongs to the good category, detailed can be seen in Table 2. It can be concluded that students agreed that Quizizz is a practical e-learning media application for teaching-learning activity, especially for English e-learning classroom.

The fourth questionnaire result of EFL students' perception regarding the skill improvement shows the highest score from 106 students. The total majority scores of the respondents' answers were 69,8% (13 SA + 61 A). While the rest of the students' answers were 28,3% (D) from 30 students, and 1,9% (SD) of 2 students showed a lower answer about their perception. The total average score is 2,80. According to the interval score in Table 2, it is included in the good category, and it shows that most of the students agreed that their English skills improve while learning through Quizizz Application.

The fifth questionnaire result regarding question-and-answer activity during the lesson using Quizizz shows the highest score was 60,4% (A) of 64 students, 25,5% (SA) of 27 students, 13,2% (D) of 14 students, and 0,9% (SD) of 1 student. Therefore, the total average score is 3,10. Thus, according to Table 2, it is included in the good category. Therefore, it can be deduced that the EFL students agree that the teacher is still doing good communication with the question-and-answer section through Quizizz.

b. EFL students' motivation towards the use of Quizizz application
Concerning the outcome of the motivation statements, the detail of the result can be seen in Table 4.

Table 4. Questionnaire data of EFL Students' Motivation

No.	Statements	Attitude	Scale	*f*	%	M	I
		SA	4	20	18,9%		
6	I want to learn the instructional media used by teachers during e-learning with the use of Quizizz	A	3	66	62,3%	2,98	G
		D	2	18	17%		
		SD	1	2	1,9%		

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						M	I
		SA	4	13	12,3%		
7	I always ask the teacher when I have difficulty learning English through Quizizz	A	3	27	25,5%	2,37	F
		D	2	52	49,1%		
		SD	1	14	13,2%		
		SA	4	32	30,2%		
8	I am diligently working on English assignments given by the teacher through Quizizz	A	3	52	49,1%	3,08	G
		D	2	20	18,9%		
		SD	1	2	1,9%		
		SA	4	21	19,8%		
9	I am motivated and enthusiastic about learning English through Quizizz	A	3	61	57,5%	2,96	G
		D	2	23	21,7%		
		SD	1	1	0,9%		
		SA	4	20	18,9%		
10	Quizizz help me to be more confident in learning English	A	3	55	51,9%	2,85	G
		D	2	26	24,5%		
		SD	1	5	4,7%		

Note: f = Frequency, % = Percentage, M = Mean, I = Interpretation

The result indicates that the EFL students (24,1% D + SD) from 106 respondents who answered the questionnaire stated a negative attitude to explain their motivation toward Quizizz during the e-learning classroom. To investigate scores of EFL students' motivation, the researchers discussed the results of the respondents' answers based on each questionnaire item.

The sixth statement result of the questionnaire regarding the EFL students' motivation about their willingness to learn the media used by the teacher shows the highest score is 62,3% (A) from 66 students and 18,9% (SA) from 20 students, while the rest shows a lower score (18,9% D + SD). The average score is 2,98. It belongs in the good category, detailed can be seen in table 2. Thus, it can conclude that the students want to learn the instructional media Quizizz during e-learning activity.

The seventh result of the questionnaire shows that most students were afraid to ask their teacher if they have difficulty during the lesson (62,3% D + SD). More than half of students confessed that they never ask their teacher. Only 40 students were confident enough to ask their teacher if they have difficulty during the lesson (37,8% SA + A). The average score is 2,37, and based on Table 4, it belongs to the fair category. It concludes that the students have a negative attitude toward the questionnaire. EFL students feel they do not have good motivation to ask the teacher during the lesson. It can be concluded that EFL students feel unmotivated to ask their teacher. They rarely ask their teacher during the teaching-learning process in the e-learning classroom when they have difficulty and misunderstanding through Quizizz.

The eighth result of the questionnaire regarding the EFL students' motivation about their diligence to work the assignment given by the teacher through Quizizz shows the highest score is 49,1% (A) from 52 students, 30,2% (SA) from 32 students and the rest of 22 students give negative attitude toward the statement (20,8% D + SD). The average score is 3,08. Summing it up, it includes in the good category, detailed can be seen in the table 2. As seen on the table 4, the EFL students' perseverance in working on the assignment is highly motivated through Quizizz.

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The ninth result of the questionnaire shows that most students feel that learning English through Quizizz can enhance their enthusiasm and motivation during the lesson (57,5% A). Moreover, half of them also totally agreed and gave a positive attitude toward the questionnaire (19,8% SA). In terms of motivation, 24 students (22,6% D + SD) have a problem increasing their motivation and enthusiasm during the lesson. The average score is 2,96. Based on the table above, it is classified in the good category. The data result shows that Quizizz application in English e-classroom can increase EFL students' motivation and enthusiasm during e-learning activity because of the features on the application, which can enhance the students' interest and will not feel bored during the lesson.

