

# The Analysis of Digital Learning Platforms Use in EFL Learning

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## Abstract

In adaptation of online learning styles, students and teachers faced various challenges at stages. One of them is about the use of learning media. Quizizz and Google Classroom are both the platforms often used in online learning. The purpose of this study is to determine the level of interest and activeness of students while learning using these two medias. Using quantitative methods with the subjects of grade 10 OTKP 2 and 3 of SMK Averus. Based on the results of the analysis of student activity during online learning using Quizizz and Google Classroom, it can be concluded that : (a) From 79 students, 75% participation in learning using Quizizz and 25% did not actively participate, (b) From 79 students, 41% of students participated in learning using Google Classroom and 59% did not actively participate. It can be concluded that despite the similarity in the way the material, assignments and quizzes are given on different platforms show different results. The percentages presented above show concrete results from research on 10th grade students of SMK Averus, that the use of Quizizz as a learning medium is preferred over Google classroom. The attractive appearance and fun atmosphere provided by Quizizz help students live a new learning model (PJJ) during the covid-19 pandemic.

**Keywords:** Quizizz, Google Classroom, Digital Learning Platforms, EFL Learning

## Introduction

In this modern era, technology is used as a basic need by humans. Almost all aspects of life require technological support, including in the field of education. The rapid development of technology can no longer be avoided. Education is required to adjust these developments in order to improve its quality (Cakrawati, 2017). Moreover, the emergence of the Covid-19 pandemic that is being faced by almost the whole world. The implementation of new regulations and habits arising from this pandemic has an impact on all fields, especially in the field of education (Arifa, 2020). The prohibition to study and attend school makes teachers and students have to adapt to new learning conditions.

The Ministry of Education and Culture issued several new regulations in an effort to deal with delays in teaching and learning activities during the Covid-19 pandemic. Circular Letters Numbers 2, 3 and 4 of 2020 contain orders to study from home in the context of preventing and handling Covid-19 within the Ministry of Education and Culture (Irwawati, 2021). The term for the latest learning model that is currently still in the stage of improvement is Distance Learning (PJJ). In the Higher Education Law number 12 article 31 of 2012, it is explained that

PJJ is a teaching and learning process that is carried out remotely through the use of various communication media (Tanjung et al., 2021).

Actually this model has been around for a long time but based on *Permendikbud No. 109 of 2013 PJJ* aims to provide services for people who cannot attend face-to-face learning but now due to the Covid-19 pandemic, this model is used continuously to an undetermined limit (Nugroho et al., 2020). This learning model invites many questions because the basis of its success is based on ability and expertise in the field of technology and information (Mahyoob, 2020). The complaints that are heard today are what media is the most effective and appropriate to use. This case also proves that there are still students who do not understand or have supporting technology, including teachers.

Teachers are required to be able to provide a pleasant learning atmosphere for their students, especially in situations like this where teachers cannot directly monitor the development of their students (Istifci, 2017). To find out the success of the media used is to look at the participation or activity of children when learning takes place. Therefore, the media to be used needs to pass the selection stage starting from the features provided and also paying attention to the limits of students' ability to use them (Nugroho et al., 2020). Not spending a lot of internet data, and easy use is the most important key, and do not forget the comfort and pleasure when using the media.

Quizizz is known as a game-based learning application. With this application as a learning medium, students can learn with a very attractive appearance. In Quizizz there are thousands of quizzes that are ready to be played (Mathew et al., 2019). This application also makes it easier for teachers because the grades come out immediately when the quiz ends. Quizizz can also be opened on the web without the need to download and fill up the space of your cellphone or other used device (Nirfayanti et al., 2019).

Teachers and students can also create their own quiz very easily. not only that, here there is a slides feature so you can also provide material through Quizizz. In contrast to Google Classroom, which provides a comment field feature so that it can communicate between teachers and students in it (Moonma, 2021). This is one of the recommendation platforms in this online learning era. Google email is required in its use because this platform contains classes and when you join, the email will be used as your profile (Wibawa et al., 2019). All notifications will go directly to the email so when there is a new school work, those who don't have the app still get the latest updates. However, Google Classroom has shortcomings in its appearance which is considered less pleasant because it is monotonous and usually only used for collecting assignments (Wu et al., 2017).

Besides, the author still tries to provide the same type of task in Quizizz and Google Classroom. However, as has been analyzed above regarding the features as well as the advantages and disadvantages, will the implementation be the same as the analysis? Therefore, the author will prove the use of Quizizz and Google Classroom in Averus Vocational School for OTKP class 2 and 3 to find out the interest and activity of students between the two platforms.

