

Online Quiz In English Assessment At Islamic University

Aryawira Pratama^{1*}

UIN SULTHAN THAHA SAIFUDDIN JAMBI, JAMBI, INDONESIA¹

Aryawirapratama@uinjambi.ac.id¹

* is the Corresponding Author

Abstract

This research investigates the impact of online quizzes on student engagement and learning outcomes in English courses at an Islamic university in Jambi. Utilizing a quantitative approach and survey design, the research employed a questionnaire with 20 positive statements across four themes: ease of use, interactivity and engagement, learning effectiveness, and user satisfaction. The sample consisted of 150 students who completed the survey. Results revealed that 80% of respondents expressed positive feedback across all themes. Students reported that online quizzes are easy to use, engaging, and effectively enhance their understanding and retention of course material. The interactive features, such as instant feedback and gamification, were particularly appreciated for maintaining motivation. Overall, the high level of student satisfaction highlights the effectiveness of online quizzes as a supplementary educational tool. These findings suggest that integrating online quizzes into the curriculum can significantly improve student engagement and learning outcomes. The research underscores the broader potential of educational technology in transforming learning experiences and emphasizes the need for continuous refinement and innovation in digital learning tools.

Submitted:
Aug 3rd, 2024
Accepted:
Sept 2nd, 2024
Revised:
Nov 24th, 2024
Published:
Dec 31st, 2024

Keywords: *Assessment, English, online quiz*

INTRODUCTION

English education in Indonesia continues to evolve in line with the increasing need for proficiency in this international language. As higher education institutions, universities play a crucial role in preparing students to have adequate English language skills to compete in the era of globalization. One effective way to enhance English proficiency is through online quizzes. This research will be conducted at an Islamic university in Jambi to evaluate how online quizzes can attract students' attention when taking English tests.

Online quizzes have become popular in modern education due to their flexibility and interactive capabilities. Research (Malagón & Pérez, 2017; Pustika, 2020) This indicates that technology in education can enhance student engagement and motivation. Furthermore, (Inayah et al., 2020; Jaelani & Sutari, 2020; Mulya & Refnaldi, 2016) Found that online quizzes can provide immediate feedback that helps students better understand the material. Additionally, (Nguyen et al., 2021; Pham, 2022) Revealed that using gamification elements in online quizzes can increase students' interest in learning.

In the context of an Islamic university in Jambi, online quizzes in English language teaching have great potential. According to (Gael & Elmiana, 2021) University students tend to have high intrinsic motivation to learn English due to the need to understand Islamic literature in the language. However, it stated that conventional teaching methods still dominate and are often less effective in attracting students' attention.

Research by (Kheryadi, 2017 Liu, 2021 Young, and Bush, 2004) showed that students tend to be

more actively involved in classes that use interactive technology, such as online quizzes. This is supported by findings from (Mahbub, 2020; Singh et al., 2021; Wang & Tahir, 2020), which state that online quizzes can help improve language skills through repeated practice and consistent feedback. On the other hand, research (Buckley & Doyle, 2016) by students at university showed that students feel more motivated when using online quizzes compared to traditional teaching methods.

In addition to increasing motivation, online quizzes positively impact understanding and retention of material. According to (Singh et al., 2021) Students who learn with online quizzes significantly improve material comprehension compared to those who learn conventionally. Research (Susanti, 2017) An Indonesian university also showed that online quizzes help students quickly identify and correct mistakes.

Another factor supporting the use of online quizzes is their flexibility. Research (Oliveira et al., 2023) It is revealed that online quizzes allow students to research at times and places of their choosing, which is crucial in higher education contexts where student schedules are often tight. Additionally, research by (Abdul Halim et al., 2020) This flexibility can reduce stress and increase student learning satisfaction.

At the Islamic university in Jambi, this research is expected to provide new insights into the effectiveness of online quizzes in English language teaching. According to (Nuci et al., 2021) University students in Indonesia strive to integrate technology into the teaching-learning process to enhance the quality of education. Findings from this research can help the university adopt more innovative and effective teaching methods.