The tenth result of the questionnaire regarding the EFL students' motivation to learn English using Quizizz shows the students' answers' highest score. Most of the students' responses show a positive attitude. Interestingly, in terms of confidence, 75 students' responses show a higher score (70,8% SA + A). Meanwhile, the other half is divided between not confident (29,2% SD + D). The total average score is 2,85. As seen on the table 2, it is included in the good category. Based on the data, it can be concluded that Quizizz helps to increase the EFL students' confidence in an e-learning classroom because they can assess their answer after answering all sections of the question through the Quizizz application. They will know the actual answer and the false answer. The students can understand the material given by the teacher and explore their strengths and weaknesses during the e-learning lesson.

Discussions

This study aims to investigate whether EFL students' perception and motivation have a positive or negative attitude toward Quizizz in an English e-classroom. The EFL students' perception and motivation showed their positive responses toward the use of Quizizz in English e-classroom as e-learning media. It can be seen in the findings. A similar finding was found by stating [15]Wibawa, R. P., Astuti, R. I., & Pangestu (2019) that EFL students gave positive responses to the use of Quizizz as learning media in the classroom.

Statement number one of EFL students' perception toward Quizizz gained the highest percentage, 65,1%, by obtaining the most EFL students agree, the teacher explains English material well through Quizizz. However, in contrast with [3]Mulyani (2020), the delivery of material by teachers in learning English through the e-learning system during the COVID-19 pandemic was less than optimal. It is because teachers often give assignments rather than deliver the material.

The second statement of EFL students' perception toward Quizizz shows a positive attitude about an English material delivered by the teacher through Quizizz under the learning objective. In line with [3]Mulyani (2020) previous study, EFL students agree with the statement and positively respond to the statement. The way they know is because what is used as an English learning material is students' books. The following statement agreed by the EFL students holds dealing with their perception toward Quizizz use in an English e-classroom, in line with the EFL students' agreement of the question-and-answer activities conducted by the teacher through the use of Quizizz in e-learning activity. Teaching and learning process capable of carrying out by using Smartphone or computer. EFL students are more interested in implementing question-and-answer activity through Quizizz because it is interactive and focused [6]. In contrast with [3]Mulyani (2020), the teacher never asked questions during teaching-learning activity through e-learning.

Statement number six of EFL students' motivation toward Quizizz indicates a positive attitude toward Quizizz during e-learning. A similar result was found in [3]Mulyani (2020)that students and teachers are mutually supportive to learn a new teaching medium during e-learning to increase the classroom environment. Quizizz is a positive technology and can increase students' interest in learning. Thus, using e-learning media makes EFL students improve their knowledge and technological skill toward Quizizz application. Furthermore, Quizizz is very helpful for the teacher to convey through the quiz method that makes students feel happy and enthusiastic when the teaching and learning process is ongoing [6]. The positive attitude of EFL students' motivation can be inferred that students were more confident when they used Quizizz. Game-based systems, such as Quizizz, can produce positive psychological functions to encourage their confidence and minimize their anxiety. Hence, students become more confident in using Quizizz [16], Gamification based assessment: A Test Anxiety Reduction through Game Elements in Quizizz Platform, 2019). In line with statement number nine and ten, EFL students' motivation toward Quizizz indicates   positive responses. Overall, this study finds that Quizizz is perceived as positively impacting EFL students' engagement and learning outcomes in an English e-classroom.

4. CONCLUSION

In order to achieve the success of a practical learning goal, some factors are needed to support the learning process, namely students' perceptions and motivation. To help the students to achieve their best performance in learning activities   can be done not only from the teaching techniques. Especially in this pandemic COVID-19 situation in which students need to do online courses from home. An appropriate instructional media needs to be used to enhance the class environment in English e-learning situation. The result findings revealed that most EFL students agree that Quizizz can be a good tool for e-learning media in English e-classroom according to their perception and motivation. Exploring students' perceptions in the learning processes is the most fundamental

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aspect that teachers need to implement. If they negatively affect e-learning activity, they might not give their best performance because they are not confident enough to do it. This research reveals that the EFL students' participant in this research has positive attitudes toward Quizizz in English e-classroom although they confessed that they have problems in increasing their motivation during e-learning. The EFL students have positive perceptions about the students who enjoy   doing English e-learning using Quizizz. It is because of its gamification features and it increases their motivation through Quizizz. This e-learning media can support educational outcomes, especially during the COVID-19 pandemic condition which requires an online course. Since students' perception and motivation are essential to enhance the class situation during the teaching-learning process, appropriate learning media is needed. Thus, it is suggested to use Quizizz as e-learning media in the English e-classroom.

In conclusion, Quizizz is a beneficial learning media which have interactive and attractive features that can be used for teachers and students to increase the motivation during the e-learning activities. However, there is still a barrier for the teacher to fully implement Quizizz as e-learning media in an English e-classroom during the course. One of the problems is the students' confidence and motivation. One of the responses is indicating the level of weaknesses of the EFL students' motivation toward Quizizz. Nevertheless, most of the EFL students' perception and motivation is increased to Quizizz as e-learning media.

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