## Method

The method author used is quantitative. Quantitative research is an inquiry into a social problem, explain phenomena by gathering numerical data that are analysed using mathematically based methods e.g. in particular statistics (Amin et al., 2020). The author will look at the percentage of student interest and activity through participation in following lessons with two different applications.

In the same way which gives quizzes and homework but as explained above about the advantages and disadvantages of each application, there will be concrete evidence of which application is the most preferred by 10th grade students of *SMK Averus*. In the PLP Online FIP-UMJ activity that the author carried out at *SMK Averus* and taught 2 classes with a total of 79 students. Within a period of 1 month or 6 teaching meetings, the author used Quizizz and Google Classroom as digital learning platforms; provide material followed by quizzes and homework assignments.

## Results and Discussion

Student activity in using Quizizz and Google Classroom is presented in table 1.

*Table 1. Data of Students Activity*

| Class  | Quizizz | Google Classroom |
|--------|---------|------------------|
| OTKP 2 | 31      | 16               |
| OTKP 3 | 28      | 16               |

Based on the table above, it shows the interest of OTKP class 2 and 3 students towards Quizizz and Google Classroom. Meanwhile, students who do not show interest in the two platforms are presented in Figures 1 and 2.

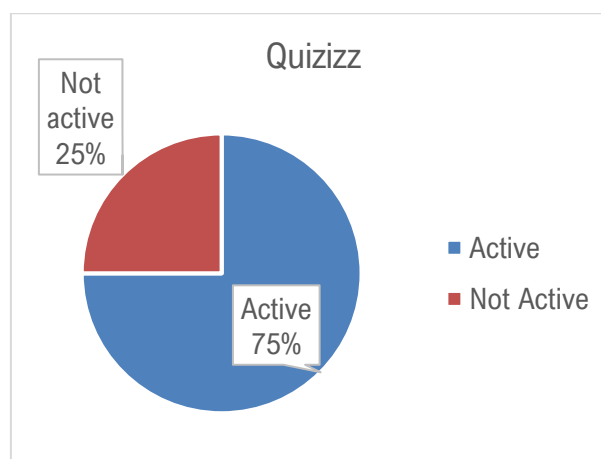


*Figure 1. Percentage of Quizizz*

The diagram above shows the percentage of activeness in using the Quizizz application. With a total of 79 students, 59 students were interested and 20 students did not participate in using Quizizz.

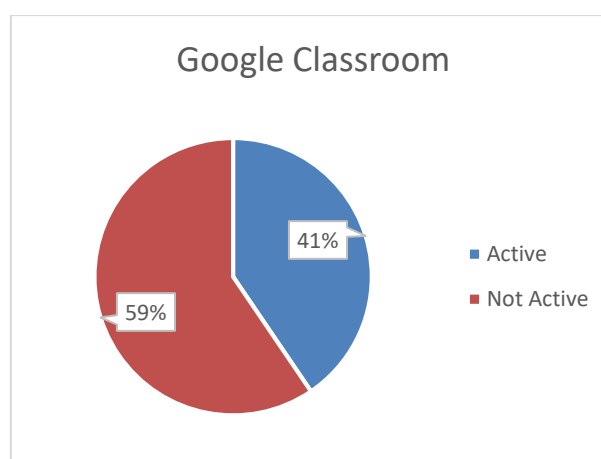


*Figure 2. Percentage of Google Classroom*

Diagram 2 shows as 47 students who did not do the assignments given through Google Classroom. The author gives assignments with the same type of multiple choice and other assignments but on different platforms. With the features of each media described above, the students found that Quizizz was more fun than Google Classroom, which gave the impression of tension while studying (Bagata, 2020).

Based on the results of the analysis of student activity during online learning using Quizizz and Google Classroom, it can be concluded that : (a) From 79 students, 75% participation in learning using Quizizz and 25% did not actively participate, (b) From 79 students, 41% of students participated in learning using Google Classroom and 59% did not actively participate. It can be concluded that despite the similarity in the way the material, assignments and quizzes are given on different platforms show different results. The percentages presented above show concrete results from research on 10th grade students of SMK Averus, that the use of Quizizz as a learning medium is preferred over Google classroom. The attractive appearance and fun atmosphere provided by Quizizz help students live a new learning model (PJJ) during the covid-19 pandemic

## Conclusion

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