Overall, online quizzes have many benefits that can increase motivation, engagement, and students' understanding of English. Research by (Aykut & Arslan, 2010; Gilakjani, 2017; King & Baxter Magolda, 1999; Malagón & Pérez, 2017) Asserts that technology in education helps to teach and prepares students to face challenges in an increasingly globalized workforce. Therefore, this research will contribute to the existing literature and provide practical recommendations for the Islamic university in Jambi to improve the quality of English language teaching.

METHOD

This research will employ a quantitative approach with a survey design to gather relevant data on online quizzes to attract students' attention during English tests at an Islamic university in Jambi. The quantitative approach is chosen as it allows the researcher to measure and analyze variables objectively and systematically. (Creswell, 2014; Louis et al., 2018; Rukminingsih et al., 2020).

The survey design is used in this research to collect data from a representative sample of the student population at the university. The survey will utilize a questionnaire as the primary instrument for data collection. This questionnaire consists of 20 positive statements organized into four main themes: ease of use, interactivity and engagement, learning effectiveness, and user experience and satisfaction. According to (Buckley & Doyle, 2016), the use of technology in education can enhance student engagement and motivation. Additionally (Singh et al., 2021) Found that online quizzes can provide immediate feedback that helps students better understand the material. (Zadeja & Bushati, 2022) It also revealed that gamification elements in online quizzes can increase students' interest in learning. (Waluyo & Bucol, 2021) Additionally, online quizzes can help improve language skills through repeated practice and consistent feedback.

The population in this research comprises all students at the Islamic university who are enrolled in English courses. The sample will be selected using purposive sampling, where subjects are chosen based on specific criteria relevant to the research's objectives. These criteria include students actively using online quizzes for their English learning. One hundred fifty students will be sampled, considering the need to obtain sufficiently representative data.

The main instrument in this research is a questionnaire consisting of 20 positive statements. Each statement in the questionnaire will be measured using a five-point Likert scale, where

respondents will be asked to indicate their level of agreement with each statement. The Likert scale ranges from 1 (strongly disagree) to 5 (strongly agree). The questionnaire will be divided into four sections according to the predetermined themes: ease of use, interactivity and engagement, learning effectiveness, and user experience and satisfaction.

Data will be collected online using a survey platform accessible to students via their devices. Before data collection begins, the researcher will explain the research's purpose and how to complete the questionnaire to respondents. The researcher will also ensure that participation in the survey is voluntary and anonymous to maintain the confidentiality and integrity of the collected data.

The data collected from the questionnaire will be analyzed using descriptive statistical methods. Descriptive analysis will describe the demographic characteristics of the respondents and the distribution of their responses to each statement in the questionnaire. This descriptive statistics will include calculations of mean, median, mode, and standard deviation for each item in the questionnaire.

Validity and reliability tests will be conducted before the questionnaire is used for the primary data collection. The questionnaire's validity will be tested through content validity and construct validity. Content validity will be assessed by experts in English education and educational technology to ensure that the questionnaire covers all relevant aspects. Construct validity will be tested through exploratory factor analysis to ensure that the items in the questionnaire measure the intended constructs. The questionnaire's reliability will be tested using Cronbach's Alpha coefficient to determine the internal consistency of the items. A Cronbach's Alpha value higher than 0.70 indicates adequate reliability.

By employing this quantitative research methodology and survey design, this research aims to provide a clear and comprehensive understanding of the effectiveness of online quizzes in attracting students' attention during English tests at the Islamic university in Jambi.

RESULT

This research aimed to explore the effectiveness of online quizzes in capturing students' attention during English tests at an Islamic university in Jambi. The questionnaire, comprising 20 positive statements distributed across four themes, was administered to 150 students. The themes included ease of use, interactivity and engagement, learning effectiveness, user experience, and satisfaction. The results indicate a highly positive response, with 80% of the participants agreeing or strongly agreeing with the statements across all themes.

Demographic Characteristics

The demographic analysis of the respondents revealed a diverse group of students enrolled in various English courses. Among the 150 respondents, 60% were female and 40% were male. Most students were in their second and third year of research, accounting for 70% of the total sample. The remaining 30% were first-year and final-year students. This distribution provides a comprehensive overview of the student population's perceptions and experiences with online quizzes.

Ease of Use

The first theme, ease of use, assessed how easily students could access and navigate the online quizzes. The results showed that 82% of the respondents found the online quizzes easy to use. Statements such as "The online quizzes are easy to access" and "I can navigate through the quizzes without difficulty" received high levels of agreement. This indicates that the technological infrastructure supporting the quizzes is user-friendly and accessible to students with varying levels of technological proficiency. The positive response to ease of use suggests that students do not face significant barriers in utilizing online quizzes, which is crucial for their widespread adoption and

effectiveness in educational settings.

Interactivity and Engagement

The second theme focused on the interactivity and engagement provided by online quizzes. Here, 78% of the respondents indicated that the quizzes were engaging and interactive. Statements like "The quizzes are interactive and keep me engaged" and "I feel more motivated to research when using online quizzes" resonated well with the students. Incorporating gamification elements, such as instant feedback and points, was highlighted as a significant factor in maintaining student interest and motivation. These findings align with previous research by (Rizky Setiawan & Wiedarti, 2020), who emphasized the role of educational technology in enhancing student engagement and motivation.

Learning Effectiveness

The third theme, learning effectiveness, examined how online quizzes impacted students' understanding and retention of the material. 84% of respondents agreed that online quizzes helped them understand the course content better. Statements such as "The quizzes help me to understand the material better" and "I retain information longer when I research with online quizzes" received strong support. This is consistent with the findings of (Lafleur, 2024), who noted that immediate feedback provided by online quizzes can significantly enhance learning outcomes. The high level of agreement indicates that online quizzes are an effective tool for reinforcing learning and aiding in the retention of information.

User Experience and Satisfaction

The final theme assessed user experience and overall satisfaction with online quizzes. The results showed that 76% of respondents were satisfied with their online quiz experience. Statements like "I am satisfied with my experience using online quizzes" and "I find online quizzes beneficial for my learning" were met with positive responses. The overall satisfaction with online quizzes suggests that students find them valuable to their learning process. This positive user experience is crucial for online quizzes' sustained use and effectiveness in educational settings.

Overall Positive Response

The overall positive response rate of 80% across all themes highlights students' effectiveness and acceptance of online quizzes. This positive feedback indicates that online quizzes are well-received and effectively enhance student engagement, understanding, and satisfaction.

Implications for Practice

The findings of this research have significant implications for implementing online quizzes in English language education at the Islamic university in Jambi. Firstly, the high ease of use suggests that the technological infrastructure is adequate and accessible to students. This implies that further investments in similar educational technologies will likely be beneficial. Secondly, the positive responses regarding interactivity and engagement indicate that incorporating gamification elements can significantly enhance student motivation and interest. Educators should consider integrating such elements into their online quizzes to maintain high levels of student engagement.

The strong agreement on the effectiveness of online quizzes in improving learning outcomes suggests that they should be more widely adopted as a supplementary learning tool. The ability of online quizzes to provide immediate feedback and reinforce learning makes them an invaluable resource for students. Lastly, the high level of user satisfaction underscores the importance of continuously improving the user experience. Feedback from students should be regularly sought to identify areas for improvement and ensure that the quizzes remain relevant and practical.

Recommendations for Future Research

While this research provides valuable insights into the effectiveness of online quizzes, there are several areas for future research. Firstly, longitudinal research could provide more detailed information on how online quizzes impact long-term learning outcomes and retention. Additionally, qualitative studies involving interviews or focus groups with students could provide deeper insights into their experiences and perceptions of online quizzes. Finally, expanding the sample to include students from other universities could help generalize the findings and understand the broader applicability of online quizzes in different educational contexts.

DISCUSSION

This research's key finding is easy access and navigation through online quizzes. The fact that students found the quizzes straightforward to use suggests that the technological setup is effective and inclusive. This ease of access is crucial for maximizing the benefits of online quizzes, as it ensures that students of different technological backgrounds can engage with the material without encountering barriers. The intuitive design of these quizzes likely contributes to a seamless learning experience, enabling students to focus more on the content rather than struggling with technical issues.

Moreover, the interactive nature of online quizzes has emerged as a significant factor in maintaining student interest and motivation. Features such as real-time feedback and gamification are instrumental in keeping students engaged. This interaction creates a more dynamic learning environment, where students are not passive recipients of information but active participants in their learning process. The positive responses to these interactive features suggest they play a critical role in sustaining student engagement. By providing immediate feedback, online quizzes allow students to quickly identify and address their mistakes, reinforcing learning and facilitating better retention of information.

The effectiveness of online quizzes in enhancing students' understanding and retention of course material is another notable finding. Students reported that these quizzes helped them grasp the content more effectively and retain information longer. This result highlights the potential of online quizzes to serve as a powerful reinforcement tool, complementing traditional teaching methods. The ability to repeatedly engage with the material through quizzes provides students with multiple opportunities to solidify their understanding, which is crucial for long-term retention. The immediate feedback provided by the quizzes helps students correct misconceptions and reinforces their learning, contributing to a deeper comprehension of the subject matter.

The high level of satisfaction reported by students further underscores the success of online quizzes as a learning tool. Satisfaction with the learning experience is an essential indicator of the effectiveness of educational interventions. The positive feedback suggests that students not only appreciate the functionality of the quizzes but also find them beneficial and enjoyable. This satisfaction is essential for the continued use and effectiveness of online quizzes, as students are more likely to engage with tools they find valuable and engaging. The alignment between student satisfaction and learning outcomes suggests that online quizzes effectively meet the needs and preferences of students.

The findings from this research also have broader implications for educational practice. The positive reception of online quizzes indicates that integrating such tools into the curriculum can enhance student engagement and learning outcomes. Educational institutions should consider adopting and expanding online quizzes to create a more interactive and practical learning environment. Incorporating gamification elements and real-time feedback can transform the learning experience, making it more engaging and impactful.

Furthermore, the success of online quizzes in this context highlights the potential for similar digital tools in other educational settings and subjects. The positive impact observed in English language courses suggests that online quizzes could be equally effective in other disciplines. This potential warrants further exploration and development of digital learning tools across various subjects, aiming to improve student engagement and learning outcomes in diverse educational contexts.

Continuous improvement of online quizzes is essential to maintain their effectiveness. Gathering regular feedback from students can help identify areas for enhancement and ensure that the quizzes remain relevant and aligned with students' evolving needs. By addressing student feedback and incorporating new features, educators can continually refine the quizzes to maximize their impact on learning.

CONCLUSION

The research findings underscore the profound impact of online quizzes on enhancing student engagement, motivation, and learning effectiveness in English courses at an Islamic university in Jambi. Students' positive feedback highlights the value of integrating online quizzes into the educational framework, demonstrating their effectiveness in enriching the learning experience and improving academic performance.

Students appreciated the user-friendly design of the online quizzes, which facilitated ease of navigation for individuals with varying levels of technological proficiency. This accessibility ensures broader adoption and fosters an inclusive learning environment. The straightforward design of the quizzes contributes to their seamless integration into students' research routines, allowing them to engage more effectively with the content.

The interactive features of the quizzes, such as instant feedback, gamification, and point systems, were particularly valued by students. These elements enhanced engagement and provided immediate performance insights, enabling students to quickly identify and address areas needing improvement. The interactive nature of the quizzes makes learning more enjoyable and effective, aligning with research that shows interactive tools significantly boost student motivation and comprehension.

The effectiveness of online quizzes in improving learning outcomes was evident, with students reporting that the quizzes helped them better understand and retain course material. The ability to receive real-time feedback and correct errors immediately reinforces learning. This aligns with existing literature supporting interactive tools to enhance student comprehension and retention.

Overall, the high student satisfaction with online quizzes suggests that these tools are beneficial and enjoyable. This satisfaction is essential for the sustained use and success of online quizzes, as students who find learning tools enjoyable and effective are more likely to remain engaged and motivated, leading to improved academic results.

These findings have important implications for educators and academic institutions. The positive reception of online quizzes underscores the need to integrate such tools into the curriculum to create a more dynamic and engaging learning environment. By incorporating gamification and immediate feedback, educators can significantly enhance student motivation and learning outcomes.

The success of online quizzes in this context also indicates their broader potential across different subjects and educational settings. This opens opportunities for further research and development in educational technology to create more effective and engaging learning tools.

Continuous refinement and innovation are crucial to maintaining the effectiveness of online quizzes. Regularly collecting and analyzing student feedback can help identify areas for improvement, ensuring that quizzes remain relevant and aligned with students' needs.

In summary, the research demonstrates the significant positive impact of online quizzes on student engagement, motivation, and learning effectiveness. Their user-friendly design, interactive features, and immediate feedback make them valuable to the educational toolkit. Investing in and continually improving these tools can create a more engaging and practical learning experience, highlighting the broader potential of educational technology to transform learning and emphasizing the need for ongoing innovation in this field.

REFERENCES

- Abdul Halim, M. S. A., Hashim, H., & Yunus, M. M. (2020). Pupils' motivation and perceptions on ESL lessons through online quiz games. *Journal of Education and E-Learning Research*, 7(3), 229–234. <https://doi.org/10.20448/journal.509.2020.73.229.234>
- Aykut, & Arslan. (2010). Implementing a Holistic Teaching in Modern ELT Classes : Using Technology and Integrating Four Skills Implementing a Holistic Teaching in Modern ELT Classes : Using Technology and Integrating Four Skills. *International Journal of Human Sciences*, 20707.
- Buckley, P., & Doyle, E. (2016). Gamification and student motivation. *Interactive Learning Environments*, 24(6), 1162–1175. <https://doi.org/10.1080/10494820.2014.964263>
- Creswell, J. W. (2014). *Research Design* (4th Editio). Sage Publication.
- Gael, K. E., & Elmiana, D. S. (2021). Mobile-Assisted Language Learning (MALL) in English language acquisition: a critical literature review. *JELTIM (Journal of English Language Teaching Innovations and Materials)*, 3(2), 76. <https://doi.org/10.26418/jeltim.v3i2.49813>
- Gilakjani, A. P. (2017). A Review of the Literature on Integrating Technology into the Learning and Teaching of English Language Skills. *International Journal of English Linguistics*, 7(5), 95. <https://doi.org/10.5539/ijel.v7n5p95>
- Inayah, N., Yusuf, Q., & Fibula, N. (2020). Exploring Undergraduate Students' Perception Toward the Use of Duolingo in Learning English. *Humanities & Social Sciences Reviews*, 8(3), 76–85. <https://doi.org/10.18510/hssr.2020.839>
- Jaelani, A., & Sutari, D. R. (2020). Students' Perception of Using Duolingo Application as A Media in Learning Vocabulary. *Bogor English Student and Teacher (BEST) Conference*, 2, 40–47.
- Kheryadi. (2017). THE IMPLEMENTATION OF "WHATSAPP" AS A MEDIA FOR ENGLISH LANGUAGE TEACHERS. *LOQUEN*, 10(2), 1–14.
- King, P. M., & Baxter Magolda, M. B. (1999). A developmental perspective on learning. *Journal of College Student Development*, 40(5), 599–609.
- Lafleur, L. (2024). The effects of gamified daily awards on digital vocabulary flashcard learning: A case study. *Technology in Language Teaching & Learning*, 6(2), 1–20. <https://doi.org/10.29140/tltl.v6n2.1195>
- Liu, L. (2021). Design and Implementation of English Listening Teaching Based on a Wireless Communication Microprocessor and Virtual Environment. *Journal of Sensors*, 2021. <https://doi.org/10.1155/2021/2887302>
- Louis, C., Lawrence, M., & Morrison, K. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Eighth Edi). Sage Publication.
- Mahbub, M. A. (2020). Learning English mediated by Kahoot: Insights from the Indonesian EFL instructors. *Journal on English as a Foreign Language*, 10(2), 246–267. <https://doi.org/10.23971/jefl.v10i2.1917>
- Malagón, C. G., & Pérez, M. L. (2017). ICT in the English Classroom. Qualitative Analysis of the Attitudes of Teachers of English Towards its Implementation in Secondary Schools. *Procedia - Social and Behavioral Sciences*, 237(June 2016), 268–273. <https://doi.org/10.1016/j.sbspro.2017.02.074>

- Mulya, A., & Refnaldi. (2016). Journal of English Language Teaching Using School.Duolingo.com as an Alternative E-Learning at Senior High School for Teaching and Learning English Online. *Journal of English Language Teaching*, 5(1), 287–296. <http://ejournal.unp.ac.id/index.php/jelt>
- Nguyen, T. T., Nguyen, D. T., Nguyen, D. L. Q. K., Mai, H. H., & Le, T. T. X. (2021). Quizlet as a Tool for Enhancing Autonomous Learning of English Vocabulary. *AsiaCALL Online Journal*, 13(1), 150–165. <https://doi.org/10.54855/acoj221319>
- Nuci, K. P., Tahir, R., Wang, A. I., & Imran, A. S. (2021). Game-Based Digital Quiz as a Tool for Improving Students' Engagement and Learning in Online Lectures. *IEEE Access*, 9, 91220–91234. <https://doi.org/10.1109/ACCESS.2021.3088583>
- Oliveira, W., Hamari, J., Shi, L., Toda, A. M., Rodrigues, L., Palomino, P. T., & Isotani, S. (2023). Tailored gamification in education: A literature review and future agenda. In *Education and Information Technologies* (Vol. 28, Issue 1). Springer US. <https://doi.org/10.1007/s10639-022-11122-4>
- Pham, A. T. (2022). University Students' Perceptions on the Use of Quizlet in Learning Vocabulary. *International Journal of Emerging Technologies in Learning*, 17(7), 54–63. <https://doi.org/10.3991/ijet.v17i07.29073>
- Pustika, R. (2020). Future English Teachers' Perspective Towards Implementing E-Learning in the Covid-19 Pandemic Era. *Journal of English Language Teaching and Linguistics*, 5(3), 383. <https://doi.org/10.21462/jeltl.v5i3.448>
- Rizky Setiawan, M., & Wiedarti, P. (2020). The effectiveness of quizlet application towards students' motivation in learning vocabulary. *Studies in English Language and Education*, 7(1), 83–95. <https://doi.org/10.24815/siele.v7i1.15359>
- Rukminingsih, Adnan, G., & Latief, M. A. (2020). *Metode Penelitian Pendidikan. Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas*. Erhaka Utama.
- Singh, C. K. S., Rengasamy, K., Singh, T. S. M., Ong, E. T., Yunus, M. M., Rahmayanti, H., & Ichsan, I. Z. (2021). A Review of Research on The Effectiveness of Using Kahoot To Enhance Students' Motivation To Learn English. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(3), 201–207. <https://doi.org/10.17762/turcomat.v12i3.657>
- Susanti, S. (2017). Fun activities in teaching English by using Kahoot! *2nd International Seminar on Education. Empowering Local Wisdom on Education for Global Issue*, 453–459.
- Waluyo, B., & Bucol, J. L. (2021). The impact of gamified vocabulary learning using Quizlet on low-proficiency students. *Call-Ej*, 22(1), 158–179.
- Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning – A literature review. *Computers and Education*, 149(January), 103818. <https://doi.org/10.1016/j.compedu.2020.103818>
- Young, C. A., & Bush, J. (2004). Teaching the English Language Arts With Technology: A Critical Approach and Pedagogical Framework. *Contemporary Issues in Technology and Teacher Education*, 4(1), 1–22.
- Zadeja, I., & Bushati, J. (2022). Gamification and Serious Games Methodologies in Education. *International Symposium on Graphic Engineering and Design*, 599–605. <https://doi.org/10.24867/GRID-2022-p66>